This catalog contains the principal terms and conditions between students and Universidad Central de Bayamón. The institution reserves the right to admit, readmit or enroll separately each student in each semester or session irrespectively of its validity date.

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

The University will make all reasonable efforts to maintain updated the information contained in this catalog. However, it reserves the right, when deemed necessary or desirable, to change the regulations, costs for tuition, fees for services, requirements to complete a program of study, requirements for the award of degrees and academic distinctions, course content and any other provision which may affect students.

From the moment students enroll in the university, they are responsible for reading, understanding and complying with the policies and academic, administrative and disciplinary regulations in addition to the general requirements for obtaining the degree. If a student decides to change major, he or she will be responsible for complying with the requirements that are in effect at the time of the change.

Graduation requirements, as well as curricula and academic programs, may change while the student is enrolled at the University. Ordinarily, these changes do not apply retroactively, yet students have the option of completing the new requirements. When agencies conferring licensure or professional certifications make changes in their requirements, the changes made to the curriculum or programs are in effect immediately. Student's sole responsibility is to determine whether to take the new courses.

Universidad Central de Bayamón complies with all Federal Laws and Commonwealth of Puerto Rico Acts, regarding Civil Rights of students and employees. These include, but are not limited to the following:

2. ADA Act, “American with Disabilities Act” of 1990, to eliminate discrimination for disabilities, architectural barriers and to facilitate the necessary reasonable accommodations.
3. Title IX of the Amendments of Education of 1972 on Non-Discriminatory Practices of gender bias. (“Prácticas no-discriminatorias por razones de género”)
4. Civil Rights Acts relating to non-discrimination practices based on race, color, creed or national origin.
5. Student’s Privacy Rights Act of 1974. (“Derechos del Estudiante a la Privacidad”)
6. Title 38, U.S.C on Veteran’s benefits.
7. Policy of non-discrimination based on gender and to maintain a harassment free environment.

It is the policy of Universidad Central de Bayamón to guarantee equal opportunity in all educational programs and student services.

“The Institution does not discriminate, exclude, or deny benefits against any person because of race, gender, age, disability, color, origin or social condition, nor for political, religious, social or labor union affiliation”.

http://www.ucb.edu

UCB is accredited by the Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680. Tel. 215-662-5606, Fax 215-662-5501
www.msche.org

A publication of the Office of Academic Affairs
August 2012
CERTIFICATION

I, Lillian Negrón-Colón, President of Universidad Central de Bayamón, certify that this document is the official catalog of the University for Undergraduate Programs beginning August 2013.

Lillian Negrón-Colón, Ph.D
President
DIRECTORY

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ACREDITATIONS

Universidad Central de Bayamón has a license renewal from the Board of Education of Puerto Rico and is accredited by the following agencies:

- Association of Theological Schools (ATS)
- State Agency approval to enroll veterans and other eligible persons
- Council on Rehabilitation Education (CORE)
- Middle States Commission on Higher Education (MSCHE)

AFFILIATIONS

Universidad Central de Bayamón is affiliated with the following entities:

- Association of Governing Board (AGB)
- Association of Private Colleges and Universities (ACUP)
- College Entrance Examination Board (CEEB)
- International Federation of Catholic Universities (FIUC)
- Hispanic Educational Telecommunication System (HETS)
- Sacred Congregation of Catholic Education in Rome

INSTITUTIONS AFFILIATED WITH UNIVERSIDAD CENTRAL DE BAYAMÓN

- Center of Dominican Studies of the Caribbean
- Seminary of the Dominican Order
- Dominican Priests Retreat Center
- Theology and Pastoral Institute of the Archdiocese of San Juan
- Diocesan Seminaries and of Religious Orders

DEADLINES

ADMISSION:

First quarter: August to October
Second quarter: October to December
Third Quarter: January to March
Fourth quarter: March to June

ADMISSION TESTS

Admission tests for graduate studies (EXADEP) are offered in Puerto Rico several times a year. Information may be obtained by writing to: Educational Testing Service, Avenida Muñoz Rivera # 250, Building American International Plaza, 3rd Floor, Office # 15, San Juan, Puerto Rico 00918. (Tel. 787-753-6363)

The student is required to consult Registration Instructions, published each registration period by the Registrar's Office, for any new details. Due to the importance of discipline regulations, each student will receive a copy of the Student Handbook and sign an agreement to read and become familiar with its contents. This requirement cannot be ignored under any circumstances. Also, the student also agrees that the obligation of the University is to provide those specific courses in their curriculum in the quarter, and UCB can discontinue the any academic program when deemed necessary.
GOVERNMENT AND ORGANIZATION

The institution is governed by the Council of Founders, which consists of five (5) members belonging to the Dominican Order of Preachers. This body delegates power to a Board of Trustees, which consists of ten (10) members, of which five (5) are members of the Dominican Order of Preachers who, in turn, are members of the Council of Founders. The Master General of the Order of Preachers is "de jure" Chancellor of the University, under whose responsibility the University seeks to fulfill its Catholic and Dominican mission. This responsibility is usually exercised by the Master General through the Superior of the Order of Preachers of Puerto Rico, and other members of the Council of Founders.

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Ing. Eliezer García Rosario, B.S.E.E., Director of General Services
Luis A. De Jesús Mercado, Coordinador of General Services

CLAUSTRO

Constituted by the President, the Dean of Academic Affairs, the Dean of Administration and Finance, the Dean of Student Affairs, Directors of colleges and full time professors.

ADMINISTRATIVE COUNCIL

The Administrative Council aids the President in matters outlined in university regulations and any other matter deemed beneficial for the Institution. This governing body is composed of the President, who convenes and presides, the Dean of Administration and Finance, the Dean of Academic Affairs, Dean of Student Affairs, Associate Dean, Director of Planning and Institutional Development and Director of Human Resources.

UNIVERSITY SENATE

The University Senate represents the administration, faculty, and students. It can approve legislation projects and submit them to the Board of Trustee by way of the President and Administrative Council.

ACADEMIC COUNCIL

The Academic Council is the advisory body on academic matters. The Academic Council is composed of the following ex officio members: the Vice President, Dean of Academic Affairs, who calls to convene and presides, the Associate Dean of Licensing and Accreditation, Dean of Administration and Finance who is Secretary of the Board, the Dean of Affairs student, Academic Colleges Directors, Registrar and Director of Admissions. They are also members of the Academic Council one (1) professor elected by each academic college, and one (1) student selected by the Director of each Academic College are also members of the Academic Council. The President of the University may participate in any meeting of the Academic Council.

STUDENT COUNCIL

It is an organization representing all students of this university and responds to student interests and aspirations. It consists of sixteen members elected by the student body and the board consists of: President, Vice President, Secretary, Treasurer and Public Relations Officer. One of the goals of the Student Council is to establish the necessary cohesion between students, faculty and administration as a means to secure a healthy coexistence in university life. The president is elected by the general student vote.
GENERAL INFORMATION

PHILOSOPHY

Parallel to the process of building a structural and administrative autonomy, a philosophical definition also took place at Universidad Central de Bayamón. In 1999, the Council of Founders, the maximum institutional governing body, established the following general guidelines for its educational philosophy:

Since its beginning in the 13th century, the Dominican Order has been associated with universities. In fact, the Order of Preachers is the first religious order to found universities. By charisma and tradition, the Institution has an educational philosophy that exemplifies a Catholic institution. This philosophy consists in developing and transmitting appreciation for knowledge and adapting and integrating different philosophical trends. For the Dominican Order, a university is an opportunity to achieve this objective at the theological research level and the teaching level. A Dominican university is a live extension of its charisma which consists of searching for truth. In a Dominican university this charisma connects with the contemporary cultural tendencies.

As a Dominican institution, Universidad Central de Bayamón strives for the integration of the different levels of knowledge, according to the methods and principles of St. Thomas Aquinas, who harmonized reason and faith. Technological information and Christian humanistic formation coexist to create a mature individual with a critical and dialogical capacity and transcendent vision.

Universidad Central de Bayamón aspires to disseminate scientific knowledge integrated with a Christian life, to transform and humanize the Puerto Rican society and the world. From a Christian and cultural perspective, the Institution aims to preserve, extend and disseminate knowledge while respecting the scope and methods of each science. It is fundamental, in this interdisciplinary dialogue, to have intellectual freedom of thought which is necessary for a profound and comprehensive knowledge.

Universidad Central de Bayamón educates citizens with a historic sense of culture based on a personal and collective identity. It promotes intellectual curiosity and ethical and aesthetic universal values to develop character and talent. Cultural and spiritual formation contributes to the creation of professionals, according to the needs of an industrial and technological society. The Institution instills a Christian communitarian sense cultivated in an environment of respect and dignity.

The Council of Founders founded the University in light of the Dominican charisma. Its essential function is to safeguard and promote the humanistic, Catholic and Dominican mission at all levels: academic, student, and administrative. The Council of Founders fosters the development of a personal and world view in order to communicate effectively with the modern world.

The Council of Founders opens new channels of communication with the university community. The Council exhorts students, professors, and administrators to reflect and come together in a respectful atmosphere for an exchange of ideas on the meaning of a humanistic, Catholic, and Dominican University in the XXI century. Such exchange is essential to advance and achieve its vision originating from a Dominican charisma, which is the essential purpose of the University.
Today, more than ever, at the threshold of a new millennium, Universidad Central de Bayamón seeks to form men and women capable of being active citizens in a conflictive and accelerated world. Without the truth of faith, human knowledge becomes barren and flawed. Faith enriches human knowledge and, consequently, strengthens personal faith. This University seeks as its prime goal to live by this philosophy and to transmit it to the rest of society.

Universidad Central de Bayamón upholds a Catholic educational philosophy and promotes dialogue within the diverse scientific and theological disciplines. It also offers a humanistic education based on critical thinking, acquisition of ethical, social and religious values, increasing social commitment and responsibility for lifelong learning. The University aspires to improve communication skills, leadership potential, and adaptability to various employment scenarios. Lastly, students, faculty and administration should create a work environment that teaches to teach, learns to teach and learns to learn, guided by mutual respect and a quest for truth.

MISSION

Following the philosophy of Saint Thomas Aquinas and inspired in the multi-secular charisma of the Order of Preachers, Universidad Central de Bayamón has the mission of promoting the integral development of its students by means of an education of academic excellence forming leaders and professionals with high social commitment, capable of constructing a cultural, scientific-technological, and business world, based on the evangelical values of Christian Humanism.

VISION

Universidad Central de Bayamón projects itself as a unique center of Christian humanist formation and social transformation through its cutting edge student-centered academic programs and quality of university life. Its professional training responds to the most essential needs of social, cultural, economic, and ecclesiastic institutions, in accordance with state of the knowledge, technological advancements, and the values of the Gospel.

VALUES

Universidad Central de Bayamón, as a Catholic institution of higher education founded by the Friars of the Order of Preachers, is committed to promoting in its students, faculty, and employees the following values:

CHARITY, as a supreme evangelical value, which motivates and sustains all human deeds, therefore in the intellectual, cultural, social, economic, and technological spheres.

SPIRITUALITY, as an inherent characteristic of humans to serve society with self-awareness in relation to others, the environment and God.

STUDIOUSNESS, that seeks the attention of all human capacities to discover truths that will lead mankind to live in state of internal and external freedom.

TRUTH, as a goal and result of the dedication to study, research and spirituality, always cherished and constantly sought in the most diverse fields of knowledge and realities of human experience, according to the testimony of Saint Thomas Aquinas.
CULTURAL PROMOTION, as an expression of all the capacities of the human being that inspire and give sense to human life in society, innovating and following national and globalized tradition.

PROFESSIONALISM, that procures optimum preparation and performance for the ecclesiastic and civil society of today, from a high ethical, dynamic, and innovative sense.

INTEGRITY, which commits our institution to: comply with all the laws, norms, and regulations of the state; licensure and accreditation agencies, and institutional policies.

COMMUNITY LIFE, as a goal and principle to build a just, fulfilled and peaceful society through respectful dialogue, open and clear communication, accepting diversity as richness and committed to team work.

SOCIAL JUSTICE, as a concern and commitment to the construction and transformation of the most varied dimensions of the Puerto Rican and international society.

SOLIDARITY, that emanates from the drive for social justice and charity in the day to day actions of each member of the university community that puts to the service of others all that the Creator has offered as a gift.

GOALS

Defined by its mission, the University is consistent with the general aim of higher education of our times regarding, transmitting culture, scientific knowledge, the formation of the person, the systematic search for new knowledge, the stimulus for scientific interest and service to the community.

The University views these educational goals under a Christian, Catholic and humanistic perspective and under the philosophical tradition of the teachings of St. Thomas Aquinas. From these teachings, it promotes dialogue between reason and faith, social and ethical awareness and an active presence of theology and philosophy in the general curriculum.

This curriculum and all academic and co-curriculum work is aimed at the achievement of the following goals:

1. Think logically and critically and communicate ideas with clarity and correction.

2. Understand the general principles and fundamental concepts of the broad fields of knowledge: Humanities, Natural Sciences and Mathematics, Social Sciences and Theology. The student will have an awareness of the active interrelation among these fields of knowledge, as well as the interdisciplinary nature of knowledge.

3. Master the theories, concepts, processes, methods, problems, scientific conclusions and practical implications of an academic discipline or a particular profession.

4. Understand the ethical dimensions of human and professional life and act in concrete situations according to ethical and moral implications.

5. Recognize the value of personal and social dignity and act responsibly, with respect and tolerance, toward the dignity of others, and with a profound sense of social justice.
6. Develop a sense of solidarity using his/her knowledge and skills to contribute to the common good.

7. Understand and value the importance of productive work, recreation, physical and emotional health, and enjoy aesthetic values in order to have a full and dignified human life.

8. Understand and value his/her cultural inheritance as a Puerto Rican, Latin American and Occidental and participate in the analysis and solution of problems that are affecting the Puerto Rican.

9. Have an awareness of the transcendental dimension of life; understand the foundations of the Christian religion and participate, based on conscience, of the experience of faith and of its community expression.

These goals are achieved through the general education curriculum, which serves as an integrating factor of the specialization programs. The general education program is an integral part of all other academic programs providing students: life experiences such as religious, social, psychological and vocational guidance, sociocultural activities, emancipatory values, personal contact with faculty, and methodology designed to promote a humane education.

The administration, institutional offices, faculty, physical facilities and extracurricular activities are part of the formal educational effort.

Therefore, Universidad Central de Bayamón strives to prepare students not only with the professional and technical skills necessary for modern life, but also with an ethical and moral conscience to guide their personal and social life based on critical knowledge and in keeping with the Christian faith.

HISTORY

The first friars, who came from the Convent of San Esteban de Salamanca to the New World, arrived in 1510. They settled on the islands of San Juan de Puerto Rico and Española. These pioneers were Friar Pedro de Cordova, Vicar; Friar Antonio de Montesino, Friar Bernardo de Santo Domingo and Friar Domingo. On the island of Española, these friars were known for their Thomistic formation and profound apostolic zeal in the defense of the Indians against the abuses of the Spanish conquistadores. It was there in December 1511 that Friar Antonio de Montesino made his prophetic sermon in defense of the Indians from the pulpit of the monastery of the city of Santo Domingo. In 1521 Friar Antonio de Montesino and Friar Luis Cancel founded the Dominican convent on the islet of San Juan de Puerto Rico. In 1530 the Province of Santa Cruz of the Indies was established. During the first half of the sixteenth century, the famous Dominican friar Bartolomé de las Casas (1484-1566) visited Puerto Rico on several occasions doing evangelistic work by defending Indians and black slaves. By the mid- seventeenth century the Royal Convent of St. Thomas Aquinas in San Juan was already an important center of Higher Education under the direction of the Puerto Rican provincial Friar Jorge Cambero. José Campeche (1751-1809), the first national painter of Puerto Rico, was a member of the Venerable Third Order of St. Dominic. On November 28, 1801 Miguel Xiorro and Velasco in his will (n.1743) bequeathed all his financial assets to the Carmelite nuns of San Juan and to the education in Puerto Rico. Miguel Xiorro like Campeche was a professed Dominican Tertiary.
On July 20, 1904 the first Dutch Dominican friars settled in Yauco: Friar Joaquin and Selbach, O.P Friar Gregorio Vuyletteke, OP; and Friar Martin Luyckx, OP. In 1918 Friar Martin J. Bersten, a prominent intellectual and great humanist, parted from Holland and arrived in Puerto Rico. On May 5, 1926, together with Fray Marcos Huigens, OP, in Ensenada, Guánica, began the publication of El Piloto for disseminating information on the defense and promotion of culture and philosophy in Puerto Rico. With all this wealth of achievements of the Dominican friars in the field of Education, on August 14, 1961, at the request of Fray Mariano Nieuwenhuijen, OP, Pastor of Santa Cruz de Bayamón and with the support of Dominican Tertiary Guillermo "Mitín" Ramirez Higuera, the evening and Saturday extension of the Catholic University of Puerto Rico (Ponce) at the school St. Rosa of Lima directed by the Dominican Sisters of the Holy Cross was established in Amityville in Bayamón. Brother Ramirez Higuera had served as professor of Spanish at Santa Rosa School during the years 1953-1960. College courses were offered after school hours, which limited college courses to the first two years and later were required to complete the bachelor degree at Catholic University in Ponce. At first Reverend Mother Augusta, a Dominican none of the Holy Cross in Amityville, served as administrator, but because she was not able to communicate in Spanish, the Vicar Provincial Friar Mariano Nieuwenhuijen, OP appointed Prof. Guillermo Ramirez Higuera as Administrator and Director of the University. On August 15, 1964 the University Extension of Santa Rosa School, which had 79 students, was moved to the grounds of the newly opened convent of Our Lady of the Rosary in Hato Tejas, Bayamón. Friar Dominic Ramirez Higuera was the first director of the university from 1961 to 1964, when Fray Vicente van Rooij, OP, with an educational and administrative vision began as Executive Director and first President of the Institution Miss Mary I. Moliner Fernandez with a group of university professors had the illustrious task of advancing the development of the university.

The September 30, 1964 with the endorsement of Fray Jaime Visker, OP Provincial Vicar, University Center of Bayamón was incorporated in the State Department of Puerto Rico under the name "Universidad Católica de Bayamón, Inc., being the incorporators (founding Friars) Friar Vicente van Rooij, OP, Executive Director, Friar Miguel Reckman, OP, Professor and Friar Laurence WA Boom, O.P. Prior of the Convent of Our Lady of the Rosary. Thus was constituted the Council of Founders, as a body that "possesses and exercises all the power and authority guaranteed to the original incorporators and their successors in the government of the University."

The first Board of Trustees of the Catholic University of Bayamón was established on April 6, 1965 and was appointed by the Provincial Vicar Fray Jaime Visker, OP. On June 2, 1965 the Board of Trustees approved the "By-laws on Corporate Governance Structure of the Catholic University of Bayamón, Inc."

CAMPUS

Universidad Central de Bayamón is located on stretch of land in the heart of Bayamón, forming part of Dominican Seminary Complex. UCB's campus is set amidst a natural landscape, making it an oasis within the city of Bayamon. Its well-distributed buildings and sports facilities, together with its technological facilities provide students with an excellent ambience for studying.
Since the University is located in the Metropolitan Area, only nine miles from the center of San Juan, its students can profit from the intellectual and social advantages of museums, theaters, art galleries and musical centers, as well as its social and recreational facilities.

In 1970, the University began a carefully planned program of expansion and development of its physical facilities, its faculty and its educational resources.

In 1978, the institution inaugurated the Center for Education Resources which houses the collection, facilities, technological assistance equipment for disabled people and audiovisual equipment, as well as cubicles with equipment to make easy auto-instruction and other kind of electronic equipment for the development and enrichment for student's body as well as for the faculty.

In 1979, it inaugurated the three level building in which the Humanities Department is located with offices for the Director of the Department and classrooms for the general education program and the major courses of the Humanities Department. The structure also houses faculty offices, a language laboratory and a conference room.

The construction of the new building for the College of Education and Business Administration began in 1981. This building also has classrooms, Conference room, Secretarial classroom, Computer classrooms, and Laboratories for Enterprises Administration.

In October, 1982 the Multi-Sports Complex was inaugurated and dedicated to a distinguished Puerto Rican radio commentator, educator and writer called Rafael Pont Flores. This complex has: a gymnasium, two indoor courts for basketball, volleyball and tennis; classrooms; and areas for recreational activities. There is also a swimming pool and an athletic track.

These facilities are available for the university community, duly identified, and during the established schedule for each semester. Educational institutions and the community in general may request the use of the facilities through the office of the Administrator of the Sports Complex. Users must comply with the Regulation for the Use of the Facilities.

In December 1985, the Activities Room for multiple uses opened its doors. In 1989, a new spacious cafeteria was completed.

Finally, in 1990, the three floor Natural Sciences Building was built and in 2009 it was remodeled and equipped with modern laboratories and facilities for the disabled. Aside from faculty offices, there are six classrooms, an amphitheater, and research room.

In 2009 the College of Science received funding from the CCRAA proposal to improve its infrastructure, develop a tutoring center for the area of math and science and network with technical schools offering careers related to health professions, so that students may continue studies toward a degree in the sciences.

In 2011, the institution is awarded a new Federal funds Proposal Title III -STEM, to further improve offerings by adding a new Bachelor of Science in Neuroscience, including the development of laboratories and support through mentoring and tutoring for students in science and math.
The Administration Building and Student Services opened in 1996. This Administration Currently houses the offices of admissions, registrar, financial aid, bursary, evening and Saturday services, finance, human resources, Board of Trustees, presidency, academic affairs and the Office of Institutional Development.

Offices for General Services are located in the Butler Building. The Hawk Shop, selling school supplies, is also located in this building.

In 1999, UCB started providing services through the Upward Bound Program. Their offices are located in the urbanization Reparto Flamingo, Calle Perla del Sur, O-20, Bayamón, behind the Butler building. This program offers high risk high school students the opportunity to reinforce academic skills and direct them to completion of a high school diploma and providing the support to pursue post high school studies.

On 1 April 2002, the Child Development Center, located next to the administration building was inaugurated under the presidency of P. Vicente AM Van Rooij, O.P. During the same month the Census Information Center, located on the third floor of the Dr. Margot Arce de Vázquez Library was inaugurated.

In September 2003 the work of remodeling the Academic Computer Lab at the Natural Sciences Building was completed. In addition, the videoconference room, located on the first floor of the Library Dr. Margot Arce de Vázquez, equipped with the latest technological advances was available to the university community. During this same year, the Instituto Central (CEDEPT), located on the first floor of the Administration Building, was inaugurated.

In 2004 the Annex Building 800 Prof. Melendez Nelida was inaugurated housing eight classrooms with air conditioning. Currently, this building houses the Colleges of Liberal Arts and Humanities on the third floor and the College of Business and Technology on the second floor. There are also faculty offices.

Furthermore, as part of the immediate physical improvements in 2005, the semi -Olympic pool was remodeled and access made available for people with disability. In addition, in 2010, Dr. Margot Arce de Vázquez Library was remodeled and equipped with modern furnishings.

In 2006, construction of the building Father Jose Valentin Guevara , OP (5000) was completed and houses the Student Center, the Office of Student Affairs, the Office of Quality of Life, the Guidance and Counseling Center, a modern theater with seating for 350 people ,a chapel, Chaplain’s Office and the cafeteria . The Student Center is equipped with TV, board games, and billiards. This new building also houses the College of Education and Behavioral Professions and the College of Graduate Studies. Faculty assigned to these colleges have their offices in this building.

CAFETERÍA

The cafeteria is open Monday through Saturday. The university leases the cafeteria and is, therefore, managed by a private owner.

PARKING

The University has parking areas on campus. All motor vehicle must be registered with the Office of General Services for each term in order to have an access permit parking space is not
guaranteed. The parking lot is managed by a private company who charges a daily fee and is responsible for the care and protection of cars against damage. Parking on campus is a privilege, not a right; therefore, all students must comply with established traffic regulations.

LIBRARY EL HALCÓN

School supplies are available through El Halcón shop. It is located in Butler Building behind the administration building.

PUBLICATIONS

The main university publications are the Cruz Ansata and El Halcón. The faculty has the opportunity to publish articles on arts, sciences, economics, education, history, poetry, sociology and theology, as well as other areas of human interest in Cruz Ansata. El Halcón highlights co-curricular activities offered at the institution, student works and of articles directed to the student.

FACULTY

The University selects educated university personnel, above all the faculty, and takes into account its commitment with the philosophy of the University and its capacity to actively contribute in making it a reality. It also promotes the continued formation of its faculty and encourages ongoing investigative efforts to link disciplines that show an integral vision of the natural and cultural reality of Christianity.

The Faculty Evaluation Committee evaluates the performance of faculty regularly and channels their needs to ensure and promote the ongoing professional development. In the catalog directory, there is a list of faculty members, the college they work for, their degree, and subject taught.

CURRICULUM

Universidad Central de Bayamón integrates its education philosophy into a curriculum of Christian-Humanistic education in the fields of liberal arts, education, behavioral professions, natural sciences, health professions, communication, business administration and technology. The curriculum is designed to fulfill the needs and aspirations of students and society, and comply with the regulations established by professional and accrediting agencies.

The General Education Program aims at integrating knowledge and culture with a humanistic-Christian philosophy, and the mission and vision of a Dominican university. The curriculum is revised continuously to ensure it is aligned to our values as a Catholic university and the achievement of the goals and objectives.

LEARNING DEVELOPMENT AND RESEARCH SUPPORT CENTER, DR. MARGOT ARCE DE VÁZQUEZ

The Learning Development and Research Center (CRAAI), Dr. Margot Arce de Vázquez, is located in the center of campus. The resource center houses the Technology Support Center (CAT) and Academic Laboratories. In addition, this building houses the offices of Distance Education, the research lab and videoconferencing room. The center offers services to students, faculty, staff and the community in general. The building consists of three (3) floors and an elevator for easy access.
On the third floor are the PPOHA Project Proposal offices funded through Title V funds. This proposal began in 2010 and ends in 2015. This project funded the construction of two research rooms fully equipped with technology to facilitate research for students and faculty. The project also revises all core courses in the Graduate Studies Program, developing them to be taught in the classroom mode and online. The project works to strengthen the computer system infrastructure.

**LEARNING DEVELOPMENT AND RESEARCH CENTER (LIBRARY)**

The Learning Support and Research Center is located on the second and third floor of the building. It was founded in 1978, housing collections of Reference, Circulation and Audiovisual. At present, CRAAI houses Reserve, Reference Collection, Puerto Rican Collection, and the Electronic Information Center with access to the virtual library, assistive technology for students with special needs, Multi-Function Area, Special Collections, Information skills and Circulation Room. Bibliographic resources can be accessed through an electronic catalog, either remotely or on-site. The collection is automated through OASIS (Mandarin) System.

In harmony with the mission of the UCB, the Learning Support and Research supports academic programs offering alternatives for educators to strengthen the teaching and learning process to meet the needs and interests of students and the community according to the mission, goals and institutional objectives. The center provides information skills and free access in a different learning environment that promotes academic excellence and respect for intellectual freedom. Consequently, the student will manage information effectively, forming professionals and lifelong learners who can function in today's society with the values of Christian humanism.

**CRAAI service hours:**

- Information Room - Monday to Thursday - 7:00 am to 10:00 pm  
  
  Friday and Saturday - 8:00 am to 5:00 pm

- Circulation Room - Monday to Thursday - 8:00 am to 10:00 pm  
  
  Friday and Saturday - 8:00 am to 5:00 pm

- The services to the university community are varied; therefore, it is necessary to present a valid ID or class program.

**Reserve**

The reserve area is located within the Information Room on the second floor. This area contains bibliographic resources and materials placed by professors which are relevant for their courses. The resources on reserve are for the exclusive use of UCB students. Resources are loaned for one hour and cannot be taken out of the room.

**Reference**

The Reference Collection is located in the Information Room. It provides information resources for the intellectual development of our users and supports the academic goals of the institution. This room houses a variety of encyclopedias, dictionaries, directories and atlases among others. The services are not limited to the location of resources, students receive guidance to identify, locate and access resources to meet their information needs.
Puerto Rican Collection Concha Meléndez

The Puerto Rican Collection Concha Meléndez contains a variety of valuable works that document Puerto Rican history and culture, including books, magazines, newspapers, historical documents, literature, geography, economy, and politics. This collection is located next to the Reference Collection in the Information Room. This collection safeguards and provides information about Puerto Rican culture. These resources do not circulate outside the room.

Electronic Information Center (CEI)

The Electronic Information Center (CEI), located in the Information Room, aims to strengthen the services and collections of CRAAI. There are twenty high-tech computers that provide access to: Virtual Library, online catalog, the university webpage, online newspapers, digital archive of the newspaper *El Nuevo Día*, dictionaries and electronic encyclopedias, search engines and directories. UCB is part of the following consortium of libraries (COBIMET):

- Universidad del Sagrado Corazón
- American University
- Colegio Universitario de San Juan
- Conservatorio de Música
- Universidad Carlos Albizu
- Atlantic University College
- Colegio San Ignacio
- Trinity College of Puerto Rico
- Dewey University

Assistive Technology Room

The room of Assistive Technology (SAT) was established through the efforts of Committee Pro-Students with Disabilities of UCB. It is located in the room adjacent to the Electronic Information Center. This room serves students with special needs such as visual, hearing, learning and communication, among others. The Guidance and Counseling Office notifies CRAAI of the equipment and resources needed. Equipment and computer programs available for these users are: computers, adjustable tables, scanner to convert documents into editable text, computer, printer, image magnifiers, and various programs: Jaws, Zoom Text, Desktop Zoom, Power Talk, Please Read, Read Text and E Thunder in English.

Multifunctional Area

The use of multifunctional smart card began in June 2010. It is used for multifunctional equipment for printing and copying in color and black and white in various sizes. This card is used for ID purposes, parking access, and book loans.

Special Collections

Our Library has various collections of great historical and cultural value. These are the Collection of *Manuel Zeno Gandía*, the Collection of Dr. *Cesáreo Rosa Nieves*, the History Archives of UCB and the Religious Art Hall. These collections consist of books and documents of great importance for historian and researchers. Furthermore, the room of Religious Art and the Historical Archive of the Universidad Central de Bayamón evidence the humanistic philosophy of the institution. On the third floor is located the Isabel Gutierrez de Arroyo Collection. It is invaluable.
to the institution for its historical, cultural and intellectual contribution. This room consists of books, manuscripts, documents, and personal items such as furniture and artwork of Isabel Gutierrez de Arroyo. Many of these documents donated to the Dominican Fathers are unique and personal.

**Information Skills Room**

The Information Skills Room aims to provide guidance, lectures, skills workshops that promote the development of information skills to access use of information, preparation of documents, and cite bibliographic references. The room has twenty computers and innovative audio-visual equipment to meet the academic needs of students. This room is also used for lectures, workshops and other professional development of library staff.

**Circulation Room**

The Circulation Room is located on the third floor of the library. This collection has works that support the curricular proposals of our Institution and contributes to the intellectual development of the university community. The resources of this room can be loaned for a period of fifteen (15) days. The Circulation Room, also houses the Census Center, which provides statistics and demographic data of Puerto Rico and the United States.

**CENSUS CENTER**

The Census Center offers free access to the Census Bureau of the United States (www.census.gov) for online research.

The Federal Census Bureau created the Census Information Center Program in 1988 with the purpose of promoting the use of census data in the community.

In 2000, UCB established the Census Information Center (CIC). Its main objectives are:
- Disseminate census data between the university and external community.
- Provide information on the various publications of the census.
- Conduct studies or research with census data and disseminate the results.
- Facilitate the dissemination of census data.

The Census Center currently has the results of the 2000 census regarding the population of Puerto Rico. Specifically, the Federal Bureau of the Census has provided information on:
- The total population by municipality, origin, Hispanic and races.
- Population by age
- Socio-economic data.
- Data on housing.

This information is available in a CD-ROM or through other printed or electronic tools. These resources are available on the CIC of the institution. There are also maps of census blocks for all municipalities.

**TECHNOLOGY SUPPORT CENTER (CAT)**

The Technology Support Center has the primary objective to strengthen the teaching-learning process integrating technology and administrative support. The service is available to the university community. CAT houses the following areas: audiovisual area, printing room and graphic design.
Audiovisual Room

This area is responsible for lending technology equipment the students, faculty, staff and external community (the latter with special permits issued by the Director of the Center or the Academic Dean). The staff provides technical support such as: installation of sound equipment, projection equipment, video recording and photography. The audio visual staff is also in charge of the technical part of the UCB Theatre (lighting equipment, sound, projection and video conferencing rooms).

PRINTING AND DIGITAL ART ROOM

Aside from printing, this area creates graphics such as label, banners, binding and other artwork. The service is available to the outside community also.

Another function of CAT is to support all academic programs, giving special emphasis to Communications. There is an audio and video recording studio, where students are exposed to real work experience. The laboratories have digital audio equipment, computerized postproduction, CCTV and reception for conference circuit.

ACADEMIC COMPUTER LABORATORIES

Academic laboratories are available for academic research and for strengthening the teaching/learning and research process through the integration and use of technological innovations. Use of academic labs is available to the entire university community and external community as well. The staff offers help in the use and management of programs and equipment.

STUDENT LIFE AND SUPPORT SERVICES

STUDENT SERVICES

Student services contribute to the quality of life of the community. Universidad Central de Bayamón offers activities that foster development of the student as an individual and as member of the community in general. With this objective in mind, student services has the facilities and specialized staff to meet the academic, spiritual, social, human and vocational needs of students. With these services the University aims to guide students towards the full realization of their potential and achievement of their goals.

PASTORAL OFFICE

The Pastoral Office has three main goals: evangelize the university community, strengthen the Dominican philosophy, and promote religious and social acts. Services offered by the pastoral ministry are: catechism, spiritual counseling, Eucharistic celebrations, workshops, seminars, and retreats.

QUALITY OF LIFE OFFICE

The Quality of Life Office promotes personal and collective transformation in the university community in order to promote a meaningful life. It is necessary to effectively communicate a message of prevention of high risk behaviors and promote life styles through literature, music, drama, sports, and educational, experiential and spiritual activities. This office promotes integral
development through educational and cultural activities such as: health fairs, symposium on social
diversity, and community service.

Office hours and location of the Office of Quality of Life:

   Monday through Friday from 8:00 am to 5:00 pm. It is located on the 2nd floor of 5000
   Building next to the Student Center.

STUDENT COUNCIL

   The Student Council is composed of 10 elected representatives of the student body. The
   Council is the official student representative of the University and is governed by the Student
   Handbook. It is the body that works in partnership with the faculty and administration to achieve
   the goals of the University. Students have representation in virtually all committees and bodies of
   the University.

PHYSICAL EDUCATION PROGRAM

   Universidad Central de Bayamón recognizes the value of sports and physical activity as an
   educational tool and as a complement to the integral formation of the individual. The Physical
   Education Program has served as a means to promote the knowledge and practice of sport and its
   values in the Puerto Rican community. It has fostered the development of positive attitudes such
   as the appreciation for the proper use of leisure time and as a means for improving human
   relations. The program serves the entire university community through its instructional, intramural
   and athletic phases.

   The university is member of the Intercollegiate Athletic League (LAI). Student-athletes
   compete in the league’s sports competitions. UCB currently competes in judo, basketball,
   volleyball, tennis, table tennis, swimming, heptalon, decathlon, weight lifting, track and field, and
   athletics relays.

OFFICE OF EVENING AND SATURDAY SERVICES

   The office of the coordinator and manager of evening and Saturday services is located on
   the first floor of the Administration Building. The main function of this office is to provide academic
   support services to students during evening and Saturday classes. The manager of this office
   coordinates with the colleges, deans and other academic units any arrangements that arise in the
   evening and Saturday sessions.

   This manager is the liaison between students, faculty and staff of the University, provides
   guidance, administrative services and / or refers students to academic or administrative offices
   that will serve their needs during daytime hours. The office is open Monday through Thursday from
   11:00 am to 8:00 pm and Saturdays from 7:00 am to 3:00 pm.

   The Admissions Office offers services Monday through Thursday until 6:00 pm; Friday until
   5:00 pm, and the Registrar, Financial Aid and Bursary provide service Monday through Thursday
   until 7:00 pm, Friday until 5:00 pm and Saturday from 7:30 am until 3:00 pm.
FIRST YEAR STUDENTS

The University is conscious that first year students begin university life with great expectations and dreams. They enter a different world which will demand adaptation skills and changes in lifestyle. Therefore, it is important that students feel welcomed in an institution which recognizes their needs and allows them to acquire socializing experiences facilitating integration to university life.

To achieve this goal, Universidad Central de Bayamón, develops and offers a variety of services and activities parting from an eco-systematic focus which will allow the students to see themselves as part of the Institution and the interconnection of the services offered.

In order to facilitate the transition of daytime and evening freshmen into university life, the institution offers various services to meet their needs. In order to achieve the integration of freshman and night student to college life, each college establishes and implements procedures to ensure excellent personalized services to freshman.

Once the new student is admitted, he/she is required to attend a scheduled General Orientation. Faculty, administrative personnel and student mentors are present. Parents are also invited to attend.

The College of Graduate Studies conducts an initial counseling interview. And then prepares each student a class schedule according to selected study plan, needs and interests.

ORIENTATION AND COUNSELING CENTER

The Orientation and Counseling Center is assigned to the Office of Student Affairs. Its mission is to provide professional help to the student population and to contribute to their integral development. The Center has the responsibility of developing activities for students to make an adequate adjustment to university life and to provide opportunities, experiences and the necessary resources to face and solve day-to-day problems successfully. The Center offers is available to both undergraduate and graduate students. It assists in the development of their personal, educational and vocational plans. The counseling process is offered in a safe environment securing total professionalism and confidentiality.

Freshmen students receive academic, social and personal support using intervention strategies and individual and group counseling in the transition and adjustment process. This service promotes the development of self-awareness, identification of goals, establishment of priorities, decision making, study habits, life and career planning, among others. These skills build a positive self-image and self-esteem needed to be successful.

The services of the Orientation and Counseling Center are available upon request, through referrals or by appointment. The Center is located on the third floor of the 5000 Building. Service hours are Monday through Thursday from 8:00 am to 6:00 pm, and Friday from 8:00 am to 5:00 pm.

SOCIAL AND CULTURAL PROGRAMS

The University promotes and supports numerous social and cultural events for the development and enjoyment of the student body, faculty and the community. During the year, it organizes music recitals, poetry reading, movies, exhibitions, dances and theater productions.
In addition to these events, students can belong to social, cultural and/or educational groups and organizations in the Institution. Students can obtain additional information from the Office of Student Affairs or from the Office of Academic Colleges.

Each one of the associations and organizations promotes a variety of activities which include field trips, visits to historical and cultural monuments, and conferences of an educational nature.

**STUDENT RESPONSIBILITIES**

Upon admission, the student acknowledges and accepts the rules and regulations and the authority of the University to exert its disciplinary power, including suspension and expulsion.

In particular, the University has a strong obligation to protect its procedures from any act which tries to impede, obstruct, or threaten its normal operations. Though this authority is inherent to, the University tries to outline its expectations, as clearly as possible, and publishes its regulation handbooks. The students, in their individual capacity, and as members of the university community, are responsible for appropriate conduct according to the regulations, handbooks and administrative orders existing or proclaimed after admission to the Institution.

It is also the responsibility of the student to be informed of all the rules that affect his/her status. To that effect, he/she must regularly refer to Institutional handbooks, bulletin boards and weekly publications.

**Ignorance of regulations is not an excuse for failure to comply with the rules of the University.**

**INSTITUTIONAL POLICY: DRUGS, ALCOHOL, TOBACCO AND SEXUAL HARASSMENT**

According to institutional regulations, BCU is committed to the Puerto Rican society by promoting good morals and the eradication of illicit drugs and behaviors that degrade the human being, thus complying with all laws and regulations related to the consumption of illicit drugs. The institution promotes health care and rehabilitation options. Illicit drugs, alcohol and tobaccos are issues impacting our society and which can adversely affect anyone. In order to achieve, establish and maintain a university community free from drugs, alcohol and tobacco, the university establishes this policy which applies to the entire university community. Problems related to drug and alcohol abuse should be reported to the Office of Student Affairs.

**Sexual Harassment:**

Any approach of a sexual nature or sexual harassment by another (a) student, faculty or BCU personnel shall be informed immediately, in writing, to the Director of the College, the Dean of Students, Counselor or any BCU personnel who is in the institution at the time of the incident. The procedure will follow BCU Regulations conforming to the laws of the Commonwealth of Puerto Rico. If there is a restraining order because of domestic violence and complaint has been filed with any law enforcement officer, it is necessary to notify the office of the Dean of students in order to take the appropriate safety measures.

**Security Report**

Each member of the university community has the right to be properly informed of crimes and violence in our institution.
In compliance with the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)", Universidad Central de Bayamón publishes the safety report yearly on October 1. This report documents crimes that occurred on and around campus and the preventive and corrective security measures implemented by the institution.

Universidad Central de Bayamón does not discriminate, exclude or deny benefits, to any person for reasons of race, gender, age, handicap, color, birth origin or social status, or political, religious, social or union ideas.

PRIVACY RIGHTS OF PARENTS AND STUDENTS

All students have the responsibility of reading the Student Handbook and the Executive Order ACA 08-04 concerning the Policy of Privacy of Academic Records and the Public Act of the United States, Title IV, 90-247, as amended. These documents specify their right to access their student records which are kept in confidentiality as required by law.

GENERAL REFERENCE

This section of the catalog offers important information on procedures, requirements and regulations of Universidad Central de Bayamón and must be kept as reference during the student’s stay at the University.

Universidad Central de Bayamón reserves the right of revising or changing the rules, costs, stipends, programs or any other rule or regulation which affects the students, as well as opening and closing courses and altering the student’s program after the Enrollment has ended, as circumstances require it.
General Guidelines for Graduate Programs

INTRODUCTION

Universidad Central de Bayamón has always given great importance to the educational and professional advancement of Puerto Ricans. It has set itself the task of offering graduate studies to train and educate for private professionals for private business and government. These programs are innovative and provide students the opportunity to develop a critical sense to aid in finding solutions to problems.

The following are general rules that apply to all students in the graduate program. Each graduate program has specific rules and guidelines. Specific rules in the Catalog, unless otherwise noted, apply to the student from the year of admission or readmission. No rule will be retroactive without the consent of the student.

The admission of new students to the Graduate Program is handled by the College Director or Academic Coordinators. This team also performs other functions such as: evaluation of records, recommendation for suspension for low academic achievement, development and coordination of comprehensive exams and recommendations for new offerings, graduation or referrals to support services.

GENERAL ADMISSION REQUIREMENTS

To be eligible for admission, applicants must meet the admission requirements of the specific program. No student will be admitted to the graduate program without complying with admission procedures and with prerequisites.

a. Possess a bachelor's degree from an accredited college with a GPA of 2.50 or greater.

b. Complied with established prerequisites for admission into the requested program.

c. Meet with the College Director or one of the representatives. Writing an essay is also a requirement.

ADMISSION PROCEDURE

Candidates for admission must submit the following documents to the Admission Committee within the deadline established by UCB.

a. Application accompanied by a non-refundable admission fee. This payment can be made in cash, money order or certified check payable to the UCB.

b. Two letters of recommendation from professionals who know you in your field of expertise. The letters of recommendation must be on the official UCB form.

c. An official undergraduate transcript.

d. Test results for admission to graduate studies (e.g. EXADEP, GRE, or GMAT).
e. Any other document required for specific cases (e.g. foreign, non-resident).

Candidates will receive written notification of application. Each application will be considered according to its merits and the regulations of professional certifications.

**ADMISSION CATEGORIES**

**A. REGULAR ADMISSION**

Regular admission is awarded to applicants who meet all admission requirements and have been accepted for admission.

**B. CONDITIONAL ADMISSION**

The Graduate Studies admission committee may conditionally admit a candidate who does not meet all of the requirements. The student with conditional admission must demonstrate the ability to meet the demands of the academic program within a set time and under the conditions set by the college.

**C. ADMISSION FOR SPECIAL STUDENTS**

Non-Degree seeking students who wish to attend classes with credit shall file an application for admission, submit official evidence of bachelor degree and pay an admission fee. Upon notification by the Director of the College, students may register as special students in courses recommended by the College Director.

Students who wish to change the classification of special student to a degree seeking classification must comply with the general requirements of the program.

**D. AUDIT STUDENTS**

Those who are not students of the University and who wish to audit a class, that is, without having to take exams or submit assignments, may do so by filing an application for admission, requesting to audit a class and present evidence of having completed a bachelor’s degree. Admission to audit a class is based on availability of space in the course. Regular students are given priority. The student will receive a notification of admission from the college director. The student will be required to pay a registration fee.

Regular students from the institution may also audit classes with prior authorization from the college director. There is also a registration fee.

**E. ADMISSION FOR INTERNATIONAL STUDENTS**

Applicants from other countries must meet the same admission requirements governing new or transfer students. Documents must be duly legalized and legitimized by diplomatic means or private organization that evaluate international studies and are members of National Association Credential Evaluation Services (NACES).
The Dean of Academic Affairs determines the equivalency of college education. Any degree held by the applicant is subject to its equivalence as required by the Department of Education of Puerto Rico or Credential Evaluator Agencies.

In the event that the applicant requires international student visa for entry into U.S. territory, Form I-20 Immigration Form is available in the registrar, once the student has been admitted to the institution.

F. ADMISSION OF TRANSFER STUDENTS

Applicants should submit an official transcript to the Director of the College.

Only twelve (12) credits, which have been completed with "A" or "B", may be accepted for validation; these courses must be equivalent to the courses offered at UCB; they must satisfy the requirements of the program to which the student is applying.

G. VETERANS AND BENEFICIARIES

The Institution is authorized to enroll veterans and their beneficiaries referred by federal and state agencies. These beneficiaries must meet all admission requirements, in addition to those related to their status as beneficiary of the specific agency in the federal or state program. The Office of Veterans Affairs provides that beneficiaries must complete their program of study in the regular time (100%). If the student takes more than the regular time (150 %), he/she will not continue to receive the benefits from the Office of Veterans Affairs. However, there is other financial aid available for qualifying students.

If a veteran and beneficiary is suspended for academic reasons, as stated in the section of this catalog dealing with academic progress, and wishes to be reinstated, he/she must file an appeal. If the appeal is approved, the student will be readmitted on academic probation. In this case, the student will not receive the benefits of the Office of Veterans Affairs.

ACADEMIC ADVISING

Academic advising is essential for the prime development of the graduate student. The College Director will refer the student to the Program Coordinator for advising. If the program requires a thesis or project, the student will be advised by the Program Coordinator.

ENROLLMENT REQUIREMENTS

Only students who are officially enrolled in the course are entitled to attend and participate in the academic activities of the course. Officially enrolled students are those who are formally enrolled and whose curriculum has been approved by the College Director, Registrar and Bursary. Each professor has the right to request evidence of student’s official enrollment.

To make changes once enrolled in a course, the student must follow the procedure for drop or add courses.

To attend class it is essential that the student complete all stages of the enrollment process. Under no circumstances may a student attend class without strict compliance with the enrollment process, and only by a receipt certifying payment and UCB authorization will the student be admitted to class.
UCB reserves the right to revise or change rules, costs, programs and any other regulations affecting students, as well as opening and closing courses and changing student's program after completion of registration, if circumstances so warrant.

The University reserves the right to close admissions once it has reached the limit of students the University can adequately address. Student admission implies the right to continue in the programs established in the catalog at the time of admission or any other subsequent catalogs. However, the University reserves the right to cancel any course or program due to insufficient enrollment. The formal relationship between the UCB and a student is contingent upon payment of tuition and other fees. Registration is not complete until the student has paid all fees required by the Bursary, the program has been stamped with the Official Seal of the Registrar, and the student has signed the program agreeing to follow university policies.

The UCB reserves the right to admit, readmit or enroll any student for any class, session or semester. Admission does not guarantee enrollment. It also reserves the right to suspend any student temporarily, partially, totally or permanently, according to Institution Regulations.
# FINANCIAL REGULATIONS

## A. GRADUATE TUITION AND FEES 2013-14

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Admission fee</td>
<td></td>
</tr>
<tr>
<td>Candidate for degree with diploma</td>
<td>$30.00</td>
</tr>
<tr>
<td>Audit</td>
<td>$30.00</td>
</tr>
<tr>
<td>Readmission</td>
<td>$25.00</td>
</tr>
<tr>
<td>B. Basic Fee</td>
<td></td>
</tr>
<tr>
<td>Each Session, Trimestral or 2 Sessions</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>$97.50</td>
</tr>
<tr>
<td>Construction Fee</td>
<td>$65.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Library Fee (Trimestral)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Summer Fee (One Session)</td>
<td>$72.50</td>
</tr>
<tr>
<td>Construction Fee (Summer)</td>
<td>$65.00</td>
</tr>
<tr>
<td>Library Fee (Summer)</td>
<td>$15.00</td>
</tr>
<tr>
<td>Technology Fee (Summer)</td>
<td>$25.00</td>
</tr>
<tr>
<td>C. General Fee</td>
<td></td>
</tr>
<tr>
<td>Cost per Credit</td>
<td>$210.00</td>
</tr>
<tr>
<td>Cost per Credit (Audit)</td>
<td>$105.00</td>
</tr>
<tr>
<td>D. Practice Fee per Program</td>
<td>$150.00</td>
</tr>
<tr>
<td>E. Continuation of Thesis of Or Project</td>
<td>$150.00</td>
</tr>
<tr>
<td>F. Fee to remain active</td>
<td></td>
</tr>
<tr>
<td>In a program</td>
<td>$15.00</td>
</tr>
<tr>
<td>G. Graduation Fee</td>
<td>$150.00</td>
</tr>
<tr>
<td>H. Transcript</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>$8.00</td>
</tr>
<tr>
<td>Spanish</td>
<td>$5.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Comprehensive Exam Fee</td>
<td>$75.00</td>
</tr>
<tr>
<td>J. Parking Fee</td>
<td></td>
</tr>
<tr>
<td>Trimester (included in the program)</td>
<td>$45.00</td>
</tr>
<tr>
<td>Daily (paid at entrance)</td>
<td>$0.75</td>
</tr>
<tr>
<td>K. ID Card</td>
<td></td>
</tr>
<tr>
<td>First card</td>
<td>$5.00</td>
</tr>
<tr>
<td>L. Lost ID Card</td>
<td>$10.00</td>
</tr>
<tr>
<td>M. Late fees</td>
<td></td>
</tr>
<tr>
<td>Late Registration</td>
<td>$50.00</td>
</tr>
<tr>
<td>Class Change (per class)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Remove Incomplete (per course)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Payment Plan (of balance due)</td>
<td>5%</td>
</tr>
<tr>
<td>N. Program Duplicate</td>
<td>$5.00</td>
</tr>
<tr>
<td>O. Enrollment Cancellation</td>
<td>$100.00</td>
</tr>
<tr>
<td>P. Fee on Returned Checks (each time)</td>
<td>$15.00</td>
</tr>
<tr>
<td>Q. Child Care Optional (monthly)</td>
<td></td>
</tr>
<tr>
<td>Students and Employees</td>
<td>$50.00</td>
</tr>
<tr>
<td>Supervised Homework</td>
<td>$50.00</td>
</tr>
<tr>
<td>Pre-School</td>
<td>$50.00</td>
</tr>
<tr>
<td>External Community</td>
<td></td>
</tr>
<tr>
<td>Supervised Homework</td>
<td>$150.00</td>
</tr>
<tr>
<td>Pre-School</td>
<td>$210.00</td>
</tr>
<tr>
<td>R. Payment Plan Fee (per Trimester)</td>
<td>$10.00</td>
</tr>
<tr>
<td>S. Vaccination Certificate</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

*UCB reserves the right to make changes in fees and tuition.*
B. PAYMENT OF TUITION AND FEES

a. All tuition and fees are payable on the day of enrollment.
b. Payment may be made in cash, ATH, VISA, money order, traveler’s check or official check.
c. UCB reserves the right to deny admission to students who have not complied with all financial obligations with the University.

C. DEFERRED PAYMENT PLAN

This plan is available for students enrolled in 3 credit hours or more.

a. The day of enrollment, the student will make a deposit according to the balance of tuition and sign a document called Deferred Payment, which specifies payment dates on outstanding balance.
b. The amount owed after the first day of registration will have a surcharge of 5% or $25.00 according to the established payment plan balance.
c. Any student who has not paid in full the previous semester is not be eligible for enrollment.

D. SPECIAL STUDENTS AND AUDIT STUDENTS

Special students must pay the same fee as regular students. Audit students pay the established fee for auditing a class.

E. REFUNDS

1. New, Active or Readmitted Students

Students who process a complete withdrawal on or before sixty percent (60%) of completion of the semester or trimester parting from the first day of class will be eligible for an adjustment to the cost of tuition. This calculation is based on federal and institutional refund policy. For summer sessions it will run until the sixth day after the start of classes. In both cases there will be an administrative fee of one hundred ($100) dollars, or five percent (5%) of total enrollment, whichever is lower.

After sixty percent (60%) of the trimester, the student is charged one hundred percent (100%) of tuition costs.

The administration of Universidad Central de Bayamón reserves the right to make changes in tuition and fees without previous notice. The admission and enrollment procedures are essential steps to establish a relationship between the student and the institution. However, it is through the payment of the fees that this relationship is formalized, semester by semester or session by session. All these requirements must be met in order to be considered as a "bona fide" student of the institution.

FINANCIAL AID PROGRAMS

Following is a description of the financial aid programs available at UCB. Additional information is also available by visiting the Financial Aid Office or by writing to: Universidad Central de Bayamón, Box 1725, Bayamón, Puerto Rico 00960-1725.
APPLICATION PROCEDURES

a. Submit the Federal Pell Grant Application with the required documents.
b. Attend the entrance orientation for student loans. (First time applicant)
c. Complete Loan Application (MPN) and submit on the date indicated. (First time applicant)
d. Student loan renewal is through the Financial Aid Office.

The Office of Financial Aid publishes the orientation dates, hands out MPN and renovation of loans.

ELIGIBILITY REQUIREMENTS FOR FINANCIAL AID

a. Be enrolled in at least one (3) credits or more.
b. Be a U.S. citizen or legal resident.
c. Have an undergraduate GPA of 2.50 or greater.
d. Not be in default in student loan payments at any institution.
e. Not be in delinquency for any refund to Federal Pell Grant, FSEOG or other Title IV programs at any institution.
f. Not be member of a religious order.
g. Have financial need according to the criteria established by the U.S. Department of Education.

FEDERAL AID PROGRAMS

a. Federal Work – Study Program (FWSP)

Under a state program of the U.S. Department of Education, Universidad Central de Bayamón, may offer part-time jobs to students, particularly those that come from low income families, in order to further their education. The University, as well as the Federal Government, funds this program for qualifying students. Arrangements can be made to work off campus with the local government and social services agencies. Seven percent (7%) of the funds are assigned to community service.

b. Federal Family Educational Loan Program - Subsidized and Unsubsidized

The Higher Education Act of 1965 created the Guaranteed Student Loan Program. The Higher Education Amendments of 1992 renamed the program as it is known today. Students who need the funds to pursue university studies apply for the bank loan through the university. State and private nonprofit agencies insure student loans. The University must certify the student's academic level and recommend the amount to be provided for education expenses. The borrower is required to begin repayment six months after graduation, upon leaving the institution, or when enrollment is less than half time. The interest rate is variable not to exceed 8.25%.

Students who do not qualify for the subsidized loan may apply for non-subsidized loan. Under this loan program, the student pays interest from the moment of granting of loan, or the interests may be capitalized. There may be a combination of both types of loans.
FINANCIAL AID PROGRAMS OF THE COMMONWEALTH OF PUERTO RICO

Graduate Supplementary Education Aid

The Council for Higher Education of Puerto Rico in regular session on August 21, 2001, for the first time authorized the allocation of these funds to postsecondary institutions. The Graduate Supplemental Education Aid Program provides financial aid to graduate students enrolled in postsecondary institutions, who demonstrate financial need, are U.S. citizen and maintain a minimum GPA of 3.00. The amount to be awarded each year varies, depending on the funds allocated to the institution.

OTHER AID

Veterans Program

a. The Department of Veteran Affairs of the United States named Universidad Central de Bayamón as an institution eligible for veterans and/or their dependents to receive the educational benefits under the G.I. Bill and other legislation. Additional information is available at the Registrar’s Office. Detailed information can be obtained at Veterans Affairs Coordinator’s Office, G.P.O. Box 364867, San Juan, Puerto Rico 00936-4867.

b. The Center of Caribbean Study of the Dominican Fathers (CEDOC) grant funds for seminary students. In specific cases, other aid is available according to financial need to cover the costs of study. For additional information, please refer to CEDOC.

c. The Office of Vocational Rehabilitation provides funding to students who qualify. For additional information please refer to the Office of Vocational Rehabilitation in your community.
INFORMATION AND ACADEMIC STANDARDS

ADD AND DROP COURSES

Students requesting a change of course must have a written consent (Drop/Add Form) signed by the college director. Changes are not permitted after the late registration and change periods. Student is required to pay a fee for the change.

Students may request a partial or total withdrawal from any course up to four weeks prior to final exams of the semester or equivalent trimester. For an official withdrawal, the student must fill out the Withdrawal form and have the approval of the course professor, College Director, Bursary and Registrar. For the withdrawal to be official, the student must submit the Withdrawal Form at the Registrar's Office. No official withdrawal shall be permitted after the established date, and any unofficial withdrawal will automatically result in a grade of “F" in the course.

Absences and Tardiness

The student is responsible for meeting the academic requirements of each course. Any student who, for whatever reason, is absent from class for more hours than twice the number of course credits must withdraw from the course following the guidelines established in the academic calendar. If a student is absent for two consecutive days, without justification, the professor can assign an administrative withdrawal.

GRADUES AND ACADEMIC ACHIEVEMENT

Grading Scale Used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>% Equivalent</th>
<th>Honor points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100-90</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>89-80</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>satisfactory</td>
<td>79-70</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>69-60</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>59-00</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>P</td>
<td>Passed</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>N/P</td>
<td>Not-Passed</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Student must repeat courses with a grade of C or less. Specialty courses and degree requirements with a grade of C or less will not be accepted.

ACADEMIC PROGRESS

UCB requires that all graduate students demonstrate satisfactory academic progress at the end of each academic year by the number of attempted institutional credits and / or completed and grade point average.

a. Students must pass the courses in which they enroll and maintain a minimum GPA of 3.00 at the end of the academic term.
Students who do not meet any of these requirements will be subject to academic probation. The academic load of students who are on academic probation will be limited to a maximum of three (3) credits per academic term.

POLICY FOR THE REMOVAL OF INCOMPLETES

The regulation for the removal of an incomplete applies to those cases where the student is absent from the final exam or fails to turn in a final assignment in lieu of the final examination in a specific academic term. The student must present a valid excuse in order for the professor to assign a grade of Incomplete (I).

Definition:

Provisional grade, abbreviated "I", assigned by a professor who is not able calculate a final grade in a course due to incomplete course requirements. An Incomplete is assigned for absence to the final exam or failure to turn in a final assignment based on evidence of a justifiable reason.

General guidelines for the removal of Incomplete:

1. The student must remove the Incomplete on or before the date specified in the Academic Calendar.
2. The Incomplete grade is accompanied by student’s course average including the zero for the final exam.
3. If the student fails to fulfill the course requirement for the removal of the Incomplete, the student will receive the course grade posted by the professor in the Final Grade Report (Gradebook).
4. The student is required to pay a fee at the Bursary prior to the removal of the incomplete.
5. The student will submit evidence of payment form to the professor on the date stated in the academic calendar.
6. After the student has completed the final course requirement, the professor will submit the final course grade at the registrar office.
7. The professor has 48 hours (2 work days) to report the grade to the registrar’s office.
8. In the special case where the professor is not able to remove the incomplete personally, the college director is responsible for doing so.

RECLASSIFICATION POLICY

Students at Universidad Central de Bayamón, Inc. have the right to request reclassification of a program within the same academic level. Reclassification is required when the student wishes to change major or specialty program. However, the granting of such a request is based on the student meeting the requirements for the program. The requirements are:

a. The student will complete the reclassification form and turn it in to his/her College Director.
b. The College Director will evaluate the request and refer the student to the College Director to which the student is applying.
c. The new College Director will evaluate the request and check the number of credits attempted, completed and GPA. The Director will evaluate the student’s Satisfactory Academic Progress. If the student meets all criteria, the Director will refer the student to the Financial Aid Office for guidance on available aid to complete the new curriculum.
d. The Financial Aid officer will state the percent (%) of federal grant that the student has consumed and the percent (%) available. Student will then be referred to the bursary.

e. The student shall pay the required fee at the bursary and turn in the form at the Registrar's Office.

f. The Registrar's Office will determine which courses taken in the previous major will be considered in calculating (GPA).

g. The Registrar will process student’s reclassification

CLASSIFICATION OF STUDENTS

a) Regular Student - A regular graduate student (complete academic program) is defined as one who is enrolled in six (6) or more credits per term. To enroll in more than six (6) credits, the student must obtain authorization from the Director of the College.

b) Part-Time Student - A graduate student who is enrolled in less than six (6) credits per term. This student has the same rights, responsibilities and duties of a regular student. However, some federal regulation, beyond the control of UCB, may be applicable.

c) Audit Student - Students who wish to enroll in courses without submitting assignments or taking exams must do so during the official registration period. Applicants must apply for authorization by the College Director. Audit courses are not accredited to a program of study. The course is recorded as AU in the student's transcript.

d) Special Student - Students who are not seeking a degree offered by the program, yet wish to enroll in a course following all the requirements for a grade. Such students must apply for admission as a special student following all admission requirements.

e) Active Students in Thesis - Student who has completed all requirements for a master’s degree, except the thesis, are required to pay a trimester fee equal to the cost of a graduate credit in order to stay active in the program within the five (5) year time period granted to complete the degree.

f) Regular Student CEDOC - Student who is enrolled in eight (8) or more credits.

g) Part-Time Student CEDOC - Student who is enrolled in seven (7) credits or less.

VALIDATION OF CREDITS

The Dean of Academic Affairs of Universidad Central de Bayamón may validate credits earned at the master’s level at other institutions. Validation is based on course content, time, and number of credits. A maximum of twelve (12) credits completed with "A" or "B" may be validated, and providing that six (6) years or more years have not passed from the date they were completed, and were not previously considered for a degree. In cases where the student has been awarded a degree, and has passed courses equivalent to those included in the curriculum of UCB, the student is exempt from to a total of twelve (12) credits.

COMPREHENSIVE EXAMS

A candidate for the master's degree must pass comprehensive tests covering the core and fundamental aspects of their specialty.
Sitting in for comprehensive exams is subject to compliance with all the requirements for the degree except the dissertation.

The student may apply for Comprehensive Exams upon completion of all core and specialty courses. The exam tests core and fundamentals aspects of their specialty. It may also include other areas that the graduate committee considers relevant. A minimum score of seventy-five (75) points in each test is required to pass the exam. If the student passes only one part of the exam, he/she must repeat that part on the date scheduled by the institution. Comprehensive exams are offered twice a year in March and October. Applications for Comprehensive Exams are processed through the College of Graduate Studies.

The student has three opportunities for taking Comprehensive Exams. Student who fails on the second attempt will be given the option to take it the third time either written or oral.

The student is responsible to prepare for the exam according to the prevailing curriculum guides. Further orientation may be obtain at the Graduate College

Students who have completed their studies and have not taken the Comprehensive Exam must pay a fee to remain active in the program for up to two additional trimesters. The fee for the comprehensive exam should be paid during the enrollment process of the term in which it will be offered. The student who completes his/her studies and does not meet the requirement of comprehensive exam on or before the one year mark must apply for readmission and meet the requirements of the academic program.

The student who applies for the Comprehensive Exam and do not take it, must reapply and enroll the next term in which it is offered. The payment made will be honored for one calendar year. Each case will be considered individually.

Students must pay the comprehensive exam fee upon enrollment.

GRADUATION

a) General Requirements:

1. Pass all courses, projects or thesis in the program and have a GPA of 3.00 or greater.
2. Pass the comprehensive exams.
3. Comply with all requirements of the degree within a period not exceeding three years from the date initiating the program. This period may be extended for another twelve months.

b) Degree Requirements:

The final assessment for the degree will be based on the following criteria:

1. Complete all courses or final credits in progress.
2. Complete graduation application and paid the required fee.
3. Turn in copies of the thesis signed by the Advisory Committee certifying that the student has completed the thesis requirement in full, if applicable.
4. Have a GPA of 3.00 or above in the master’s degree.
CLAIMS PROCEDURES

Procedure for claims:

a) The student presents the claim to the academic coordinator. The coordinator discusses the case with the professor involved and makes a decision in the case and then informs the student.

b) If the student does not accept the Academic Coordinator’s decision, he/she may take the case to the college director. The director will decide the case taking into account the information from the academic coordinator, the professor involved in the case, and the student. The College Director will then inform the student of the decision.

c) If the student is dissatisfied with the decision of the College Director, he/she can appeal in writing to the Dean of Academic Affairs.

d) The Dean of Academic Affairs will evaluate the case taking into account student academic record or any other mechanism deemed necessary. The Dean of Academic Affairs may also appoint a commission to evaluate the case and make recommendations. The Dean of Academic Affairs will make a final decision and inform the College Director and the student.

e) The decision of the Dean of Academic Affairs is final and is not subject to review by the officials mentioned above.

In special cases the Dean of Academic Affairs may waive the application of these rules where there are duly justified reasons. The student has the right to appeal the decision of the Academic Coordinator before the Director of the College of Graduate Studies. If the student does not accept the decision, he/she may appeal to the Dean of Academic Affairs and ultimately to the President of the University, whose decision shall be final and binding.

READMISSION

Students who have discontinued their studies for one trimester or more must apply for readmission through the Registrar’s Office and will follow the catalog applicable at the time of readmission if it has been over a year form.

The University reserves the right to require the student to re-enroll in courses that must be updated.

Students who have been given administrative withdrawal for unsatisfactory academic progress may apply for readmission through the Office of the Registrar. Readmission is contingent on the approval of Graduate School Committee.

ACADEMIC SUSPENSION

In order to safeguard its ideals of academic excellence, moral atmosphere, good order and discipline, Universidad Central de Bayamón reserves the right, of which the student is aware upon registration, of suspending any student at any time. The student may appeal according to UCB By-laws and Student Handbook.
THESIS

UCB’s Master's programs have a graduation requirement of passing a comprehensive exam. This exam does not replace the thesis. However, the student can work on a thesis as part of the electives.

The Thesis Seminar is a prerequisite for students who choose the thesis option. Students should discuss this option with the College Director for scheduling the seminar and assigning a faculty for the course. Once the course is completed, the student enrolls in the Thesis course. It is the responsibility of the student to meet with the professor for guidance and to request the Handbook for the Preparation of Thesis to develop a research proposal.

Both Thesis Seminar and Thesis Course are graded on a Pass (P) or Fail (N) basis. These courses replace elective courses. Should the student require additional time, he/she must request an Incomplete and pay a fee established in the Finance Handbook.

TRANSCRIPTS

An official transcription carries the official seal of the university. Official transcripts are mailed directly to the institution or person requesting it.

A non-official transcription carries the seal of Student Copy. The University is not responsible for accuracy of non-official transcripts.

Students who are not in financial good standing with the university will not be issued transcripts. A free transcript will be given upon completion of the degree. There is a $5.00 fee for each additional transcript in Spanish and an $8.00 fee for a transcript in English. It takes approximately two weeks to process a transcript request.

Any error in the transcript shall be notified to the Registrar within thirty (30) days subsequent to the receipt of the transcript.

COLLEGE OF GRADUATE STUDIES
ACADEMIC OFFERINGS

MISSION

The mission of the Graduate Program is to form professional and intellectual leaders through an innovative, sensitive and humanistic curriculum. It aims to train professionals who can positively impact society in all areas of knowledge and contribute through knowledge, an inspiring education, application of humanistic, scientific and technological principles, business and cultural development of individuals and society guided by the values of Christian humanism.

VISION

The Graduate Program aspires to be recognized for preparing professionals with the values, attitudes, knowledge and skills in the application of strategies for the design and implementation of intervention projects, promoting alternatives that impact cognitive and social development of individuals and the development of Puerto Rico.
### MASTER’S PROGRAMS AND GRADUATE CERTIFICATES

<table>
<thead>
<tr>
<th>Programs</th>
<th>Specialty</th>
</tr>
</thead>
</table>
| **Business Administration**                | **Certificate** Certificate in Project Management (in-class and online)  
Masters of Business Administration  
Masters of Business Administration- Accounting  
Masters of Business Administration-Management  
Masters of Business Administration-Finance |
| **Education**                              | **Certificate** Certificate in Visual Impairments  
MA in Elementary Education  
MA in Elementary Education (k-3)  
MA in Elementary Education (Pre-school Education)  
MA in Special Education  
MA in Special Education (Autism)  
MA in Special Education (Learning Disabilities and Attention Deficit Disorder)  
MA in Business Education  
MA in Education (Administration and Supervision) |
| **Counseling**                             | **Certificate** Certificate in Family Counseling  
Certificate in Addictive Disorders  
Certificate in Vocational Evaluation  
Certificate in Mental Health  
MA in Counseling: Family Counseling Specialty  
MA in Counseling: School Counseling Specialty  
MA in Counseling: Addictive Disorders Specialty  
MA in Counseling: Rehabilitation Counseling Specialty  
MA in Counseling: Mental Health Counseling Specialty |
| **Psychology**                             | **MA in Industrial-Organizational Psychology**                                                                                           |
| **Center for Dominican Studies in the Caribbean (CEDOC)** | **MA in Religious Studies**  
MA in Theology  
MA in Theological Studies  
MA in Pastoral Theology  
MA in Bible Studies  
MA in Divinity  
MA in Religious Education |
BUSINESS ADMINISTRATION PROGRAMS

Graduate Certificate in Project Management (In-class and Online)

Master of Business Administration General

MBA in Accounting

MBA in Management

MBA in Finance
BUSINESS ADMINISTRATION

MISSION

The Graduate Program in Business Administration provides a curriculum and academic experiences focused on the preparation and awareness of individual competent in handling the technical, human and ethical aspects of management in modern organizations.

VISION

The Graduate Program in Business Administration will be recognized for preparing individuals with the knowledge, skills and attitudes that enable them to occupy senior management positions and undertaking business projects that contribute to economic and social development of Puerto Rico.

PROGRAM PHILOSOPHY AND OBJECTIVE

The program aims to provide the individual the opportunity to develop knowledge, skills and attitudes that constitute the formation of competent and responsible managers. In addition, the individual will be in a position to provide management, with pertinent and relevant information for effective decision-making aimed at the success of the organization. It will help the student understand business strategies and the importance of managing and interpreting financial data. The student will learn the role of business in the international arena and the marketing strategies of successful businesses in a highly competitive world. The program aims to develop individuals with integrity, aware of the social reality and responsibility as a human being.

The Graduate Program in Business Administration aims to develop skills applicable to a wide range of employment opportunities in industry, finance, trade and other institutions, both public and private.

OBJECTIVES

Through its curriculum, the students in the Graduate Program in Business Administration will be able to:

1. Analyze complex situations for decision-making with a business perspective.
2. Explain the functional areas within Business Administration and the interdependence of the problems of analysis and action in the business sector.
3. Implement high-level management skills and competencies in their area of specialty.
4. Examine the content, language and methods used in and out of their field of expertise.
5. Apply critical thinking and scientific research methods in decision-making and problem-solving.
6. Use technology as an administrative and research tool.
7. Analyze ethics and corporate social responsibility to make them effective business policies.
8. Value the need for ethical and professional conduct in accordance with the principles governing the mission and goals of Universidad Central de Bayamón.
9. Promote collaboration, relationships and teamwork among colleagues, superiors, employees and customers.
10. Use effective and creative communication in the exercise of their profession.
GRADUATE CERTIFICATE IN PROJECT MANAGEMENT  
(IN-CLASS AND ONLINE)

VISION

Through an investigative approach, form professionals with the skills needed to design and systematically manage a project and apply the principles, quality standards and best practices established by PMI, while exhibiting the three fundamental characteristics of a project manager: knowledge, performance and leadership.

MISSION

Promote the development of knowledge and skills that enable a project manager to achieve success, and integrate the highest ethical, social and personal values, as part of profession commitment.

OBJECTIVES

1. Provide opportunities for advanced training in technical and managerial skills for the field of project management.

2. Empower students, through a systematic approach, with the knowledge, skills and practical experience in planning, development and control of projects.

3. Offer an in-class (evening) and online graduate certificate to meet the needs of graduate students who work during the day.

4. Assess the needs, concerns and expectations of stakeholders when planning and implementing a project.

5. Exhibit appropriate conduct in project management when dealing with difficult situations that can compromise integrity or values.

6. Encourage students to do research and participate in associations and organizations related to project management and whose objective is to keep abreast of new trends in the profession.

7. Train students with professional skills to meet deadlines, budgets, requirements and quality standards that best meet the needs and expectations of client.

8. Encourage students to use their maximum potential to acquire the knowledge of theories and practices to present new ideas and technological innovations in project management keeping in mind the ethical and responsible way to optimize the operation of the organization or firm.

9. Train students on current trends and topics of project management used in the corporate world.

10. Encourage active student participation in conferences organized by professional associations, which can provide guidance on current research, relevant topics and new trends and standards of the Project Management.
ADMISSION REQUIREMENTS

Institutional and Program Admission Requirements:

UCB admission requirements are standard for all graduate programs. Students applying for admission to the Graduate Certificate in Project Management must meet the following requirements:

- Hold bachelor's degree from an accredited institution with a minimum GPA of 2.50 (a list of colleges associated with this Graduate Certificate is included in Appendix I).
- Meet with the Director of the College or one of the representatives.
- According to the ACA Executive Order 11-09, all students enrolling in an Online course must have a computer with internet access.
- Demonstrate mastery of written and oral communication.
- Submit the following documents to the Program Admissions Committee within the established deadline.
  - Application and admission fee.
  - Two letters of recommendation; must use the official UCB form.
  - Official transcript of bachelors, masters or doctorate degree.
  - If the highest degree is a bachelor's, the applicant is required to take the for admission test for graduate studies (EXADEP, GRE, or GMAT). For students who have taken any of these tests, the results are valid for five years.
  - Complete and submit any other document required for specific cases. (E.g. non-resident).

GRADUATION REQUIREMENTS

Requirements for Graduate Certificate in Project Management

- Complete 18 credits, as set out in the curriculum sequence for the certificate.
- Have a GPA of 3.00 or higher.
- Complete a graduation application and pay the required fee.

Students admitted into the program must exhibit conduct consistent with the philosophy and values of UCB, as aligned in the Student Handbook. Academically, the student must complete the course with a B or higher and a GPA of 3.0 or greater.

GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

<table>
<thead>
<tr>
<th>CERTIFICATE REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEPRO 601 Project Management</td>
<td>3</td>
</tr>
<tr>
<td>GEPRO 602 Professional Responsibility in the Management of Project</td>
<td>3</td>
</tr>
<tr>
<td>GEPRO 603 Risk Management and Project Cost</td>
<td>3</td>
</tr>
<tr>
<td>GEPRO 604 Communications and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>GEPRO 605 Program and Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>GEPRO 606 Contemporary Issues in Project Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18 crs.</strong></td>
</tr>
</tbody>
</table>

43
MASTER OF BUSINESS ADMINISTRATION GENERAL PROGRAM

This degree provides students with advanced knowledge and skills in the area of business administration.

OBJECTIVES

Upon completing the program, the student will be able to:

1. Apply knowledge, principles and theories of various administrative disciplines for an advanced business analysis.

2. Evaluate and analyze advanced techniques to determine applicability to interdisciplinary problem-solving and decision-making.

3. Develop skills in the labor market in areas related to business administration.

4. Acquire skills for education and research.

5. Develop the full personal and professional potential for a moral, ethical and Christian formation.

ADMISSION REQUIREMENTS

1. Hold a Bachelor’s of Business Administration from an accredited university.

2. Hold a Bachelor’s degree from an accredited university, other than in business administration. Student must have completed or take as a pre-requisite the following courses:

   a. Six (6) credits in Statistics or Quantitative Methods
   b. Three (3) credits in Economics
   c. Basic Accounting I and II
MASTER OF BUSINESS ADMINISTRATION GENERAL PROGRAM

Core Course Requirements 24
Specialty Course Requirements 12
Electives 6
42 crs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONT 600</td>
<td>Managerial Accounting¹</td>
<td>3</td>
</tr>
<tr>
<td>ECON 600</td>
<td>Managerial Economics ²</td>
<td>3</td>
</tr>
<tr>
<td>SCI 600</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MERC 600</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>GER 600</td>
<td>Business and Ethics Policy</td>
<td>3</td>
</tr>
<tr>
<td>GER 601</td>
<td>Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>EST 600</td>
<td>Statistics for Decision-Making ³</td>
<td>3</td>
</tr>
<tr>
<td>FIN 600</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

SPECIALTY COURSE REQUIREMENTS: 12 CREDITS (Select four (4) of the following courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONT 601</td>
<td>Advanced Accounting⁴</td>
<td>3</td>
</tr>
<tr>
<td>CONT 602</td>
<td>Advanced Auditing</td>
<td>3</td>
</tr>
<tr>
<td>CONT 603</td>
<td>Advanced Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CONT 604</td>
<td>State Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>CONT 606</td>
<td>Accounting Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CONT 608</td>
<td>Federal Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>GER 602</td>
<td>Strategic Planning and Control</td>
<td>3</td>
</tr>
<tr>
<td>GER 603</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>GER 604</td>
<td>Supervision and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>GER 605</td>
<td>Production Management</td>
<td>3</td>
</tr>
<tr>
<td>GER 606</td>
<td>Labor Laws</td>
<td>3</td>
</tr>
<tr>
<td>GER 607</td>
<td>Management Seminar*</td>
<td>3</td>
</tr>
<tr>
<td>MERC. 601</td>
<td>Strategic Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MERC. 602</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MERC. 603</td>
<td>Distribution Channels</td>
<td>3</td>
</tr>
<tr>
<td>MERC. 604</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MERC. 605</td>
<td>Marketing Communication</td>
<td>3</td>
</tr>
<tr>
<td>MERC. 606</td>
<td>Marketing Seminar*</td>
<td>3</td>
</tr>
</tbody>
</table>

DIRECTED ELECTIVES: 6 CREDITS (Select two (2) of the following courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONT 607</td>
<td>Analysis and Interpretation of Financial Statements</td>
<td>3</td>
</tr>
<tr>
<td>GER 608</td>
<td>Collective Bargaining</td>
<td>3</td>
</tr>
<tr>
<td>FIN 601</td>
<td>Risks and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>CONT 605</td>
<td>Fund Accounting</td>
<td>3</td>
</tr>
<tr>
<td>PSIC 630</td>
<td>Theory and Organizational Consulting</td>
<td>3</td>
</tr>
<tr>
<td>PSIC 501</td>
<td>Professional Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

42 crs.

*This seminar course is a degree requirement

¹Pre-requisite: Basic Accounting I and II
²Pre-requisite: Principles of Economics
³Pre-requisite: Principles of Statistics I and II or Quantitative Methods I and II
⁴Pre-requisites for CONT 601, 602 and 603: Basic and Intermediate Accounting I and II
Masters of Business Administration in Accounting

This degree provides students with knowledge, advanced skills and experience in the area of accounting. The program emphasizes the development of professional accountants capable of assuming senior positions in management and accounting in public or private organizations.

Objectives

Graduates of the MBA in Accounting will be able to:

1. Demonstrate knowledge of accounting principles and doctrines.
2. Identify and interpret data for the evaluation of financial reports.
3. Make financial decisions based on specialized knowledge in the area.
4. Apply professional standards and legal requirements in the preparation and analysis of financial reports.
5. Expand on the international dimension of accounting.
6. Act with integrity in the performance of the accounting profession.
7. Apply the methodology of qualitative and quantitative research in academic and professional projects.

Graduate Profile

A graduate with an MBA in Finance from the College of Graduate Studies must possess ethical values, entrepreneurship, and operational knowledge of companies and non-profit organizations, understand the importance and function of auditing, prepare projections and budgets for effective financial control, understand and use the pronouncements of professional accounting. The graduate will be equipped to analyze financial information for decision-making and evaluate, understand, interpret and analyze transactions in companies and/or affiliates. Student will also be able to understand the practice of accounting in an international context.

Admission Requirements

1. Hold a Bachelor of Business Administration in Accounting from an accredited institution (no pre-requisite to enter the program).
2. Hold a Bachelor of Business Administration from an accredited institution with the following credits completed. If not, the following courses are prerequisites for admission.
   - Intermediate Accounting I and II
3. Hold a bachelor’s degree, other than Business Administration from an accredited institution with the following courses completed. If not, the following courses are pre-requisite for admission.
   - Three credits in Statistics or Quantitative Methods
   - Three credits in Economics
   - Basic Accounting I and II
   - Intermediate Accounting I and II.
MASTERS OF BUSINESS ADMINISTRATION IN ACCOUNTING

Core Course Requirements 24
Specialty Course Requirements 12
Directed Electives 6
Total 42 crs.

CORE COURSE REQUIREMENTS (24)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONT 600</td>
<td>Managerial Accounting(^1)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 600</td>
<td>Managerial Economics (^2)</td>
<td>3</td>
</tr>
<tr>
<td>SCI 600</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MERC 600</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>GER 600</td>
<td>Business Policy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>GER 601</td>
<td>Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>EST 600</td>
<td>Statistics in Decision-Making (^3)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 600</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

SPECIALTY COURSE REQUIREMENTS: 12 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONT 601</td>
<td>Advanced Accounting(^4)</td>
<td>3</td>
</tr>
<tr>
<td>CONT 602</td>
<td>Advanced Auditing(^4)</td>
<td>3</td>
</tr>
<tr>
<td>CONT 609</td>
<td>International Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CONT 606</td>
<td>Accounting Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Directed Electives: 6 CREDITS Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONT 603</td>
<td>Advanced Cost Accounting(^4)</td>
<td>3</td>
</tr>
<tr>
<td>CONT 604</td>
<td>State Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>CONT 605</td>
<td>Fund Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CONT 607</td>
<td>Analysis and Interpretation of Financial Statements</td>
<td>3</td>
</tr>
<tr>
<td>CONT 608</td>
<td>Federal Income Tax</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 42 crs.

---

\(^1\)Pre-requisite: Basic Accounting I and II
\(^2\)Pre-requisite: Principles of Economics
\(^3\)Pre-requisite: Principles of Statistics I and II or Quantitative Methods I and II
\(^4\)Pre-requisites for CONT 601,602 and 603: Basic and Intermediate Accounting I and I
MASTERS OF BUSINESS ADMINISTRATION IN MANAGEMENT

This degree is designed for students to develop analytical skills and technical expertise for the effective management of organizations. It enables students to meet the challenges of leadership, effective management of operations and human resources. The program emphasizes general principles, methods of decision-making, strategic focus, business conduct, ethics and social responsibility.

OBJECTIVES

Graduates of the MBA in Management will be able to:

1. Use analytical tools necessary for problem identification, formulation of alternative and solutions.
2. Demonstrate mastery of cognitive and technical skills necessary for management of human resources of the work place.
3. Understand the importance of proper planning to achieve efficiency and organizational goals.
4. Analyze administrative affairs of companies in the international context.
5. Act ethically and in a Christian manner in exercising the profession.
6. Apply methodology of qualitative and quantitative research in academic and professional projects.

GRADUATE PROFILE

A graduate with an MBA in Management from the College of Graduate Studies must possess in Management from the College of Graduate Studies must be a professional with ethical values, entrepreneurial attitude, able to use analytical and critical thinking skills to identify problems, analyze and seek alternatives for possible solution. The graduate must be able to understand the use of strategic management and technology as a competitive tool in the business.

The graduate also has the expertise to assess organizational situations in the international arena.

ADMISSION REQUIREMENTS

1. Hold a bachelor’s degree in Business Administration from an accredited institution.

2. Hold a Bachelor’s degree from an accredited institution, other than in business administration. Student must have completed the following courses. If not, the following courses are pre-requisites:

- Three (3) credits in Statistics or Quantitative Methods
- Three (3) credits in Economics
- Basic Accounting I and II
MASTERS OF BUSINESS ADMINISTRATION IN MANAGEMENT

Core Course Requirements 24
Specialty Course Requirements 15
Directed Electives 3

CORE COURSE REQUIREMENTS (24 CREDITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONT 600</td>
<td>Managerial Accounting¹</td>
<td>3</td>
</tr>
<tr>
<td>ECON 600</td>
<td>Managerial Economics ²</td>
<td>3</td>
</tr>
<tr>
<td>SCI 600</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MERC 600</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>GER 600</td>
<td>Business Policy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>GER 601</td>
<td>Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>EST 600</td>
<td>Statistics in Decision-Making ³</td>
<td>3</td>
</tr>
<tr>
<td>FIN 600</td>
<td>Managerial Finance</td>
<td>3</td>
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</tbody>
</table>

Total 42 crs.

SPECIALTY COURSE REQUIREMENTS (15)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 603</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>GER 604</td>
<td>Leadership and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>GER 605</td>
<td>Operational Management</td>
<td>3</td>
</tr>
<tr>
<td>GER 607</td>
<td>Management Seminar</td>
<td>3</td>
</tr>
<tr>
<td>GER 608</td>
<td>International Business Strategies</td>
<td>3</td>
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</tbody>
</table>

DIRECTED ELECTIVES (3 CREDITS): Select one of the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 606</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>GER 608</td>
<td>International Business Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MERC 605</td>
<td>Communication in Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 42 crs.

¹Pre-requisite: Basic Accounting I and II
²Pre-requisite: Principles of Economics
³Pre-requisite: Principles of Statistics I and II or Quantitative Methods I and II
MASTERS OF BUSINESS ADMINISTRATION IN FINANCE

This degree provides students with analytical as well as technical skills relevant to the application of finance knowledge to real situations in industry and decision-making. The program guides the student, through the research, to analyze financial issues within an international context.

OBJECTIVES

Graduates of the MBA in Finance will be able to:

1. Master the body of advanced knowledge and principles of finance.
2. Analyze and apply different techniques for measuring and evaluating financial issues and make decisions.
3. Understand the context of the analysis of financial situations in the global arena.
4. Recognize the need for sound management of resources and assets of the company.

GRADUATE PROFILE

A graduate with an MBA in Finance from the College of Graduate Studies must possess ethical values, entrepreneurship, and operational knowledge of companies and non-profit organizations, understand the importance and function of auditing, prepare projections and budgets for effective financial control, understand and use the pronouncements of professional accounting. The graduate will be equipped to analyze financial information for decision-making and assess, understand, interpret and analyze transactions in companies and/or affiliates.

ADMISSION REQUIREMENTS

1. Hold a bachelor’s of Business Administration in Finance from an accredited institution.
2. Hold a Bachelor’s degree from an accredited university, other than in business administration. Student must have completed the following courses. If not, the following courses are pre-requisites for admission:
   - Three (3) credits in Statistics or Quantitative Methods
   - Three (3) credits in Economics
   - Basic Accounting I and II
MASTERS OF BUSINESS ADMINISTRATION IN FINANCE

Core Course Requirements 24
Specialty Course Requirements 15
Directed Electives 3

42 crs.

CORE COURSE REQUIREMENTS (24 CREDITS)

Course |
--- |
Continuity 600 Managerial Accounting  
Economics 600 Managerial Economics  
SCI 600 Management Information Systems  
MERC 600 Marketing Management  
GER 600 Business Policy and Ethics  
GER 601 Organizational Theory  
EST 600 Statistics in Decision-Making  
FIN 600 Managerial Finance

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONT 600</td>
<td>Managerial Accounting 1</td>
<td>3</td>
</tr>
<tr>
<td>ECON 600</td>
<td>Managerial Economics 2</td>
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<tr>
<td>SCI 600</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MERC 600</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>GER 600</td>
<td>Business Policy and Ethics</td>
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</tr>
<tr>
<td>GER 601</td>
<td>Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>EST 600</td>
<td>Statistics in Decision-Making 3</td>
<td>3</td>
</tr>
<tr>
<td>FIN 600</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

24 crs.

SPECIALTY COURSE REQUIREMENTS (15)

FIN 610 International Business and Finance 3
FIN 614 Advanced Business Finance 3
FIN 618 Corporate Investments 3
FIN 620 Theory and Structure of Financial Markets 3
FIN 625 Seminar in Finance Research 3

24 crs.

ELECTIVAS DIRIGIDAS (3 CREDITS) Select one of the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 601</td>
<td>Risk and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 615</td>
<td>Management of Banks and Financial Institutions</td>
<td>3</td>
</tr>
<tr>
<td>CONT 607</td>
<td>Analysis and Interpretation of Financial Statements</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 42 crs.

1 Pre-requisite: Basic Accounting I and II
2 Pre-requisite: Principles of Economics
3 Pre-requisite: Principles of Statistics I and II or Quantitative Methods I and II
COURSE DESCRIPTIONS

GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

GEPRO 601 - PROJECT MANAGEMENT. 3 credits. This course emphasizes the process of implementing and monitoring strategic plans in a cost-effective way to achieve teamwork and meet the goals set for a successful organization. Principles and methodologies in project management are discussed, emphasizing initiating, planning, developing, monitoring, controlling and finishing the project. The use of technology tools, investigation techniques, case studies and concepts related to project management to expand the theoretical framework to achieve the design of a project as part of business strategy is integrated. Scheduling, cost estimating and resources, risk analysis, and the establishment of the interconnections of the project: a plan for project management, including design is also included in the course. For this purpose the concepts of risk management, cost estimates, and earned value are also included.

GEPRO 602 - PROFESSIONAL RESPONSIBILITY IN PROJECT MANAGEMENT. 3 credits. This course implements the basic obligations of responsibility, respect, fairness and honesty; it explores the concepts that lead to understand what is responsible conduct on the part of the project manager, to the adverse effects generated by unethical situations in the external and internal context of the project. Through the review and research of the recent literature, shared experiences, the study and analysis related to the main topics of the course, the student learns about the professional responsibilities of the project manager. Throughout the course, topics on the responsibility to the environment, health and safety of project stakeholders, major aspects of social responsibility, and development of sustainable projects are discussed. Furthermore, the course includes the basic legal issues in the planning and development of the project, specifically the laws for the management of contracts and personnel.

GEPRO 603 - RISK MANAGEMENT AND PROJECT COSTS. 3 credits. This course develops the fundamental concepts for monitoring project risk with preventive actions, by considering continuity of activities and cost. Through case studies, the course examines and applies the process used to plan, identify, analyze and respond to the risk of a project. The student learns to manage the components of a project in order to complete it within possible interruptions of the business environment. Through cost management, students learn to estimate the value of the resources needed to complete project activities, to develop the budget and the actual baseline for monitoring and risk control through the method of earned value, research and use of technology. Aspects related to procurement and project procurement and the different types of contracts for various scenarios of the scope of work is studied in detail.

GEPRO 604 - COMMUNICATION AND LEADERSHIP IN PROJECT. 3 credits. This course examines current leadership theories used in project management and identifies styles of communication and conflict resolution, required for a project manager. Principles and guidelines for effective communication planning, human resources and conflict resolution are studied. The course also discusses, leadership, communication, and motivation and how to implement them in a variety of situations throughout the development of the project. By means of case studies, literature review and exercises, students develop and improve their leadership, communication, conflict management and negotiation skills.

GEPRO 605 - PROGRAM AND QUALITY MANAGEMENT. 3 credits. This course covers program management and guides the student through the process, concepts and techniques of the field. The course promotes effective communication among program managers of various projects. The student learns how to design a plan and manage changes in scope, risk, quality, complex situations, schedules, resources, delivery, costs in the context of a group of projects, in
order to meet strategic business objectives. The course outlines the importance of using software
tools to set and meet deadlines, information management for research and data collection and
status communication and performance changes. In addition, topics related to quality management
are discussed and their importance in achieving strategic objectives targeted toward the client.
Case analysis and the use of technological tools are encouraged to strengthen the skills of
planning and control, and develop a framework aimed at ensuring customer satisfaction.

**GEPRO 606 - CONTEMPORARY ISSUES IN PROJECT MANAGEMENT. 3 credits.** This course
develops basic concepts about special topics and cutting-edge project management through the
discussion of case studies, recent academic articles and guest speakers. The course includes
topics related to trends in project management, small and medium enterprises, culture and
international business, social media as a communication tool, virtual machines, and other topics of
great importance in project management and the efforts of companies to achieve their strategic
goals. Students are initiated into research methods for planning, organization, format, and the
development of written work. It emphasizes the development of innovative solutions to business
problems in Puerto Rico.

**CORE COURSES FOR BUSINESS ADMINISTRATION PROGRAMS**

**CONT. 600 - MANAGERIAL ACCOUNTING. 3 credits.** This course presents the study of different
forms of accounting in the management process, and planning and control for managerial decision
making. This includes cost principles, system planning and control, analysis of marginal revenue,
financial statements, budgets and analytical techniques in consulting process in management. To
achieve the proposed objectives, the course integrates the use of technology as an educational
strategy for teaching and learning actively, as well as, case studies, research essay writing,
reflective essays and group work.

**ECON. 600 - MANAGERIAL ECONOMICS. 3 credits.** This course is directed toward the
application of theory and techniques of economic analysis in making management decisions and
evaluating the social impact of the company. Likewise, it emphasizes the use of technological tools
and research on current issues in the field of managerial economics to solve business problems
within dynamic and uncertain environments. It includes topics such as the consumer theory of the
firm and industry, economic optimization, demand and supply, production and costs, linear
programming, price policy, market structures, game theory and external effects.

**EST. 600 - STATISTICS FOR DECISION MAKING. 3 credits.** The course is designed so that
students expand their knowledge and skills on different methods of inferential statistics and their
applicability in the business scenario. The aim is for students to design and conduct studies using
parametric tests. In this course students will test hypotheses estimation, comparison of
independent and dependent samples, correlation, linear regression and chi square. Emphasis is
on the use of emerging technology as a means of teaching and active learning, and the use of
research methodology in the analysis of cases and in the design of a research project on a topic
related to the course.

**GER. 601 - ORGANIZATIONAL THEORY. 3 credits.** This course is framed in concepts and
analytical tools for organizational structure design. Human behavior within the organization is
discussed with attention to psychological, sociological and ethical aspects. The following topics:
structure, technology, environment, change and internal processes of the organizational culture
and decision-making. Emphasis is on the integration of technology for teaching and active
learning, and the use of research methodology in the analysis of cases and in the design of a
research project on a topic related to the course is made. The course is offered to graduate
students in the categories: in-class and online.
MERC. 600 - MARKETING MANAGEMENT. 3 credits. The purpose of this course is to expand the principles of marketing as a functional area. In addition, marketing management is studied as a discipline and process that involves science and the arts in managing and planning activities. This process is done through an information system that includes market research and understanding consumer behavior for creating and building value. The objectives of this process are to retain and attract new customers, and build value for the company itself and benefit stakeholders. To achieve the educational objectives, the course integrates the use of technology as an educational strategy for teaching and active learning, as well as case study, reflective essay writing and essay, in addition to the application of knowledge and skills acquired in designing a marketing plan.

SCI. 600 - MANAGEMENT INFORMATION SYSTEMS. 3 credits. This course is designed for an in-depth study of computerized information systems and their impact on organizations and companies. It also presents applications of information systems in the business field and in managerial decision-making. These systems may be used in other graduate courses and are beneficial in the managerial career. To achieve the proposed objectives, the course integrates the use of technology as an educational strategy for teaching and active learning, case studies, writing reflective essays, research essays, group work, and discussion forums online and creative projects.

ACCOUNTING

CONT. 601 - ADVANCED ACCOUNTING. 3 credits. In-depth analysis of specialized topics in accounting such as financial statement consolidation, pension plans, trusts and bankruptcy.

CONT. 602 - ADVANCED AUDIT. 3 credits. Effective internal controls in the company. Theory and practice of auditing. Ethics in professional accountancy, relationship between auditor and client, analysis of statements made by AICPA, FASB and SEC. Auditing standards, methods and processing independent audit. Discussion of cases.

CONT. 606 - ACCOUNTING RESEARCH SEMINAR. 3 credits. Application of accounting principles in the solution of problems related to the operational, functional and financial requirements of a business. Emphasis on research, presentation and discussion of cases will be given. It requires a formal project in the area of accounting.

CONT. 609 - INTERNATIONAL ACCOUNTING. 3 credits. This course is aimed at the study of the international dimensions of accounting. It includes analysis of accounting systems for multinational corporations and international standards for accounting and financial reporting.

FINANCE

FIN. 610 - INTERNATIONAL BUSINESS AND FINANCE. 3 credits. In-depth study of advanced concepts applicable to business and financial relations among continents, countries or nations and their economic entities. Currency, consumer products, durable goods and capital resources: social (culture-political-economic) impact of international relations in the field of export-import between countries and its overall impact on exchange are studied.

FIN. 614 - ADVANCED CORPORATE FINANCE. 3 credits. In-depth study of the conceptual aspects and the most advanced theories, central to decision making by senior management. Analysis of the short and long term social impact caused by financial decisions at the corporate level. It stresses the use of quantitative tools and analysis of case studies.
FIN. 618 - CORPORATE INVESTMENTS. 3 credits. Study of corporate portfolio or set of investments in capital resources, combined in different varieties and proportions. Strategy to select a portfolio of cash investments is studied; it is based on the accurate measurement of the degree of performance tied to risk of loss. Principles and investment practices are studied and the concepts of labor and capital and mutual conceptual relationship (primary sources from each other) are analyzed. Productive Resources and Values: the two forms of investment available in the company are analyzed. Simulation techniques and mathematical programming are used.

FIN 620 - THEORY AND STRUCTURE OF FINANCIAL MARKETS. 3 credits. This course allows for the study and analysis of the foundations underpinning the movement of capital resources through international economies and the impact on human society. It studies the structure of financial methods and the application of the latest monetary and economic theories of financial markets.

FIN. 625 - SEMINAR IN RESEARCH FINANCE. 3 credits. The master’s degree candidate selects and develops a topic within the field of contemporary finance. The student examines the literature in present and future financial market products and options within a conceptual, theoretical and empirical framework. The student will use all the knowledge obtained from all courses for a master’s research of excellence. Directed research.

MANAGEMENT

GER. 603 - HUMAN RESOURCE MANAGEMENT. 3 credits. Study of the organization, use and development of human resources in the enterprise: organizational environment, satisfaction, and group dynamics, task design, supervision and assessment environment.

GER. 604 - LEADERSHIP AND SUPERVISION. 3 credits. Study of the role of supervision in organizations according to behavioral theories. The following topics are discussed: supervision, its function, techniques and duties. The theory of motivation and leadership and line supervision are topics of discussion in the course.

GER. 605 - OPERATIONAL MANAGEMENT. 3 credits. Management techniques in the production and distribution of materials and manufacturing systems and services. It includes determination of capacity, operational analysis and design of operational processing systems, development of quality control systems and assessment of new technology. Use of cases skills required in the operational environment.

GER. 607 - MANAGEMENT RESEARCH SEMINAR. 3 credits. Research in special topics in the field of management. Emphasis is on topics of special interest to business in Puerto Rico. Each student will present a project.

ELECTIVES

CONT. 603 - ADVANCED COST ACCOUNTING. 3 credits. Analysis of the financial information for the determination and allocation of costs as instruments for planning and managerial decision-making. It includes the study of budgets, cost allocation, production and cost, direct cost, standard cost, distribution costs and research costs.

CONT. 604 - STATE INCOME TAX. 3 credits. The study of state income tax laws and the implementation thereof. Analysis of legislation in the light of the effects on the operation of corporations and individuals. Practical problems include tax preparation.
CONT. 605 - FUND ACCOUNTING. 3 credits. The study of accounting of funds coming from the government, hospitals, universities, religious organizations and other charities. Emphasis is on allocation, control, and transfers between funds. Analysis of financial statements and reports prepared under this system.

CONT. 607 - ANALYSIS AND INTERPRETATION OF FINANCIAL STATEMENTS. 3 credits. Preparation and analysis of financial statements. Includes consolidated statements, classification and quantification in the preparation of financial reports. Financial statements will be analyzed for funds. The student will develop techniques for the analysis of these reports.

CONT. 608 - FEDERAL INCOME TAX. 3 credits. The study of federal income tax laws and the implementation thereof. Analysis of legislation in the light of the effects on the operation of corporations and individuals. Practical problems include tax preparation.

FIN. 601 - RISK AND INSURANCE. 3 credits. Risk analysis in economic and management problems in the company. Risk models in managerial decision making. Insurance covering management decisions, property damage, other people, services and products.

FIN. 615 - BANKS AND FINANCIAL INSTITUTIONS MANAGEMENT. 3 credits. Analytical study within the economic and ethical-legal framework of the foundations relevant to the determination of policy management principles; and decision-making in different financial institutions: commercial banks, mortgage banks, lending institutions, and savings banks. Non-banking financial institutions (NBFI): brokerage; agencies, brokers and insurance companies, agency and real estate brokerage.

GER. 606 - LABOR LAW. 3 credits. Study and analysis of labor law and jurisprudence of Puerto Rico and the United States. The following topics are discussed: the constitutional right of employees, minimum wage legislation, fringe benefits, unemployment insurance, anti-discrimination laws, occupational health and safety, sexual harassment and general law of dismissal.

COUNSELING PROGRAMS

CERTIFICATES

Graduate Certificate in Family Counseling
Graduate Certificate in Addictive Disorders
Graduate Certificate in Mental Health Counseling
Graduate Certificate in Vocational Evaluation

MASTERS

Masters in General Counseling
Masters in Counseling: School Counseling Specialty
Masters in Counseling: Family Counseling Specialty
Masters in Counseling: Addictive Disorders Specialty
Masters in Counseling: Mental Health Counseling Specialty
Masters in Counseling: Rehabilitation Counseling Specialty
GRADUATE CERTIFICATE IN FAMILY COUNSELING

The Graduate Certificate in family counseling is designed for professionals with a master's degree in professions related to behavior or religious studies; who devote at work dealing with the relationship problems between individuals, families and children. This certificate is also for those who want to acquire family counseling skills and have a wide range of experience, such as pastors, ministers, nurses, chaplains, employee counselors, social workers, and others who provide professional help, but are not interested in completing another degree or obtain a clinical license.

MISSION

The program aims to develop professionals with knowledge of the techniques of family counseling, promoting effectiveness in intervening with the family, who from a humanistic perspective, respond and address the needs of our society.

The certificate program aims to strengthen professional training in the area of interventions with families and couples, to promote the acquisition of theoretical knowledge related to management and intervention strategies with families and children, as well as developing practical skills applicable to his/her profession.

GOAL

Increase the number of professionals with the knowledge, skills and attitudes necessary to ensure proper service for family members.

OBJECTIVES

The Graduate Certificate in Family Counselling aims to:

1. Develop a program with academic experiences and practice that respond to the needs of society and promote mental health.

2. Provide opportunities for training professionals with technical skills and intervention strategies in the field of family counseling.

3. Train students with the knowledge, skills and practical experience that will allow them to integrate academic knowledge of marriage and family therapy.

4. Provide a multidisciplinary approach that will allow students to acquire academic knowledge, and apply counseling theories that best address the needs of their clients to their stage of development and social and cultural context.

5. Prepare professionals with attitudes that reflect openness to alternative approaches, appreciation of diversity and open to change in managing interventions within the family.

6. Promote interest in research as a necessary tool to promote intervention in evidence-based models.
7. Identify, evaluate and apply a variety of strategies designed to help meet individual client needs within the family context.

ADMISSION REQUIREMENTS

The following requirements are considered for admission to the Certificate Program in Family Counseling: 24 credits

1. Bachelor's Degree from an accredited university.
   In addition to degrees in professional behavior and religious studies, candidates with bachelor’s in social work, psychology, education, special education, nursing, physical therapy, occupational therapy are also considered.
   a. In addition to the degree in the above areas, personal, family or work experiences with families and couples are also considered.
   b. GPA of 2.75 or better.

2. Submit all documents required by the Office of Admissions
3. Demonstrate proficiency in written and oral skills.
4. Individual and group interview conducted by a committee.

CERTIFICATE REQUIREMENTS

The following is required to complete the Certificate in Mental Health:

1. Complete all course required in the curriculum.
2. Have a GPA of 3.00 or greater.

Number of credit–hours or contact hours to respond to the degree program level to be awarded

Course = 3 credits each
Course duration = 10 weeks (trimester)
Contact hours = 4.5 contact hours for each class
Course Mode = Most courses are offered in-class

Average time to complete the degree

A) Part-time students (average of 6 credits or less) = 1 year
B) Full-time students (average of 9 or more credits per trimester) = 3 trimesters
## GRADUATE CERTIFICATE IN FAMILY COUNSELING

### CERTIFICATE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CON 600</td>
<td>Ethical and legal Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CONFA 618</td>
<td>Family and Couples Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CONFA 635</td>
<td>Human Sexuality Applied to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CONFA 633</td>
<td>Family Counseling Strategies in Case Management</td>
<td>3</td>
</tr>
<tr>
<td>CON 621</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CONFA 630</td>
<td>Mediation, Conflict Management and Negotiation</td>
<td>3</td>
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<tr>
<td>CONFA 637</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
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<tr>
<td>CONFA 610</td>
<td>Seminar and Practicum I</td>
<td>3</td>
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\[ \text{Total Credits: } 24 \]

- Students who earn a certificate in family counseling may not be licensed counselors unless they hold a master’s degree in counseling.
GRADUATE CERTIFICATE IN ADDICTIVE DISORDERS

MISSION

Complement and strengthen the academic preparation of professionals interested in offering addiction counseling. Offering this certificate is consistent with the philosophy, mission, goals and objectives of Universidad Central de Bayamón which aims to develop professionals who meet the needs of our society with a humanistic approach.

GOAL

Increase the number of professionals with the knowledge, skills and attitudes necessary to ensure proper service for people with addictive disorders.

OBJECTIVES

The Graduate Certificate in Addictive Disorders aims to:

1. Develop a program with academic experiences and practices that meet the needs of people with addictive disorders, the needs of society and that promotes mental health.

2. Prepare professionals with attitudes that reflect openness to alternative approaches, the appreciation of diversity and open to change in the management of clients with addictive disorders.

3. Develop in students a basic understanding of the different addictions, their effects and current models and theories used in the management of the disease.

4. Promote interest in research as a necessary tool for dealing with addictive disorders.

5. View addiction as a chronic disease and the multiple treatments required, in addition to the social contexts that affect the treatment and recovery process in both the dependent and codependent.

6. Identify, evaluate and apply a variety of strategies designed to help meet the individual needs of clients with problems of addiction and of codependents.

7. Train students adequately to obtain the credentials as addiction professionals.

8. Increase work scenarios for specialists in addictive disorders, including the private practice.

9. Provide information required to establish the scope and goals of each professional role in the treatment of addictions.

10. Strengthen academic preparation through additional courses that will facilitate developing skills in addiction counseling and the help process.
# GRADUATE CERTIFICATE IN ADDICTIVE DISORDERS

## CERTIFICATION REQUIREMENTS  CREDITS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CON 600</td>
<td>Ethical and legal Issues in Counseling</td>
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<tr>
<td>CONDA 660</td>
<td>Addictive Behavior</td>
<td>3</td>
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<tr>
<td>CONDA 661</td>
<td>Neurobiology and Pharmacology of Addictive Disorders</td>
<td>3</td>
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<tr>
<td>CONDA 662</td>
<td>Models of Addiction Treatments</td>
<td>3</td>
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<tr>
<td>CONDA 663</td>
<td>Addiction Counseling Interventions</td>
<td>3</td>
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<tr>
<td>CONDA 664</td>
<td>Seminar and Practicum in Addictive Disorders</td>
<td>3</td>
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<tr>
<td>CONDA 665</td>
<td>Internship and Professional Development Seminar on Addictive disorders</td>
<td>3</td>
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### DIRECTED ELECTIVES (Select one course/3 credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CON 621</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>*CON 642</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>CONDA 666</td>
<td>Epidemiological Aspects of Addictive Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CONDA 667</td>
<td>Dealing with Addiction in Women</td>
<td>3</td>
</tr>
<tr>
<td>CONDA 649</td>
<td>Design and Management of Service Programs in Mental health</td>
<td>3</td>
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</table>

*This course is required for any student who does not have a master's degree in an area related to human behavior.

- After completing the Graduate Certificate, the student is responsible for making arrangements for certification.

### Note:

- This certificate is aimed at people with a master's degree in behavioral professions. Its purpose is to strengthen their professional training in the field of addictive disorders.

- People who earn a certificate in Addictive Disorders cannot be licensed as counselors, unless they complete a master's degree in counseling.
GRADUATE CERTIFICATE IN MENTAL HEALTH COUNSELING

MISSION

Develop mental health professionals with the specialized knowledge and skills necessary to provide, coordinate, and advocate for needed services for people with mental health diagnoses so they can achieve their goals.

GOAL

Increase the number of professionals with the knowledge, skills and attitudes necessary to ensure proper service for people with mental health disorders.

OBJECTIVES

The Graduate Certificate in Mental Health aims to develop knowledgeable in:

1. Historical, philosophical, social, cultural, economic and political trends in the practice of mental health.
2. Roles and functions and the identity of mental health professionals.
3. Structures of professional organizations, professional preparation standards, credentials and controversial mental health issues relevant to practice.
4. Ethical and legal considerations related to the practice of mental health (Codes of Ethics of Professional Regulatory Board of Directors, ACA, AMHCA).
5. The role of race, family structure, cultural heritage, nationality, gender, age, sexual orientation, religion and spiritual beliefs, occupation, physical and mental state in mental health.
6. Strategies to meet the needs of the community and to design, implement, and evaluate systems and mental health programs
7. Principles, theories and intervention practice including programs and facilities for inpatient, outpatient, partial treatment, post crisis, management of services and mental health programs.
8. General principles and practices to establish the etiology, diagnosis, treatment, referral and prevention of mental health disorders and dysfunctional behavior, including addictive behaviors.
9. General and effective practices in promoting optimal human development and mental health.
10. The principles and models of biopsychosocial assessment, case conceptualization, theories of human development and psychopathology concepts to provide diagnosis and appropriate treatment.
11. The principles of diagnosis and the needed resources to diagnose, including the Diagnostic 
and Statistical Manual (DSM).

12. The application of modalities intended to initiate, maintain and terminate aid for people 
affected mentally or emotionally, including brief, intermediate, and long term intervention 
approaches.

13. The psychopharmacological drugs including basic classifications, indications, 
contraindications to make appropriate referrals for evaluation of effects and side effects of 
medication.

14. The principles and guidelines for conducting an initial interview, assess mental status, 
develop a biopsychosocial record, and conduct a psychological and mental assessment for 
treatment and case management.

15. Strategies for consultation, collaboration, prevention and advocating for the mental health 
community.

16. Effective practices to influence public and government policy to increase funding and 
programs mental health programs.

ADMISSION REQUIREMENTS

The following requirements are considered for admission to the Graduate Certificate in 
Mental Health: 24 credits

1. Bachelor’s Degree from an accredited university.
   a. Priority is given to candidates with related bachelor degree in social work, psychology, 
education, special education, nursing, physical therapy, occupational therapy.
   b. In addition to the degree in the above areas personal, family or work experience with people 
with mental health problems is considered
   c. GPA of 2.75 or better.

2. Submit documents required by the Office of Admissions 
3. Demonstrate proficiency in written and oral skills. 
4. Individual and group interview conducted by a committee.

CERTIFICATE REQUIREMENTS

To complete the Graduate Certificate in Mental Health the following is required:

1. Complete the required curriculum. 
2. Have a GPA of 3.00 or better. 
3. Any specialty courses with a grade below a B must be repeated.

Number of credit–hours or contact hours to respond to the degree program level to be 
awarded
Course = 3 credits each  
Course duration = 10 weeks (trimester)  
Contact hours = 4.5 contact hours for each class  
Course Mode = Most courses are offered in-class

Average time to complete the degree

A) Part-time students (average of 6 credits or less) = 1 year  
B) Full-time students (average of 9 or more credits per trimester) = 3 trimesters

GRADUATE CERTIFICATE IN MENTAL HEALTH COUNSELING

CERTIFICATE REQUIREMENTS       CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CON</td>
<td>600</td>
<td>Ethical and Legal Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CON</td>
<td>642</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>CONDA</td>
<td>660</td>
<td>Addictive Behaviors</td>
<td>3</td>
</tr>
<tr>
<td>CONSA</td>
<td>649</td>
<td>Design and Management of Services Programs in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>CONSA</td>
<td>650</td>
<td>Diagnosis of Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>CONSA</td>
<td>651</td>
<td>Treatment and Case Management Mental Health</td>
<td>3</td>
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<tr>
<td>CONSA</td>
<td>653</td>
<td>Practicum</td>
<td>3</td>
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<tr>
<td>CONSA</td>
<td>654</td>
<td>Internship I</td>
<td>3</td>
</tr>
</tbody>
</table>

24 crs.

Notes:

• This certificate is aimed at people with a master's degree in behavioral professions. Its purpose is to strengthen professional training in the area of interventions with families and couples.

• Students who earn a certificate in Mental Health Counseling cannot be licensed as counselors, unless they are completing their master's degree in counseling.
GRADUATE CERTIFICATE IN VOCATIONAL EVALUATION

MISSION

Develop professionals specialized in Vocational Evaluation to work in a variety of scenarios providing services to people with and without disabilities aimed at identifying their potential to join the workforce.

VISION

Strengthen the Master’s Program in Rehabilitation Counseling by diversifying offerings for professionals who work in a constantly changing world and to exercise the profession with a deep sense of social responsibility and ethical values.

OBJECTIVES

The certificate in vocational assessment will develop professionals who:

1. Know the theoretical and legal bases upon which services for Vocational Assessment are based.
2. Identify and apply techniques and tools to evaluate the residual and functional limitations of persons with disabilities.
3. Analyze the vocational implications of medical, psychosocial, educational and vocational information and the appropriate use of occupational resources in the process of vocational assessment.
4. Interpret and communicate the results of evaluations to people with disabilities and other members of the professional service team of education and rehabilitation programs.
5. Explain and describe the steps in the development of the individualized plan of vocational assessment.
6. Identify equipment and assistive technology and accommodations that can be used in different stages of vocational assessment to maximize the performance of the person with disability.

ADMISSION REQUIREMENTS

The following requirements are considered for admission to the Graduate Certificate in Vocational Evaluation:

1. Master’s Degree in Rehabilitation Counseling
2. Master’s Degree in Guidance and Counseling, Family Counseling and Special Education
3. Have completed a course in human development and research methods
4. Submit all documents required by the Office of Admissions
   a. Application for Admission
   b. (2) Letters of recommendation (professional)
   c. Official transcript.
5. Individual interview with the coordinator of the Master of Rehabilitation Counseling Program

GRADUATION REQUIREMENTS

To complete the Graduate Certificate in vocational assessment the following is required:
1. Complete the required curriculum.
2. Have a GPA of 3.00 or better.
3. Any specialty courses with a grade below a B must be repeated.

**GRADUATE CERTIFICATE IN VOCATIONAL ASSESSMENT**

**CERTIFICATE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>CONRE 661</td>
<td>Concepts and Principles of Vocational Assessment</td>
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<tr>
<td>CONRE 662</td>
<td>Assistive Technology and Reasonable Accommodation in the</td>
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<tr>
<td></td>
<td>Vocational Assessment Process</td>
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<tr>
<td>CONRE 663</td>
<td>Testing and Methods in Vocational Assessment I</td>
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<td>CONRE 664</td>
<td>Testing and Methods in Vocational Assessment II</td>
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<tr>
<td>CONRE 665</td>
<td>Practicum in Vocational Assessment (150 hrs.)</td>
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**PRE-REQUISITES** (For candidates who are not Rehabilitation Counselors)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CON 505</td>
<td>Process of human development</td>
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<td>CON 699</td>
<td>Research Methods</td>
<td>3</td>
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<tr>
<td>CONRE 610</td>
<td>Medical Aspects of Rehabilitation</td>
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<tr>
<td>CONRE 612</td>
<td>Psychosocial Aspects of Rehabilitation</td>
<td>3</td>
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</table>

15 crs.
MASTER’S DEGREE IN COUNSELING

MISSION

The Graduate Counseling Program, through its various programs, is directed towards the development of highly trained professionals with the skills, knowledge and attitudes necessary to provide services to individuals, groups, families, couples and the community in different contexts and different situations.

VISION

The Graduate Counseling Program will be recognized for the training of professionals with high humanistic standards who apply knowledge and various intervention strategies, contributing positively to the welfare of individuals, thus promoting sound mental health in the country.

PROGRAM PHILOSOPHY AND OBJECTIVE

Applying various teaching strategies fosters the optimal development of professionals with the knowledge and skills needed to exercise as professional counselors. These professionals should be distinguished by their commitment to the profession, for being advocates of social justice and the rights of its clients, serve as agents of change, be leaders and contribute to the development and implementation of the best practices within the counseling profession. They will be prepared to generate new solutions or creative interpretations to social problems. The program is founded on humanistic principles, respecting the different theoretical and philosophical frameworks related to counseling.

OBJECTIVES

Upon completing the program in counseling, the students will be able to:

1. Learn and apply the theories of counseling that best address the situation of their clients, to their stage of development, and their social and cultural context.
2. Develop their professional identity and defend it by demonstrating their knowledge of the development of the profession, roles, functions and limits of counselors and the ethical and legal issues associated with the profession.
3. Develop and apply counseling skills through the application of known models and evidence-based interventions that facilitate establishing effective services to individuals, groups, families and couples.
4. Become agents of change and advocates for their clients by recognizing and denouncing injustice and demanding the services required for clients.
5. Create an awareness of differences, values, preferences, beliefs of other cultures and their impact on the services and establish strategies to facilitate interventions with culturally diverse populations and groups.
6. Understand, respect and be committed to the implementation of codes of ethics that apply to the profession as well as the laws and regulations of the workplace.
7. Engage in introspection and awareness to facilitate analysis of worldview, with its strengths and limitations, to determine how this may affect the process of helping their clients.
ADMISSION REQUIREMENTS

The following requirements are considered for admission to the Master's in General Counseling, Family Counseling, School Counseling, Addictive Disorders Counseling and Mental Health Counseling.

1. Bachelor's degree from an accredited institution.

2. GPA of 2.75 or better.
   - GPA’s between 2.50 and 2.74 will be evaluated, if accepted, it will be considered a conditional admission.

3. A score of 400 or above on the Post Graduate Studies Admission Exam (EXADEP) or the Graduate Record Examination (GRE). Each case will be evaluated based on the score.

4. Submit the required documents to the Admissions Office
   a. Admission Application
   b. Official transcript
   c. EXADEP or GRE Scores
   d. Letters of recommendation

5. Demonstrate proficiency in written and oral skills

6. Individual and / or group interview conducted by a committee.

7. Certificate of Good Conduct issued by the Police Department (This is a requirement of The Examining Board of Directors of Puerto Rico to apply for licensure as a professional counselor).
# MASTER’S DEGREE IN GENERAL COUNSELING

**Core Course Requirements**
- CON 505 Human Development 3 crs.
- CON 600 Ethical and Legal Aspects in Counseling 3 crs.
- CON 699 Research Methods 3 crs.

**Total Credits** 9 crs.

**Specialty Course Requirements**
- CON 602 Theories of Counseling 3 crs.
- CON 604 Individual Counseling 3 crs.
- CON 605 Group Counseling 3 crs.
- CON 606 Life and Career Planning 3 crs.
- CON 621 Crisis Intervention 3 crs.
- CON 622 Assessment 3 crs.
- CON 642 Psychopathology 3 crs.
- CON 608 Seminar and Practicum in Counseling I 3 crs.
- CON 609 Seminar and Practicum in Counseling II 3 crs.
- CONFA 618 Family and Couples Counseling 3 crs.

**Total** 30 crs.

**Directed Electives**
- CON 611 Counseling Women 3 crs.
- CON 640 Gerontological Counseling 3 crs.

**Total** 6 crs.

**Degree Requirements**
- ECM 797 Counseling Women 6 crs.
- ECE 798 Gerontological Counseling

1 Select 2 electives

**Core Courses and Specialty Courses are a pre-requisite to CON 608 and CON 609**
MASTER’S DEGREE IN COUNSELING: FAMILY COUNSELING SPECIALTY

PROGRAM PHILOSOPHY AND OBJECTIVE

The Family Counseling Program aims to prepare professionals with the knowledge, skills and abilities required for intervention with families and couples. It emphasizes prevention, in addition to interventions with households of the communities, and institutions and agencies dedicated to promoting development and overall family welfare. These future counselors must develop solid conceptual and methodological knowledge, so they can work therapeutically with families, in addition to encouraging changes in their structures and functions.

OBJECTIVES

Upon completing the program in Family Counseling, the students will be able to:

1. Demonstrate knowledge of the development of family and couples counseling, philosophical premises and related theoretical models.
2. Conceptualize and intervene from a systemic theoretical framework where change is provided in communities, individuals, families or couples.
3. Understand the established structures and professional organizations, preparation standards and credentials related to the practice of family and couples counseling.
4. Know and apply the specific ethical and legal issues related to family and couples counseling.
5. Demonstrate understanding of the situations that affect family functioning such as economic disputes, abusive and addictive behaviors and the interventions required for their solution.
6. Develop skills and basic principles of interviewing, assessment, preparation of records and case management in working with families and couples.
7. Apply techniques that facilitate understanding and explaining the dynamics of families or couples.
8. Recognize social trends and treatments when working with families in transition, nontraditional families and foster families.
9. Recognize controversies related to human sexuality and its impact on the dynamics of families and couples as well as management strategies.
**MASTER’S DEGREE IN COUNSELING: FAMILY COUNSELING SPECIALTY**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td>General Requirements</td>
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**CORE COURSE REQUIREMENTS**

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<td>Ethical and Legal Aspects in Counseling</td>
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<td>CON 699</td>
<td>Research Methods</td>
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**GENERAL REQUIREMENTS IN COUNSELING**

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<tr>
<td>CON 602</td>
<td>Theories of Counseling</td>
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<tr>
<td>CON 604</td>
<td>Individual Counseling</td>
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<td>CON 605</td>
<td>Group Counseling</td>
<td>3</td>
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<td>CON 606</td>
<td>Life and Career Planning</td>
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<td>CON 621</td>
<td>Crisis Intervention</td>
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<td>CON 622</td>
<td>Assessment</td>
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<td>CON 642</td>
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**SPECIALTY COURSE REQUIREMENTS**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CONFA 618</td>
<td>Family and Couples Counseling</td>
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</tr>
<tr>
<td>CONFA 630</td>
<td>Mediation, Conflict Management and Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>CONFA 633</td>
<td>Strategies and Family Counseling in Case Management</td>
<td>3</td>
</tr>
<tr>
<td>CONFA 637</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CONFA 608</td>
<td>Seminar and Practicum I</td>
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**DIRECTED ELECTIVES**

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<tbody>
<tr>
<td>CONFA 635</td>
<td>Human Sexuality</td>
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</table>

- The student can select a specialty course from any counseling program

**DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECM 797</td>
<td>Comprehensive Exam for Core Courses</td>
<td></td>
</tr>
<tr>
<td>ECE 798</td>
<td>Comprehensive Exam for Specialty Courses</td>
<td></td>
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</tbody>
</table>
MASTER'S DEGREE IN COUNSELING: SCHOOL COUNSELING SPECIALTY

PROGRAM PHILOSOPHY AND OBJECTIVE

The School Counseling Program prepares professionals to serve as counselors in a school setting from elementary to university level. Professional training includes courses and experiences that will enable the future counselor to implement a comprehensive counseling program and provide services to students and groups, consulting service to teachers, parents and the community. The program emphasizes the welfare of clients through crisis intervention, prevention and education, case management and short and long term therapy.

OBJECTIVES

The Masters in School Counseling aims to:

1. Develop students able to understand the roles, functions and controversies of counseling in the educational setting, including interdisciplinary work, referral and consulting.

2. Train students with models that will help them be leaders, advocates, employees and agents of change in the workplace.

3. Train students to work effectively with students with different special needs.

4. Train students so that they can conceptualize human behavior and change from various theoretical perspectives and use appropriate counseling interventions.

5. Prepare students to meet the requirements of the Department of Education and the Board of Examiner of Puerto Rico.

6. Prepare counseling students who distinguish themselves by their professional and personal integrity guided by professional codes of ethics and standards and relevant legal expectations.

7. Prepare students to develop a variety of strategies to facilitate the development of academic, personal, and social aspects, and career development of the students they serve.

8. Train students to design, implement, direct and assess comprehensive curricula based on the standards of the accrediting agencies.

9. Empower students to select, administer and interpret assessment instruments in areas related to the welfare, development and academic performance of their clients.

Notes:

• It is required to pass the certification examination offered by the Board of Examiners of Professional Counselors Puerto Rico in order to work as a professional counselor.

• To receive the Certificate of School Counselor from the Department of Education, the graduate must meet the requirements of that agency.
MASTER'S DEGREE IN COUNSELING: SCHOOL COUNSELING SPECIALTY

Core Course Requirements 9
General Course Requirements 21
Specialty Course Requirements 18
Degree Requirements 3

Total Credits 51 crs.

CORE COURSE REQUIREMENTS

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CON 505</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>CON 600</td>
<td>Ethical and Legal Aspects in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CON 699</td>
<td>Research Methods</td>
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9 crs.

GENERAL COURSE REQUIREMENTS

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<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>CON 602</td>
<td>Theories of Counseling</td>
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<tr>
<td>CON 604</td>
<td>Individual Counseling</td>
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</tr>
<tr>
<td>CON 605</td>
<td>Group Counseling</td>
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<tr>
<td>CON 606</td>
<td>Life and Career Planning</td>
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</tr>
<tr>
<td>CON 622</td>
<td>Assessment</td>
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<td>CON 642</td>
<td>Psychopathology</td>
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<td>CONFA 618</td>
<td>Family and Couples Counseling</td>
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21 crs

SPECIALTY COURSE REQUIREMENTS

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<tbody>
<tr>
<td>CONE 607</td>
<td>Planning, Assessment and Management in Counseling Programs</td>
<td>3</td>
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<tr>
<td>CONE 610</td>
<td>Guidance and Counselling in Education</td>
<td>3</td>
</tr>
<tr>
<td>CONE 650</td>
<td>Management Strategies for students with Special needs</td>
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<td>CONFA 637</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
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<tr>
<td>CONE 658</td>
<td>Seminar and Practicum in School Counseling I</td>
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<tr>
<td>CONE 659</td>
<td>Seminar and Practicum in School Counseling II</td>
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</table>

18 crs.

- The student can select a specialty course from any counseling program

DEGREE REQUIREMENTS

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
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<td>ECM 797</td>
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<tr>
<td>ECE 798</td>
<td>Comprehensive Exam for Specialty Courses</td>
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</table>

Notes:

- It is required to pass the certification examination offered by the Board of Examiners of Professional Counselors Puerto Rico in order to work as a professional counselor.

- To receive the Certificate of School Counselor from the Department of Education, the graduate must meet the requirements of that agency.

*Core Courses and Specialty Courses are a pre-requisite to CON 608 and CON 609
MASTER’S DEGREE IN COUNSELING: ADDICTIVE DISORDER SPECIALTY

MISSION

Increase the number of addictive disorders counselors with the skills required to provide, coordinate and advocate for the services of people with addiction, so they can recover and integrate productively into society. The degree in Addictive Disorders is aligned with the philosophy, mission, goals and objectives of the University that aims to develop professionals who meet the needs of our society.

GOAL

Increase the number of specialized addictive disorders counselors with the knowledge, skills and attitudes required to offer effective services to people with addiction problems and people vulnerable to this disease.

OBJECTIVES

The Masters in Addictive Disorders Counseling aims to:

1. Develop a program with a variety of academic experiences and practices that meet the needs of people with addictive disorders, the needs of society, and to promote mental health.

2. Prepare professionals with attitudes that reflect openness to alternative approaches, appreciation of diversity and open to change in the management of clients with addiction problems.

3. Develop in students a basic understanding of the types of addictions, their effects and current models and theories used in the management of the disease.

4. Promote interest in research as a necessary tool to approach the problems of addictive disorders.

5. View addiction as a chronic disease with multiple treatments, in addition to the social contexts that affect the treatment and recovery process in both the dependent and codependent.

6. Identify, evaluate and apply a variety of strategies designed to help meet the individual needs of clients with problems of addiction and the codependent.

7. Prepare students adequately so they can obtain the credentials to serve as professional counselors on addiction disorders.

8. Expand and diversify the offerings of the Guidance and Counseling Program and contribute to strengthening the image of the professional counselor.

9. Increase working scenarios for professional counselors to include private practice.
## MASTER’S DEGREE IN COUNSELING: ADDICTIVE DISORDER SPECIALTY

<table>
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<tr>
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<tr>
<td>Counseling Requirements</td>
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<tr>
<td>Specialty Course Requirements</td>
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### CORE COURSE REQUIREMENTS

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<td>CON 505</td>
<td>Human Development</td>
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### COUNSELING REQUIREMENTS

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### SPECIALTY COURSE REQUIREMENTS

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<tr>
<td>CONDA 610</td>
<td>Neurobiology and Pharmacology of Addictive Disorders</td>
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<tr>
<td>CONDA 650</td>
<td>Models of Addiction Treatment</td>
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<td>CONDA 637</td>
<td>Counseling Practicum</td>
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<td>CONDA 658</td>
<td>Internship I and Seminar</td>
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<td>CONDA 659</td>
<td>Internship II and Seminar</td>
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### DIRECTED ELECTIVES

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<tr>
<td>CON 611</td>
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<tr>
<td>CON 640</td>
<td>Comprehensive Exam for Specialty Courses</td>
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- Student may select a specialty course from any of the counseling programs.

### DEGREE REQUIREMENTS

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<tbody>
<tr>
<td>ECM 797</td>
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<tr>
<td>ECE 798</td>
<td>Comprehensive Exam for Specialty Courses</td>
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</table>
MASTER’S DEGREE IN COUNSELING: MENTAL HEALTH SPECIALTY

MISSION

Develop Professional Mental Health Counselors with knowledge, skills and abilities necessary to provide, coordinate, and advocate for services for people with mental health diagnoses so they can achieve their personal, psychological and vocational goals. The program aims to develop professionals who meet the needs of our society. This professional must know the concepts theories, processes, methods, issues, scientific findings and practical implications of a particular discipline or profession. The counselor should recognize personal and social dignity and act responsibly with respect and tolerance, and deep sense of social justice.

The program aims to prepare counselor who can address as unstable society affected by social, economic, and family problems with a deep sense of social commitment and effort, within the framework of resilience, hope and of individual and collective action.

GOAL

Increase the number of mental health counselors with the knowledge, skills and attitudes necessary to ensure provide proper service to the people they serve.

OBJECTIVES

The Master’s degree in Mental Health Counseling will develop professionals with knowledge of:

1. The historical, philosophical, social, cultural, economic and political principles and current trends in mental health counseling fundamentals.

2. The roles and functions and the identity of professional mental health counselors.

3. The structures of professional organizations, standards of professional preparation, credentials and controversial issues relevant to mental health practice.

4. Ethical and legal aspects related to the practice of mental health counseling (Codes of Ethics of Professional Regulatory Board of Directors, ACA, AMHCA).

5. The role of race, family structure, cultural heritage, nationality, gender, age, sexual orientation, religion and spiritual beliefs, occupation, physical and mental state in mental health counseling.

6. The strategies to meet the needs of the community and to design, implement and assess the systems and mental health programs.

7. The principles, theories and practice of intervention programs and facilities including inpatient, outpatient, partial treatment, and after the crisis.

8. The management of services and mental health programs.

9. General principles to establish the etiology, diagnosis, treatment, referral and prevention of mental health disorders and dysfunctional behavior, including addictive behaviors.
10. General and effective practices in promoting optimal human development and mental health.

11. Principles and models of biopsychosocial assessment, case conceptualization, theories of human development and psychopathology concepts for the diagnosis and appropriate treatment plans.

12. Principles of diagnosis and the use of proper tools to reach diagnosis, including the applicable Diagnostic and Statistical Manual (DSM).

13. The application of modalities intended to initiate, maintain and terminate a process of counseling or therapy for people affected mentally or emotionally, including brief, intermediate and long term intervention approaches.

14. Psychopharmacological drugs including basic classifications, indications, contraindications in order to make referrals for evaluation of effects and side effects of medication.

15. Principles and guidelines for conducting an initial interview, making a mental status assessment, creating a biopsychosocial record, and mental and psychological assessment for treatment and case management.

16. Strategies for consultation, collaboration, prevention and intercession for the mental health community.

17. Effective practices in influencing public and government policy to increase funding and programs affecting mental health practices.

ADMISSION REQUIREMENTS

The following requirements are considered for admission to the Master’s in General Counseling, Counseling Family Counseling, School Counseling, Addictive Disorders Counseling and Mental Health Counseling.

1. Bachelor’s degree from an accredited institution.

2. GPA of 2.75 or greater

3. A score of 400 or above on the Post Graduate Studies Admission Exam (EXADEP) or the Graduate Record Examination (GRE). Each case will be evaluated based on the score.

4. Submit the required documents to the Admissions Office
   a. Admission Application
   b. Official transcript
   c. EXADEP or GRE Scores
   d. Letters of recommendation

5. Demonstrate proficiency in written and oral skills

6. Individual and / or group interview conducted by a committee.
GRADUATION REQUIREMENTS

To complete the Master's degree in counseling with specialty in Mental Health Counseling, the following is required:

1. Complete the program curriculum.
2. Have a GPA of 3.00 or greater.
3. Repeat specialty courses with grades below B.
4. Pass comprehensive exams or their equivalent.

Number of credit–hours or contact hours to respond to the degree program level to be awarded

Course = 3 credits each
Course duration = 10 weeks (trimester)
Contact hours = 4.5 contact hours for each class
Course Mode = Most courses are offered in-class

Average time to complete the degree

A) Part-time students (1 or 2 courses per semester) 3 years approximately
B) Full-time students (2 courses per trimester) = 2 years and 1 trimester
MASTER IN COUNSELLING SPECIALIST IN MENTAL HEALTH

Core Requirements 9
Counseling Requirements 21
Specialization Requirements 18
Electives 3
Total Credits 51 crs.

CORE REQUIREMENTS

CON. 505 Processes of Human Development 3
CON. 600 Ethical and Legal Aspects of Counseling 3
CON. 699 Research Methods 3
9 crs.

COUNSELING REQUIREMENTS

CON. 602 Theories of Counseling 3
CON. 604 Individual Counseling 3
CON. 605 Group Counseling 3
CON. 606 Life and Career Planning 3
CONFA. 618 Family and Couples Counseling 3
CON. 622 Assessment 3
CON. 642 Psychopathology 3
21 crs.

SPECIALTY REQUIREMENTS

CONDA. 660 Addictive Behaviors 3
CONSA. 650 Diagnostics in Mental Health 3
CONSA. 651 Treatment and Case Management in Mental Health 3
CONSA. 653 Practice in Counselling in Mental Health 3
CONSA. 654 Internship 1 and Seminar in Mental Health 3
CONSA. 655 Internship2 and Seminar in Mental Health 3
18 crs.

DIRECTED ELECTIVES 3 crs.

CON. 611 Women Counseling 3
CON. 640 Gerontology Counseling 3

• The student can select a specialty course from any of the counseling programs.

DEGREE REQUIREMENTS

ECM. 797 Core comprehensive exam
ECM. 798 Specialty comprehensive exam
MASTERS IN COUNSELING WITH SPECIALTY IN REHABILITATION COUNSELING

MISSION

Develop professional rehabilitation counselors with the specialized knowledge, skills, and attitudes necessary to provide, coordinate, and advocate for services needed by people with disabilities, so that they may have the same opportunities and achieve their personal, psychological, and vocational goals.

PURPOSE OF THE PROGRAM

The purpose of the Master in Counseling with Specialization in Rehabilitation Counseling is to prepare professionals who can work in a variety of work settings providing services to people with disabilities. It intends to meet the need for professional rehabilitation counseling required in Puerto Rico and the United States. This will comply with laws requiring that any person with a disability is entitled to services directed toward the development of their full potential.

This degree meets the requirements of the Examining Board of Vocational Rehabilitation counselors in Puerto Rico. It meets the requirements of the National Council of Rehabilitation (CRC), an organization that provides certification nationwide.

OBJECTIVES

The Academic Program in Rehabilitation Counseling aims to develop counselors who work with people with a variety of disabilities to help them to:

1. Assess clients’ needs, and help them develop individualized plans to meet them.
2. Identify the vocational skills they need in order to secure an excellent employment.
3. Develop the skills necessary to achieve independence and to function in society.
4. Provide information on identified areas of work, methodology and techniques, tools, and characteristics required.
5. Provide or coordinate therapeutic services, psychological interventions, medical, social, job placement, assistive technology, and monitoring.
6. Coordinate with employers to develop job opportunities, job placement, and offer help in seeking, obtaining, maintaining suitable employment trainings, and follow-up support services.
7. Request rehabilitation services and coordinate professional services and resources from other agencies.
8. Educate the family so that they may enable and promote independent living for the person with a disability.
9. Provide information to the persons with disabilities and to their families on the rights of persons with disabilities and related laws.
10. Contribute to reducing attitudes and environmental barriers in society to facilitate the full inclusion in the community of individuals with disabilities.

ADMISSION REQUIREMENTS

The following requirements are obligatory to be considered for admission to the Master in Counseling with Specialization in Rehabilitation Counseling.
1. Bachelor’s Degree from an accredited university.

2. GPA of 2.75 or more.
   a. Candidates with indices between 2.50 and 2.74 will be evaluated and considered for conditional admission.

3. A score of 425 or above on the examination of Post Graduate Studies Admission EXADEP or "Graduate Record Examination" (GRE).

4. Submit the documentation required by the Office of Admissions
   A. Admission application
   B. Letters of recommendation
   C. An official transcript.
   D. Examination results EXADEP

5. Demonstrate proficiency in written and oral skills.

6. Individual and / or group interview conducted by a committee.

GRADUATION REQUIREMENTS

To complete a Master’s in Counseling with Specialty in Rehabilitation Counseling, it is required to comply with the following requirements:

1. Complete the class schedule set.
2. Average of 3.00 or more.
3. Repeat specialty courses with grades below B.
4. Take and pass comprehensive tests.

Number of Hours-credit or contact hours that correspond to the programmed level of degree to be awarded

Course = 3 credits each
Course duration = 10 weeks
Contact hours = 4.5 contact hours for each class
Mode offered = Trimester

Average time to complete the degree:

A. Full-time students, two courses per trimester = two (2) years and one (1) trimester approximately
B. Part-time students, one to two courses per trimester = three (3) years approximately
MASTER in COUNSELING WITH SPECIALTY IN REHABILITATION COUNSELING

Requirements Course 12
Specialization Requirements 33
Directed Electives 3
Total Credits 48 crs.

**CORE REQUIREMENTS**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC. 505</td>
<td>Processes of human development</td>
<td>3</td>
</tr>
<tr>
<td>CON. 604</td>
<td>Individual Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CON. 605</td>
<td>Group Counseling</td>
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<tr>
<td>CON. 699</td>
<td>Research Methods</td>
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12 crs.

**SPECIALTY REQUIREMENTS**

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>CONRE. 600</td>
<td>Ethical and Legal Issues in Rehabilitation Counseling</td>
<td>3</td>
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<tr>
<td>CONRE. 605</td>
<td>Fundamentals of rehabilitation counseling</td>
<td>3</td>
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<tr>
<td>CONRE. 610</td>
<td>Medical Aspects of Rehabilitation</td>
<td>3</td>
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<tr>
<td>CONRE. 612</td>
<td>Psychosocial Aspects of Rehabilitation</td>
<td>3</td>
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<tr>
<td>CONRE. 615</td>
<td>Case Management in Rehabilitation Services</td>
<td>3</td>
</tr>
<tr>
<td>CONRE. 617</td>
<td>Methods of Assessment and Vocational Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>CONRE. 620</td>
<td>Analysis of Occupational Information and Employment Adjustment</td>
<td>3</td>
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<tr>
<td>CONRE. 625</td>
<td>Models and Techniques in Rehabilitation Counseling</td>
<td>3</td>
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<tr>
<td>CONRE. 650</td>
<td>Practicum in Rehabilitation Counseling (150 hrs)</td>
<td>3</td>
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<tr>
<td>CONRE. 655</td>
<td>Rehabilitation Counseling Internship I (300 hours)</td>
<td>3</td>
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<tr>
<td>CONRE. 660</td>
<td>Rehabilitation Counseling Internship II (300 hrs)</td>
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33 crs.

**DIRECTED ELECTIVES (1)**

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<th>Credits</th>
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<tbody>
<tr>
<td>CON. 606</td>
<td>Life and Career Planning</td>
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</tr>
<tr>
<td>CON. 612</td>
<td>Multicultural Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CONRE. 621</td>
<td>Assistive Technology and Reasonable Accommodation</td>
<td>3</td>
</tr>
<tr>
<td>CONRE. 630</td>
<td>Nature and Management of Addictions</td>
<td>3</td>
</tr>
<tr>
<td>CONRE. 626</td>
<td>Transition of Youth with Handicaps to the Adult Life</td>
<td>3</td>
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<tr>
<td>CONRE. 627</td>
<td>Forensic Rehabilitation Counseling</td>
<td>3</td>
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3 crs.

- The student can select a specialty course from any of the counseling programs.

**DEGREE REQUIREMENTS**

ECM. 797 Core Comprehensive Exam
ECE. 798 Specialty Comprehensive Exam
GENERAL COUNSELING

CON. 500 - INTRODUCTION TO THE HELPING PROCESS. 1 credit. This course is designed for students aspiring to obtain a Graduate Certificate or Master in Mental Health and the Graduate Certificate or Master of Addictive Disorders, and do not proceed from professions of human behavior. Introduction to the basics of the stages of human development, according to Erik Erikson, and Robert Havinghurst, and their application in the process of assistance. Presentation and application of micro skills that are used in the process of helping by writing, role playing exercises, and case studies. Interventions limits will be established as the counseling profession is regulated in Puerto Rico and the United States.

CON. 600 - ETHICAL AND LEGAL ISSUES IN COUNSELING. 3 credits. Development of knowledge and skills for the analysis and management of situations depicting or implying ethical or legal issues in the practice of the profession of guidance and counseling in different settings and with diverse populations. Emphasizes responsibility of knowledge and compliance with the various codes of ethics that apply to the director and the laws governing their profession.

CON. 602 - THEORIES OF COUNSELING. 3 credits. Study of the different theories that underlie the practice of counseling. Different theoretical approaches are identified in order to determine the most appropriate according to the client and scenario attended. Development of a personal theoretical framework will be promoted.

CON. 604 - INDIVIDUAL COUNSELING. 3 credits. Study of the process of help through counseling interventions emphasizing the relationship between counselor and client. Demonstration and practice of micro skills used in the aid process. Analysis and application of various intervention models and techniques and strategies for the conceptualization of cases.

CON. 605 - GROUP COUNSELING. 3 credits. Study of aspects related to the development of group counseling such as group dynamics, the group leader, the stages in the development of the group, selecting group members, ethical and legal aspects of working with groups and group members’ management. Theory and practice will be complemented through the participation of group counseling.

CON. 606 - LIFE AND CAREER PLANNING. 3 credits. Study of the theories and models that explain career development. Using techniques and tools that facilitate acquiring information used in occupational planning. Integrating concepts in career counseling and personal counseling.

CON. 612 - MULTICULTURAL COUNSELING AND GUIDANCE. 3 credits. Study of cross-cultural theories, cultural paradigms, and innovative working techniques with different ethnic groups. Analysis of intervention strategies for the management of migrants, people with different sexual orientations, cultures, conflicts, violence, among others. Self-examination of the prejudices of the adviser and how it affects working with different cultures.

CON. 608 - SEMINAR AND PRACTICE I. 3 credits. Placement in a work setting to provide professional counseling services under the supervision of a counselor. The counselor-in-training will be responsible for developing a profile of the practice center, needs assessment, and work plan. Active participation in professional development activities.

CON. 609 - SEMINAR AND PRACTICE II. 3 credits. Placement in a work setting to provide professional counseling services under the supervision of a counselor. Counselor in training will be responsible for development, implementation, and evaluation of a group counseling experience, offering individual counseling services, and development of projects of impact related to the profession.
CON. 611 - GUIDANCE AND COUNSELING TO WOMEN. 3 credits. Critical analysis of the theories of counseling for women and its application. Various issues on how women should be assessed include: socialization process, transition stages, roles, and occupational patterns. Centers that provide services to women, especially to special populations, will be visited.

CON. 613 - GUIDANCE AND COUNSELING for PEOPLE with SPECIAL CHARACTERISTICS. 3 credits. Study and analysis of the main needs and problems of populations with special characteristics. Emphasis will be given to emerging populations such as the elderly, the displaced, pregnant teenagers, people with HIV, homosexuals, drug users, and victims of domestic violence, among others.

CON. 617 – COMMUNITY PROJECT of VOLUNTEER WORK. 3 credits. Continuation of work at community level. Requirement of implementation of a program of services for the community or continuation of the investigation. A faculty member will continue overseeing the student’s work. The final requirement of the course is an oral and written report on the findings and contributions to the community of this investigation.

CON. 621 - CRISIS INTERVENTION. 3 credits. Familiarize students with the different types of crises that can be experienced throughout life. Study of theories, techniques, and strategies used in handling these crises. Disseminate programs and services aimed at managing the crisis. The role of those involved in crisis management, emphasizing the role of the counselor, is defined. Scope and delimitations of their functions in areas that should require more specialized skills will be discussed.

CON. 622 - ASSESSMENT. 3 credits. Introductory course on the use and application of methods, strategies, and assessment instruments. Emphasis will be placed on obtaining information, interpretation of the data, and its application to the counseling process.

CON. 640 - COUNSELING in GERONTOLOGY. 3 credits. Knowledge, skills, and attitudes will be developed in order to provide the elderly effective interventions, individually and in groups. Study psychological, economical, and social issues that may be experienced during this period of life, and intervention strategies with the elderly and their families or caregivers.

CON. 642 - Psychopathology. 3 credits. Study and analysis of the different issues, topics or variables related to psychopathology and mental health. Other disorders in infancy, childhood, adolescence and old age are studied; affective disorders; anxiety disorders; personality disorders; psychotic disorders; addictions and other psychological disorders as described in DSM-IV. Also, the role of the professional counselor as a facilitator of actions that contribute to mental health and general welfare of human beings is analyzed.

SUB-SPECIALIST in FAMILY COUNSELING

CONFA. 608 - SEMINAR PRACTICE in FAMILY COUNSELING I. 3 credits. Placement in a work setting to provide family counseling services under the supervision of a counselor. Develop a profile of the practice center, needs assessment, and work plan. Active participation in professional development activities.

CONFA. 609 - SEMINAR PRACTICE in FAMILY COUNSELING II. 3 credits. Placement in a work setting to provide family counseling services under the supervision of a counselor. Development, implementation, and evaluation of a group counseling experience, offering individual counseling services, and development of projects of impact related to the profession.
CONFA. 610 - PRACTICE in FAMILY INTERVENTION. 3 credits. This course is designed for the student of the Graduate Certificate in Family Counseling, who will begin direct activities with families and couples using an educational and preventive approach. Conduct initial interviews and make referrals to other conduct professionals for other types of interventions. Design and administer a needs assessment and use the results to develop an action plan to be carried out with families and couples. Practice the ethical and legal issues to be considered and respect the limits of their intervention.

CONFA. 618 - FAMILY and COUPLES COUNSELING. 3 credits. Study of the theoretical and practical foundations of family and couples counseling. Implementation of strategies and techniques in valuation and intervention with families and couples. Analysis of the main problems families and couples face in today’s Puerto Rican society.

CONFA. 630 - MEDIATION, NEGOTIATION, and CONFLICT MANAGEMENT. 3 credits. The theoretical foundations of the field of conflict mediation and negotiation solutions are studied. Conflict resolution techniques will be applied in the process of family mediation in separations, divorce, maternal and paternal relationships, parental affiliates, and division of property.

CONFA. 633 - FAMILY COUNSELING STRATEGIES in CASE MANAGEMENT. 3 credits. Advanced course where the study and practice of the techniques and effective strategies in the management of family-related cases and couples will be presented. Processes of assessment, case conceptualization, and development of action plans will be practiced. Ethical-legal concepts will be applied in the interventions.

CONFA. 635 - HUMAN SEXUALITY. 3 credits. Study of human sexuality from a scientific perspective considering its biological, psychological, and religious approaches. Development of knowledge and skills for handling problems associated with human sexuality from a multidisciplinary approach and placing them in their cultural context.

CONFA. 637 – COUNSELING in CHILDREN and TEENS. 3 credits. Study of the development during childhood and adolescence. Analysis of the main problematic issues that affect successful development during these stages and the presentation of modes of intervention. Implementation of strategies and techniques in assessment, conceptualization of case, and development of action plans during case management.

SCHOOL COUNSELING

CONE. 607 - PLANNING, EVALUATION and DIRECTION of COUNSELING PROGRAMS. 3 credits. Study of the basic elements, structures, processes, and activities that are integrated into a program of guidance and counseling. Analysis of the models based on results and process-based. Developing an instrument for identifying customer needs and developing a work plan based on the needs assessment. Study of different methods used in the evaluation of services.

CONE. 610 - GUIDANCE and COUNSELING in the EDUCATIONAL SCENARIO. 3 credits. Discussion of the psychosocial characteristics of students in different levels. Design and planning of counseling in traditional and non-traditional centers or agencies. Ecological approach in counseling. Analysis of the reality of guidance services in Puerto Rican schools and community agencies. Case studies are required.

CONE. 650 - MANAGEMENT STRATEGIES for STUDENTS with SPECIAL NEEDS. 3 credits. Process of assessment and diagnosis of disorders affecting learning and social-emotional functioning of students with special needs. Study of interventions in the school system that facilitate teaching and learning in students with special needs.
CON. 658 - PRACTICE SEMINAR IN EDUCATIONAL COUNSELING I. 3 credits. Placement of student in a work setting to provide guidance and counseling under the supervision of a licensed professional counselor. Develop a profile of the practice center, needs assessment, and work plan. Active participation in professional development activities.

CON. 659 - PRACTICE AND EDUCATIONAL SEMINAR IN COUNSELING II. 3 credits. Placement of student in a work setting to provide counseling services under the supervision of a licensed, professional counselor. Development, implementation, and evaluation of a group counseling experience, offering personal counseling services, development of an impact project in the educational scenario that is related to the profession.

COUNSELING IN ADDICTIVE DISORDERS

CONDA. 660 - ADDICTIVE BEHAVIORS. 3 credits. Study of issues related to the phenomenon of the behaviors of different addictions. Addiction as a disease with biological, psychological, social, and spiritual nuances will work. Analyze the development, history, and trends in guidance and counseling applied to people with addictive disorders that impoverish their quality of life and the people around them. Identify the skills, knowledge, and attitudes required to perform effectively as a professional counselor to handle cases that have a component of addictive behavior.

CONDA. 661 - NEUROBIOLOGY AND PHARMACOLOGY OF ADDICTIVE DISORDERS. 3 credits. In this course, neuron-psychopharmacological mechanisms by which psychoactive substances interact with the human brain and other bodily functions are reviewed. Among the interactions that study the neurobiological mechanisms of dependence, tolerance, withdrawal, withdrawal and assisted psychophysiological consequences of the use, abuse, and dependence of psychoactive substances are included. These concepts will also be applied to other addictive behavior.

CONDA. 662 - MODELS OF ADDICTION TREATMENT. 3 credits. Study and application of a selection of theoretical models of various addictions to understand the complexity of this phenomenon. Discussion and implementation of interventions and techniques which are used in counseling with a specialization in addictions. Competencies in addiction counseling will be reviewed, with special emphasis on the knowledge, skills, and attitudes that enable integration of these elements in the effective approach of the counseling process.

CONDA. 663 - INTERVENTION IN ADDICTION COUNSELING. 3 credits. Develop general knowledge related to interventions and strategies used when working with people with various addiction problems. Protocols for screening, diagnosis, management of treatment, development, referrals, and follow-ups. Different aspects of basic treatment approaches and implementing them through intervention, individually, in groups, and family will be compared. Work with the profile and therapeutic needs of the participants, taking into consideration the social and cultural context of the clientele to be served.

CONDA. 664 - SEMINAR PRACTICE IN ADDICTIVE DISORDERS. 3 credits. The practice aims to provide the student professional experience related to various addictions, with the aim of strengthening the skills required in the counseling profession and in the specialty of addictive disorders. Two main activities are included concurrently: practice in a scenario related to addictions where they start clinical work through observation, discussion of cases, and as co-leaders, and supervised by a professional of the practice center. This activity will be heighten with a professional seminar to be held at UCB which will development, practice, and strengthen the skills required in addiction counseling. Emphasis is given to the skills required for conducting the
initial interview and collecting data relevant to the client’s psychosocial history with addictions and/or co-dependency and modalities in counseling that can be carried out with these.

**CONDA. 665 - INTERNSHIP AND SEMINAR IN PROFESSIONAL DEVELOPMENT IN ADDICTIVE DISORDERS. 3 credits.** Internship and professional development seminar aims to strengthen the student’s professional experiences related to various addictions, in order to master the skills required in the counseling profession and in the specialty of addictive disorders. Two main activities are included concurrently: practice in a related scenario where intervention is supervised by a professional of the center. This activity will be reinforced with a professional development seminar to be held at UCB, where the student will practice and strengthen all the professional skills required, such as screening, evaluation, treatment, and referrals, among others.

**CONDA. 666 - EPIDEMIOLOGY ASPECTS OF ADDICTIVE DISORDERS. 3 credits.** This course provides an overview of the epidemiological aspects of the various addictions and their relevance in the prevention, management, and treatment of these disorders. Epidemiological concepts related to the description of trends in addiction disorders, the existing data sources, and study of designs used in this area will be studied. Important methodological considerations are discussed to study addiction disorders. Incidence data, prevalence and mortality of addiction disorders, risk factors associated with the development of these disorders, associated comorbidities, and factors related to the success of treatment and management strategies will be presented.

**CONDA. 667 - MANAGEMENT OF ADDICTION IN WOMEN. 3 credits.** This course will enable the counseling student to understand the different addictive disorders typical in women. Managing addiction through history, gender perspectives, and the complex situations that are interconnected, especially those related to substance use. Presentations of the "issues" related to pregnancy and maternity; treatments and modalities that exist; stigma and barriers in the treatment.

**MENTAL HEALTH COUNSELING**

**CONSA. 649 - DESIGN AND MANAGEMENT PROGRAMS IN MENTAL HEALTH SERVICES. 3 credits.** This course is intended to capacitate the student of the role of a mental health professional, as a leader in the design, management, and administration of human service programs. During the course, the student will have access to the historical context, the structural aspects, human processes, procedures, and public policy inherent in the administration of human services programs.

**CONSA. 650 - DIAGNOSTICS IN MENTAL HEALTH. 3 credits.** Study of the complexity and variety of the most prevalent psychopathology and current classification systems of mental conditions. Analysis of the major controversies over the concepts of normality and pathology. Study of various mental health cases to apply the DSM, develop clinical judgment and establish more accurate diagnoses. Analysis of case management from the multidisciplinary approach, highlighting and defining the role of the mental health counselor.

**CONSA. 651 - MANAGEMENT AND TREATMENT OF MENTAL HEALTH CASES. 3 credits.** Study of the complexity and variety of the most prevalent psychopathology and current classification systems of mental conditions. Analysis of the major controversies over the concepts of normality and pathology. Study of various mental health cases to apply the DSM, develop clinical judgment and establish more accurate diagnoses. Analysis of case management from the multidisciplinary approach, highlighting and defining the role of the mental health counselor.

**CONSA. 652 – INTERVENTION WITH CHILDREN AND TEENS. 3 credits.** This course deals with the intervention of children and adolescents with mental health problems or are vulnerable to
them. Different conditions and intervention strategies will be studied from an ecological perspective. Interventions with the client and family are included.

CONSA. 653 - PRACTICE. 3 credits. This practice is intended to provide the student with varied personal and professional experiences inherent in the clinical area, with the aim of strengthening the skills required in the profession of mental health counseling. To achieve the objectives, there will be two concurrent activities: practice in a facility and a professional development seminar to be held in UCB. In the Practice Center, accompanied by a mental health professional, the student will serve as a counselor in training. They will start their clinical work through observation, discussion of cases, and as co-leaders. Once they master the required skills, they will carry out interventions supervised by a professional of the practice center. In the area of professional development counselor in training will assess, practice, and strengthen interpersonal and communication skills. He/she will focus on further strengthening micro skills for conducting the initial interview and the collection of data relevant to the client’s psychosocial history.

CONSA. 654 - INTERNSHIP I. 3 credits. This internship aims to provide the student a variety of training experiences inherent in the clinical area, with the aim of teaching the skills required in the profession of mental health counseling. The main focus of this first part of the internship is to develop and refine the initial interview skills, psychosocial history gathering, evaluation and various models of clinical intervention. The counselor in training will participate and benefit from the discussion of cases with the interdisciplinary team. He/ She will also participate in an experiential lab at UCB to facilitate and strengthen the integration of lessons learned.

CONSA. 655 - INTERNSHIP II. 3 credits. This internship offers the student the opportunity to integrate and apply knowledge acquired so far; at the same time, give the students the opportunity to continue their gradual exposure to further develop and strengthen clinical skills. The main focus of this second part of the internship is to further refine the initial clinical interview, the collection of psychosocial history, tracking intervention and conceptualization of clinical cases with their goals, treatment methods, and short and long term planning using various intervention models. The student will identify achievements in therapy and evaluate the intervention. Interventions with special populations and an introduction to psychoactive drugs and their effects in mental health patients will be discussed.

REHABILITATION COUNSELING

CONRE. 605 - FUNDAMENTALS OF REHABILITATION COUNSELING. 3 credits. Study of the fundamentals of the profession of rehabilitation and rehabilitation counseling. History of rehabilitation, philosophy, values, and practice with an emphasis on the operational aspects of systems providing rehabilitation services in public and private sectors. The course will examine contemporary issues, community resources, services, and the rehabilitation process.

CONRE. 610 - MEDICAL ASPECTS OF REHABILITATION. 3 credits. Study of medical information about different disabilities from the perspective of the human body system. The psychosocial, social, and vocational implications of different disabilities are integrated into the course. Study of medical terminology, medical specialties, systems evaluation and diagnosis, treatment, and therapy services catering to people with disabilities. Includes the study of the nature, causes, effects, and prognosis of physical, sensory, neurological disabilities, deficiencies in the areas of physical development and other impairments. Case studies are presented with emphasis on the discussion of implications of the psychosocial, functional, vocational, and congenital conditions in the individual.
CONRE. 612 - PSYCHOSOCIAL ASPECTS OF DISABILITY. 3 credits. Social psychological human development through life and how these processes are affected by the presence of a disability. Theories of personality, abnormal behavior characteristics, psychological disorders, and elements of adjustment to a disability and the impact of the environment on the rehabilitation of the person under study.

CONRE. 615 - CASE MANAGEMENT IN REHABILITATION COUNSELING. 3 credits. History, trends, and case management goals in counseling. Interview techniques, assessment, planning appropriate and effective strategies. Benefits of a Rehabilitation Plan, Monitoring and Evaluation Plan, Placement, and close monitoring case. Studies of several models of case management with emphasis on the federal state vocational rehabilitation model.

CONRE. 617 - METHODS OF ASSESSMENT AND VOCATIONAL EVALUATION. 3 credits. Concepts and principles of assessment and vocational evaluation. Description of the intervention areas of vocational evaluation, testing, and commonly applied techniques, sample work, discussion of service models, types of cases and the importance of the assessment and evaluation of vocational rehabilitation processes.

CONRE. 620 - TECHNICAL ANALYSIS OF OCCUPATIONAL INFORMATION AND ADJUSTMENT TO EMPLOYMENT. 3 credits. Study skills for development and planning for employment of consumers with disabilities in the world of work. Procedures and strategies to analyze, develop, and compare occupational characteristics and occupational characteristics of persons with disabilities for occupational job information, market trends, labor laws, and other. Includes occupational factors related to the acquisition and retention of a job in today's competitive workplace. Special emphasis is given to the particular challenges faced by people with disabilities.

CONRE. 621 - TECHNOLOGY ASSISTANCE AND REASONABLE ACCOMMODATION. 3 credits. Study of the process of provision of assistive technology for people with disabilities. Development of general knowledge in computers and assistive technology services in the different categories of impediments. Analysis and interpretation of the process of identification, assessment, and prescription of assistive technology devices for people with disabilities. Study detailed federal and state laws governing assistive technology services in the Programs of Special Education and Rehabilitation. Emphasis on the role of counselor as part of the multidisciplinary rehabilitation assistive technology equipment.

CONRE. 625 - THEORY MODELS AND TECHNIQUES IN REHABILITATION COUNSELING. 3 credits. Study and application of knowledge and techniques used in counseling models. Determine applicability of these to work in the rehabilitation of people with disabilities so that their social, vocational, and personal adjustment is provided. Analysis of the value system of the counselor and management during counseling, according to the rehabilitation process.

CONRE. 626 - TRANSITION OF THE YOUNG PERSON TO ADULT LIFE. 3 credits. This course is designed to present an overview of rehabilitation and related services of the transition of a young, disabled person to adulthood. The course covers policies and legislation concerning vocational rehabilitation and special education, with special attention to the laws and concepts related to the transition of youths with disabilities. Study and analyze models for the young person with disabilities and his/her transition into adulthood. The course also emphasizes basic knowledge and concepts central to the rehabilitation of youths with disabilities, their transition to adulthood, including: ethical controversies, diversity, transition plans, effective interaction between home and school, decision-making, empowerment, professional roles and responsibilities, case management, career development and placement, "assessment" (valuation), and technical assistance, among others. Prepare students with fundamental knowledge required to serve
youngsters with disabilities in the transition processes in rehabilitation, education, and related scenarios.

CONRE. 627 - COUNSELING IN FORENSIC REHABILITATION. 3 credits. The course’s main purpose is to help the student conceptualize and integrate the skills required for the practice of academic disciplines in Rehabilitation Counseling and the Law in Counselor in Forensic Rehabilitation. It is intended to allow thorough study and eventual management of the practice of this discipline. A comprehensive view of the components of the justice system and the functions of its components are also offered. It will focus on the figure of the Forensic Rehabilitation Counselor as a key factor in the process of adjudication of disputes associated with this field. Emphasis will be on the Counselor in Forensic Rehabilitation, specialist in psycho-social and economic impact of the physical and / or mentally impaired, before the adjudicatory fora and in its advisory functions in the private sector as well as functions within government. Emphasis will be in the state of the existing laws, applicable in public policy and laws that are tangent to the disciplines of Law and Rehabilitation Counseling.

CONRE. 630 - NATURE AND MANAGEMENT OF ADDICTIONS. 3 credits. Study of the problem of addiction, its causes, consequences and possible rehabilitation alternatives. Physical, emotional, social, economic, and family addiction effects will be discussed. Discussion of laws applicable to cases due to the use of illegal drugs. Rehabilitation approaches will be presented through their history and those adopted by different institutions and their results. The role of the director will be analyzed during the process of helping addicts and their families. Addiction differences between women and men and their implications are discussed.

CONRE. 650 - REHABILITATION COUNSELLING PRACTICE. 3 credits. Application of knowledge and skills acquired in previous courses. Expansion of basic skills such as rehabilitation counseling: Interviews, listening skills, assessment, documentation and record annotations, referrals and follow-up services. The course requires regular monitoring during the semester between the professor and the coordinator of practice center where the student is doing the practice. Requires evidence of visits, communications through the Internet, and recordings of individual counseling sessions between practice counselor and person with disabilities.

CONRE. 655 - INTERNSHIP IN REHABILITATION COUNSELING I. 3 credits. Integration of student academic training for the purpose of rehabilitation counseling, through a field experience in an organization or institution that meets the accreditation standards of the Accreditation Council for Education in Rehabilitation with its acronym CORE (Council on Rehabilitation Education). Students must complete a 600-hour internship at 300 hours per trimester in an agency or facility that offers rehabilitation counseling services, either public or private.

CONRE. 660 - INTERNSHIP IN REHABILITATION COUNSELING II. 3 credits. During the second internship the student continues to participate actively in the process of working with cases in different roles of rehabilitation counselor. Applies knowledge and skills in areas such as: interviews, applying specific theories and techniques; verbal and non-verbal communication; diagnostics through testing, available medical - psychological assessment information; using counseling methods and techniques, and finally, case management in the rehabilitation process. The student is exposed to the development and writing of individualized rehabilitation plans and to work with other professionals in the discussion of cases concerning medical, psychological, and vocational assessments, including recommendations of prosthetic devices, orthotics, assistive technology, training, job placement and follow-ups (post-employment).
GRADUATE CERTIFICATE IN VOCATIONAL EVALUATION

CONRE. 661 - CONCEPTS AND PRINCIPLES IN VOCATIONAL EVALUATION. 3 credits.
Analysis of the theoretical and legal bases of service in vocational evaluation. Description and analysis of the intervention areas of vocational evaluation. Discussion of service models, the evaluation process, and the role of different professionals of the assessment team.

CONRE. 662 - TECHNOLOGY ASSISTANCE AND REASONABLE ACCOMMODATION IN VOCATIONAL EVALUATION PROCESS. 3 credits. Study and application of assistive technology and reasonable accommodation in the process of vocational assessment of people with disabilities. Analysis of the legal basis for the provision of equipment and assistive technology services in the educational and rehabilitation setting. Description and analysis of categories, different impediments, and the need for the use of assistive technology. Evaluation and application of technical and technological assistance strategies in the educational and rehabilitation setting, to explore the skills and abilities of people with disabilities. Assistive technology resources available for use in vocational evaluation.

CONRE. 663 - TESTS AND METHODS IN VOCATIONAL EVALUATION I. 3 credits. Critical examination of the psychometric tests and work samples applicable to vocational evaluation. The organization of vocational evaluation processes. The evaluation plan and procedures for vocational services. The use of vocational evaluation in different judicial forums.

CONRE. 664 - TESTS AND METHODS IN VOCATIONAL EVALUATION II. 3 credits. Using occupational factors, application of interview techniques, observation, work samples, and report writing formats. Emphasizes the importance of developing the vocational evaluation process, including case discussion with other professionals.

CONRE. 665 - PRACTICE IN VOCATIONAL EVALUATION. 3 credits. Application of knowledge and skills acquired in previous courses. Broadening the use of psychometric tests, work samples; analysis of information resources, occupational, medical and educational, technical interviews and clinical observations. Development plan of vocational evaluation and reporting. The course requires a minimum of 100 hours of lab.
EDUCATION PROGRAMS

Graduate Certificate in Visual Impairments

Master of Arts in Elementary Education - MAED.EL.

Master of Arts in Elementary Education with a minor in:

Primary Level (K-3)

Master of Arts in Elementary Education

with sub-specialty in: Preschools

Master of Arts in Special Education

Master of Arts in Special Education

sub-specialty in Autism

Master of Arts in Special Education

sub-specialty in: Specific Learning Disabilities (PEA) and Attention Deficit Disorder (ADD)

Master of Arts in Education

Specialty in Business Education

Master of Arts in Education with a specialty in

Administration and Supervision
GRADUATE CERTIFICATE FOR THE VISUALLY IMPAIRED

MISSION

Prepare teachers and other professionals in the area of visual impairments, with the knowledge of theoretical aspects, concepts, processes, methods, issues, scientific findings and practical implications of the care and education of students with visual impairments. To enable them to provide quality services to this population.

VISION

UCB is projected as an entity that meets the needs of people with visual impairments, by offering programs and individualized teaching strategies that address the particularities of each client / student. Through this certificate, UCB expects to train professionals to undertake with a deep sense of social commitment, the problems of people with visual impairments and of their families.

GENERAL OBJECTIVES

Provide opportunity for professional training in the teaching area and specialized services that qualify them to provide quality educational services to students with visual impairments.

Encourage in the student an attitude of respect for human dignity and individual differences. Maintain a moral, ethical, and Christian behavior towards people with visual impairments. Evaluate the different needs of the population having visual impairments and adapt teaching programs to regulate the particular needs of these students with visual impairments. Apply teaching method and use strategies for modifying and adapting the general curriculum to the needs of students with visual impairments. Identify the particular needs of students with visual impairments and establish an academic program with individualized instructional strategies that address the particularities of each client / student.

GRADUATE PROFILE

The Graduate Certificate in Visual Impairments aims to develop professionals who can:

1. Conduct analysis of the human visual system and the basic terminology, manifestations and educational implications of diseases and impairments of the visual system.

2. Use strategies I and II in Braille reading, translation, and writing.

3. Adapt regular teaching programs to the particular needs of students with visual impairments.

4. Apply the Nemeth Code using the Cranmer Abacus for the blind and partially blind students so they can use them as a tool for learning mathematics and science.

5. Identify learning needs and means of student learning through assessment.

6. Use assessment results to develop the IEP and determine the necessary educational services.
7. Apply the processes and practices required for successful implementation of the transition of students with visual impairments from school to adult life.

8. Identify career interests and post-secondary studies of students with visual impairments.

9. Determine appropriate educational strategies for a successful transition.

10. Apply the principles of assistive technology for students with visual impairments.

11. Use technology in the classroom with students with visual disabilities as a tool to empower them into achieving their goals.

12. Design an academic program with individualized teaching strategies.

13. Develop for students meaningful learning plans based on the IEP.

14. Apply activities that enable the blind and partially blind student to use multisensory experiences to organize and develop computation, problem solving, and spatial relationships that are expressed in mathematics and science.

15. Apply knowledge of the philosophy and history of systems of orientation and mobility of people with visual impairments.

ELIGIBILITY FOR ADMISSION

The following requirements are considered for admission to the program:

1. Bachelor’s Degree from an accredited university
   • GPA of 2.50 or more

2. Submit the documentation required by the Office of Admissions
   • Application for admission
   • Letters of recommendation
   • Official transcript of credits

3. Demonstrate mastery of skills in written and oral communication.

4. Individual and / or group interview conducted by a committee.

5. Any student who has not completed practice with students with visual disabilities has to complete 15 hours of clinical experience with this population.

6. Once the certificate is completed, the student can opt for a recertification of the DEPR if he/she is a special education teacher under existing regulations.
GRADUATION REQUIREMENTS

To complete the certificate, the student must comply with the following requirements:

1. Complete curriculum established.
2. Maintain a GPA of 3.00 or more.
3. Repeat specialty courses with grades below B.

COURSES REQUIRED FOR CERTIFICATION

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<tr>
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<th>Credit</th>
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<td>EDES. 580</td>
<td>Medical Aspects, psychological and sociological foundations of the Visually Impaired and their implications in the education process</td>
<td>3</td>
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<tr>
<td>EDES. 581</td>
<td>Methods and Curriculum for Teaching Reading and Writing Using Braille (Braille I and II)</td>
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<td>EDES. 582</td>
<td>Methods and Curriculum for Mathematics and Science using the Nemeth Code and Cranmer Abacus</td>
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<td>EDES. 583</td>
<td>Principles of Orientation and Mobility and its impact on education</td>
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<td>EDES. 584</td>
<td>Curriculum and Assessment Methodology for Children and Youths with Visual Impairments</td>
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<td>EDES. 585</td>
<td>Transition of Visually Impaired Youngsters from School to Adult Life</td>
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<td>EDES. 587</td>
<td>Using Assistance Technology in Teaching Students with Visual Impairments</td>
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PRE-REQUISITE

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<tbody>
<tr>
<td>EDES. 505</td>
<td>Administration and Supervision of Educational Programs for Exceptional Children</td>
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</table>
MASTER OF ARTS IN ELEMENTARY EDUCATION

The degree of Master of Arts in Elementary Education will prepare competent and qualified professionals to practice in public and private schools in Puerto Rico, United States, and other countries, as teachers in the specialized area of **Elementary Education with a minor in Preschool and Primary School (K-3)**. The program has structured a groundbreaking study plan with a highly qualified faculty to adequately address educational needs in the Puerto Rico.

VISION

The Master of Education Program will be acknowledged for preparing individuals with the cognizance, skills, and attitudes that will enable them to apply the different curricular and instructional options, depending on the needs and demands of Elementary Education in Puerto Rico. Guided by humanistic principles, scientific technology, business, and culture.

MISSION

Prepare professionals in the field of Elementary Education with extensive knowledge of the nature and needs of the student population at the elementary level, and a greater mastery of the content areas of the elementary school curriculum.

PHILOSOPHY AND PURPOSE OF THE PROGRAM

In recent years, various social and educational factors have led to significant changes in the training and professional development of teachers. These changes include: the intensification of the basic training of teachers, greater care in the selection and admission of candidates to teaching, attributing greater importance to the extent of direct and indirect experience, leading to a better alignment with theory and practice, and the development of essential skills for success in teaching.

OBJECTIVES OF GRADUATE PROGRAMS IN ELEMENTARY EDUCATION

1. Provide the teacher skills and competencies that will enable the design and organization of educational programs for the elementary level.

2. Train professional personnel who will be working in the future in the following areas:
   - Assessment and educational measurement
   - Individualized teaching
   - Production and use of resources in educational technology
   - Methods and materials in teaching at the elementary level
   - Research in the area of elementary education

3. Design, preparation, evaluation of curricular areas, objectives, and content in the elementary level

SPECIFIC REQUIREMENTS AND PROCEDURES FOR ADMISSION TO THE MASTER OF EDUCATION PROGRAMS

Official evidence of having obtained a university degree of Bachelor of Education or its equivalent, in a duly recognized university with not less than 2.50 average.
Students with a bachelor’s degree in another area who aspire to a Masters in Elementary Education must complete the teaching practice and take 15 credits in Elementary Education.

The Department of Public Education of Puerto Rico (DEPR) establishes rules and regulations for the certification of teachers. It is the student’s responsibility to verify them with the DEPR to make sure that all requirements leading to the certificate are met. Students who are not certified teachers must corroborate with the DEPR to verify requirements in their area and of any other general requirements.

MASTER OF ARTS IN ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
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<tr>
<td>Specialization Requirements</td>
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<tr>
<td>Directed Elective</td>
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<td><strong>Total Credits</strong></td>
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**CORE REQUIREMENTS**

- EDUC. 500 General Principles of Curriculum 3
- EDUC. 501 Educational Evaluation and Measurement 3
- EDUC. 504 Ethics and Values in Education 3
- EDUC. 505 Processes of Human Development 3
- EDUC. 507 Methods of Educational Research (1)* 3

**SPECIALTY REQUIREMENTS**

- EDEL. 512 Historical and Philosophical Foundations of Elementary Education 3
- EDEL. 526 Curriculum and Teaching of Reading and New Approaches in Language Arts in the Elementary School 3
- EDEL. 527 Curriculum and Teaching Programs in Mathematics and Science in the Elementary School 3
- EDEL. 528 Administration and Supervision in the Elementary School 3
- EDEL. 529 Learning Disabilities and Individualize Teaching in the Elementary School 3
- EDEL. 530 Social Changes and their Implication in the Curriculum of Social Studies in the Elementary School 3
- EDEL. 548 Games as an Educational Process 3

**DIRECTED ELECTIVES (2)** 6 crs.

- EDES. 537 Using Assisted Technology in Teaching Students with Disabilities 3
- EDUC. 550 Thesis (3) 3
- EDUC. 545 Multiple Intelligences in Education 3

• The student can select a specialty course from any education program.
DEGREE REQUIREMENTS

ECM. 797 Core comprehensive exam
ECE. 798 Specialty comprehensive exam

*1 This course requires to have passed EDUC 546.
*2 An elective course will be selected.
*3 This course requires to have passed EDUC 507.

In order to keep our offerings updated, UCB will add periodically experimental courses which are replaced as equivalent to those presented in the sequential of the masters’ program. This does not affect the number of credits required for each degree.
MASTER OF ARTS IN ELEMENTARY EDUCATION
SUB-SPECIALTY: PRIMARY (K-3)

Core Course Requirements 15
Specialization Requirements 21
Electives 6
Requirements Grade 0
Total Credits 42 crs.

CORE REQUIREMENTS
EDUC. 500 General Principles of Curriculum 3
EDUC. 501 Educational Evaluation and measurement 3
EDUC. 504 Ethics and Values in Education 3
EDUC. 505 Processes of Human Development 3
EDUC. 507 Methods of Educational Research 3
15 crs.

SPECIALTY REQUIREMENTS
EDEL. 528 Administration and Supervision in the Elementary School 3
EDEL. 529 Learning Disabilities and Individualized Teaching in the Elementary School 3
EDEL. 535 Design of Multidisciplinary Education Curriculum for Children at Primary Level (K-3) 3
EDEL. 537 Assessment Strategies in the Teaching-Learning Process And School Scenario at the Primary Level (K-3) 3
EDEL. 541 Appropriate Literature and Related Arts for Children 3
EDEL. 542 Innovative Models, Strategies for Teaching, and Use of Modern Technology in grades Kindergarten and Primary (K-3) 3
EDEL. 548 Games as an Educational Process 3
21 crs.

DIRECTED ELECTIVES (2) 6 crs.
EDES. 537 Using Assistive Technology Teaching Students with Disabilities 3
EDUC. 524 Thesis Seminar 3
EDUC. 550 Thesis (3)* 3
EDUC. 545 Multiple Intelligences and Education (4)* 3

• The student can select a specialty course from any of the education programs.

DEGREE REQUIREMENTS
ECM. 797 Core comprehensive exam
ECE. 798 Specialty comprehensive exam

1 This course requires to have passed EDUC 546
2 An elective course is selected.
3 This course requires have passed EDUC 507.
4 With the purpose of maintaining our offerings updated, UCB adds experimental courses which are replaced as equivalent to those presented in the sequential of the masters’ program. This does not affect the number of credits required for each degree.
MASTER OF ARTS IN ELEMENTARY EDUCATION  
SUB-SPECIALTY: PRESCHOOL

Core Course Requirements ........................................ 15
Specialization Requirements ................................... 21
Electives .................................................................... 6
Degree Requirements ................................................ 0
Total Credits ............................................................. 42 crs.

CORE REQUIREMENTS

EDUC. 500 General Principles of Curriculum .................. 3
EDUC. 501 Educational Evaluation and measurement ........ 3
EDUC. 504 Ethics and Values in Education ...................... 3
EDUC. 505 Processes of Human Development .................. 3
EDUC. 507 Methods of Educational Research .................. 3

SPECIALTY REQUIREMENTS

EDEL. 538 Field Project in Preschool Education (1)* ........ 3
EDEL. 539 Administration and Organization of Preschool Programs 3
EDEL. 540 Integral Curriculum Design for Preschoolers (2)* .... 3
EDEL. 541 Appropriate Literatures and Related Arts for Children 3
EDEL. 542 Innovative Models, Strategies for Teaching, and use of Modern Technology in grades Kindergarten and Primary (K-3) 3
EDEL. 548 Games as an Educational Process ..................... 3
EDES. 525 Nature and Needs of Infants and Toddlers with Development Deficiencies 3

DIRECTED ELECTIVES (2)*

EDES. 537 Using Technology Assistance Teaching Students with Disabilities 3
EDUC. 524 Thesis Seminar ........................................... 3
EDUC. 550 Thesis (3)* ................................................. 3
EDUC. 545 Multiple Intelligences and Education(4)* ........ 3

• The student can select a specialty course from any education program.

DEGREE REQUIREMENTS

ECM. 797 Core comprehensive exam ..........................
ECE. 798 Specialty comprehensive exam ..................

1 This course requires to have passed EDUC 546
2 An elective course is selected.
3 This course requires to have passed EDUC 507.
4 With the purpose of maintaining our offerings regularly updated, UCB adds experimental courses which are replaced as equivalent to those presented in the master’s sequential. This does not affect the number of credits required for the degree.
GRADUATE PROGRAMS IN SPECIAL EDUCATION

PHILOSOPHY AND PURPOSE OF THE PROGRAM

Universidad Central de Bayamón recognizes the problems faced by the exceptional children, their parents, and the agencies responsible for their education and the additional services for this clientele, according to their needs and the requirements of current legislation.

As an institution of higher education, aware of its responsibility in the preparation of professional personnel in special education that will contribute to the solution of these problems, Universidad Central de Bayamón offers a Master of Arts in Special Education. This will help the person working with exceptional children, whether as teachers, curriculum technicians, principals, coordinators, supervisors or others, to be better prepared, in order to contribute to the maximum development of the capabilities of exceptional students. Humanly and legally, they have the right to this.

MISSION

The mission of the Graduate Programs in Special Education is to prepare teachers with extensive knowledge of the nature and needs of infants, children, and youths with disabilities and to have proper command of teaching methodology, curriculum adaptations, the use of assistive technology, and inclusion strategies for teaching this population.

VISION

The program will obtain recognition by ensuring the maximum development of the potential of (the) students with disabilities, to reach their full development and personal independence according to their own capacities.

OBJECTIVES

1. Prepare professionals with the appropriate knowledge and competencies to provide educational and additional services to children and young people with disabilities.

2. To capacitate professionals with the skills and methods of social scientific research, analysis of findings, interpretation of data, and its implications in the educational work related to children and youths with disabilities.

3. Train educators so that they can provide orientation to parents, teachers, staff supervisors, regular education teachers, and other personnel on the nature and needs of children with disabilities.
MASTER OF ARTS IN SPECIAL EDUCATION

Core Course Requirements 15
Specialization Requirements 21
Electives 6
Requirements Grade 0
Total Credits 42 crs.

CORE REQUIREMENTS

EDUC. 500 General Principles of Curriculum 3
EDUC. 501 Educational Evaluation and measurement 3
EDUC. 504 Ethics and Values in Education 3
EDUC. 505 Processes of Human Development 3
EDUC. 507 Methods of Educational Research 3

SPECIALTY REQUIREMENTS

EDES. 505 Administration and Supervision of Educational Programs for Exceptional Children 3
EDES. 506 Education for Student with Intellectual Disabilities; Methodology and Curriculum 3
EDES. 509 Behavior Modification for Students with Emotional Disturbances 3
EDES. 510 Education for Student with Speech and Language Disorders 3
EDES. 511 Perceptual Motor Development of Students with Severe and Multiple Disabilities 3
EDES. 525 Nature and Needs of Infants and Toddlers with Developmental Disabilities 3
EDES. 526 Research Methods in Related Areas of Sensory Problems, Communicational, and Chronic Health 3

DIRECTED ELECTIVES (2)* 6 crs.

EDES. 537 Using Assistive Technology in Teaching with Students with Disabilities 3
EDUC. 524 Thesis Seminar 3
EDUC. 550 Thesis(3)* 3
EDUC. 545 Multiple Intelligences and Education(4)* 3

DEGREE REQUIREMENTS

ECM. 797 Core comprehensive exam
ECE. 798 Specialty comprehensive exam

1 This course requires to have passed EDUC 546
2 An elective course is selected.
3 This course requires to have passed EDUC 507.
4 With the purpose of maintaining our offerings regularly updated, UCB adds experimental courses which are replaced as equivalent to those presented in the master’s sequential. This does not affect the number of credits required for the degree.
MASTER OF ARTS IN SPECIAL EDUCATION SUB-SPECIALIST AUTISM

Core Course Requirements 15
Specialization Requirements 21
Directed Electives 6
Requirements Grade 0
Total Credits 42 crs.

CORE REQUIREMENTS

EDUC. 500 General Principles of Curriculum 3
EDUC. 501 Educational Evaluation and measurement 3
EDUC. 504 Ethics and Values in Education 3
EDUC. 505 Processes of Human Development 3
EDUC. 507 Methods of Educational Research 3

15 crs.

SPECIALTY REQUIREMENTS

EDES. 505 Administration and Supervision of Educational Programs for Exceptional Children 3
EDES. 541 Indicators for the Diagnosis of the Autistic Child and Assessment and Intervention Strategies. 3
EDES. 542 Communicational Disorders and Autism 3
EDES. 543 Curriculum and Methods of Teaching Autistic Children 3
EDES. 544 Seminar in Action Research and Special Education Programs 3
EDES. 546 Behavioral Intervention for Students with Diagnosed Autism Spectrum Disorder 3
EDES. 547 Psychosocial aspects of student with Autism Spectrum Disorder and Support Systems. 3

21 crs.

DIRECTED ELECTIVES (2)* 6 crs.

EDES. 537 Using Assistive Technology in Teaching with Students with Disabilities 3
EDUC. 524 Thesis Seminar 3
EDUC. 550 Thesis (3)* 3
EDUC. 545 Multiple Intelligences and Education(4)* 3
EDUC. 547 Emotional Intelligence in School Scenario 3
EDAS. 506 Legal Foundations of Education 3

• The student can select a specialty course of any education program.

DEGREE REQUIREMENTS

ECM. 797 Core comprehensive exam
ECE. 798 Specialty comprehensive exam

1* This course requires to have passed EDUC 546
2* An elective course is selected.
3* This course requires to have passed EDUC 507.
4* With the purpose of maintaining our offerings regularly updated, UCB adds experimental courses which are replaced as equivalent to those presented in the master's sequential. This does not affect the number of credits required for the degree.
MASTER OF ARTS IN SPECIAL EDUCATION
SUB-SPECIALTY SPECIFIC LEARNING DISABILITIES (PEA)
AND ATTENTION DEFICIT DISORDER (ADD)

DESCRIPTION OF DEGREE

The purpose of the master’s degree in special education with a specialization in Specific Learning Disabilities (PEA) and Attention Deficit Disorder (ADD) is to give the teacher the opportunity to become a professional with the theoretical and practical resources for working with children that have learning difficulties. The emphasis of the curriculum is in the conceptualization and design of educational intervention strategies for students with learning disabilities and Attention Deficit. The program is designed to provide the professional in special education the knowledge, skills, and strategies to work within the context of K-12. These categories include difficulties in the cognitive – affective processes that interfere with concentration skills, analysis, thinking, speaking, reading, writing, arithmetic reasoning, perception and memory, among others.

OBJECTIVES IN SPECIAL EDUCATION

1. Prepare professionals with knowledge and skills to effectively intervene with students with PEA and DDA.
2. Prepare professionals to assume leadership positions and be advocates for special education students.
3. The graduate student will be prepared to implement adequate research-based practices and professional standards.
4. Prepare leaders in the field of special education, aware of the diversity and ethics in their professional practice and intervention with students with PEA and DDA.
5. Prepare teachers with the knowledge and appropriate skills to provide educational and additional services to children and young people with disabilities.
6. Training of professional staff with the skills and methods of social - scientific research, analysis of findings, interpretation of data, and the implications in the educational work related to children and youths with disabilities.
7. Train teaching personnel so that they can provide guidance to parents, teachers, staff supervisors, regular education teachers, and other staff on the nature and needs of these children and youths with disabilities.
MASTER OF ARTS IN SPECIAL EDUCATION
SUB-SPECIALTY SPECIFIC LEARNING DISABILITIES (PEA)
AND ATTENTION DEFICIT DISORDER (ADD)

**Core Course Requirements**
- EDUC. 500   General Principles of Curriculum 3
- EDUC. 501   Educational Evaluation and measurement 3
- EDUC. 504   Ethics and Values in Education 3
- EDUC. 505   Processes of Human Development 3
- EDUC. 507*  Methods of Educational Research 3

**Total Credits** 15 crs.

**Specialization Requirements**
- EDEL. 529   Learning Disabilities and Individualized Teaching in Teaching in Elementary School 3
- EDES. 505   Administration and Supervision of Educational Programs for Exceptional Children. 3
- EDES. 525   Nature and Needs of Infants and Preschoolers with Disabilities in Development 3
- EDES. 533   Models of Curricular Intervention for Children with PEA and DDA 3
- EDES. 534   Indicators for the Diagnosis of the Child with PEA and DDA 3
- EDES. 536   Research Seminar neuropsychological disorders, Neurophysiological and Psychological Associates with PEA and DDA 3
- EDES. 537   The use of Assistive Technology in the classroom 3

**Total Credits** 21 crs.

**Directed Electives (2)**
- EDUC. 524   Thesis Seminar 3
- EDUC. 550   Thesis (3)* 3
- EDUC. 545   Multiple Intelligences and Education (4)* 3
- EDUC. 547   Emotional Intelligence in School Scenario 3
- EDAS. 506   Legal Foundations of Education 3

**Total Credits** 6 crs.

**Degree Requirements**
- ECM. 797   Core comprehensive exam
- ECE. 798   Specialty comprehensive exam

1* This course requires to have passed EDUC 546
2* An elective course is selected.
3* This course requires to have passed EDUC 507.
4* With the purpose of maintaining our offerings regularly updated, UCB adds experimental courses which are replaced as equivalent to those presented in the master's sequential. This does not affect the number of credits required for the degree.
MASTER OF ARTS IN EDUCATION WITH SPECIALTY IN BUSINESS EDUCATION

MISSION

Prepare professionals in the teaching of Business Education, with abilities to impact others through strategies, techniques, and innovative teaching models while maintaining the humanistic values that should prevail in today's society.

VISION

Offer a Master of Arts Program in Business Education to meet the needs of future professionals in Office Systems Administration, both at secondary or university level.

PHILOSOPHY AND PURPOSE OF THE PROGRAM

The Master of Arts in Education with a major in Business Education aims to provide professionals in this subject area, additional and modern tools that can impart quality education according to our times. Today, business education teachers must maximize their competencies that will allow them to meet the challenges that this profession entails. Business education is a challenging profession because of innovations that continually occur in Education, as well as secretarial or office management systems that require the educator of these subjects to continually update their knowledge, skills, and teaching techniques. This way, they can effectively prepare these future office professionals to meet this employment market.

OBJECTIVES

1. Strengthen competencies in personnel that already work as commercial educators so that they are more successful in their profession every day.
2. Development of competencies in the faculty so they can practice this profession efficiently.
3. Create awareness in this professional of the importance of doing educational research and to capacitate and train them in this skill.
4. Train teachers of business education with varied methodologies and teaching techniques for the teaching-learning process to be more effective.
5. Train professionals in this field in various models and evaluation techniques, both curricular and instructional so that they can implement them efficiently in exercising their teaching profession.
6. Develop in the business educator the ability to design and revise curriculum in order to adjust it to the times and needs of the modern student.
## MASTER OF ARTS IN EDUCATION WITH SPECIALTY IN BUSINESS EDUCATION

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<td><strong>Total Credits</strong></td>
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### CORE REQUIREMENTS

- EDUC. 500 General Principles of Curriculum: 3 crs.
- EDUC. 504 Ethics and Values in Education: 3 crs.
- EDUC. 505 Processes of Human Development: 3 crs.
- EDUC. 507 Methods of Educational Research: 3 crs.

**12 crs.**

### SPECIALTY REQUIREMENTS

(Choose seven of the following courses for a total of 21 crs.)

- ECOM. 500 History, Current Situation, and Future of Business Education: 3 crs.
- ECOM. 501 Methodology in Teaching Keyboarding: 3 crs.
- ECOM. 502 Methodology in Teaching Abbreviated Writing: 3 crs.
- ECOM. 503 Methodology in Teaching Administrative Procedures: 3 crs.
- ECOM. 504 Methods of Measurement, Evaluation, and Assessment: 3 crs.
- ECOM. 505 Development, Implementation, and Evaluation of Curriculum: 3 crs.
- ECOM. 506 Use of Technology in Teaching: 3 crs.
- ECOM. 508 Seminar Supervised Practice: 3 crs.
- ECOM. 509 Practice In Commercial Education (4)*: 3 crs.
- ECOM. 512 Methodologies in Teaching Accounting: 3 crs.

**12 crs.**

### DIRECTED ELECTIVES (2)*

- ECOM. 507 Organization, Administration and Supervision: 3 crs.
- ECOM. 510 Use of Technology in Teaching Learning Process of the Exceptional Student: 3 crs.
- EDES. 537 Using Assistive Technology Teaching Students with Disabilities: 3 crs.
- EDUC. 524 Thesis Seminar: 3 crs.
- EDUC. 550 Thesis (3)*: 3 crs.
- EDUC. 545 Multiple Intelligences and Education(4)*: 3 crs.

**9 crs.**

### DEGREE REQUIREMENTS

- ECM. 797 Core comprehensive exam
- ECE. 798 Specialty comprehensive exam

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1* This course requires to have passed EDUC 546
2* An elective course is selected.
3* This course requires to have passed EDUC 507.
4* With the purpose of maintaining our offerings regularly updated, UCB adds experimental courses which are replaced as equivalent to those presented in the master's sequential. This does not affect the number of credits required for the degree.

* Students who do not hold a Bachelor in Business Education and want to be certified as teachers must take the courses: ECOM. 501, ECOM. 502, ECOM. 503, ECOM 510 plus courses required by the Department of Education pursuant to its existing regulation.

Courses ** Practice Seminar and Supervised Practice must be enrolled in the same academic trimester.

To take this course **** it is required to have approved EDUC. 507
MASTER OF ARTS IN EDUCATION
SPECIALTY ADMINISTRATION AND SUPERVISION

VISION

The program will be acknowledged in the field of school administration and supervision of professional development for its cognizance, skills, attitudes, and values necessary to contribute to continuous improvement and constant revision of education in Puerto Rico.

MISSION

Train personnel capable of planning, organizing, and developing innovative programs to meet the needs of students in general. This candidate will be prepared to act as Manager Administrator, researcher, obtain valid and reliable data-oriented decision making; plan, coordinate, evaluate, guide curriculum development and revision, achieve a positive work climate, guide, monitor, implement educational programs, in addition to directing the professional development of his/her staff.

PHILOSOPHY AND PURPOSE OF THE PROGRAM

The problems facing Puerto Rican education is serious and difficult to deal with, due to the complexity of the factors that affect it. The primary function of the school is to develop students’ values, attitudes, and skills and guide them in the acquisition of knowledge: all this is aimed at preparing them to function better in their society.

OBJECTIVES OF THE GRADUATE PROGRAM IN MANAGEMENT AND SUPERVISION

1. Prepare professionals in the field of school administration and supervision with the necessary knowledge, skills, and attitudes that will enable them to contribute to the continuous improvement and actualization of education in Puerto Rico.
2. Capacitate personnel in administration and supervision of the educational services offered to students in private and public schools.
3. Capacitate professional staff with the concepts on which modern education is based and the implications of greater sophistication in the execution of administrative work including: technical needs assessment, evaluation, research, changes, participation, communication, human and public relationships, application of critical thinking, management and planning, and organization.
4. Train personnel capable of planning, organizing, and developing innovative programs to meet the needs of students in general, and those from areas of cultural and economic deprivation, in particular, as immigrants from other countries and Puerto Rican migrants raised in the United States and return to Puerto Rico.
5. Prepare professionals with the knowledge and skills of communication and delegation that will allow them to work effectively with teachers, parents and students, industries and commerce, for the improvement of problematic situations in which the school operates.
6. Train these professionals in the process of inventories, preparation and management of budgets.
MASTER OF ARTS IN EDUCATION
SPECIALIST IN MANAGEMENT AND SUPERVISION

Core Course Requirements 15
Specialization Requirements 22
Directed Electives 6
Requirements Grade 0
Total Credits 43 crs.

CORE REQUIREMENTS
EDUC. 500  General Principles of Curriculum 3
EDUC. 501  Educational Evaluation and measurement 3
EDUC. 504  Ethics and Values in Education 3
EDUC. 505  Processes of Human Development 3
EDUC. 507(1)*  Methods of Educational Research 3 15 crs.

SPECIALTY REQUIREMENTS
EDAS. 502  Basic Course Administrators and School Supervision 3
EDAS. 503  Advanced Course in Management and Supervision (Applied to Elementary and Secondary Level) 3
EDAS. 505  Advanced Course Curriculum (Strategies and Educational Innovation) 3
EDAS. 506  Legal Foundations of Education 3
EDAS. 507  Educational Management and Planning 3
EDAS. 511  Research Seminar in Management and Supervision (1)* 3
EDAS. 515  Practice in School Administration and Supervision (4)* 4 22 crs.

DIRECTED ELECTIVES (2) 6 crs.
EDES. 537  Using Assisted Technology Teaching Students with Disabilities 3
EDUC. 524  Thesis Seminar 3
EDUC. 550  Thesis 3
EDUC. 545  Multiple Intelligences and Education 5

DEGREE REQUIREMENTS
ECM. 797  Core comprehensive exam
ECE. 798  Specialty comprehensive exam

1 This course requires to have passed EDUC 546.
2 An elective course is selected.
3 This course requires to have passed EDUC 507.
4 The course EDAS 515 requires to have passed the core courses (12 credits) and 18 credits of specialty.
5 With the purpose of maintaining our regularly updated offering the UCB adds experimental courses which are replaced as equivalent to those presented in the sequence of the masters. This does not affect the number of credits required for the degree.
DESCRIPTION OF COURSES

EDUCATION

EDUC. 500 - GENERAL PRINCIPLES OF CURRICULUM. 3 credits. In this course the curriculum area is analyzed from a philosophical, psychological, sociological, and historical perspective. A systematic approach is applied when conceptualizing the curriculum design process highlighting the technical needs analysis (ATN). In addition, the types of curriculum and curriculum models are described and compared according to characteristics such as the: approach, utility, steps or phases, advantages and disadvantages. As an integral part of the course, the discussion of the approaches and models of curriculum evaluation is promoted. This way, students can develop the knowledge and skills necessary to design from a curricular unit, to a project, or educational program. The use of technological information resources and communication as tools to promote appropriate educational practices and research strategies to promote the development of critical and analytical thinking is integrated.

EDUC. 501 - EDUCATIONAL EVALUATION AND MEASUREMENT. 3 credits. This course works with the plan for the evaluation of programs and psychological projects viewed from the perspective of the classroom. It presents the principles, methods, and fundamental techniques of measurement, assessment, and educational evaluation in the context of the classroom, as well as those areas for assessment, such as, the curriculum, academic achievement, and behavior of students. Also included in the course, as a complement to teaching, the implementation of the strategies and techniques of research with the support of technology.

EDUC. 502 - PHILOSOPHY, ETHICS AND VALUES IN EDUCATION. 3 credits. This course examines the philosophical underpinnings of the nature of education integrating the concepts of ethics and values. As part of the course the student investigates the nature of ethical judgments, and the nature of ethics, morals and values as the foundation of personal and professional concepts of life. Studies the philosophical foundations as the bases for curriculum development in the schools in Puerto Rico. Reflection on the educational philosophy, ethical issues, and values which are the foundations of the educational practice, basis for the design of its educational philosophy. Technology is integrated to incorporate research strategies and techniques that will enable the student to think critically and creatively before an educational system of ongoing changes and challenges.

EDUC. 505 - HUMAN DEVELOPMENT PROCESS. 3 credits. This course examines some of the major theories of human development. Explore different conceptual frameworks that attempt to determine human behavior and application to education. It underscores the critical analysis of research studies, patterns of behavior, current trends in research, and the methodology of human development and its relationship to quality of life. Furthermore, the theoretical foundations and their implications in behavior are discussed, so that the student can interact appropriately in the environment and in groups in which he/she is involved. As part of the educational experience, it encourages the use of technology resources for finding information sources available on the internet, and also the use of software for the design and presentation of reports.

EDUC. 507 - EDUCATIONAL RESEARCH METHODS. 3 credits. This course enables students to acquire the knowledge and develop the skills necessary to plan and develop applied research in the field of education. Stages, methods, processes, and key techniques of the research process are discussed. Also, various aspects of design, data collection, sampling, data analysis, use of technology, program evaluation and ethical aspects of the research are presented. Finally, analyze the need and value of applied research in the field of education, the incorporation and use of new knowledge in the discipline and in society, and the benefits of addressing specific and real
problems of our society. Moreover, the integration of new technologies is explored to facilitate and enrich the research process.

EDUC. 509 - EDUCATION IN A MULTICULTURAL SOCIETY. 3 credits. Analysis of realities, trends and socio-economic and cultural communities with high concentrations of Puerto Rican migrants and other minority groups of immigration problems (Dominicans, Haitians, etc...) and the educational implications which may be the basis for curriculum review and organization of special projects.

EDUC. 524 - THESIS SEMINAR. 3 credits. Research work under the supervision of a faculty member of the Graduate Program. The student will be provided guidance on the planning, implementation, and research reports required for submission and defense of a thesis.

EDUC. 545 - MULTIPLE INTELLIGENCES IN EDUCATION. 3 credits. Studies and analyzes the theory of multiple intelligences proposed by Gardner, emphasizing strategies for identifying and developing them in education. It aspires to be the most useful practice application for student service and academic achievement.

EDUC. 546 - STATISTICAL METHODS APPLIED TO EDUCATION. 3 credits. Study and analysis of statistical methods applied to education. The course includes: collection and tabulation of data, measures of central tendency, measures of variability (dispersion); valuation Z, normal distribution, area under the normal curve, correlation and regression.

EDUC. 547 - EMOTIONAL INTELLIGENCE IN THE SCHOOL SETTING. 3 credits. Introductory course specializing in emotional and social intelligence. Analysis and application of basic learning skills, self-awareness, emotional regulation, motivation, empathy, social skills, intrapersonal and interpersonal communication-focused on personal and professional development of the teacher as a model.

EDUC. 550 - THESIS. 3 credits. Prerequisite EDUC 524 This course is a continuation of the course EDUC 524 - Thesis Seminar, in which the student must have worked with the first three chapters, therefore, comprises the same subject and extended procedure until the presentation of the official document under the supervision of a faculty member, who will serve as advisor to the student.

ADMINISTRATION AND SUPERVISION

EDAS. 502 - BASIC COURSE IN SCHOOL ADMINISTRATION AND SUPERVISION. 3 credits. Study of school administration and supervision and dimensions applied to services to students and professional staff with emphasis on faculty development, decision-making, the process of change and faculty evaluation. The personal and professional relationships with staff focuses as an effective means to achieving change, with emphasis on group dynamics for collaboration and active involvement. The technical and supervisory models are presented as a means to carry out the duties of the office encouraging individual creativity in performing them.

EDAS. 503 - ADVANCED COURSE IN MANAGEMENT AND SUPERVISION (Elementary and Secondary Level). 3 credits. Study of the projection of the administration in the community served by the school, with emphasis on the organization and development of the Council and the School of Parents and the participation of the industry and commerce through an Advisory Board. Study of the procedures to be followed for the adoption of schools by the industry, commerce, and other community organizations. The personal and professional relationship with supervised personnel and motivation, are studied as a basis of successful operations that have been planned. Strategic planning to guide the long-term gradual improvement of the nucleus, the school district,
or Region, is of upmost importance. Relates supervision directly to teaching and focused from the standpoint of a modern vision of supervisors as colleague, and cooperative work shared with teachers and other personnel.

**EDAS. 505 - ADVANCED CURRICULUM COURSE (Strategies and Educational Innovations). 3 credits.** Study how the curriculum is administered with emphasis on change and curriculum design and the procedures to be used, the types of curriculum, and controversial issues currently presented. Innovations that are being tested in and out of Puerto Rico and the places on the island where they are being implemented are studied. It highlights the idea that not all innovation is applicable anywhere, the development of the faculty to establish the changes, their active participation in the process and ongoing evaluation of procedures and actions that are carried out.

**EDAS. 506 - LEGAL FUNDAMENTALS IN EDUCATION. 3 credits.** The course on legal foundations of education has been designed so that the candidates for directors and supervisors in the education system of Puerto Rico, public and private positions, acquire extensive knowledge about the development and the regulations of constitutional law in education in Puerto Rico, as recognized by Section 5, Article II, Letter of Constitutional Law 1952 Puerto Rico; function for the establishment of a democratic and progressive life and the exercise of other fundamental constitutional rights, such as the right to freedom of expression in all its forms and the right to full freedom.

**EDAS. 507 - EDUCATIONAL PLANNING AND MANAGEMENT. 3 credits.** This is a comparative Accounting Systems course applicable to educational processes and their expected effects on the efficiency of the education industry at various levels: Central, Regional, District, or even at school level.

**EDAS. 511 - RESEARCH SEMINAR IN ADMINISTRATION AND SUPERVISION. 3 credits.** Educational research work in the area of administration and supervision. The student will be provided guidance on the planning, implementation and research reports required for submission and defense of a thesis.

**EDAS. 515 - PRACTICE IN SCHOOL ADMINISTRATION AND SUPERVISION. 4 credits.** This course will guide the student in clinical experiences in a school selected by the University. In the real atmosphere, they will be able to practice the knowledge and skills they have acquired and developed in their specialty. They will increment awareness of the real core issues, the district, work on solution being implemented through innovative techniques and work with teachers, students, parents, and other personnel involved.

**ELEMENTARY EDUCATION**

**EDEL. 512 - HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF ELEMENTARY EDUCATION. 3 credits.** Study of the historical development and evolution of education with an emphasis in elementary school from ancient Egypt, Greece and Rome to the present, through the analysis of ideas and philosophical principles that have formed the school and the elementary curriculum with focus on doctrines and contributions of Socrates, Plato, Aristotle, Rousseau, Pestalozzi, Froebel, Dewey, Illich, Hostos, and others. Application of these concepts to today’s elementary education.

**EDEL. 526 - CURRICULUM AND TEACHING READING AND NEW APPROACHES IN LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. 3 credits.** Advanced course in the teaching of reading in elementary school. Develop the skills and strategies necessary for reading. The course will provide for research and development of skills in methods, techniques, and use of
materials for use with elementary school children. New approaches, current practices, and curriculum of Language Arts Elementary Level of public and private education system in Puerto Rico and other countries will be discussed.

**EDEL. 527 - CURRICULUM AND TEACHING PROGRAM SCIENCE AND MATHEMATICS IN THE ELEMENTARY LEVEL. 3 credits.** Study and analysis of curricular content in science and mathematics with emphasis on the development of concepts, processes, and skills. The student will conduct a research on new approaches and innovative trends in the curriculum, methods, and teaching of science and mathematics at the elementary level.

**EDEL. 528 - MANAGEMENT AND SUPERVISION IN THE ELEMENTARY SCHOOL. 3 credits.** Analysis and application of the following topics: Theories of management, different types of supervision, origins of supervision and management, definitions of both terms, modern administration and monitoring techniques, the importance of communication in the process of managing and monitoring, visiting the classroom and more direct supervision techniques to improve the teaching and learning process, and the and roles of school administrator and supervisor.

**EDEL. 529 - PROBLEMS OF LEARNING AND INDIVIDUALIZED TEACHING AT THE ELEMENTARY LEVEL. 3 credits.** Study of the methods, tools, and strategies available to the teacher to determine, interpret, and address the problems of elementary school children in learning. Development of skills in the use of formal instruments and test preparation for the identification and correction of learning disabilities. Analysis of the characteristics of learning in elementary school stages and their most common minor deviations. Discussion and analysis of different strategies to individualize instruction at this level, considering the skills to develop. Case studies of simulated situations, actual practices in the diagnosis, interpretation, placement, planning, and evaluation of elementary school children with mild learning disabilities in the regular classroom.

**EDEL. 530 - SOCIAL CHANGES AND IMPLICATIONS IN SOCIAL STUDIES CURRICULUM IN ELEMENTARY SCHOOL. 3 credits.** Reading and research on the effects of social changes in the curriculum of social sciences with emphasis on the content and focus of social studies in elementary school. Comparative analysis of social studies curricula at the elementary level to that of Puerto Rico and study models of teaching and planning to promote interest in the study of people and society. Preparation and evaluation of study units with non-traditional teaching methods.

**SUB-SPECIALIST PRIMARY (K-3)**

**EDEL. 535 - MULTIDISCIPLINARY CURRICULUM DESIGN OF CHILDREN'S EDUCATION PRIMARY (K-3). 3 credits.** The basic components of multidisciplinary curricula for the education of children at the primary level (K-3) were analyzed. The student will develop a multidisciplinary curriculum design adjusted to a given context (K-3).

**EDEL. 537 - ASSESSMENT STRATEGIES TEACHING - LEARNING PROCESS IN THE PRIMARY SCHOOL (K-3) SCENARIO. 3 credits.** Analysis of assessment processes and strategies in the school settings at the Primary Level (K-3) within the framework of modern theories and trends that are based on the student-centered curriculum, their experiences as the basis of dynamics, and dialogue as a primary strategic base; integrated technology and structures into that setting to facilitate group interaction.
SUB-SPECIALTY IN PRE-SCHOOL

EDEL. 538 - FIELD PROJECT IN PRESCHOOL. 3 credits. This course prepares students in the study of an educational program through field experiences. Includes analysis of the steps and the different techniques used in the construction of knowledge. The student will design and develop a research paper.

EDEL. 539 - MANAGEMENT AND ORGANIZATION OF PRESCHOOL PROGRAMS. 3 credits. A study of the factors that contribute to a desirable environment in early childhood programs and preschool care, service management, and organization of all components (children, human resources, materials, schedules...). Theoretical principles and regulations governing preschools will be carefully studied.

EDEL. 540 - DESIGN OF INTEGRATED CURRICULUM FOR PRESCHOOL LEVEL. 3 credits. Study integrating principles in early preschool curriculum. A vision of development theories from different educational philosophies. Curriculum models aimed at education and integral development of preschool children. Practice experience in the design process and criteria to establish and evaluate comprehensive curriculum.

EDEL. 541 - APPROPRIATE LITERATURE AND ARTS. 3 credits. Critical study of different appropriate literary forms in order to encourage their use in the development of the creative and intellectual capacity of the child. Emphasis on the complementary arts and of children’s literary texts and activities with these texts, and their integration. Analysis and evaluation of current resources as well as the classics.

EDEL. 542 - INNOVATIVE MODELS, TEACHING STRATEGIES, AND USE OF MODERN TECHNOLOGY IN PRESCHOOL AND PRIMARY LEVELS. 3 credits. This course covers the analysis of programs and innovative teaching methods in the education of pre-school and primary levels. Emphasizes usefulness of modern technology to improve the educational process.

EDEL. 543 - METHODOLOGY AND INTEGRATION OF MODERN TECHNOLOGY IN THE ELEMENTARY SCHOOL CURRICULUM. 3 credits. The course includes analysis and the use of methods or teaching strategies for elementary school as well as the selection, production and evaluation of teaching materials according to the developmental level of the child. Includes examining the educational potential of the various technological advances and integrating them into the curriculum and instruction.

EDEL. 548 - GAMES AS EDUCATIONAL PROCESS. 3 credits. Study and analysis of games as an educational process. Reading research on how games influence the development of the student. Discussion of educational games and their processes as a strategy for instruction and as a diagnostic to measure the developmental areas such as language, cognition, social, and motor. Application of games within the elementary school curriculum.

SPECIAL EDUCATION

EDES. 505 - ADMINISTRATION AND SUPERVISION OF EDUCATIONAL PROGRAMS FOR EXCEPTIONAL STUDENTS. 3 credits. Organization, implementation, administration and supervision of educational services for exceptional students. Alternative school placement of students depending on their severity and condition is discussed. History, characteristics, and functions of the Administrator and Special Supervisor in Puerto Rico and the United States is studied. Laws, ideas and debatable points affecting the establishment of a Special Education program in a school district are discussed. The rights of parents and all related aspects, such as
due process, due process of law, the confidentiality of records and individualized educational programs aspects are studied.

**EDES. 506 - EDUCATION FOR STUDENT WITH INTELLECTUAL DISABILITY: METHODOLOGY AND CURRICULUM. 3 credits.** Includes the different classifications of mental retardation, etiologies, characteristics presented by the child, the educational philosophy and objectives in his/her education and established programs. Methods and materials used in teaching is also studied.

**EDES. 509 - BEHAVIOR MODIFICATION FOR STUDENTS WITH EMOTIONAL DISTURBANCE. 3 credits.** Includes an in-depth study of behavior problems. Characteristics, the etiology of this condition, and educational programs designed to work with students with these conditions are studied. Different strategies used in the management of students with emotional disturbances and behavior modification techniques are discussed.

**EDES. 510 - EDUCATION FOR STUDENT WITH SPEECH AND LANGUAGE DISORDERS. 3 credits.** The etiology of the problems of speech and language is studied, the typical features associated with this condition, types of speech problems, instruments designed for the assessment of these disorders, and the methods and procedures used in the rehabilitation of people with speech and language disorders.

**EDES. 511 - PERCEPTUAL MOTOR DEVELOPMENT FOR THE STUDENT WITH SEVERE AND MULTIPLE DISABILITIES. 3 credits.** The etiology of disabilities is studied and the characteristics that the child or young person with this condition has; medical aspects of diagnosis and treatment, educational needs, and services for children and young people with different types of severe and multiple problems.

**EDES. 512 - DIAGNOSIS AND CORRECTION OF READING and WRITING IN STUDENTS WITH MINOR DISABILITIES AND LEARNING PROBLEMS. 3 credits.** Knowledge of theories of reading and writing processes is expanded, development and analysis of tests for specific problems in the areas of reading and writing. Use of various methods to teach reading, considering the students’ individual differences and their learning styles. The process of reading and the elements that compose it, word recognition, concept formation, comprehension, interpretation, influences of affective components, the behavior of the reader, and evaluation are analyzed. In the area of writing, formal and informal tests are discussed that help in the diagnosis and the most adequate treatment to remedy and assist in the teaching of writing.

**EDES. 513 - VALUATION METHODS AND TECHNIQUES FOR STUDENTS WITH SPECIAL NEEDS. 3 credits.** Course aims to present the importance of process-valuation of children and youths with special needs. Prepare students with the fundamental knowledge about the methods and techniques that allow accurate and reliable information; skills in the use and preparation of appropriate assessment instruments; and skills for the development of instructional design required for their education.

**EDES. 525 - NATURE AND NEEDS OF INFANTS AND PRESCHOOLERS WITH DEVELOPMENTAL DISABILITIES. 3 credits.** Course in preschool special education and early intervention studying atypical child development from birth to five years. Analyzes nature and characteristics based on the development model of a normal child. Emphasizes the study of the means of identification and proper assessment of this population to facilitate the provision of early intervention and preschool special education in accordance with their potential and needs. Also discusses the objectives, strategies, models, and attitudes required in the development of intervention programs with the family.
EDES. 526 - RESEARCH METHODS IN AREAS RELATED TO SENSORY, COMMUNICATIONAL, AND CHRONIC HEALTH PROBLEMS. 3 credits. Studies the characteristics and needs of children and young people with sensory, communicational, and chronic health problems. Incorporates recent and relevant research in these areas to provide empirical answers in the identification and educational intervention with these students. Introduces students to the development of scientific research in the field of special education. Provides opportunity for the development of knowledge and skills that help students in the course work with supervisors, regular education teachers, and parents of exceptional students, as incidental consultants and as intermediaries.

EDES. 537 - USE OF TECHNOLOGICAL ASSISTANCE IN THE CLASSROOM. 3 credits. The purpose and use of assistive technology will be explored to facilitate the teaching and learning of students with Specific Learning Disabilities and / or Attention Deficit. Various assistive technology devices will be explored to remedy deficiencies and develop skills in the areas of: memory, organization, time management, listening, processing auditory and visual information, reading, math and written language.

SUB-SPECIALTY SPECIFIC LEARNING DISABILITIES AND ATTENTION DEFICIT

EDES. 533 - CURRICULUM INTERVENTION MODELS FOR STUDENTS WITH PEA AND DDA. 3 credits. In this course curriculum models and educational intervention for children and young people with Specific Learning Disabilities and Attention Deficit are studied. The student will explore the philosophical assumptions and theoretical perspectives on which these curriculum models are based. It is expected that students acquire the conceptual and methodological skills that allow carrying out intervention plans for students with PEA and DDA.

EDES. 534 - INDICATORS FOR DIAGNOSIS OF STUDENT WITH PEA DDA. 3 credits. This course examines the process to carry out a diagnosis of PEA and DDA. By the evaluative approach, "assessment", the student will have the experience of analyzing the indicators that will enable them to participate in the interpretation of a professional diagnosis. The student will explore other ecological environments such as family and school life, which may be related to the analysis of what are considered learning disabilities and attention deficit.

EDES. 535 - SEMINAR NEUROPSYCHOLOGICAL DISORDERS, NEUROPHYSIOLOGICAL AND PSYCHOLOGICAL ASSOCIATED WITH PEA AND DDA. 3 credits. The emphasis of this course will be a multidisciplinary one. Topics in the field of physiology, psychiatry, neurology and medicine related to specific learning problems will be studied. It includes considerations on the use and abuse of drugs used as pharmacotherapy.

EDES. 536 - RESEARCH SEMINAR IN PEA AND DDA. 3 credits. The student will relate, in general, with different types of research, namely qualitative, quasi-experimental and experimental applied to the areas of SAP and DDA. Guided in the development of an instrument by which the student will carry out research work. Finally, have the opportunity to present a monograph containing the data, conclusions, and recommendations of the investigation.

SUB-SPECIALTY IN AUTISM

EDES. 541 - INDICATORS FOR DIAGNOSIS OF STUDENTS WITH AUTISM AND ASSESSMENT AND INTERVENTION STRATEGIES. 3 credits. In this course, the characteristics of children and young people with autism and the impact of this condition in the family and school, are studied. The process to diagnose this condition is studied. Students acquire the skills that will enable educational intervention with this population.
EDES. 542 - COMMUNICATIONAL DISORDERS AND AUTISM. 3 credits. This course includes the study of communication problems that are manifested in delayed or total lack of spoken language, as well as the inability to initiate or sustain a conversation with others. The use of stereotyped or repetitive language of this student is studied. The problem of social interaction and repetitive and stereotyped patterns of behavior in students with autism is also studied.

EDES. 543 - CURRICULUM AND TEACHING METHODS OF AUTISTIC CHILD. 3 credits. This course studies suggested curricula models for educational intervention with these children. The student will conduct visits to the classroom of children with autism. The study of innovative educational methods and strategies are included. It emphasizes the importance of interdisciplinary approach in their intervention, and the importance of the use of technological resources in the education of these children.

EDES. 544 - SEMINAR IN RESEARCH IN ACTION AND SPECIAL EDUCATION PROGRAMS. 3 credits. The student will interact with the different types of research that have been conducted regarding the nature of the child with autism. They will also be guided to carry out research related to this field and submit writings related to their findings.

EDES. 546 - BEHAVIORAL INTERVENTION FOR STUDENTS DIAGNOSED WITH AUTISM SPECTRUM DISORDER. 3 credits. This course works with the basic principles of behavior management intervention in students with autism. The same processes are carried out in the functional assessment of Conduct (Functional Behavior Assessment) for the purpose of developing behavioral intervention plans designed to bring about positive changes in student behavior with autism.

EDES. 547 - PSYCHOSOCIAL ASPECTS OF STUDENT WITH AUTISM SPECTRUM DISORDER AND SUPPORT SYSTEMS - 3 credits. This course addresses the psychosocial aspects of students with Autism Spectrum Disorder. Discussion and evaluation of intervention models used to develop effective social relations in the family, school, and community environment of the student. In addition, support systems will be studied to design learning activities that emphasize the development of social skills from a systemic perspective of the students with autism and their families.

GRADUATE CERTIFICATE VISUALLY IMPAIRED

EDES. 580 - MEDICAL ASPECTS, SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF VISUALLY IMPAIRED AND IMPLICATIONS FOR THE TEACHING PROCESS. 3 credits. This course presents various diagnostic of visual manifestations of children from birth to age 21. It is intended that students who take the course learn the anatomy and physiology of the visual system; ophthalmologic features and low vision assessments; psychosocial implications, and environmental adaptations for students with visual impairments.

EDES. 581 - METHODOLOGY AND CURRICULUM FOR TEACHING READING AND WRITING USING THE BRAILLE SYSTEM (BRAILLE I AND II). 3 credits. This course includes principles, approaches, and resources for assessment, literacy, communication and teaching students who are blind or partially sighted. Methods and materials to support Braille users in the general curriculum in the areas of Spanish and English are studied; the role of vision teacher; partnerships with teachers, and regular group content areas; legal and ethical requirements in providing communication and literacy to users of Braille. The course includes strategies and methods for teaching and learning *Expanded Cord Curriculum*. Also, the theoretical framework, assessment strategies, and tools for research are included.
EDES. 582 - METHODOLOGY AND CURRICULUM FOR TEACHING MATHEMATICS AND SCIENCE USING CRANMER ABACUS AND NEMETH CODES. 3 credits. This course aims to teach special education teachers, regular teachers, and other professionals who serve people with visual impairments, symbols and Nemeth Codes system and the Cranmer Abacus. The applicability of these rules in the teaching of reading, writing basic mathematical problems, strategies for teaching tactile graphics, and strategies for teaching science in laboratory settings, will be studied.

EDES. 583 - PRINCIPLES OF ORIENTATION AND MOBILITY. 3 credits. This course provides students with the foundation for understanding the components and essence of O & M. The field of O & M is set to address the need of the blind person to move from one place to another independently. Mobility forms used by the blind are explored in depth, together with the characteristics of the student. Emphasis on the development of motor, sensory, and conceptual skills is made. The course will provide a background of philosophy and history of Orientation and Mobility (O & M) including the use of techniques to develop skills, orientation, mobility, sensory, conceptual development, and gross motor development; methods of mobility; use of cane, assistive technology devices for mobility and guide dogs.

EDES. 584 - CURRICULUM METHODOLOGY AND ASSESSMENT OF CHILDREN AND YOUTH WITH VISUAL IMPAIRMENT. 3 credits. This course establishes assessment procedures related to students with visual impairments to determine learning needs and learning media appropriate for this population. The ratio of the PEI appraisal, development and location, and alternatives for students is also established.

EDES. 585 - TRANSITION FROM SCHOOL TO ADULT LIFE OF THE VISUALLY IMPAIRED YOUTH. 3 credits. The course is based on the study of the foundations, processes, and practices required for the development and implementation of the transition of young people with visual impairments to adulthood. Historical, theoretical, and legal foundations and terminology related to the transition process, the different assessment strategies for carrying out the planning and development of the transition process and planning strategies for the future. The student must develop and implement a transition model as a course requirement.

EDES. 587 - USING TECHNOLOGY ASSISTANCE IN EDUCATION WITH VISUALLY IMPAIRED STUDENT. 3 credits. Through the course students of the graduate certificate will be trained in the knowledge and application of the use of technology to facilitate the teaching and learning of students with visual impairments. Students will work with a panoramic view of the world of assistive technology, identifying the continuum of technological strategies, ranging from no tech to high tech, making the necessary adaptations in the home, at school, at work, and in the community in general. Analysis of ways to identify the need for assistive technology services. Increase knowledge on various assistive equipment and materials that may increment, maintain or improve functional ability in students with visual impairments, and impact development of skills, such as: communication, processing of visual and auditory information in the areas of extended memory, organization, time management, reading, math, written language, ambulation, manipulation of objects, tasks of daily living, leisure, and recreation.

BUSINESS EDUCATION

ECOM. 500 - HISTORY, PRESENT SITUATION AND FUTURE OF BUSINESS EDUCATION. 3 credits. Presentation and analysis of the historical development, current situation and future direction of business education, both in Puerto Rico and other countries. Emphasis on how times influence the development of business education programs.
ECOM. 501 - METHODOLOGY IN TEACHING KEYBOARDING. 3 credits. Emphasis on the techniques, methods, and creation of appropriate teaching materials for Teaching Use of the Keyboard and Production of Documents. In addition, develop and apply the skills of formative and summative evaluation used in these courses.

ECOM. 502 - METHODOLOGY IN TEACHING ABBREVIATED WRITING. 3 credits. Emphasis on the techniques, methods, and creation of appropriate teaching materials for training of Shorthand or Abbreviated Writing and Transcription. In addition, develop and apply the skills of formative and summative evaluation used in these courses.

ECOM. 503 - METHODOLOGY IN TEACHING ADMINISTRATIVE PROCEDURES. 3 credits. Emphasis on the techniques, methods, and creation of appropriate teaching materials for training and Document Management Procedures in Office Systems Administration. In addition, develop and apply the skills of formative and summative evaluation used in these courses.

ECOM. 504 - METHODS OF MEASUREMENT, EVALUATION AND ASSESSMENT. 3 credits. Characteristics, construction, and correction of objective and subjective tests, will be presented in addition to other means of instructional assessment in business education courses. Identification, implementation, and evaluation of some of the assessment techniques used in the classroom. Assessment materials that have been used in these courses will be analyzed.

ECOM. 505 - DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF CURRICULUM. 3 credits. Development and evaluation of curricula of business education at various levels. Work with the components of curriculum design and implementation. Emphasize how technology, trade, and education affect the development of a curriculum in business education. Presentation of the systems model and its application in developing a daily plan and a syllabus for a course in business education.

ECOM. 506 - USE OF TECHNOLOGY IN EDUCATION. 3 credits. Emphasis will be given to the selection of hardware, software, and appropriate materials for teaching business courses using the computer and other technology resources. Practice writing objectives where technology is used as an educational resource will be d. Emphasize strategies, instructional techniques, and preparation of materials suitable for this type of course. Practice with Internet and various computer programs that can be used in the teaching-learning business education courses.

ECOM. 507 - ORGANIZATION, ADMINISTRATION AND SUPERVISION. 3 credits. Emphasis in the administrative structures of the Puerto Rican educational system. Discuss techniques to manage and monitor effectively a school system in which a business education program is offered. Topics such as: personal characteristics and skills they must possess as a good school administrator, this position entails duties and types of supervisors. The importance of effective communication and integration of all staff working in the school (especially teachers) in the process of decision making and problem solving. Presentation, discussion, and analysis of some laws that apply to education in general and business education.

ECOM. 508 - SUPERVISED PRACTICE SEMINAR. 3 credits. The experiences and situations that are presented to the student teachers in their schools will be analyzed. Various activities will be offered in the classroom to supplement and extend the supervised practice. Will be taken in conjunction with the course of Supervised Practice.

ECOM. 509 - SUPERVISED PRACTICE. 3 credits. Supervised experience in which students assume the role of teacher in a business education course. Apply the skills and techniques learned
in their core studies and specialty. Practice Centers shall be authorized by the professor offering the course and the Universidad Central de Bayamón.

**ECOM. 510 - USE OF TECHNOLOGY IN LEARNING PROCESS FOR EXCEPTIONAL STUDENTS. 3 credits.** The characteristics of exceptional students will be presented. Emphasize the use of assistive technology in the process of teaching and learning in a classroom where exceptional students are integrated. Discuss the importance of adapting the materials, methods, and techniques of teaching this population and assessment processes. Emphasize the educational services they need and the application of the laws relating to these students.

**ECOM. 511 - DEVELOPMENT OF PROPOSALS. 3 credits.** The definition will be presented. Participants must have a proposal for obtaining economic resources, also the process of writing and submitting it. Sources and types of funding available and the forms to be used are also identified. Students will develop a proposal requesting federal or state funds.

**ECOM. 512 - METHODOLOGY IN THE TEACHING OF ACCOUNTING. 3 credits.** Emphasis on the techniques, methods, and creation of appropriate teaching materials for the course of Accounting. In addition, they develop and implement formative and summative evaluation skills used in these courses. Teaching will be complemented with visits and observations in real scenarios.
MASTER OF ARTS IN RELIGIOUS STUDIES

Graduate Program in Religious Studies

Master of Arts in Religious Studies

This Master of Arts in Religious Studies is offered as an alternative to help with the academic preparation to help students face the constant changes occurring in today’s society. Fundamentally, it provides a rigorous comprehensive training and academic preparation open to the demands of professionals who aspire to live authentically human realities with the humanistic and religious values. The student will be able to make a critical reflection based on the principles and religious values to adequately respond to various situations faced in their daily lives. Religious studies aim primarily to seek answers and guidance to the challenges and approaches of Puerto Rican society, and in that sense, to prepare students who intend to work professionally in the field of development and practical application of religious knowledge.

Therefore, the specialist in Religious Studies will have the main function of developing a more religious-moral discourse adapted to the Puerto Rican environment, more rooted in local culture and more in line with the moral and religious aspirations of the people.

These principles and religious values are consistent with the social and professional reality of the student. The student will be able to participate in serious, constructive criticism discussions and on the social, cultural, historical, and political realities on these core issues about religion as a social phenomenon. Religion is a human dimension that propends to the rediscovery of personal dignity and immanent and transcendent meaning.

Objectives

In summary, within the institutional Christian humanistic philosophy, the program will:

1. Increase knowledge about religion.
2. Prepare teachers capable of teaching religion to elementary and secondary level students.
3. Systematically develop a reflective and critical religious thinking.
4. Promote the religious and moral formation within the Puerto Rican social context.
5. Perform scientific and research work on themes of religion as a science and constitutively human dimension.
6. Train the laymen with a clear awareness of their pastoral and evangelizing mission in the service of the Church.
7. Promote the integration of other scientific disciplines (anthropology, sociology, psychology, history, philosophy, among others) in the study of the phenomenon of religion.
8. Encourage interfaith dialogue to understand the profound moral and religious aspirations that trouble the human spirit.
9. Understand the different characteristics of modern culture and religious manifestations.

10. Apply the hermeneutical method for interpreting the sacred texts and church tradition.

11. Encourage the systematic and profound study of the person, the message, and mission of Jesus of Nazareth.

12. Recognize the manifestations of an authentic religious thought as a ferment of social life.

13. Recognize the origins and cultural roots of different religious expressions from African religious systems that influence the behavior and values of the Puerto Ricans.

14. Propose for the development, in the students, of critical analysis in discussing topics and issues faced by the Puerto Rican society in order to study them objectively and provide appropriate responses.

GRADUATE PROFILE

1. Think logically and critically to communicate ideas clearly and accurately.

2. Understand concepts, processes, methods, historical developments, issues, and practical implications belonging to the field of Religious Studies.

3. Understand the religious and ethical dimensions of human life.

4. Formulate judgment about the specific situations in matters concerning religion and ethical - moral implications.

5. Appreciate the value of religious freedom in a pluralistic society.

6. Live as citizens with integrity, responsible behavior, and a sense of social justice.

7. Esteem for their religious and cultural heritage of Puerto Rican society.

8. Contribute to the solution of social problems that our country is currently facing.

9. Encourage interfaith dialogue to promote the right to religious freedom.

10. Assume a critical stance before social changes brought about by scientific and technological thinking.

GENERAL REQUISITES FOR ADMISSION:

Only candidates who meet specific requested program requirements will be eligible. No student will be admitted to the graduate program without complying with the procedures before admission and agree to comply with the prerequisites.

a. Have earned a bachelor’s degree from an accredited college institution with a minimum index of 2.50.

b. Have passed those courses established as prerequisites for entry into the requested program.

c. Have met with the Director of College or representatives.
ADMISSION PROCEDURE

Candidates filing applications for admission must submit the following documents to the Admission Committee and Management Program within the period stated by Universidad Central de Bayamón.

a. Admission Application form for the program duly completed, accompanied by a non-refundable admission fee; cash, money order or certified check payable to the UCB.

b. Two recommendations - from professionals who know you in your field of specialty, you must use the official form of the UCB.

c. An official copy of the transcript from the university where BA was obtained.

d. Take admission test for graduate studies (EXADEP, GRE, or GMAT) depending on master applying for.

e. Fill out any other document to be handed in with the application for specific cases (Ex. Aliens, non-residents).

f. Candidates will receive written notification of the results of their admission application.

g. Each application to Graduate Studies will be considered according to its merits and rules of professional certifications.

GRADUATION REQUIREMENTS (for the institution and the academic offering)

GRADUATION

a) General Requirements:

- Have passed all courses, tests, projects or thesis established in the program and have obtained a graduation index of 3.00 or higher.
- Have passed the comprehensive examinations.
- Comply with all requirements of the degree within a period not exceeding five years from the date starting graduate studies in the program. This period may be extended for a period of twelve months.

b) Requirements for obtaining final degree:

The final assessment (evaluation) for the degree will be based on the following criteria. The student must:

- Pass all courses or be pursuing final credits required by the program.
- Complete the graduation application and pay the appropriate fee.
- Deliver copies of the thesis with the signatures of the Advisory Committee certifying that the student has completed the thesis requirement in full.
- Have obtained an overall average of 3.00 or higher in the master.
### ACADEMIC COURSES OFFERING

<table>
<thead>
<tr>
<th>CODE NO.</th>
<th>TITLE</th>
<th>CREDIT CONTACT HOURS</th>
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<tbody>
<tr>
<td>TEOL 621</td>
<td>Anthropology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>MORAL 544</td>
<td>Moral of the Person</td>
<td>3</td>
</tr>
<tr>
<td>TEOL 603</td>
<td>Religious Bible Hermeneutics</td>
<td>3</td>
</tr>
<tr>
<td>TEOL 614</td>
<td>Old Testament</td>
<td>3</td>
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<tr>
<td>TEOL 615</td>
<td>New Testament</td>
<td>3</td>
</tr>
<tr>
<td>TEOL 535</td>
<td>Christology</td>
<td>3</td>
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<tr>
<td>TEOL 575</td>
<td>Ecclesiology</td>
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<td>TEOL 608</td>
<td>Phenomenology of Religion</td>
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<tr>
<td>TEOL 610</td>
<td>World Religions I: Judaism and Islam</td>
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<tr>
<td>TEOL 611</td>
<td>World Religions II: Hinduism and Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>PAST 586</td>
<td>Ecumenism and Interreligious Dialogue</td>
<td>2</td>
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<tr>
<td>TEOL 652</td>
<td>Religion and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>TEOL 655</td>
<td>Sociology of Church Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HIST 519</td>
<td>History of the Church in Puerto Rico and the Caribbean</td>
<td>3</td>
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<tr>
<td>TEOL 644</td>
<td>Contemporary Ideologies</td>
<td>3</td>
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<tr>
<td>TEOL 676</td>
<td>Topics of Contemporary Moral and Religious Issues</td>
<td>(2-4)</td>
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<tr>
<td>PAST 685</td>
<td>Analysis of the Puerto Rican Reality (SEMINAR)</td>
<td>2</td>
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<tr>
<td>TEOL 688</td>
<td>Interdisciplinary Panels on Current Issues</td>
<td>2</td>
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<tr>
<td>TEOL 698</td>
<td>Thesis- Methodology and Research</td>
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Total 45
## MASTER OF ARTS IN RELIGIOUS STUDIES

### Curriculum (45 credits)

<table>
<thead>
<tr>
<th>Requirement Courses</th>
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<tbody>
<tr>
<td>Specialization Courses</td>
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<tr>
<td>Directed electives</td>
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<tr>
<td>Thesis</td>
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<td><strong>Total credits</strong></td>
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### REQUIREMENTS COURSES (21 credits)

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<thead>
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<tr>
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<td>MORAL 544</td>
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<td>TEOL 575</td>
<td>Ecclesiology</td>
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<td>Anthropology of Religion</td>
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<td>Religious Hermeneutics of the Bible</td>
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**21 crs.**

### SPECIALIZATION COURSES (12 credits)

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<tbody>
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<td>HIST 519</td>
<td>History of the Church in Puerto Rico and the Caribbean</td>
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<tr>
<td>TEOL 664</td>
<td>Contemporary Ideologies</td>
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**21 crs.**

### DIRECTED ELECTIVES (6 credits)

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<tr>
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<tr>
<td>TEOL 676</td>
<td>Contemporary Topics of religious and moral issues</td>
<td>2-4</td>
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<tr>
<td>TEOL 685</td>
<td>Seminar of analysis of the Puerto Rican Reality</td>
<td>2</td>
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<tr>
<td>TEOL 688</td>
<td>Interdisciplinary Panels of current issues</td>
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### DEGREE REQUIREMENTS (6 credits)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>TEOL 698</td>
<td>Methodology and research process of the Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTION

TEOL. 601 - Anthropology of Religion. 3 credits. Everything, including socio-political systems, is in fact based on anthropology. Often, such anthropologies have a depersonalized image of man as self-enclosed. Hence, the need for discernment. Our Judeo-Christian tradition has also developed anthropology: man open to dialogue. The performance is not in himself, but in his openness to the transcendence of a God who reveals himself, to lead him in solidarity with other men.

MORAL 544 - MORALS OF THE PERSON. 3 credits. The course examines the moral issues regarding the person. The moral experience of human sexuality, the value of authentic human freedom and discernment guided by the teachings of the Church. It also explores the theme of the dignity and rights of the individual: respect and protection of human life from its beginning to its completion.

TEOL. 603 - RELIGIOUS HERMENEUTICS IN THE BIBLE. 3 credits. The Bible is a book of universal literature. Its composition has taken centuries. Reading it supports multiple hermeneutics. But, the Bible is primarily a religious book of religious content. It requires approaching its sources to understand the religious experiences narrated.

TEOL. 614 - OLD TESTAMENT. 3 credits. From a brief study of the various methods of critical reading that have emerged, and from the explanations of various traditions that have shaped the text of the Old Testament, there will be reading and commentaries of important texts of the historical books, prophecy, wisdom... for a better understanding of the religious thinking of the Israeli and their historical development beginning with the central fact of the Exodus.

TEOL. 615 - NEW TESTAMENT. 3 credits. Begins with the context of inter-testament of the Jewish world during the time of Jesus of Nazareth. The Gospels as historical reenactment are studied from a community of faith, with special reference to the Gospels of Infancy, history of the primitive community narrated in Acts, the epistolary genre and apocalyptic theme with the difficulties of interpretation that entails.

TEOL. 535 - CHRISTOLOGY. 3 credits. The course provides an overview of the person of Jesus, not forgetting His projection in our historical moment. Examines prior issues: Jesus’s country, political and religious groups, daily life, and the messianic effervescence. Also, this course examines some assumptions about the Jesus of history and the Christ of faith. It approaches the historical Jesus: the Kingdom, the marginalized, the Law. Study of the passion, death and resurrection of Jesus with its historical, theological, educational and evangelistic impact. Revise the great Christological pronouncements of ecumenical councils. Finally, a reference to Christology today. (TEOL 600 3 CREDITS)

TEOL. 608 - PHENOMENOLOGY OF RELIGION. 3 credits. After an introduction of the main initiators of this modern discipline, the students will study and compare the most outstanding religious phenomena in order to find analogies and basic anthropological structure. The course opens the student’s perspective to properly evaluate their own beliefs regarding religious and the experiences of other human groups: the configuration of the divine, religion in the history of man, the cult and myth as a manifestation, the never ending attempts in the explanation of the cosmos, of man and society.

TEOL. 610 - WORLD RELIGIONS I: JUDAISM AND / OR ISLAM. 3 credits. The course will cover the two religions and after the introduction of both, select one of them. They are both monotheistic religions. In one, Christianity arises, and we share the Hebrew canon of the Old
Testament. With the other, apart from influences by centuries of coexistence, we share the respect that Islam has towards the central figures of Christianity. The course explores the historical development of both up to the present, its classical literature, internal traditions, and religious trends today.

TEOL. 611 - II WORLD RELIGIONS II: HINDUISM AND OR BUDDHISM. 3 credits. Like the course TEOL. 610, it may comprise one of the two religions or both. In the former case, whenever a reference is made to the religion not chosen to be studied, a reference will always be made. The influence of these two religions in our world leads us to try to understand its historical development and its main doctrines: spirituality, theology, and cosmology.

PAST. 586 - ECUMENISM. 2 credits. The importance, urgency, and other relevant data of this topic related to the Puerto Rican situation are highlighted. The course develops ecumenism from a biblical and theological basis. It addresses the content of the Decree "Unitatis Redintegratio". Examines major ecumenical agreements achieved and the possibilities of authentic ecumenism in Puerto Rico.

TEOL. 652 - RELIGION AND SOCIAL CHANGE. 3 credits. After a brief introduction to study the relationship between religion and social change, both in world history and in particular, in Latin America, study today's diverse religious positions due to social change: millenarianism, Pentecostal sects, liberation theology with examination of selected texts. Also, study relationship between religion and violence, religion and non-violence, with particular application to our Puerto Rican society.

TEOL. 655 - SOCIOLOGY OF CHURCH ORGANIZATIONS. 3 credits. All religious institutions are characterized by a series of sociological traits, not only for its organizational system, but above all for their conception of society and way of living. In this course the characteristics of the principal religious institutions in the Western World will be discussed: church, denomination, sect, monastic organization, the transformation of church denomination or sect, as well as attempts to unite internationally into mega churches or the World Council of Churches.

HIST. 519 - HISTORY OF THE CHURCH IN PUERTO RICO AND THE CARIBBEAN. 3 credits. The course approaches the situation of the Church and society of Puerto Rico from the sixteenth century to the present. The most significant events in the historical process of the Church are considered: evangelization of the Indian, the black, the Spanish, European and Creole. Popular Catholicism, diocesan synods, the work of Fray Iñigo Abbot and Lasierra, the changes taking place in the Church following the socio economic and political transformations of the nineteenth century, and the U.S. invasion of 1898 and its effects in the Church are discussed.

TEOL. 664 - CONTEMPORARY IDEOLOGIES. 3 credits. Today the world is a microcosm. The influence of visual media as propagators of a way of life creates problems for the contradiction they represent. These ideologies that shape our world must be clarified. Only by knowing and evaluating them critically can you become aware of the influences.

TEOL. 676 - CONTEMPORARY TOPICS OF RELIGIOUS AND MORAL ISSUES. 2- 4 credits. Study of topics of our society and religious - moral implications. Emphasis will be on those popular topics of strong impact, for example, the new genetic engineering and its many aspects of parenthood - motherhood, the possibility of human manipulation of racist or elitist type, etc.; violence and non-violence as attitudes of life and moral code for evaluation; the problem of international relations, especially in its economic aspect: the external debt of the third world, the ecumenical movement among the various Christian churches, and others. Each of these topics will be discussed independently.
TEOL. 685 - SEMINAR OF THE ANALYSIS OF THE REALITY OF THE CHURCH OF PR. 2 credits. This seminar invites students to become familiar with the ecclesial reality in PR today, know the institutions, groups, and congregations of the Church. Also, study the documents, historical basis, responses, and future challenges. One goal is to know what answers the Church gives to the Puerto Rican reality of today (how, where, when, who ...). The course investigates whether a genuine enculturation of the Church, its institutions and members is given, in order to evangelize culture. Also, it examines whether ecclesial reality in Puerto Rico responds to an integral faith (personal, communal, ecumenical ...).

TEOL. 678 - INTERDISCIPLINARY PANELS ON CURRENT PROBLEMS. 2 credits. There are issues which complexity and interdisciplinary manner should be treated in order to appreciate its various aspects. Issues such as violence, alcoholism and drug addiction, school dropouts, AIDS, insecurity of the youths, etc., need to be addressed from various aspects in order to appreciate its meaning. Hence, these and other topics are offered through panels to exchange views between different teachers or professionals covering various aspects: sociological, medical, psychological, religious, moral, legal or otherwise.

TEOL. 698 - METHODOLOGY AND PROCESS OF RESEARCH OF THE THESIS. 6 credits. The course aims to teach students not only how to scientifically develop their master’s thesis, but to enable them for any investigation of academic - scientist nature. The purpose is to bring students to a process and a research methodology for any research work. The course will be given by the director of the thesis.
GRADUATE PROGRAM INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

MISSION

The Industrial Organizational Psychology Program’s mission is to develop professionals with the knowledge and practical skills related to psychology and its application in the context of industries and organizations. Guided by values, students are geared toward learning theories and principal models of the profession, as well as the sources of acquiring theoretical and practical knowledge, available in the academic environment.

VISION

The Industrial Organizational Psychology Program will be able to conceptualize and understand the behavior of organizations and individuals that compose them, in light of existing theoretical models in the profession. The student will be able to apply these theoretical models in decision-making in organizations in order to improve or maintain the emotional and behavioral well-being of people influenced by their professional work as well as the welfare of the organization where the individual works. The student will have the capacity to contribute to the development of knowledge within the field of organizational psychology through research, following the best methods and practices in force.

GOALS AND OBJECTIVES

By taking the Graduate Program in Organizational Psychology, the student will:

Conceptualize human behavior especially that which takes place in an organizational and occupational context, in light of the main theoretical models of psychology, with special attention to theoretical models of organizational psychology. The student will:

1. Demonstrate mastery of theoretical conceptualization models of human development in their physical, cognitive, social, and emotional aspects.

   Analyze the main theoretical models related to behavior, culture, and organizational development, as well as those related to consultancy work by organizational psychologists.

   1.1 Demonstrate the ability to think critically about philosophical, social, and historical models of explanation of human conduct, such as psychoanalysis, behavioral model, the humanistic model, the cognitive-behavioral model, and the biological model, as their current applicability in organizational and occupational field.

   1.2 Handle concepts and learning models applicable to adults and understand the role of these in training people to implement new occupational skills, proper management of change, and organizational development.

   1.3 Analyze and conceptualize cognitive, developmental, emotional, and social factors that mediate the persons’ decisions related to consumption of products and services.

2. Demonstrate proficiency in the application of existing knowledge in the field of organizational psychology in real contexts. The student will:
2.1 Develop the ability to analyze the needs of services inherent in the practice scenario that surrounds him/her.

2.2 Have the opportunity to put into practice, in a supervised manner, the mechanisms for the implementation of relevant models pertinent to psychology, particularly organizational psychology, to satisfy the needs of proper service in the practice scenario and assess the impact of the application.

3. Demonstrate knowledge and skills applicable to scientific research in the study of human behavior in organizational and occupational context.

   3.1 Know and apply the basic skills for the design and development of research in the field of psychology.

   3.2 Develop skills in the use of technology that facilitate access to bibliographic information on the scientific knowledge of current issues in psychology.

   3.3 Know and apply descriptive and inferential statistics in the context of psychology, which may be applied in the investigation, description, and data management, that may also be applied to the construction of psychological tests or assessment.

4. Demonstrate sensitivity in recognizing ethical controversies in the practice of psychology and to find the best way to proceed in this context in the light of current ethical and legal standards.

   4.1 Develop knowledge on the standards of ethics and professional conduct that apply to the profession of psychology and the legal statutes that regulate or impact their profession.

   4.2 Develop commitment to existing laws and legal agreements related to professional ethical behavior in the practice of psychology.

   4.3 Develop skills of ethical analysis of situations in the light of ethical standards and applicable jurisprudence.
MASTER IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

Core Course Requirements
PSIC. 500 Processes of Human Development 3
PSIC. 501 Professional Ethics 3
PSIC. 502 Theories and psychological model 3
PSIC. 510 Research Methods 3
PSIC. 525 Theory and Test Construction 3
TEOL. 544 Morality of a Person 3
21 crs.

Specialization Requirements
PSIC. 529 Training and Development in Organizations 3
PSIC. 530 Foundations of Industrial-Organizational Psychology 3
PSIC. 532 Psychological Valuation and Evaluation in the Industry 3
PSIC. 570 Personnel Psychology 3
PSIC. 630 Theory and Consultation in Industrial - Organizational 3
PSIC. 698 Research Project Seminar 3
PSIC. 699 Project Investigation 3
PSIC. 761 Supervised Practice I 3
PSIC. 762 Supervised Practice II 3
27 crs.

Electives
PSIC. 518 Mediation 3
PSIC. 514 Clinical Sociology 3
PSIC. 535 Aspects of Mental Health at Work 3
PSIC. 700 Thesis 3
GER. 606 Labor Legislation 3
(3 crs)

Total Credits 51 crs.

CORE REQUIREMENTS

SPECIALTY REQUIREMENTS

DIRECTED ELECTIVES (1)

DEGREE REQUIREMENTS
ECM. 797 Core comprehensive exam
ECE. 798 Specialty comprehensive exam

¹ In order to keep our offerings updated, UCB periodically adds experimental pilot courses which are replaced as equivalent to those presented in the sequence of the Masters. This does not affect the number of credits required for each degree.
INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

PSIC. 500 - HUMAN DEVELOPMENT PROCESS. 3 credits. The student will present the different theoretical perspectives on the subject of human development. Analysis of the concepts of cognitive development, thought, language, cognition, and others will be included. Critical analysis of notions that are currently the subject of theoretical discussions is encouraged and will be based on the process of decision making.

PSIC. 501 - PROFESSIONAL ETHICS. 3 credits. All aspects of professional ethics in the field of psychology will be explored. The code of ethics governing the practice of psychology in Puerto Rico and the historical background of the same according to changes in the existing law will be discussed with students. Emphasis will be placed on the ethical criteria that fall within the various professional services in the field of psychology.

PSIC. 502 - PSYCHOLOGICAL THEORIES AND MODELS. 3 credits. Theoretical frameworks of psychology are presented, from the classics to the most recent paradigms. Historical aspects will be considered in the formation of the different schools in psychology and familiarize students with contemporary discussions in the discipline.

PSIC. 510 - RESEARCH METHODS. 3 credits. The student will present the different research methods in psychology and how to apply them specifically to the specialty of organizational psychology. The student will design a research proposal and have the experience of formulating research questions and hypotheses.

PSIC. 514 - CLINICAL SOCIOLOGY. 3 credits. Study of sociological theories and their relevance to the analysis of problems of personal and institutional consulting.

PSIC. 515 - CYBERNETICS. 3 credits. Study of cybernetics as a space for analysis in which many disciplines converge. The specific relevance in the field of organizational psychology of real and hypothetical cases is also studied, to enable the student to understand and apply the concepts studied.

PSIC. 516 - STATISTICS APPLIED TO HUMAN SCIENCE. 3 credits. Study of models and relevant statistical analysis in psychology and how they can be applied to organizational psychology.

PSIC. 518 - MEDIATION. 3 credits. Aspects of the negotiation process are studied. Functions of the mediators are studied and analysis of experiences is presented to the student.

PSIC. 520 - MARKETING. 3 credits. Theoretical and practical models related to marketing, both in the field of advertising systems and in the disciplines of knowledge, are explored. Knowledge of rhetoric and semiotics as relevant to marketing disciplines will be included.

PSIC. 525 - THEORY AND CONSTRUCTION OF TESTS. 3 credits. The course aims to provide students with the fundamental knowledge of psychological testing. It will discuss and analyze the theoretical basis of psychological tests and construction processes, validation and standardization of tests.

PSIC. 529 - TRAINING AND DEVELOPMENT IN ORGANIZATIONS. 3 credits. The theoretical and practical aspects of planning processes in an organizational system. It also includes skills in writing proposals and providing trainings.
PSIC. 530 - FUNDAMENTALS OF INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY, 3 credits. This course provides the students with the knowledge of the basics of Organizational Psychology and its application to the reality of the industry. It will focus on the aspects that comprise this field, the most prominent theorists, and the application of these theories to the labor world.

PSIC. 532 - MEASUREMENT TECHNIQUES AND PSYCHOLOGICAL EVALUATION INDUSTRY, 3 credits. The course aims to provide students with the fundamental knowledge of psychological evaluation techniques used in the selection of personnel in organizations. Students are trained to evaluate various psychological and intellectual capacities to measure personality inventories, vocational interests, and skills, among other tests. Ethical issues related to testing are also discussed.

PSIC. 535 - ASPECTS OF MENTAL HEALTH AT WORK, 3 credits. This course represents a bond issue of mental health in the workplace. Study and analyze different issues, topics, or variables related to mental health and behavior of workers, such as workplace violence, occupational stress, alcoholism, drug addiction and other psychological disorders, as described in DSM-IV.

PSIC. 570 - PSYCHOLOGY OF PERSONAL. 3 credits. Discusses essential topics of psychology applied to work as a scientific and applied discipline. The topics reviewed in the course will focus on the discussion of the theories and models of psychology and its application to the effective management of human capital in organizations.

PSIC. 630 - THEORY AND ORGANIZATIONAL CONSULTATION. 3 credits. Study of the different theoretical and practical models of organizational psychology. Analysis of the functions of the consultant and the client, negotiating experience, teamwork, and all aspects relating to the functioning of an organizational system.

PSYC. 661 - PSYCHOSOCIAL ASPECTS OF RETIREMENT. 3 credits. Emphasizes current topics relevant to the retirement and placement of the employee after retirement. Current studies are discussed, integrating and conducting a critical analysis of issues currently prevailing in Puerto Rico. Administration and organization of counseling programs for retirement and occupational placement of the elderly will be discussed.

PSIC. 698 - SEMINAR RESEARCH PROJECT. 3 credits. Students will carry out the design of a proposal for a research project. They are expected to acquire skills related to the formulation of a research question and analysis of how a proposal can be designed to explore possible answers to it.

PSIC. 699 - RESEARCH PROJECT. 3 credits. Students will conduct a research project. It starts from the premise that students in Psych 698 course already have a topic of interest and a possible proposal to investigate it.

PSIC. 700 - THESIS. 6 credits. A thesis proposal under the supervision and guidance of the director, research is done in a particular part of the field of psychology. The process of writing and defending the thesis shall conform to the provisions of the APA Manual.

PSIC. 761 - SUPERVISED PRACTICE I. 3 credits. Includes 120 hours of supervised practice on skills relating to individual consulting organizations in selected areas of practice.

PSIC. 762 - SUPERVISED PRACTICE II. 3 credits. Includes 120 hours of supervised practice of skills related to organizational consulting practice in sites selected for this practice.
THEOLOGICAL CURRICULUM OF CEDOC
IN PARTNERSHIP WITH
CENTRAL UNIVERSITY OF SAN JUAN

MASTER OF DIVINITY

MASTER OF ARTS IN PASTORAL THEOLOGY
M. A. T. P. RELIGIOUS EDUCATION SPECIALIST

MASTER OF ARTS IN THEOLOGICAL STUDIES

MASTER OF ARTS IN BIBLICAL STUDIES C E D O C
GENERAL INFORMATION

PAST AND PRESENT

The Center for the Study of the Dominicans of the Caribbean (CEDOC) is the direct heir of the "Studium Generale" of St. Thomas Aquinas Convent, founded on the islet of San Juan in 1521 by Fray Antonio de Montesinos and was in operation until its expropriation in 1838. From 1966 to 1970, PP. Dominicans reopened the "Studium Generale" again in Bayamón.

In August 1980, with the approval of the Holy Cede and the consent of the Archbishop of San Juan, the Studium began a new stage in the theological college education in Puerto Rico, forming candidates for the ministry of priesthood from a wide range of Orders and Congregations. Subsequently, in 1996, it was recognized by the Episcopal Conference of Puerto Rico.

CEDOC provides the religious and laymen serious theological training. It has a Consortium relationship with UCB. It offers four master's programs in Theology and regular and continuing education sessions of permanent formation. According to tradition and the statutes of the Order of Preachers, it is open to members of other religious communities, male or female, as well as the diocesan clergy and laity.

Today, twenty-five (25) years of its new stage, and having achieved full accreditation by the "Association of Theological Schools (ATS) in USA and Canada," CEDOC looks with pride to the more than one hundred of its alumni who have received priestly ordination in addition to many others who work in various ministries in the service of God's people in Puerto Rico, the Caribbean and Americas.

IDENTITY AND MISSION

El Centro de Estudios de los Dominicos del Caribe (CEDOC): The Study Center of the Dominicans of the Caribbean (CEDOC):

• a center of theological studies at the graduate level restructured in 1980 and sponsored by the Order of Preachers (Dominicans) in the city of Bayamón, Puerto Rico.

• canonically established as a Studium Generale of the Order of Preachers and organized as a diverse community of faith in the multi secular Catholic and Dominican academic tradition.

• part of the Catholic Church in Puerto Rico, recognized as such by the Episcopal Conference of Puerto Rico (17.02.1996), maintaining its institutional independence, having a consortium relationship with Universidad Central de Bayamón for academic purposes.

• its mission, faithful to the multi secular academic tradition of Dominican theology, to critically forms through graduate programs, men and women in the various theological disciplines, so that they may then provide ministerial or lay service to the Church of Puerto Rico and Hispanic Caribbean, to embody the values of the Gospel and build the Kingdom of God in this area.

• the Center seeks to achieve this mission by offering programs of theological studies at the graduate level and provide our students, faculty, and staff the opportunity and conditions to be a diverse community of faith and studies for these purposes.
GENERAL OBJECTIVES

At the end of their studies, our graduates must not only be people with solid criteria and theological knowledge, but also with a strong openness to dialogue with the modern world and with profound convictions in faith. They must be actively committed to working in the Church and in society to help their fellow beings, personally and at community level. They must be able to analyze the causes, often hidden, of sociocultural and religious situations in their environment and see how faith and theology are relevant remedies. They should be able to account for a joyous faith, and be agents that aggrandize the same, giving hope and meaning to the lives of so many suffering and disoriented people.

Graduates of the ministerial program must develop ecclesial leadership capacity to illuminate and influence their environment and the course of events. At last, all of them are expected to be aware of the theology in order to continue experimenting, reading, and studying. This way, they shall live the fides quaeens intellectum, which is the ideal of every theologian in the service of the Church.

GOVERNMENT

CEDOC has the structure and mode of government dictated by the Carta Orgánica, duly approved by the Vicariate of PP. Dominicans in PR, Inc. It is ruled by the following organizations: Board of Trustees, Moderator, and Faculty Council. There is also an Advisory Board and Student Council.

BOARD OF TRUSTEES

The Board of Trustees is composed of members of the Board of the Vicariate General of the Dominican Priests of Puerto Rico, elected by the four-year Chapter of the Vicariate. This chapter also refers to the Regent and the other members (three at least) of the Moderator. The Regent is confirmed, then the Master General of the Order. The Board oversees the ecclesial character of the School and ratifies certain decisions on mission and general policy, designations, and budget.

MODERATOR

It consists of the Regent, two Dominicans members, the Dean of Academic Affairs, and Dean of Student Affairs and Administration. The Regent consults the Moderator on matters of greater importance in view of its eventual ratification.

THE REGENT AND DEANS

In their daily work, the Regent is assisted by two Deans, one for academics and one for Administrative and Student Affairs. The Regent appoints them and the Vicariate Council confirms them. Aided by the above reviewers, the Regent will be responsible for programming, selecting, and appointing the teaching staff and administration of CEDOC, and their relationship with UCB and other institutions. May exempt, from certain non-essential requirements, in special cases, according to their prudent judgment, as required.

FACULTY COUNCIL

The Faculty Council is composed of the Regent and two deans, teachers in service (at the time of being called), Moderator members, Librarian and President of the Student Council. The Assembly proposes, discusses, and tries to reach consensus decisions on curriculum, planning.
the semester, academic activities, library development and educational resources, student achievement, disciplinary matters, etc...

Being CEDOC a *Studium Generale* of the Order of Preachers, with its own regime by centuries-old traditions, the deliberations of this Assembly are advisory, but worth taking into account by the Trustee, the Deans, and other directive Organisms.

**BOARD OF ADVISORS**

The Board of Advisors of CEDOC consists of the Regent, who presides, and the two Deans, and four other members chosen from the community in general. Its deliberations have advisory value.

**STUDENT COUNCIL**

The Student Council is a representative organism to serve all students of the institution. The overall objective is to energize and stimulate the student's tasks in all facets, responding to their interests, and needs. Another task given is to analyze the problems that the students may confront, while acting as a spokesperson for their needs and concerns to the faculty and the administration. The relevant statutes further detail the activities, responsibilities, and election of the Council.

**RELATIONSHIP CEDOC - UCB**

CEDOC enjoys institutional independence, but maintains a relationship of partnership with Universidad Central de Bayamón for academic, administrative, accreditation services, and especially the granting of Master degrees. CEDOC students have access to library facilities, cafeteria, sports facilities, and parking lot located inside the UCB campus.

**LOCATION**

CEDOC is located on the grounds of the Dominican Convent, adjacent to the campus of Universidad Central de Bayamón in Reparto Flamingo. It has good road access to the metropolitan area and the main roads.

**FACILITIES**

The CEDOC building houses four comfortable classrooms, plus an auditorium with capacity for two hundred people. The library and administrative offices occupy the first floor of the building. A multipurpose audiovisual room serves as a local meeting place and as a classroom for students with special accommodations.

**LIBRARY**

CEDOC's Library began with a rich collection of books belonging to Berntsen J. P. Martin, OP (1886-1958). In the sixties, the collection increased significantly with the acquisition of volumes of philosophy, sociology, and psychology. In 1966, the Dominican Fathers donated CEDOC the books from the libraries of various houses of the Order in Puerto Rico mainly. From that date on, a new policy for the acquisition and buying of books was started. The library mainly specializes in the areas of Bible, Church History, Moral, Systematic Theology, and other related sciences. Today, this bibliographic library has more than 26,000 volumes and receives 100 journal titles.

The Library has sections devoted to Puerto Rico, Latin America, and Dominican Order. In 1990, a valuable personal collection was received from S.E.R. Bishop Antulio Parrilla, SJ., which
contained, besides theology books and magazines, papers, and documents, files with a vast
amount of newspaper clippings classified by subject and topic. Doña Margot Arce de Vázquez also
donated her theological books to the Library.

The resources of the collection are stored in a computerized data bank computer. The
Integral Automated Library System of the University of Colima (SIABUC) was used, which consists
of five integrated modules to facilitate procurement processes, analysis, consultations, access to
loans, and access to the use of published periodicals.

CEDOC students have access to the varied and extensive collection of the Library and
Educational Technology Center at Universidad Central de Bayamón. Also, as a service of the
University, they have access to the library’s online databases like EBSCO and INFOTRAC. There
are also interlibrary cooperation agreements with the Inter American Library (Metropolitan
Campus) and the Juan de Valdés Evangelical Seminary of Puerto Rico Library.

PROGRAMS AND ACADEMIC AFFAIRS

ACADEMIC DEGREES

The CEDOC consortium has a relationship with Universidad Central de Bayamón, an
institution accredited by the Middle States Association of Colleges and Schools. Under this
accreditation, it offers the following degrees: Master of Divinity, Master of Arts in Theological
Studies, and Master of Arts in Pastoral Theology (with specialization in Religious Education) and
Master of Arts in Biblical Studies. In addition, CEDOC is accredited by the "Association of
Theological Schools in USA and Canada".

PAPAL TITLE

CEDOC is affiliated with the Pontifical University of St. Thomas Aquinas in Rome since
1997 to grant the title of Sacrae Theologiae Bacchalaureatus to students
who complete the program of ministerial training, according to the academic demands and ecclesiastical documents
referring to priestly formation.

ADMISSION PROCEDURES

Candidates first complete the admission process provided in the UCB students’ catalog:
application form, certificate of completion of a bachelor’s degree in a recognized university, and pay
the application fee. Provide two letters of recommendation attesting to their intellectual solvency
and ecclesial commitment.

Candidates will be interviewed and evaluated by the Admission Committee of CEDOC,
which will determine the eligibility of the candidate and indicate the observations and
recommendations in each individual case.

ADMISSION OF FOREIGN STUDENTS

Applicants to Universidad Central de Bayamón from foreign countries will meet the same
admission requirements governing applicants for new or transferred. Documents must be duly
legalized and legitimized by diplomatic or private organizations that evaluate foreign studies and is
a member of National Association Credential Evaluation Services (NACES).

The Dean of Academic Affairs will determine the equivalency of education of High School
or College. Any degree held by the applicant is subject to its equivalent as required by the
Department of Education of Puerto Rico or the Credentials Rating Agencies according to the student's academic preparation.

For the foreign student who requires visa for entry into U.S. territory, applicant may request Form I-20 Immigration in the Registrar’s Office.

REGISTRATION PROCESS

In each study session, CEDOC students will enroll according to the rules of the UCB and calendars agreed upon and announced previously by CEDOC.

FINANCE

The admission fee is $35.00, semi-annual student fee is $180.00, and the each credit is $135.00. These amounts are subject to periodic adjustments by prior notice.

The admission and enrollment procedures are essential steps to establish a relationship between the student and the institution. However, it is with the payment of the fees that this relationship is formalized, semester by semester or session by session. All these requirements must be met so that the student can be considered as a student "bona fide" of the institution.

VALIDATION

1. Students who come from other accredited universities will be validated up to nine credits, provided that the grade is no lower than a B in its equivalent.

2. A student who wishes to enroll in CEDOC to obtain a Master’s degree and has studied theology at the graduate level or equivalent CEDOC or another accredited center materials, will be accepted on the condition that no more than eight years have elapsed since the end of the semester last enrolled. Otherwise, courses will not be validated and they must begin their studies from the outset.

3. Taking into account the religious character of the Masters taught in CEDOC as an exception, the student that has completed studies leading to ordination will be validated courses in order to obtain one of the Masters offered by CEDOC, even though they have not received a formal degree. Such validation may encompass up to half of the credits, except in the Master of Divinity, which is sufficient to take 27 credits. For the
duration of the ministry, classes can be validated, even if it has been more than 8 years since the last registration.

4. The candidate for one of the Masters who does not have a bachelor 's , but has extensive experience of professional life, particularly in service to the Church, and shows studies equivalent to activity and position, in this case, after careful study and examination of interview, resume, or Curriculum Vitae, this experience can be validated for the baccalaureate degree. However, such students may not exceed 10% of all students that attend CEDOC, according to the rules of the ATS (Bulletin 45, 2003-2004, p. 98 and 139).

5. The freshman student has the right to complete the Master according to the catalog in effect at the time of enrollment, but may voluntarily accept changes made after that date. But, if absent for a semester or more from the Department, the new entry is conditional on acceptance of the catalog in effect at the time reinstatement is made.

6. Other cases not covered by this policy will be evaluated on their merits by the regency, taking into account the spirit of the law, namely, that the degree awarded by CEDOC generally responds to the training received at the Center.

LEGISLATION ON PLAGIARISM

Academic plagiarism means the theft or appropriation, in whole or in part, or written work of others, disseminating them or presenting them in public or in private, in writing or orally, as original. This applies to all types of essays, research papers, or reports. CEDOC is against this practice. The rules on plagiarism are specified in the manuals of the faculty and student.

OFFERINGS

To carry out its mission CEDOC offers two basic programs of theological studies at the graduate level, including four master's degrees:

A. A basic ministerial leadership- church oriented program, which includes two masters:

1. Master in Divinity, for people who aspire to exercise some professional ministry in the Church, both lay and ordained. This degree meets all ecclesiastical rules for the Catholic priesthood candidates.

2. Master of Arts in Pastoral Theology, for people who are committed to work with the great pastoral needs of our people, especially Religious Education and Catechesis.

B. A basic program geared toward the general theological studies, which also includes two master's degrees:

1. Master of Arts in Biblical Studies, for people that from a panoramic theological vision and focused knowledge of the Scriptures, seek to deepen their faith in order to irradiate it to their environment.
CERTIFICATES

CEDOC issues certificates of attendance of courses, workshops, or special workshops that are occasionally offered.

FACULTY

The professors of the Faculty of Theology CEDOC meet the requirements outlined in the current Church documents and the normal academic qualifications for teaching at Master’s level. They are classified as Regular Faculty, Adjunct, and Guest.

ACADEMIC FREEDOM (Liberty)

Faculty members are at liberty to present the results of their professional work to their students, colleagues, and community. Such exposures can be made from the cathedra or in various publications, through written or audiovisual media. This right is exercised within the parameters of the Catholic faith and in line with the identity and mission of CEDOC.

STUDENTS

Students who meet the prerequisites for admission and have qualified for the graduate academic level, and have not been rejected by serious causes of behavior or discipline, and who are properly matriculated, will qualify for CEDOC.

CALENDAR

CEDOC is generally governed by the academic calendar that UCB provides for curricular activities, with any modifications deemed necessary. This calendar is published by CEDOC before starting the academic sessions.

GRADUATION REQUIREMENTS

Aspiring students will maintain a grade average of 3.00 points. If they lower this average, they will receive a semester of probation and if they fail to reach the limit of 3.00, will not be candidates for the degree, although they may continue studying at CEDOC at the discretion of the Regent.

When completing the last semester of classes, candidates have a maximum of three (3) years to complete the other requirements for their respective degree. If the time expires, they must enroll in a refresher course to extend the term for another year and so on.

Process to be followed:

- The candidate will ask the secretariat of CEDOC evidence of having completed the academic requirements for the catalog governing him / her or its equivalent.
- Once evidence has been proven, candidate will request the date of the comprehensive examination (TEOL. 598) and at the same time, the issues or topics that will be given, and will choose 45 theses from the five theological areas for the Master of Divinity. There will be 25 topics for the Masters of Arts in Theological Studies, Biblical Studies, and Pastoral Theology.
- The student will pay in the secretariat of CEDOC $ 60.00 for diploma and $50.00 for the comprehensive examination.
• Students will be personally responsible for timely completion of all courses and graduation requirements and apply for the corresponding degree.

DOUBLE GRADUATION

If a candidate wishes to obtain the degree in two majors simultaneously, it is sufficient that having completed all required credits for both, take only a single comprehensive oral examination from 45 topics of both specialties.

MINISTERIAL PROGRAM

CURRICULUM

CEDOC has a double offer regarding the ministerial program. First, the Master of Divinity, which conforms to all the requirements of the ministerial program as required by the documents of Vatican II, the Pontifical Instruction Sapientia Christiana, the Fundamental Norms for Priestly Formation of the Episcopal Conference of Puerto Rico, and the General Curriculum of the Order of Preachers. Secondly, and of ministerial character, there is also the Master of Arts in Pastoral specializing in Religious Education.

Students that receive the M.Div degree, take at least 110 credits offered by CEDOC. They can choose some of them according to established criteria. Those who opt for the priestly program, normally adhere to the curricular sequence in effect that exceeds the minimum credits mentioned above. Courses are offered in alternate years, but new student always take in the first semester TEOL. 567 Introduction to Theology and TEOL. 615 Bibliographical Instruction in Theology. The Christological and Ecclesiological year is also offered alternatively.

The curriculum of the Master of Arts in Pastoral Theology has 45 credits distributed in the following manner:

• Courses in biblical-theological training (16 crs.)
• Ecclesiastical Training Courses (12 crs.)
• Specialty courses (14 crs.)
• Free elective course and ministerial laboratory (3 crs.)

THE DEGREE OF MASTER OF DIVINITY

GENERAL OBJECTIVES

The Master of Divinity program provides, along with an intellectual and personal understanding of academic theology according to Catholic tradition, the teaching and pastoral practices that will enable the student to responsibly exercise ministerial leadership in the church.

SPECIFIC OBJECTIVES

1. Develop in students the knowledge and assimilation of the rich heritage of Catholic theology in its historical, systematic, ecumenical dimensions, and awareness of its importance for the church ministry today.

2. Initiate students in the theory and practice of different and more suitable forms of ministry today, in order to maintain a continued, critical, and constructive interrelation and engagement with the problems in today’s world, with both the ministry and faithful in general.
3. Help students to mature as a person and as a Christian, to obtain the unity of life, integrating the personal dimension of faith with the apostolic activities.

ADMISSION REQUIREMENTS

Aside from the general requirements included in the catalog, to be admitted to the course of ministerial studies, the student will present evidence of a bachelor's degree in philosophy from an accredited institution. In the absence of this, the student will be allowed to present a bachelor's degree in any academic field, plus a minimum of 18 credits in philosophy. For candidates who have earned a bachelor's degree in a field that is not philosophy, two alternatives are allowed to complete the philosophical training required, namely:

a. Systematic: (18 crs in Philosophy.)
   - Study the following philosophy courses, three credits each:
     - Formal Logic (Fil. 111), Metaphysics (Fil. 374), History of Ancient Philosophy (Fil. 375), Philosophy of Man (Fil. 312), Natural Theology (Fil. 471) and Ethics (Fil. 340).

b. Historical: (18 crs in Philosophy.)
   - Study 12 credits in History of Ancient Philosophy, Medieval, Modern, and Contemporary, plus the subjects Formal Logic and Metaphysics.

The Associate Dean for Academic Affairs may make some adjustments to assess the student's academic schedule. Candidates who possess a bachelor's degree, but who have not completed the required courses in philosophy, receive a conditional admission for a year in which case they may initially combine studies of philosophy with theology. The degree of Master of Divinity will not be received if courses established have not been completed.

CURRICULUM SEQUENCE OF MASTER OF DIVINITY
(Note: italicized courses are repeated throughout the cycle)

BASIC YEAR

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<thead>
<tr>
<th>FIRST SEMESTER DESCRIPTION</th>
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<tr>
<td>TEOL. 567 Introduction to Theology</td>
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<td>TEOL. 521 Theology of Biblical Reading</td>
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<td>TEOL. 720 Church History I</td>
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<td>TEOL. 541 Fundamental Moral</td>
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<td>TEOL. 688 Liturgy and Sacra mentality</td>
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<td>TEOL. 683 Seminar: analysis of reality</td>
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<td>TEOL. 615 Bibliographic Instruction</td>
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SECOND SEMESTER

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<tr>
<td>ESBI. 626 Prophets and social justice</td>
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<td>TEOL. 507 Christian initiation</td>
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<td>TEOL. 721 Church History II</td>
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<td>TEOL. 544 Moral of the Persona</td>
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<td>TEOL. 696 Conjunction Seminar I</td>
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ESBI 628  Wisdom, the moral path of Jesus  2

THEOLOGICAL YEAR

FIRST SEMESTER  CREDITS

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<td>TEOL. 540</td>
<td>Pentateuch</td>
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<td>TEOL. 664</td>
<td>Moral / Social Doctrine of the Church</td>
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<td>TEOL. 640</td>
<td>God the Creator and Savior</td>
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SECOND SEMESTER

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<td>TEOL. 758</td>
<td>Grace and Sin</td>
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<td>TEOL. 757</td>
<td>Eschatology</td>
<td>2</td>
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<td>TEOL. 512</td>
<td>Biblical Greek</td>
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<td>TEOL. 686</td>
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<td>TEOL. 698</td>
<td>Conjectures Seminar II</td>
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ECCLESIOLOGICAL YEAR

FIRST SEMESTER  CREDITS

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<td>TEOL. 645</td>
<td>Church: Identity and Mission</td>
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<td>Mariology</td>
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<td>General Standards of Canon Law</td>
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SECOND SEMESTER

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<td>Praying in the Old and New Testament</td>
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<td>TEOL. 586</td>
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<td>TEOL. 519</td>
<td>History of the Church in Puerto Rico</td>
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<td>TEOL. 676</td>
<td>Homiletics Workshop</td>
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15
CHRISTOLOGICAL YEAR

FIRST SEMESTER

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<td>TEOL. 529 Synoptic Gospels</td>
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<td>TEOL.696 Conjectural Seminar I</td>
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<td>TEOL. 551 Patrology</td>
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</tr>
<tr>
<td>TEOL. 649 Order and the Eucharist</td>
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<td>TEOL. 675 Theology and MCS</td>
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SECOND SEMESTER

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<td>TEOL. 535 Christology</td>
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<td>TEOL. 571 Reconciliation and Anointment</td>
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<td>TEOL. 573 Matrimony</td>
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<td>TEOL. 608 Pastoral Psychology</td>
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CURRICULUM MASTER OF DIVINITY

(This curriculum contains the minimum credits for the degree of Master of Divinity. For the priestly program it is highly advisable to also take the courses marked as electives, as proposed in the curricular sequence).

Required Courses

<table>
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<tr>
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<tbody>
<tr>
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<td>TEOL. 645 Church: Identity and Mission</td>
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<td>TEOL. 640 God the Creator and Savior</td>
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<td>TEOL.758 Grace and Sin</td>
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<td>TEOL.757 2 Eschatology</td>
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<td>TEOL. 521 Theology Biblical Reading</td>
<td>3</td>
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<td>TEOL. 540 The Pentateuch</td>
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<td>TEOL. 627 Prophets and Wisdom</td>
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<td>TEOL. 541 Fundamental Moral Theology</td>
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<td>TEOL. 544 Moral of the person</td>
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<td>TEOL. 664 Moral / Social Doctrine of the Church</td>
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<td>Liturgy and sacra mentality</td>
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<td>The Order and the Eucharist</td>
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<tr>
<td>TEOL 573</td>
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Elective Courses Credits

(The student must take at least 8 credits of courses outlined below. They are given the opportunity to study other five course credits not listed.)

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<tbody>
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<td>Seminar Analysis of Reality</td>
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<td>TEOL 530</td>
<td>IV Gospel</td>
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<td>TEOL 721</td>
<td>Church History II</td>
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<td>TEOL 691</td>
<td>Spiritual Christian Topics</td>
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<td>TEOL 685</td>
<td>Seminar Ecclesial Reality in PR</td>
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<td>TEOL 686</td>
<td>Liturgical Pastoral</td>
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<td>EDRE 712</td>
<td>Religious Education and Catechesis</td>
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<td>ESBI 631</td>
<td>Praying in O.T. and N.T.</td>
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Total electives to take 13

Degree requirements

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<td>TEOL 695</td>
<td>Supervised Ministry</td>
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Total 7

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Total 110 credits
MASTER OF ARTS IN PASTORAL THEOLOGY

The courses in this program are taught mostly in the evening.

OBJECTIVES

1. Familiarize students with the reality of our Church and our Puerto Rican society in all matters relating to the Pastoral and thus facilitate the ministerial work.
2. Provide the knowledge and skills required for relevant training in order to know and serve the individual, population, and the environment in which the agent carries out its task of service.
3. Provide the formation that students will need when teaching in many different sectors of the Church (school, parish catechesis, etc), already including the hierarchical licenses required for teaching in Catholic schools.

ADMISSION REQUIREMENTS

Apart from the general requirements reported in this catalog for the Master of Arts in Pastoral Theology, students will present evidence of a baccalaureate degree from an accredited institution and meet the general admission requirements described above. The student will possess the interest, attitudes, and qualities necessary applicable to the degree aspired.

CURRICULUM CONTENT

The Master of Arts in Pastoral Theology has an academic load of 45 credits distributed as described below.

M. A. T. P. RELIGIOUS EDUCATION SPECIALIST

Courses of Biblical and theological training (16 crs.)

<table>
<thead>
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<th>COURSE</th>
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<tr>
<td>TEOL. 620 The world of the Bible</td>
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<td>TEOL. 621 Great Bible Topics</td>
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<tr>
<td>TEOL. 567 Introduction to Theology</td>
<td>2</td>
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<tr>
<td>TEOL. 642 The Christian God</td>
<td>2</td>
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<tr>
<td>TEOL. 644 Jesus and His liberating project</td>
<td>2</td>
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<tr>
<td>TEOL. 646 The Church, the People of God</td>
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<tr>
<td>TEOL. 648 Christians in the world and in history</td>
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</tr>
<tr>
<td>TEOL. 651 The celebration of the Church</td>
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Ecclesiastical Training Courses (12 crs.)

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<td>TEOL. 588 Pastoral Counseling</td>
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<td>TEOL. 681 The Church in Puerto Rico and the Caribbean</td>
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<td>TEOL. 691 Christian Spirituality Themes</td>
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<td>TEOL. 674 Ministry and Leadership for Mission</td>
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<td>TEOL. 660 Fundamental Moral Principles</td>
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Specialty courses (14 crs.)

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<td>Contemporary Theories Religious Education</td>
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<td>EDRE. 677</td>
<td>School Counseling and Guidance</td>
<td>2</td>
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<td>EDRE. 712</td>
<td>Religious Education and Catechesis</td>
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<tr>
<td>EDRE. 714</td>
<td>Human Development and Moral Values</td>
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<td>EDRE. 716</td>
<td>Methodology and Curriculum Design</td>
<td>2</td>
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<td>EDRE. 718</td>
<td>Integration of Faith, Teaching, and Practice</td>
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<tr>
<td>EDRE. 702</td>
<td>Great Religions and Sects</td>
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Other requirements (3 crs.)

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<tr>
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<td>Free Elective Course</td>
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<tr>
<td>TEOL. 673</td>
<td>Pastoral Laboratory Practice</td>
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<tr>
<td>TEOL. 598</td>
<td>Oral Comprehensive Exam</td>
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<tr>
<td>TEOL. 700</td>
<td>Community Meetings Celebration of Faith</td>
<td>0</td>
</tr>
</tbody>
</table>

Total credits 45

GRADUATION REQUIREMENT

In order to graduate, it is required to have completed 45 crs., assigned to this Master with a 3.0 GPA and the comprehensive oral examination (TEOL. 598). Also, to at least have attended two community meetings of celebration of faith (TEOL. 700), throughout the studies.

ELECTIVE COURSES IN MASTER OF PASTORAL THEOLOGY

The free elective course is chosen by the student from among those regularly offered by CEDOC, through any of its program.

BASIC PROGRAMS GENERAL THEOLOGICAL STUDIES

GENERAL OBJECTIVES

The objective of these programs is to provide a basic understanding of the theological disciplines for posterior graduate study or for general theological training. They consist of a first academic degree in theology, which emphasizes not so much in practice as in the ministerial intellectual understanding and a profound theological personal culture according to Catholic tradition. The vital context of the Church and the Puerto Rican society are taken into consideration.

The degrees offered in these programs seek a panoramic knowledge of the various theological disciplines (Master of Arts in Theological Studies) or increase understanding of a specific theological discipline (Master of Arts in Biblical Studies). It is particularly aimed at people who do not aspire to a ministerial position, but have a serious ecclesial commitment.

SPECIFIC OBJECTIVES

Develop in students a critical and panoramic knowledge of theological disciplines and a deep and broad domain of their areas of concentration.

Help students grow personally in a mature faith and as a sane, critical being.
1. Consolidate the learners' enthusiasm and apostolic commitment to actively work for the growth and maturation of the Christian faith in people or communities in which they operate.
2. Enable the student to relate in a mature, intelligent, and responsible manner with the modern world and its challenges.

ADMISSION REQUIREMENTS

For the Masters of Arts in Theological Studies and the Master of Arts in Biblical Studies, students will present evidence of a baccalaureate degree from an accredited institution. The student will possess the interest, attitudes, and qualities necessary when applying for the degree. Background and academic records must indicate the ability to study at the graduate level for academic or personal development purposes.

MASTER OF ARTS IN THEOLOGICAL STUDIES

SPECIFIC OBJECTIVES

1. Develop in the students of religion and in the committed secular, a relative wide range of knowledge of the Catholic faith, focused under the Vatican II Council.
2. Train students to live life and religious and apostolic commitments from a mature and reflexive faith.
3. Help the students maintain themselves close to their identity as a religious of "active life" or in their identity as active and committed laity.
4. Provide the students with knowledge and criteria to help other people grow and mature in faith.
5. Enable the students to relate in a mature, intelligent, and critical way with the modern world and its challenges.

ADMISSION REQUIREMENTS

1. Apart from the general requirements reported in this catalog, the candidate will present evidence of a baccalaureate degree awarded by an accredited university.
2. If the bachelor's degree does not have the concentration in Religious Studies or Philosophy, the candidate must take three courses Fil. Logic 111, Fil. 340 Ethics and Fil. 312 Philosophy of Man: nine credits in total. These materials may be taken during the previous summer, respectively, the first and third semester of the program. The pupil normally cannot register for the third semester, unless he/she has completed and passed all three subjects of philosophy.

CURRICULUM CONTENT

The student must take 38 compulsory credits, and 5 elective credits (from those stated with an asterisk), and a 2-credit cyclical seminar, which totals 45 crs., as a degree requirement. The curriculum covers the following subjects according to the respective areas:
### COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEOL. 567</td>
<td>Introduction to Theology</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 615</td>
<td>Bibliographic Instruction in Theology</td>
<td>1</td>
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</table>

### INTRODUCTORY COURSES

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>TEOL. 567</td>
<td>Introduction to Theology</td>
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<tr>
<td>TEOL. 615</td>
<td>Bibliographic Instruction in Theology</td>
<td>1</td>
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### BIBLE STUDIES

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TEOL. 521</td>
<td>Biblical Theology of Reading</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 540</td>
<td>Pentateuch</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 529</td>
<td>Synoptic Gospels</td>
<td>3</td>
</tr>
<tr>
<td>* TEOL. 627</td>
<td>Prophets and Sapience</td>
<td>4</td>
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### SYSTEMATIC THEOLOGY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TEOL. 640</td>
<td>God the Creator and Salvador</td>
<td>4</td>
</tr>
<tr>
<td>TEOL. 535</td>
<td>Christology</td>
<td>4</td>
</tr>
<tr>
<td>TEOL. 645</td>
<td>Church : Identity and Mission</td>
<td>3</td>
</tr>
<tr>
<td>* TEOL. 538</td>
<td>Mariology</td>
<td>2</td>
</tr>
<tr>
<td>* TEOL. 758</td>
<td>Grace and sin</td>
<td>2</td>
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<tr>
<td>* TEOL. 757</td>
<td>Eschatology</td>
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### MORAL THEOLOGY AND PRACTICE

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<tbody>
<tr>
<td>TEOL. 541</td>
<td>Fundamental Moral</td>
<td>3</td>
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<tr>
<td>TEOL. 608</td>
<td>Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 688</td>
<td>Liturgy and Sacraments</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 691</td>
<td>Themes of Christian Spirituality</td>
<td>2</td>
</tr>
<tr>
<td>* TEOL. 685</td>
<td>Seminar Ecclesial Reality in PR 1</td>
<td>3</td>
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### CHURCH HISTORY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEOL. 720</td>
<td>History of the Church I</td>
<td>4</td>
</tr>
<tr>
<td>* TEOL. 519</td>
<td>History of the Church in PR and the Caribbean</td>
<td>3</td>
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<td></td>
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</table>

### DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TEOL. 598</td>
<td>Comprehensive Exams</td>
<td>0</td>
</tr>
<tr>
<td>TEOL. 696/698</td>
<td>Conjunct Seminar I / II</td>
<td>2</td>
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</table>

### GRADUATION REQUIREMENTS

The graduation program requires not less than 3.0 average and 38 compulsory credits, and 5 electives. In addition, the Comprehensive Oral Examination (TEOL. 598) and a cyclical Seminar (TEOL. 696/698). The minimum amount of required credits totals 45.
CURRICULUM FOR THE MASTER OF ARTS IN THEOLOGICAL STUDIES

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEOL. 567 Introduction to Theology</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 615 Bibliographical Instruction</td>
<td>1</td>
</tr>
<tr>
<td>TEOL. 535 Christology</td>
<td>4</td>
</tr>
<tr>
<td>TEOL. 645 Church: Identity and Mission</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 640 God the Creator and Savior</td>
<td>4</td>
</tr>
<tr>
<td>TEOL. 521 Theology of Bible Reading</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 540 The Pentateuch</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 529 Synoptic Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 720 History of the Church I</td>
<td>4</td>
</tr>
<tr>
<td>TEOL. 541 Fundamental Moral Theology</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 608 Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 688 Liturgy and Sacraments</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 691 Christian Spiritual Themes</td>
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**TOTAL** 38

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Crs. Required</td>
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<tr>
<td>Crs. Elective</td>
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<td>Requirement degree</td>
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</table>

**Total crs.** 45

Electives

(The student must take at least 5 crs. from courses outlined below).

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TEOL. 758 Grace and Sin</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 757 Eschatology</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 538 Mariology</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 627 Prophets and Sapience</td>
<td>4</td>
</tr>
<tr>
<td>TEOL. 519 History of the Church in PR and Caribbean</td>
<td>3</td>
</tr>
<tr>
<td>TEOL. 685 Seminar Ecclesial Reality in PR</td>
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**TOTAL CRS. ELECTIVES TO FOLLOW** 5

Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TEOL. 598 Comprehensive Exams</td>
<td>0</td>
</tr>
<tr>
<td>TEOL. 696/698 Seminar (Interims)</td>
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</table>

**TOTAL** 2
**DEGREE OF MASTER OF ARTS IN BIBLICAL STUDIES**

The courses in this program are taught mostly in the evening.

**SPECIFIC OBJECTIVES**

1. Constrain the strong attraction of the study of the Bible in God’s people, delving into the roots of the faith and the original sources of the History of Salvation.
2. Deepen the analysis of the situation and the social environment so that biblical teachings may better illuminate the answers to be given.
3. Obtain the formation that students will need when teaching in many different sectors of the Church (school, parish catechesis, etc.),
4. Familiarize the graduate with the reality of the Church and Puerto Rican society, particularly in relation to the Bible, in order to facilitate ministerial work.

**CURRICULUM CONTENT**

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td><strong>Courses of Biblical and theological training (16 crs)</strong></td>
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</tr>
<tr>
<td>TEOL. 620 World of the Bible</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 621 Great Bible Themes</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 567 Introduction to Theology</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 642 The God of Christians</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 644 Jesus and His liberating project</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 646 The Church, the People of God</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 648 The Christian in the world and in history</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 651 The celebration of the Church</td>
<td>2</td>
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</tbody>
</table>

| **Church training courses (10 crs)** | |
| TEOL. 670 Theory and practice of pastoral | 2 |
| TEOL. 681 Church in Puerto Rico and the Caribbean | 2 |
| TEOL. 691 Christian Spirituality Themes | 2 |
| EDRE.702 Great religions and sects | 2 |
| EDRE.712 Religious education and catechesis | 2 |

| **Specialty courses (16 crs)** | |
| ESBI. 624 Creation and salvation in the Pentateuch | 2 |
| ESBI. 626 Prophets and Social Justice | 2 |
| ESBI. 628 Wisdom: the path to the moral of Jesus | 2 |
| ESBI. 631 Praying with the Old and New Testament | 2 |
| ESBI. 633 The Gospels of the Kingdom | 2 |
| ESBI. 635 The writings of St. John | 2 |
| ESBI. 637 S. Paul and the mystery of salvation | 2 |
| TEOL.512 Biblical Greek | 2 |

| **Other requirements (3 crs)** | |
| --- | 2 |
| ESBI. 638 Bible Workshop | 1 |
| TEOL. 598 Oral comprehensive exam | 0 |
| TEOL. 700 Community Meetings celebration of faith | 0 |

Total credits: 45
GRADUATION REQUIREMENTS

The graduation program requires completing the 45 credits assigned to the Master and specialty with a 3.0 GPA and the comprehensive oral examination (TEOL. 598). Also, to have attended to at least two community meetings of celebration of faith (TEOL. 700), throughout the studies.

EQUIVALENCY OF COURSES

Students in the Master of Arts in Pastoral and Biblical Studies (who enrolled before the school year 2002 - 2003) are guaranteed the courses chosen and the usual curricular sequence. They are hereby notified that, if a new program is established, an equivalency of courses will take place.

<table>
<thead>
<tr>
<th>PREVIOUS PROGRAMS</th>
<th>CRS.</th>
<th>NEW PROGRAMS</th>
<th>CRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>TEOL. 533 God Creator and Savior</td>
<td>3</td>
<td>TEOL. 642 The God of Christians</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 534 Jesus, the Son of God</td>
<td>3</td>
<td>TEOL. 644 Jesus and His liberating project</td>
<td>2</td>
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<tr>
<td>TEOL. 575 Post-Conciliar ecclesiology</td>
<td>3</td>
<td>TEOL. 646 The Church, the People of God</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 541 Fundamental moral</td>
<td>3</td>
<td>TEOL. 660 Fundamental moral principles</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 519 History of the Church in PR</td>
<td>3</td>
<td>TEOL. 681 History of the Church in PR and Caribbean</td>
<td>2</td>
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<tr>
<td>TEOL. 514 Biblical Cristian reading</td>
<td>3</td>
<td>TEOL. 620 The world of the Bible</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 580 Pastoral Theology</td>
<td>3</td>
<td>TEOL. 670 Pastoral theory and practice</td>
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<tr>
<td>Pastoral Theology</td>
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</tr>
<tr>
<td>TEOL. 507. Christian Initiation</td>
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<td>N / A</td>
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<tr>
<td>TEOL. 591 Ministries and Liturgy</td>
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<td>TEOL. 651 Celebration of the Church</td>
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<tr>
<td>TEOL. 584 Evang. and N.Catechism</td>
<td>3</td>
<td>EDRE. 712 Religious education and catechesis</td>
<td>2</td>
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<tr>
<td>TEOL. 593 Sects and. Religious Mov.</td>
<td>3</td>
<td>EDRE. 702 Great religions and sects</td>
<td>2</td>
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<tr>
<td>TEOL. 582 Popular Religiosity</td>
<td>2</td>
<td>TEOL. 672 Skills pastoral practice</td>
<td>2</td>
</tr>
<tr>
<td>TEOL. 587 Parish and CEB</td>
<td>2</td>
<td>TEOL. 678 Pastoral Organization</td>
<td>2</td>
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<tr>
<td>TEOL. 588 Pastoral Counseling</td>
<td>2</td>
<td>TEOL. 588 Pastoral Counseling</td>
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<tr>
<td>Biblical Studies</td>
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<tr>
<td>TEOL. 529 Synoptic Gospels</td>
<td>3</td>
<td>ESBI. 633 The Gospels of the Kingdom</td>
<td>2</td>
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<tr>
<td>TEOL. 530 The Fourth Gospel</td>
<td>3</td>
<td>ESBI. 635 Writings of St. John</td>
<td>2</td>
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<tr>
<td>TEOL. 531 Pauline Theology</td>
<td>3</td>
<td>ESBI. 637 St. Paul and the mystery of salvation</td>
<td>2</td>
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<td>TEOL. 540 Pentateuch</td>
<td>3</td>
<td>ESBI. 624 Pent. Creation-Salvation</td>
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<tr>
<td>TEOL. 537 Sapience Literature</td>
<td>2</td>
<td>ESBI. 628 Wisdom: the way to the moral of Jesus</td>
<td>2</td>
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</table>
TEOL. 520 Psalms  
2  
ESBI. 631 Praying with O. and N. Testament  
2  
TEOL. 546 Selection of Prophets  
2  
ESBI. 626 The Prophets and Social Justice  
2

DESCRIPTION OF COURSES

CEDOC

EDRE. 677 - COUNSELING AND SCHOOL GUIDANCE. 2 credits. Those who affect schooling should have counseling skills and ability to guide students. At some point they will find it useful and their performance will have greater reassurance. The course examines the characteristics of school age students, and the respective processes of counseling. Also, it includes orientation in order to improve school performance, relationships with other students, etc.

EDRE. 702 - GREAT RELIGIONS AND SECTS. 2 credits. In Puerto Rico’s living environment, it is no longer possible to ignore the pluralism of religions, religious denominations, and sects. This course proposes the need for a pluralistic coexistence, although stating that not all religions are equal. Reference to the wide characteristics of so-called "religions of the book" as well as the Far East will be made. There is discussion of the value and scope of the myths, and also to analyze the phenomenon of sects.

EDRE. 710 - THEORIES OF CONTEMPORARY RELIGIOUS EDUCATION. 2 credits. Teachers need to follow a framework which places their options for Christian education. This is the main task of the course. For this purpose, the thematic guide analyzes formal and informal education, the dominant patterns in the educational process, and theory of Christian education. It also focuses on religion as a global sense of life.

EDRE. 712 – RELIGIOUS EDUCATION AND CATECHESIS 2 credits. Religious education is a fundamental aspect in the life of the individual. The course provides the general framework and approach to tackle this task. At a more practical level, it discusses the various methods and texts used in Puerto Rico. A prominent part of religious education rests on catechesis. The role of the catechist is analyzed, the guidance of the Magisterium on the subject, and the various recipients of catechesis are taken into consideration.

EDRE. 714 - HUMAN DEVELOPMENT AND MORAL VALUES. 2 credits. The growth of the individual leads to maturation of criteria, feelings, and attitudes. Moral values are perceived in very different ways, depending on the stage the individuals find themselves in. The same is true of the various and successive stages in the journey of faith. The objective of this course is to create awareness in the student of the dynamics of these processes and enable them to accompany the person in their development. It is an interdisciplinary task.

EDRE. 716 - METHODOLOGY AND CURRICULUM DESIGN. 2 credits. The transmission of content requires proper competencies in the educator. In a climate of teaching and learning, appropriate methodology is useful so that the correct development of the class can be achieved. The teaching methodology requires, in turn, some knowledge of the curriculum and its evaluation. This course comes to meet these needs. Sometimes, art and the Media is referred to in teaching religion.

EDRE. 718 - INTEGRATION OF FAITH, EDUCATION, AND PRAXIS. 2 credits. It is necessary for the students’ environment -climate, teachers, structures, roles-converge so that students do not feel confused in the process of faith. The contents which affect the scope of knowledge and
feelings must walk hand in hand. Hence, practice of theoretical issues and roles, converge towards the same goals: to educate the life of faith (theoretical and practical) of the students. The course offers interdisciplinary resources to avoid conflict between the explicit and implicit content.

ESBI. 624 – CREATION AND SALVATION IN PENTATEUCH. 2 credits. The course aims to familiarize the student with the four traditions of the Pentateuch. For this purpose, the two accounts of creation, the divine ideal and human sin, election and promises to the Patriarchs, the Exodus liberating feat, and the Alliance and the gift of the Law with its homiletic interpretation, are discussed in Deuteronomy.

ESBI. 626 - THE PROPHETS AND SOCIAL JUSTICE. 2 credits. Displays the importance of the Prophets and Social Justice in the Ancient East and its unique character in Israel. Hence, the prophetic criticism to routine religiosity, social injustices of the powerful, and defense of the exploited. Review, analyze, and criticism of national and international politics that originates the hope of a "Messiah" (Isaiah) and the Kingdom of God (Daniel).

ESBI. 628 - WISDOM: THE MORAL PATH OF JESUS. 2 credits. Fundamentals of the morale of the Synoptic Gospels foretold in a long tradition as expressed in the Wisdom of the Old Testament. Indeed inspired by the experiential wisdom of the Ancient Testament. The same Christology of John and Paul owe much to the wisdom speculations on "Lady Wisdom".

ESBI. 631 – PRAYING WITH THE OLD AND NEW TESTAMENT. 2 credits. The student is confronted with the great tradition of prayer in the Old Testament. The main themes found in the Psalms and other prayers of the Old Testament and how they have influenced Jesus' teachings on prayer, are studied. New Testament hymns and early Christian tradition of community and private prayer are analyzed.

ESBI. 633 - THE GOSPEL OF THE KINGDOM. 2 credits. The course is oriented towards the central message of the Gospel of the Kingdom of God. To this end, after analyzing the relationship between oral tradition and written wording in the Synoptic Gospels, students study how the message is expressed in the parables, miracles, events, and the Passion of Jesus. It is also reflected in the self-consciousness of Jesus.

ESBI. 635 - ST JOHN'S WRITINGS. 2 credits. Introduces students to the analysis of the theological world of John's literary structure and purpose of the Fourth Gospel. Preface and some other selected passages are then examined. Thus, appropriate conclusions are drawn about the originality of his Christology. It is completed with a panoramic view of the Lordship of Jesus in Revelation.

ESBI. 637 - ST. PAUL AND THE MYSTERY OF SALVATION. 2 credits. In order for the student to assess the impact of Paul's writings in the Christian faith the historical, literary, and theological profile of Paul will be traced. The problem of faith and justification in Galatians and Romans, and the Christology of Colossians and Ephesians is investigated.

ESBI. 638 - BIBLE WORKSHOP. 1 credit. In order for the student to acquire knowledge not only of intellectual character, but putting them into practical knowledge, they are required to provide an educational experience, of biblical character, to a certain audience. It may have the characteristics of a workshop, retreat or catechesis. There will be pre-arranged supervision.

TEOL. 504 - FUNDAMENTAL THEOLOGY. 3 credits. Fundamental theology deals with basic and preliminary questions to systematic theology. Proposes the Christian Catholic teaching on Revelation, the Scriptures, and Tradition. It addresses several border issues between culture and theology. It also examines science and theology as wisdom of faith and the fact of unity and
plurality in theology. The signs of the times, contextually and biblically, and theological hermeneutics are issues that arise in the course.

**TEOL. 507 – CHRISTIAN INITIATION. 3 credits.** Analyzes the current sacraments of Christian initiation. Christian initiation at various stages are presented. The baptismal issue will be addressed from a biblical and theological perspective. Confirmation, soteriological function, personality, gifts (endowment) of the Holy Spirit in confirming. Analysis of the New Rite of Christian Initiation for resources, adaptations, and both liturgical and catechetical elements.

**TEOL. 512 – BIBLE GREEK. 2 credits.** To get an authentic interpretation of the Word of God in Scriptures, it is highly recommended to have some clues to approximate the original text. The course examines the fundamentals of the Greek New Testament: its syntactic and grammatical structures, based on reading, translation and analysis of some simple passages of John, the Synoptic, and Paul.

**TEOL. 519 - HISTORY OF THE CHURCH IN PUERTO RICO. 3 credits.** The course approaches the situation of the Church and society of Puerto Rico from the sixteenth century to the present. The most significant events in the historical process of the Church are considered; evangelization of the Indian, the black, the Spanish, European and Creole. Popular Catholicism, diocesan synods, the work of Fray Iñigo Abbot and Lasierra, the changes taking place in the Church following the socio economic and political transformations of the nineteenth century, the U.S. invasion of 1898 and its effects are discussed.

**TEOL. 521 - THEOLOGY BIBLICAL READING. 3 credits.** The course introduces the biblical scope so that the student is aware of the theological presuppositions that often uncritically, underlie the Christian reading of the Bible. Study of the geography and archeology of the Near East; the history of Israel in their socio-cultural and political relations with the cultural environment, from the Patriarchs to the first century BC. It addresses the issues of history and theology of inspiration, inerrancy, canonicity and canon and the different levels of meaning: historical, Christological, ecclesiastical, etc. Finally, the course refers to ecclesiastical documents relating to the Bible.

**TEOL. 529 - SYNOPTIC GOSPELS. 3 credits.** The course aims to deepen the study of the basic sources, which are the synoptic gospels, and to connect students with the wealth of these texts, beyond the naive or literalist reading. The following topics are included: the relationship between post-Easter preaching and writing gospel, historical criticism, which refers to the forms and writing. It also addresses the synoptic problem, the theological tendencies of Matthew, Mark and Luke. Finally, some exegeses of selected passages blocks are discussed.

**TEOL. 530 - THE FOURTH GOSPEL. 3 credits.** The vision of Saint John has considerable relevance in the New Testament. Stimulates the dimension of the relationship, and even mystical with God. The course takes into consideration and focuses on the following contents: literary style, composition, origin of the fourth Gospel, and its comparison with the Synoptic; theological tendencies of John and exegesis of selected passages.

**TEOL. 531 - PAULINE THEOLOGY. 3 credits.** The figure of Paul stands out in the writings of the New Testament. The student should become familiar with the wealth of the Pauline message and go into the background of some more basic questions. The content is about the personal and literary characteristics of Paul, the development of his theological thought as the four main groups of his letters and exegesis of selected passages.
TEOL. 535 - CHRISTOLOGY. 4 credits. The course provides an overview of the person of Jesus, not forgetting His projection in our historical moment. Examines prior issues: Jesus's country, political and religious groups, daily life, and the messianic effervescence. Also, this course examines some assumptions about the Jesus of history and the Christ of faith. It approaches the historical Jesus: the Kingdom, the marginalized, the Law. Study of the passion, death and resurrection of Jesus with its historical, theological, educational and evangelistic impact. Revise the great Christological pronouncements of ecumenical councils. Finally, a reference to Christology today.

TEOL. 538 - MARIOLOGY. 2 credits. Mary, Mother of Jesus and our Mother, belongs to the history of salvation and is present in the evangelization of the Church. Reflection and analysis of the presence of Mary in the Biblical and Ecclesial Tradition. Development of Marian doctrine is studied considering the contributions of the Church Fathers, Ecumenical Councils, and the main effort of Marian theology, orienting it towards a comprehensible, updated Mariology and according to the needs and understanding of today. Finally, the Marian cult and its history will be discussed and examined, considering the Second Vatican Council, the magisterial teaching of recent popes, the presence of Mary in the Popular Religiosity of Puerto Rico, and its meaning for evangelizing the great challenges of our Puerto Rican Church.

TEOL. 540 - THE PENTATEUCH. 3 credits. There have been numerous conflicts between science and a too literal reading of the Pentateuch. The typical genres of these books find that there is no contradiction between the authentic biblical vision and modern scientific thought. The course examines the theory of the four traditions of the Pentateuch and its different theological approaches, as well as the impact of the oral and written law on religion of Israel, to finally complete the course with the analysis of selected passages.

TEOL. 541 - FUNDAMENTAL MORAL THEOLOGY. 3 credits. The course aims to provide a vision and purpose of the basic morals. Tracing an outline of the foundation and updating of moral theology. It deals with the Bible and Tradition in the theological and moral reflection. It is about the person as a place of morality and value, the standard and the moral conscience. It does not neglect sin, reconciliation, or the formal structure of responsible human action.

TEOL. 544 – MORAL OF THE PERSON. 3 credits. The course examines the moral issues regarding the person. The moral experience of human sexuality, the value of authentic human freedom and discernment guided by the teachings of the Church. It also explores the theme of the dignity and rights of the individual: respect and protection of human life from its beginning to its completion.

TEOL. 551 - PATROLOGY. 3 credits. An overview of the historical, philosophical, and literary situation of the early centuries of the Church, and of the most important authors of this period. Selected texts of the Fathers, both Greek and Latin, as well as the different schools of theological thought of Christian antiquity are analyzed.

TEOL. 567 - INTRODUCTION TO THEOLOGY. 2 credits. The human being "created toward God" is capable of meeting him. Analogy of knowledge and language about God. Sources of this knowledge: creation, revelation, scripture, tradition, magisterium. The relationship between reason and faith; own purpose and method of theology, unlike the natural sciences and philosophy. Panoramic and inclusive vision of the branches of theology. Theology in East and West.

people, rights and duties, the faithful in the ministry, in consecrated life and associations of the faithful. The hierarchical constitution of the Church.

**TEOL. 571 - RECONCILIATION AND ANOINTING. 2 credits.** The study of the sacrament of penance or reconciliation takes into account the new post-conciliar ritual. Deepens the theme of conversion of the sinner in the Holy Scriptures. Then, it goes on to present a synthesis of this sacrament to finish this first part of the course, with a theological and pastoral reflection of the Church today. Then the scriptural, historical, dogmatic and liturgical aspects of the sacrament of the Anointing of the Sick are studied, along with its pastoral practice since Vatican Council II.

**TEOL. 573 - MATRIMONY. 2 credits.** The course has three main points of interest: pastoral, canonical, and liturgical. Begins with notions on Marriage in the Bible and a brief historical development of doctrine. This theology is highlighted: Purpose, unity, indissolubility, and sacredness: It concludes with the study of the canonical norms on the sacrament and pastoral needs derived from matrimony.

**TEOL. 580 - PASTORAL THEOLOGY. 3 credits.** The concept of the Shepherd discussed in the Scriptures serves as background to the theological-pastoral reflection (“fundamental pastoral”) to assist the student to understand the specificity of pastoral theology. A historical overview of the development of pastoral theology is presented and the current state of this discipline is clarified. The second part of the course includes an analysis of the issues, tasks, and situations that pastoral activity should take into consideration. The question of the laymen is brought forward as a "lay apostolate", regarding the constitutions "Lumen Gentium" and "Gaudium et Spes". The Apostolic Movements are studied from the pastoral ability and their potential in this sense.

**TEOL. 586 - ECUMENISM. 2 credits.** The importance, urgency, and other relevant data of this topic related to the Puerto Rican situation are highlighted. The course develops ecumenism from a biblical and theological basis. It addresses the content of the Decree "Unitatis Redintegratio". Examines major ecumenical agreements achieved and the possibilities of authentic ecumenism in Puerto Rico.

**TEOL. 588 - PASTORAL COUNSELING. 2 credits.** After showing the importance and objectives of pastoral counseling, the course examines the theoretical foundations, principles, and issues relevant to individual counseling. It then goes on to single out skills that a counselor must have to carry out the process of aid; strategies and techniques in counseling, their uses and limitations, as well as the external and internal conditions that influence counseling. Finally, the role of the priest as counselor is described.

**TEOL. 598 - ORAL COMPREHENSIVE TESTS 0 credits.** Candidates for any degree of Master must present an oral comprehensive examination. When the student has completed his/her studies, the student will request the list of assigned topics. When considered prepared, the student will request a date. The student will appear before the Board of Examiners appointed by the Regent and answer the questions formulated on assigned topics. It is intended that the candidate reflects synthesis and ability to relate theology to current ecclesial situations.

**TEOL. 608 - PASTORAL PSYCHOLOGY. 3 credits.** After showing the importance and objectives of pastoral counseling, the course provides the basic skills to support a worthy pastoral dialogue. The course insists on the necessary attitude of respect of the counselor, taking into consideration factors when meeting the person: physical, emotional, spiritual, environmental, as well as to promote empathy with the other person. Studies when and how to refer to other specialists. Throughout the course, students will pretend appropriate dialogues between students.
TEOL. 615 – BIBLIOGRAPHIC INSTRUCTION IN THEOLOGY. 1 credit. This course introduces students in identifying and using information resources in the area of theology. Students will learn to identify and use various sources of information including theology and electronic formats. The use of style manuals for presenting different types of written work will be explored. The student will also consider the profile of the library of the institution, existing policies, as well as catalogs.

TEOL. 620 - THE WORLD OF THE BIBLE. 2 credits. The course aims to introduce students to the world of the Bible: its geography, history, and cultural environment. The scenario in which the Word of God is "embodied". The concepts of canon and inspiration, the different literary genres and some interpretation methods, both traditional and contemporary are studied.

TEOL. 621 - GREAT BIBLICAL TOPICS. 2 credits. The course offers a wide view of some of the broader themes and meaning in the Bible. Topics such as the relationship between Old and New Testament, the relationship between God and the world regarding the creation and salvation, the promise and its fulfillment, the ideal and the reality of the human being, the Reign of God and his moral demands, Mary and women, and cordial aspects of the gospel.

TEOL. 627 - PROPHETS AND WISDOM. 4 credits. The course has two well-defined parts. The first deals with the prophecy in the Ancient East and Israel, with its historical and religious backgrounds; its evolution, its relationship with the cult, the monarchy and society. It also examines the prophetic language forms its characteristic time. The second part presents the characteristics of Eastern and Hebrew poetry; Wisdom as an intellectual movement in Ancient East; Wisdom Literature in Israel as initiation of youth: its humanistic and theological aspects. Also, exegetical problems, theological and structural of the Wisdom books.

TEOL. 640 - CREATOR AND SAVIOUR. 4 credits. The course approaches the mystery of God from different perspectives. Tries to give answers to the many questions that arise in the Christian life. Specifically, the course begins with the search for meaning: how God is not provable in the strict sense; symbiosis between philosophy and Bible; God as Creator. God's revelation is then examined in the Old and New Testaments. The question of evil and providence requires prompt treatment and the Trinity made in the Western tradition and the consequences arising therefrom. The course is completed with an outline of the image of God in secularism, atheism, and postmodernism.

TEOL. 642 - THE GOD OF CHRISTIANS. 2 credits. Aims to trace the biblical and theological profile of the God of Jesus Christ. Difference between the biblical God from other religions and the God of philosophy. Study of the attributes of providence, the enigma of evil. Remarkable time is given to the Trinitarian dimension and its implications for Christian life. The image of God that postmodern times offers.

TEOL. 644 - JESUS AND HIS PROJECT FOR LIBERATION. 2 credits. The course provides the outline of Jesus and the Kingdom announced by Him according to the New Testament. Highlights its importance in Christian faith. The course covers topics such as the religious-social environment and the question of Jesus in history and faith. Analyzes the extent of death and resurrection of Jesus and His saving implications. Also, it refers to the thoughts of Jesus held by the Church, especially in the early Christological councils.

TEOL. 645 - CHURCH: IDENTITY AND MISSION. 3 credits. This course is mainly about the doctrine of the Vatican II. It approaches the steps of the Church in the history of salvation and the most important definitions. Traditional notes that identify the Church are examined from various angles. The baptized faithful are an essential part of the Church and enjoy equal dignity as hierarchical members. In ecclesiology, it is necessary to reflect on the nature, role, and mission of
the religious. Ministries, including Peter’s, are rooted in the New Testament and its objective is to structure and serve the People of God.

**TEOL. 646 - THE CHURCH, THE PEOPLE OF GOD. 2 credits.** The Christian faith is lived in community, therefore, it is essential to understand the meaning and nature of the Church. The course understands the ecclesial community from the perspective of Vatican II, as the People of God, but does not neglect other definitions. The course analyses the notes of the Church, the nature and role of the laity, the religious, and the ministers. Also, there is a profound study of the various models of the church and the relevant consequences. The historical and contextual dimension is present throughout the course.

**TEOL. 647 - GRACE, SIN AND ESCHATOLOGY. 4 credits.** The grace of God which culminates in Christ, is manifested throughout the history of salvation and in contrast to the misery of man is sin, both original sin and personal sin. The course examines the historical heresies related to the topic. Grace and sin are closely related to recent Christian events: eschatology. Notions of biblical eschatology, differences with their apocalyptic, as well as their principal ecclesiastical declarations are discussed. Differences between individual and general eschatology.

**TEOL. 648 – CHRISTIANS IN THE WORLD AND IN HISTORY. 2 credits.** Set of topics that illuminate the nature, conduct, and consummation of man with the light of God's Word. Specifically, the course reviews the world as God's creation (evolution, ecology...) and the person in the image of God. Describe the structures in which the person moves: physically, socially, historically, and in liberty. Sin and grace, as well as personal and collective fulfillment also shape the course content. Allusions to the Social Doctrine of the Church and the need for peace are presented.

**TEOL. 649 - ORDER AND EUCHARIST. 3 credits.** The course examines the biblical accounts of the Eucharist, its relationship with Easter and the Old Testament as well as Jesus' meals. The Eucharist is extended in several dimensions, such as feasting, sacrifice, and memorial. The most significant data, liturgical and pastoral character, made throughout history (Trent, Vatican II, etc...) Are analyzed, particularly the question of the real presence. The course also relates to the sacrament of Holy Orders as to enable the celebrant priest to preside it and the profile of the presbyter who tends to acquire various features according to the historical context.

**TEOL. 651 - CELEBRATION OF THE CHURCH. 2 credits.** Assuming the importance of the celebration of faith, the course explores the meaning and nature of the liturgy. The human and Christian sacraments are the basis of the liturgy. The sacraments of initiation are the gateway to the faith. The Eucharist is the foundation and completion of the Christian experience. The Liturgy of the Hours and the Christian liturgical year guide the Christian discourse of time.

**TEOL. 660 - FUNDAMENTAL PRINCIPLES OF MORAL. 2 credits.** You cannot talk about the morality of any particular field if elements such as the law and conscience, the properties of the human act, the significance of sin and scope of natural law have not previously been considered. Such is the reason for this basic course. It also draws on the biblical foundations of morality and briefly compares the beatitudes of Jesus with the ten commandments of the Old Testament.

**TEOL. 662 - VALUE OF LIFE: SEXUALITY AND BIOETHICS. 2 credits.** The importance of sexuality for the integration of the person requires the study of some principles that illuminate human behavior in the field. Sexual differentiation and its consequences, as well as the question of love and procreation are typical topics of the course. The growing importance of discussing bioethics acquired in our time also requires some principles as guidance about the origins of life, the implications of genetics, euthanasia, capital punishment...
TEOL. 664 - SOCIAL MORAL / SOCIAL DOCTRINE OF THE CHURCH. 3 credits. The course addresses the nature, purpose, and essential components of the social teaching of the Church, developed as the contemporary Magisterium have developed (Gaudium et Spes, the great papal messages, Medellín, Puebla, etc...). They come to light and the moral problems that result from social life are discerned: economics, politics, social commitment, culture, violence, peace and ecology ... The main social pastoral activity values are applied to evangelization, dialogue with the world and the Christian interpretation of reality.

TEOL. 670 - THEORY AND PRACTICE OF THE PASTORAL. 2 credits. The student must be sure of the conviction that it is absolutely necessary to "see, judge, act" to develop a worthy ministry. The analysis of reality and planning, their objectives, and relevant methodologies are questioned. The possibilities and advantages of variously structured pastoral activities are analyzed: from geography (parish) and from category (movement) as well as other possibilities and approaches.

TEOL. 672 - SKILLS FOR THE PASTORAL PRACTICE. 2 credits. The leadership and ministry in the Church require various skills. Once all criteria of pastoral actions have been studied, the skills most needed for mission and leadership, such as expression and communication techniques, musical ideas for liturgical or par liturgical celebration should be acquired. Also, an overview of who's who in the Puerto Rican Church, its agents, means and possibilities is required.

TEOL. 673 - PASTORAL LABORATORY PRACTICE. 1 credit. In view of the students not only acquiring knowledge of an intellectual nature, but combining it with practical knowledge and the necessary skills, they will be required to offer some practice work of pastoral character. This work will be supervised by competent persons in accordance with previous agreements.

TEOL. 674 - MINISTRY AND LEADERSHIP IN THE MISSION. 2 credits. Course aimed at creating in the student awareness of the decisive role of the leader and the minister (in community context) in society and in the Church. The subject is approached from an interdisciplinary perspective. Study of the nature of lay and ordained ministry, its biblical foundation, and service orientation. It also discusses ethics in the leaders and ministers, the need for change, the process of decision making, the ability to work in and for the community.

TEOL. 675 - THEOLOGY AND MCS. 2 credits. The God of our faith is love that is communicated in the intra-Trinitarian relationship and in humanity. Communication has always been part of Christian work, since the revelation through the prophets, to the Word made flesh. The media is an instrument of our time, there is a need to understand and master it in order to continue announcing and denouncing. The course addresses elements of the theology of communication, its biblical foundations, and guidance of the magisterium. The need for social media is emphasized to proclaim the good news and help make society better. This refers to the written, oral and visual message, and the verbal and non-verbal message. Also, for the adaptation of the message to real life.

TEOL. 676 - HOMILETICS WORKSHOP. 2 credits. Good communication means good content and a good way to communicate. The course will, through workshops and with the active participation of all students, develop their communication skills in writing homilies faithful to the Word, relevant to, and consistent with our history and personal life. The opinions of various students and self-criticism will identify and improve the homiletic potential in them. The course is concerned with the preparation of the message according to time, place, and eventual resources; the different methods of communication. Provides skills and public speaking techniques, promotes public participation, to help visualize the message, for the use of communication tools (audiovisual, theater ...).
TEOL. 680 - MINISTRY, LEADERSHIP AND ADMINISTRATION. 3 credits. The course establishes the relationship between ministry, leadership, and management, highlighting its importance to the Church today. It aims for the students to realize that their ministry must be relevant and respond to the mission of proclaiming and living the Good News in the community served; explores the role of the leader with its ethical implications; and teach some of the skills necessary to manage and improve the performance of their ministerial work. After a few allusions to the theology of ministry, the students will examine the how and why of leadership; considers following of Christ and detects any contamination thereof (control, manipulation, etc.). Then, the need for personal and communal conversion in its various facets is discussed.

TEOL. 681 - CHURCH IN PUERTO RICO AND THE CARIBBEAN. 2 credits. The course aims to target essentially the trained leaders to acquire knowledge of the reality of their environment with rigorous methods. To explain the current status of Puerto Rico and the Caribbean refers to the main geographical, historical, demographic, and etiologic factors and uses the data of the social sciences. It also analyzes the roots of popular religiosity and considers the multiplicity of religious denominations with their corresponding challenges.

TEOL. 683 - SEMINAR IN ANALYSIS OF REALITY. 2 credits. The seminar aims at presenting basic theoretical information and awareness of the importance of knowing the concrete and relevant reality, with its different angles, nuances, perspectives and situations, in the environment where they are going to work. It's about the need to "incarnate" in the here and now, what is relevant, and to analyze how and why reality is viewed from different angles (including religious). The seminar is also about historical and future perspective, structural-economic situations, and the difficulties of the analysis of reality. Finally, it offers different methodologies and resources to address and guarantee an analysis of reality.

TEOL. 685 - SEMINAR OF THE REALITY IN THE CHURCH OF PR. 2 credits. This seminar invites students to become familiar with the ecclesial reality in PR today, know the institutions, groups, and congregations of the Church. Also, study the documents, historical basis, responses, and future challenges. One goal is to know what answers the Church gives to the Puerto Rican reality of today (how, where, when, who ...). The course investigates whether a genuine enculturation of the Church, its institutions and members is given, in order to evangelize culture. Also, it examines whether ecclesial reality in Puerto Rico responds to an integral faith (personal, communal, ecumenical ...).

TEOL. 686 - LITURGICAL MINISTRY. 2 credits. The course takes the student from the great liturgical and sacramental ministry, to the practical knowledge of the documents and principles of liturgical books. Analyzes the pastoral and spirituality of the Eucharist and the other sacraments. Studies the General Ordination of the Roman Missal, and Pastoral Theology of the Liturgy of the Hours and general ordinations. It also examines the liturgical books of the Roman rites and the particular calendar for Puerto Rico.

TEOL. 688 - LITURGY AND SACRAMENTALITY. 3 CREDITS. The course provides the basics of the meaning of symbols and sacraments. The celebration of the mystery of Christ: elements for a definition of liturgy from the Paschal Mystery of Christ. The sacredness of the liturgy. Notions on the sacraments in general. The person as being ritual. The celebrant assembly through signs and symbols. History of the rites of East and West, especially the liturgy of the Roman rite. Time as celebration: the liturgical year.

TEOL. 691 - TOPICS OF CHRISTIAN SPIRITUALITY. 2 credits. The course features the great lines that guide and illuminate the spiritual journey of pastoral agent. Theoretical and practical issues, taking into account new trends and approaches to spiritual fact. It refers to the foundations
of spirituality, personal development, prayer and unity of life, the great schools of spirituality. The spiritual direction and support in the journey to God.

**TEOL. 693 - MONOGRAPHS (THEOLOGICAL SYNTHESIS). 3 credits.** Its objective is the integration and interaction of the various aspects and areas of theological matters relating to the Master of Divinity. The development of written expression. The student chooses a topic broad enough to study through several areas: biblical, systematic, morality, spirituality, canon law, etc. In some way, synthesis must connect with the experience and the conclusions that this supervised ministry has led to. Work should pay special attention to the methodological apparatus (presentation, footnotes, bibliography, etc...) according to the manual style adopted by CEDOC. In order for the students to enroll in this course they must had taken half of the credits required for the Master of Divinity. Work is accepted or rejected, but without a grade.

**TEOL. 695 - SUPERVISED MINISTRY. 0 credits.** Candidates, for the degree of Master of Divinity, devote a total of 70 hours at one or two ministerial areas, following dialogue with the teacher in charge of supervision. This professor will contact the person directly in charge of ministerial or pastoral tasks in order to be aware at all times of the situation. Normally, the student will enroll in this course when having completed half the credits of the Master. The supervisor will validate the work done, in his opinion and that of the person in charge of the pastoral task.

**TEOL. 696/698 - CONJECTURAL SEMINAR. 2 credits.** Throughout the seminar of Masters in Divinity, various seminars are offered, two of them conjointly. They have their own characteristics: The subject tends to be interdisciplinary; one tries to captivate the signs of the times or response to a particular situation; attended upon availability by specialist professors in a particular area; a strong student participation is favored, both in the classroom (questions, groups, exhibitions) and in written work outside the classroom. Resources available on the internet.

**TEOL. 700 - CELEBRATION OF FAITH COMMUNITY MEETINGS. 0 credits.** This MA is not only for intellectual training, not even in the exclusive acquisition of skills necessary to perform the mission. For this reason, several community meetings for the celebration of faith will be organized. They consist of retreats or liturgical celebrations, especially in the so-called difficult times. This is a no-credit requirement and will be evaluated taking into account the participation of the student in at least two of them.

**TEOL. 720 - HISTORY OF THE CHURCH I. 4 credits.** The course addresses the historical-cultural, political, and religious situation in the world in the early Church. Persecutions and obstacles in spreading the Gospel, the fall of the Roman Empire, and the phenomenon of monasticism are studied. In a second stage, it approaches the medieval Church: political, economic, and religious situation of the people in the early centuries of the Middle Ages. Origin of the Papal States and the Papacy. Evangelization and civilization of European peoples, the Cluniac and Cistercian reform. Other issues discussed are the Carolingian Empire and the Roman-Germanic, the Eastern Schism, feudalism, and the Gregorian reform. The course examines the situation of the Popes in Avignon and the evolution of Western Schism. Finally, the auscultation of the internal life of the Church today.


**TEOL. 730 - The SACRAMENTS IN THE LAW. 2 credits.** The course provides a global perspective on the canonical norms concerning the sacraments. Includes the teaching of the functions of the Church and the role of the ministry of the divine word. Also, the function of sanctifying the Church, through the sacraments and other acts of worship. It concludes with some references to places and sacred times.


**TEOL. 750 - CHALLENGES TO CHRISTIANITY IN THE TWENTY-FIRST CENTURY. 2 credits.** The method to study the theological and religious movements in the Caribbean.

**TEOL. 757 - ESCHATOLOGY. 2 CREDITS.** Theology and history provide some fundamental notions to the Christian experience of the "future". Based on these notions, the dynamic role of the theological virtue of hope that channels the experience of eschatological faith of the Church are examined. The origin and development of biblical eschatology is investigated (in its differences with the "apocalyptic") its development and eventual patristic expression statements and teachers' councils. Distinguishes and relates individual eschatology (death, particular judgment and state "intermediate") and communal eschatology (final judgment, resurrection of the dead, eternal life, "Parousia", recapitulation of all things "in Christ").

**TEOL. 758 - GRACE AND SIN. 2 credits.** The grace of God is the efficient processing and demonstration of God's love in and through the history of salvation culminating in Christ. The grace of God is understood and better appreciated in contrast to the maximum "disgrace" the human being is sin. In its response to the grace of God the responsibility and freedom of human beings are manifested. Major historical heresies are analyzed, "Plagiarism, Semi-Plagiarism, Protestantism, and Jansenism". The history of theology clarifies the process of conceptual differentiation of "grace." A personalize theology recognizes Christ ").
FACULTY OF CEDOC

REGULAR FACULTY

ALLER ALONSO, DOMINGO, OSA, Bachelor of Ecclesiastical History, Pontifical Gregorian University, Rome.; Bachelor of Science in Education, Universidad Nacional Pedro Henríquez Ureña, Santo Domingo, Dominican Republic; Doctoral Candidate, Center for Advanced Studies in P. Rico.

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CASANOVA RAMOS, FERNANDO, MA in Religion, Evangelical Seminary of Puerto Rico; Master of Ministry , Church of God Theological Seminary, Tennessee, USA; M.A.T. , UCB- CEDOC; Ph.D. Graduate Theological Foundation, Indiana -Oxford -Roma .

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RUIZ ESQUIVEL, P. GIOVANNI, M. A. In Divinity CEDOC -UCB; M. A. in Clinical Psychology and Ph.D. in Clinical Psychology, University of Puerto Rico.

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