



Graduate Catalog 2022-2027



NOTICE

This catalog contains the main terms of the relationship between students and Universidad Central de Bayamón (UCB). The Institution reserves the right to admit, readmit, or enroll each student in each semester or session, separately. The provisions of this Catalog do not constitute an irrevocable contract between any student and the University.

The University will make every reasonable effort to keep the information contained in this Catalog up to date. However, it reserves the right to change regulations, tuition fees, service charges, requirements for completing programs of study, requirements for the awarding of degrees and academic distinctions, course content, and any other provisions that may affect students when it deems necessary or convenient.

Students are responsible for reading, understanding, and complying with the academic, administrative, and disciplinary policies and regulations as well as the general requirements for obtaining the degree to which they aspire from the moment they enroll in the University. If a student decides to change his/her program of studies, he/she will be responsible for complying with the requirements 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. Normally, these changes will not apply retroactively, although the student has the option to complete the new requirements. However, when licensing or professional certification agencies make changes in their licensing requirements, the changes to the curricula or programs will be applicable immediately. It will be the sole responsibility of the student to determine whether to take the new courses.

Bayamon Central University complies with all Federal Laws and those of the Commonwealth of Puerto Rico, which pertain to the Civil Rights of students and employees. These include, but are not limited to the following:

1. Section 504 of the Rehabilitation Act of 1973, as amended, on Nondiscriminatory Practices Relating to the Handicapped.
2. ADA "Americans with Disability Act of 1990", to eliminate discrimination based on handicaps, and architectural barriers and to facilitate necessary reasonable accommodation.
3. Title IX of the Education Amendments of 1972, on Gender Nondiscriminatory Practices.
4. Civil Rights Laws regarding nondiscrimination based on race, color, creed, or national origin.
5. Student Rights to Privacy Act of 1974.
6. Title 38, U.S.C., on Veterans' benefits.
7. Policy of non-discrimination based on gender and of maintaining an environment free of harassment.
8. Acts of the Congress of the United States of America No. 100-690 of November 18, 1988, and 101-226 of December 12, 1989, and Puerto Rico Controlled Substances Act No. 4 of June 23, 1991, as well as the Policy on the Use and Abuse of Drugs and Alcohol.
9. Executive Order ADM 18-01 - Institutional Policy and Process to comply with the provisions of the law prohibiting sexual harassment and discrimination.

It is the policy of Bayamon Central University to guarantee equal opportunities in all educational programs and student services.

"The Institution does not discriminate, exclude or deny benefits to any person based on race, gender, age, disability, color, birth, origin or social condition, or because of political, religious, social or union ideas.

<http://www.ucb.edu.pr>

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MESSAGE FROM THE INTERIM PRESIDENT



At our Universidad Central de Bayamón, we provide a comprehensive education of academic excellence with the knowledge and skills necessary in the different professions. In addition, we seek the integration of values and attitudes inspired by a humanistic and Christian vision and philosophy that make reality and practice ethically and humanely what is learned academically.

These values and attitudes become the driving force, inspiration, and constant motivation that lead us to succeed, amidst challenges and opportunities, for the realization of our goals and life projects, making us excellent professionals and better human beings.

As a graduate of this institution, I am proud to have studied here. Now, as Interim President, I thank God for the opportunity to serve the university community that I love. I invite you, too, to allow yourself to respond to your vocation to love and serve our people and the world by preparing yourself well at our Universidad Central de Bayamón.

We put in your hands this catalog, and with it, the facilities of our large and beautiful campus so that by making the best use of them you can achieve what you have proposed in your career.

May the grace of Our Lord Jesus Christ and the intercession of his Blessed Mother, the Virgin Mary, bless and accompany you in your studies and always.

Oscar Morales Cruz, O.P.
Interim President

COAT OF ARMS OF THE UNIVERSIDAD CENTRAL DE BAYAMÓN



As Saint Dominic de Guzmán founded the Order of Preachers in the south of medieval France, the Universidad Central de Bayamón, as a Dominican university in Puerto Rico, assumes traditional symbology of French culture in general, of Christianity, and Dominican heraldry in particular.

The BLASÓN, of the old French type arched at the top, has a purple background with a gold border, thus displaying the traditional colors of the Universidad Central de Bayamón.

The color purple, in the French academic system, symbolizes theology as the mother of all knowledge. Our University, as a Catholic university, wants to symbolize in the color purple, the preeminence of the truth that comes from Jesus Christ and his Gospel as the illuminator of all knowledge.

The golden color has always symbolized the radiance of the deity, as in the haloes of the saints or the solar halos exhibited by other Egyptian or Hindu deities. Our university wants its graduates to be a glimpse of God's presence in the world.

At the center of the coat of arms, in its point of honor, stands out the **ANSATA CROSS** in golden color. The ansata cross, with ancient Egyptian origins, signified the human being's search for lasting life, a life that the first Christian communities of North Africa understood to be in Christ, crucified and resurrected. For the Universidad Central de Bayamón, Jesus Christ is the beginning and the end of true life and, his values, those that achieve true life in our society.



Himno de la Universidad

*¡Vibren hoy nuestras canciones!
Resuenen un himno triunfal.
Ensalcemos los colores
de nuestra Universidad.*

*Son tus aulas como templos
abiertos a la verdad,
donde ciencia y humanismo
abren surcos a la paz.*

*Mentes y brazos abiertos
al abrazo fraternal.
¡A Puerto Rico sirvamos,
y a toda la humanidad!*

*Para que hoy nuestro mensaje
se difunda allende el mar...
¡Formación, Vida y Trabajo,
es nuestro lema ideal!*

*¡Alma Máter, gloria nuestra
Universidad Central!
Bayamón es un lucero
en el cielo tropical.*

*Que guía nuestros anhelos
hacia la inmortalidad.
¡Dios en nuestros corazones,
y en los labios un cantar!*

*Jóvenes somos y amamos
con la anchura del gran mar,
a todos nuestros hermanos,
sin distinción, por igual.*

*¡Juventud...para el mañana,
promesa primaverall...
¡Formación, Vida y Trabajo,
en nuestro lema ideal!...*

Dr. Ángel Sanz Marco

Content

ACCREDITATIONS, LICENSING, AND AFFILIATIONS	12
Accreditations: MSCHE, ATS, CCNE, CSWE	12
Licensing	12
Affiliations	13
Government and its officials	14
COUNCIL OF FOUNDERS	14
BOARD OF TRUSTEES	14
ADMINISTRATORS AND OFFICERS.....	15
BAYAMON CENTRAL UNIVERSITY	17
CAMPUS.....	18
LEARNING SUPPORT RESOURCE CENTER AND RESEARCH	23
Services	23
Reservation	23
Reference	24
Concha Meléndez Puerto Rican Collection	24
Special Collections Room.....	24
Information Competence Room.....	24
Circulation.....	24
Theological Collection Fr. Martin J. Berntsen, O.P.	25
Electronic Information Center	25
Technology Assistance Room	25
Multifunctional Area	25
COMMUNICATIONS OFFICE.....	26
Technology Support Center (CAT)	26
Audiovisual Area	26
Reproduction Area	26
Digital Graphic Arts	26
ADMISSIONS.....	27
GENERAL ADMISSION REQUIREMENTS.....	27
Requirements for new students	28
Transfer Student Requirements	28
Graduate level special student requirements	29
Requirements for students with special permission from other university institutions ...	29

Requirements for student listener	29
Requirements for international students.....	29
DECLARATION OF SPECIALTY.....	30
REGISTRAR'S OFFICE	31
ACADEMIC YEAR AND SESSIONS	31
CREDIT HOURS	31
STUDENT CLASSIFICATION	31
ACADEMIC LOAD	31
REGISTRATION.....	31
LATE REGISTRATION.....	32
ADD AND DROP	32
CLASS ATTENDANCE.....	32
WITHDRAW	32
REMOVAL OF ADMINISTRATIVE DROP	33
SPECIALTY RECLASSIFICATION.....	33
GRADING AND SCORING SYSTEM.....	33
Honor Points.....	33
INCOMPLETE	34
GRADE REPORT	34
GRADES CLAIM.....	34
CHANGE IN GRADES.....	34
CREDIT RECOGNITION	34
READMISSION.....	35
CHANGE OF ADDRESS and TELEPHONE NUMBER	35
TRANSCRIPTS and GRADUATE CERTIFICATES.....	35
GRADUATION REQUIREMENTS	35
Academic Excellence	36
DEGREE REQUIREMENT	36
FERPA LAW	37
INFORMATION DIRECTORY	37
VETERANS	37
STATEMENT OF STUDENT SOCIAL SECURITY UTILIZATION	37
FINANCIAL AID OFFICE	39
FINANCIAL AID PROGRAMS	39



APPLICATION PROCEDURES.....	39
ELIGIBILITY REQUIREMENTS FOR FINANCIAL AID.....	39
FINANCIAL AID PROGRAMS PROVIDED BY THE FEDERAL GOVERNMENT OF THE	39
UNITED STATES OF AMERICA	39
ACADEMIC PROGRESS	40
FINANCE	41
TUITION AND FEES	41
PAYMENT OF TUITION AND FEES	43
DEFERRED PAYMENT PLAN	43
REFUNDS	44
STUDENT LIFE AND SUPPORT SERVICES.....	45
STUDENT SERVICES.....	45
DEANSHIP OF STUDENT AFFAIRS AND COMMUNITY SERVICE	45
CAMPUS MINISTRY	46
STUDENT COUNCIL.....	47
ATHLETIC DEPARTMENT.....	47
ONESTOP COORDINATOR AND NIGHT/SATURDAY SERVICES	47
FIRST YEAR STUDENTS	47
GUIDANCE AND COUNSELING CENTER.....	48
CENTER FOR STRENGTHENING STUDENT LEARNING AND SUCCESS	49
SOCIAL AND CULTURAL PROGRAMS	49
STUDENT RESPONSIBILITIES.....	50
FIRST AID OFFICE	50
CHILD CARE AND PRESCHOOL CENTER	51
ACADEMIC STANDARDS	52
ACADEMIC ADVISING.....	52
CENTER FOR THE STRENGTHENING OF TEACHING AND DISTANCE EDUCATION.....	52
PLAGIARISM.....	53
COLLEGE OF LIBERAL ARTS, HUMANITIES AND EDUCATION	55
MISSION	55
VISION	55
GENERAL OBJECTIVES	56
ACADEMIC OFFERINGS.....	57
GRADUATE CERTIFICATE IN ADDICTIVE DISORDERS	58

GRADUATE CERTIFICATE IN MENTAL HEALTH	60
GRADUATE CERTIFICATE IN VOCATIONAL EVALUATION	62
GRADUATE CERTIFICATE IN EDUCATIONAL THERAPY	64
MASTER OF ARTS IN EDUCATION WITH	66
SPECIALTIZATION IN ADMINISTRATION AND SUPERVISION	66
SPECIAL EDUCATION GRADUATE PROGRAMS	68
MASTER OF ARTS IN SPECIAL EDUCATION	69
MASTER OF ARTS IN SPECIAL EDUCATION	70
SUB-SPECIALTY IN AUTISM	70
MASTER OF ARTS IN SPECIAL EDUCATION	71
SUB-SPECIALTY IN AUTISM	71
MASTER OF ARTS IN SPECIAL EDUCATION	73
SUB-SPECIALTY IN SPECIFIC LEARNING DISABILITIES (PEA)	73
AND ATTENTION DEFICIT DISORDER (ADD)	73
MASTER OF ARTS IN SPECIAL EDUCATION	74
SUB-SPECIALTY IN SPECIFIC LEARNING DISABILITIES (PEA)	74
AND ATTENTION DEFICIT DISORDER (ADD)	74
MASTER'S DEGREE IN GENERAL COUNSELING	75
MASTER'S DEGREE IN GENERAL COUNSELING	77
MASTER'S DEGREE IN COUNSELING WITH SPECIALIZATION IN SCHOOL COUNSELING	78
MASTER'S DEGREE IN COUNSELING WITH SPECIALIZATION	80
IN FAMILY COUNSELING	80
MASTER'S DEGREE IN COUNSELING WITH SPECIALIZATION	82
IN COUNSELING IN REHABILITATION	82
MASTER'S DEGREE IN COUNSELING WITH	84
SPECIALTY IN MENTAL HEALTH	84
MASTER'S DEGREE IN COUNSELING WITH A SPECIALTY IN MENTAL HEALTH	85
GRADUATE SCHOOL OF THEOLOGY AND MINISTRY	88
GRADUATE CERTIFICATE IN CHAPLAINCY	89
GRADUATE CERTIFICATE IN PASTORAL COUNSELING	90
CERTIFICATE IN SPIRITUALITY AND SPIRITUAL ACCOMPANIMENT	91
GRADUATE CERTIFICATE IN BIBLICAL STUDIES	92
GRADUATE CERTIFICATE IN PREACHING	93
MASTER OF DIVINITY	94

MASTER OF DIVINITY	95
MASTER OF ARTS IN BIBLICAL STUDIES	97
MASTER OF ARTS IN PASTORAL THEOLOGY	100
COLLEGE OF BUSINESS DEVELOPMENT AND TECHNOLOGY	104
GRADUATE CERTIFICATE IN HUMAN RESOURCES MANAGEMENT	106
GRADUATE CERTIFICATE IN HEALTH SERVICES QUALITY	109
GRADUATE CERTIFICATE IN PROJECT MANAGEMENT	111
MASTER'S DEGREE IN BUSINESS ADMINISTRATION WITH	113
SPECIALTY IN QUALITY IN HEALTH SERVICES	113
MASTER'S DEGREE IN BUSINESS ADMINISTRATION	115
WITH A MAJOR IN ACCOUNTING	115
MASTER'S DEGREE IN BUSINESS ADMINISTRATION WITH	117
SPECIALTY IN PROJECT MANAGEMENT	117
MASTER'S DEGREE IN BUSINESS ADMINISTRATION	120
SPECIALIZING IN HUMAN RESOURCES.....	120
INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY PROGRAM	123
COURSE DESCRIPTION	125
FACULTY	157

ACCREDITATIONS, LICENSING, AND AFFILIATIONS

Accreditations: MSCHE, ATS, CCNE, CSWE

	<p>The Middle States Commission on Higher Education (MSCHE) accredited Universidad Central de Bayamón (UCB) in 1971. This accreditation is reaffirmed until the next Self Study Evaluation in 2023. For related information, please visit www.msche.org or call 1-267-284-5000 or fax 1-215-662-5501.</p>
Accreditations by program	
	<p>The Association of Theological Schools accredited the programs of the Graduate School of Theology and Ministry for five years until July 31, 2024.</p>
	<p>The Bachelor of Science in Nursing is accredited by the Commission on Collegiate Nursing Education from September 2016 through June 2032.</p>
	<p>The Bachelor of Arts with a concentration in Social Work is accredited by the Council on Social Work Education from June 2016 through June 2028.</p>

Licensing



The Board of Post-Secondary Institutions authorized Universidad Central de Bayamón to operate as an Institution of Higher Education in Puerto Rico until November 19, 2025.

Affiliations

Universidad Central de Bayamón is affiliated with the following entities:

- Association of Private Colleges and Universities (ACUP)
- College Entrance Examination Board (CEEB)
- National Association of Student Financial Aid Administrators (NASFAA)
- Eastern Association of Student Financial Aid Administrators (EASFAA)
- Pontifical University of St. Thomas Aquinas in Rome (for the Master of Divinity program)
- Organization of Catholic Universities of Latin America and the Caribbean (ODUCAL).
- Puerto Rican Association of Student Financial Aid Administrators (PRASFAA)
- Puerto Rican Association Registrars of Collegiate and Admissions Officer (PRACRAO)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Association of Colleges of Nursing (AACN)

Approved for military and veteran service members to use their educational benefits.

Approved for students with educational benefits in the various GI Bill® programs.

Government and its officials

The Council of Founders, which is composed of five (5) members belonging to the Friars of the Order of Preachers governs the Institution. This body delegates power to a Board of Trustees, which is composed of up to seventeen (17) members at most, of which five (5) are the Dominican Friars of the Council of Founders. The Master General of the Order of Preachers *de jure* serves as Grand Chancellor of the University, under whose responsibility the University seeks to fulfill its Catholic and Dominican Mission. The Master General through the Major Superior of the Dominican Order in Puerto Rico, and the other members of the Council of Founders usually exercised this responsibility.

COUNCIL OF FOUNDERS

Fray Rafael González Padró, O.P., President
James V. Marchionda, O.P., Prior Provincial
Friar José M. Santiago Román, O.P.
Friar Vicent Dávila Bernabé

BOARD OF TRUSTEES

Dr. Maritza Soto García, President
Dr. Angelo P. Sanfilippo Riminucci, Vice-Chairman
Ing. Lourdes Figueroa Cruz, Secretary
Mr. Luis I. García López
Ms. Carmen I. Mulero Serrano
Irene Reyes Diez

ADMINISTRATORS AND OFFICERS

Presidency

Fray Oscar Morales Cruz, O.P., Interim President
Mr. Ángel Valentín Román, M.Div., Executive Assistant

Deanship of Academic Affairs

Dr. Maritza Del Valle Guzmán, Dean

Deanship of Student Affairs

Prof. Niza E. Zayas Marrero, Dean

Deanship of Administration and Finance

Dr. Ismael Vélez de la Rosa, Dean
Ms. Enid M. Rivera Díaz, Budget Director

Admissions Office

Mrs. Wanda Aponte Luciano, Director

Financial Aid Office

Ms. Elaine Nuñez Arce, Director

International Affairs Office

Mr. Juan A. Figueroa, Coordinator

Child Care Center and Preschool

Ms. Marielba Arias Santiago, Director

Center for the Enhancement of Learning and Student Success (CFAEE)

Mrs. Myrna del S. Pérez Robles, Coordinator

Center for the Strengthening of Teaching and Distance Education

Mr. Hugo Meléndez, Coordinator

Guidance and Counseling Center

Mr. César López, Director

Learning and Research Support Resource Center

Ms. Yanit Delgado, Director

College of Liberal Arts, Humanities and Education

Dr. Luz E. Robles Bermúdez, Director

College of Sciences and Health Professions

Dr. Pedro Robles Centeno, Director

College of Business Development and Technology

Vacancy, Director

Compliance Office

Ms. Sheila Rivas, Officer

Athletic Department

Mr. Juan A. Figueroa Acevedo, Director

Informatics and Telecommunications Office

Mr. Rodney Diaz, Director

Registrar's Office

Dr. Kendra M. Ortiz Rivera, Registrar

Licensing and Accreditation Office

Vacancy, Associate Dean

Strategic Planning and Institutional Assessment Office

Ms. Vivian Padilla Rivera, Director

General Services

Ms. Enid M. Rivera Díaz, Interim Director

BAYAMON CENTRAL UNIVERSITY
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DIRECTORY

Admissions.....	2101; 2102; 2103
Financial Aid	2116; 2117; 2118
International Affairs.....	2265
Centro de Recursos de Apoyo al Aprendizaje y la Investigación, Dra. Margot Arce de Vázquez (Library)	2136; 2142; 2147
Technological Support Center (CAT).....	2162; 2164
Child Care Center and Preschool.....	2325;2326
Center for Strengthening Student Learning and Success (CFAEE)...	2511; 2517
Center for the Strengthening of Teaching and Distance Education	2023
Guidance and Counseling Center.....	2541; 2546
College of Liberal Arts, Humanities and Education	2227; 2031;2527
College of Health Sciences and Professions	2224; 2226;2578
College of Business Development and Technology	2520; 2521
<i>Rafael Pont Flores Sports Complex</i>	2261;2265
Dean of Academic Affairs.....	2019; 2020;2021
Dean of Student Affairs.....	2500; 2506
Dean of Administration and Finance.....	2051; 2063
Athletic Department.....	2261; 2266
Nursing (Health Services).....	2505
Business Incubator	2584
Information Technology and Telecommunications.....	2556; 2557 2004
Compliance Office	2084
Single Manager Office, Night and Saturday Coordination	2041; 2042; 2045
Office of Strategic Planning and Institutional Assessment	2029; 2028; 2032
Human Resources Office.....	2306; 2305
General Services Office.....	2001; 2002; 2030
Office of the President.....	2534
Campus Ministry.....	2036;2037;2035
Project Title V.....	2080; 2088
Register.....	2162; 2203
Reproduction.....	2997; 2998
Security.....	2130; 2131; 2132
Treasury.....	2530
<i>El Halcón Store</i>	

CAMPUS

Universidad Central de Bayamón is located in the city of Bayamón, Puerto Rico, one of the largest and most important cities on the island. Although this location is part of the San Juan Metropolitan Area, it has an atmosphere of tranquility - typical of a rural area - that invites study and quiet life.

Because of its excellent location nine miles from downtown San Juan, its students can take advantage of the intellectual and social benefits of the area's museums, theaters, art galleries, and music centers, as well as its social and recreational centers. Among the most important buildings on the campus are the following:

Dr. Margot Arce de Vázquez Building

The building currently houses the Support Resource Center and Research, which includes the services of Library and its collections, facilities, assistance equipment technology for people with disabilities, equipment audiovisual equipment, as well as cubicles with equipment for facilitating self-instruction and other kinds of electronic equipment for the development, enrichment, and strengthening of both the student body, as well as the faculty.



San Alberto Magno Building



The building houses the College of Sciences and Health Professions, Natural Sciences and its modern laboratories of General and Organic Chemistry, Instrumental Analysis, Physical and Analytical Chemistry, Microbiology, General Biology, Botany, Ecology, Physics, Human Biology, Neurosciences, and Nursing, among others. It also has offices for professors, six classrooms, an amphitheater with videoconferencing, and a Research Room.

Nélida Meléndez Building

The College of Liberal Arts Humanities and Education, the Graduate School of Theology and Ministry (CEDOC) and the College of Development Business and Technology are located in this building. The building has rooms classrooms and computer labs.



Entrepreneurial Center-Business Incubator

In 2016, the Entrepreneurial Center-Business Incubator was inaugurated, located in the Annex of the Nélida Meléndez Building. This space serves as a laboratory for the Innovation and Business Management program for the development of entrepreneurial skills. It has technological equipment and provides common areas such as a creativity lab, mentoring area, conference room and spaces for the business projects of each student.



Isabel Gutiérrez del Arroyo Building

The Isabel Gutiérrez del Arroyo building has Natural Sciences classrooms and modern high-tech Computer Science laboratories.



Rafael Pont Flores" Sports Complex

This complex consists of a building that houses: a gymnasium, two indoor courts for basketball, volleyball, and tennis, classrooms for athletics and the Physical Education concentration and activity areas recreational facilities. It also has a swimming pool and a running track.



These facilities are available to the university community duly identified and within the established schedule each semester. The educational institutions and the community, in general, may request the use of the facilities by contacting the Sports Center Administrator's office. Users must comply with the Regulations for the Use of Facilities.



Padre Vicente Van Roig Building

The Administration Offices are located in the Padre Vicente Van Roig building. They are Admissions, Registrar, Financial Aid, Treasury, Dean of Administration and Finance, Human Resources, Dean of Academic Affairs, Strategic Planning and Institutional Assessment, and Presidency.



Child Care Center and Preschool

It's located next to the Administration building, Fr. Vicente A.M. van Rooij, O.P. The Center offers not only childcare but tutoring services during the day and evening hours.



Building Padre José Valentín Guevara, O.P.

The Padre José Valentín Guevara Building houses the Student Center, the Dean of Students, the Guidance and Counseling Center, the Halcón Store, First Aid, the Center for the Strengthening of Learning and Student Success, the Title V Proposal, the Laura Gallego Theater with a capacity for 350 people, the Santo Domingo de Guzmán Chapel and the Cafeteria.

Cafeteria

The University offers cafeteria services Monday through Saturday through a concessionaire.

Hours: Monday to Thursday - 6:00 am to 6:00 pm
Friday and Saturday - 7:00 am to 2:00 pm



PARKING

The University has parking areas available on campus. All motor vehicles must be registered with the General Services Office. An access permit is issued for each registration session, although a parking space is not guaranteed. Parking on campus is a privilege, not a right, and all students, in making use of these facilities, will comply with internal traffic regulations as established.



LEARNING SUPPORT RESOURCE CENTER AND RESEARCH DR. MARGOT ARCE DE VÁZQUEZ

The Center for Learning and Research Support Resources, Dr. Margot Arce de Vázquez (CRAAI) is a unit attached to the Dean's Office of Academic Affairs. It has at the disposal of the university community, students, and faculty various information resources to contribute to the teaching and learning process. This building houses the Distance Education offices, the Research Rooms, the Videoconference Room and the Multidisciplinary Institute of Community Services (IMSERCO). The building has three (3) floors and an elevator for easy access. It was founded in 1978 and houses the Reference, Circulation and Audiovisual collections. Currently, the CRAAI has the Reserve Area, the Reference Collection, the Concha Meléndez Puerto Rican Collection, the Circulation Room, the Theological Collection, the Electronic Information Center with access to the Virtual Library, and the Technology Assistance Room that provides a variety of assistive equipment for students with special needs, a multifunctional area, Special Collections, and the Information Skills Room. The bibliographic resources of the CRAAI can be located through our electronic catalog, either by remote or face-to-face access because the collection is automated through the OASIS System (Mandarin).

Consistent with UCB's mission, the Dr. Margot Arce de Vázquez Learning and Research Support Resource Center has the mission to support the institution's academic programs by offering alternatives for educators to strengthen the teaching-learning process and meet the information needs and interests of students and the community by the institutional mission, goals, and objectives. It provides information competencies and free access in a diverse environment in learning activities that promote academic excellence and respect for intellectual freedom. In this way, the student will manage information effectively, forming professionals and lifelong learners who can function in today's society with the values of Christian humanism.

Services

The CRAAI maintains the following service schedule:

- Information and Circulation Room - Monday to Friday - 8:00 am to 5:00 pm
- Theological Collection Fr. Martin J. Bernsten, O.P. - Monday to Thursday - 11:00 am to 8:00 pm
Fridays and Saturdays - 8:00 am to 5:00 pm

The services to the university community are varied and to use them it is necessary to present the Validated Identification Card or the class program.

Reservation

The Reserve area is located in the Information Room on the third level of the CRAAI. In this area are located the bibliographic resources and materials that the professors consider relevant to be used in the development of the courses. The resources located in this area are books, readings or material of the professors and the textbooks of the various courses. The resources kept in this area are for the exclusive use of UCB students. These materials are loaned for a period of one hour and cannot be circulated outside the CRAAI.

Reference

The Reference Collection is located on the third floor. Its purpose is to provide information resources for the intellectual development of our users and to support the academic objectives of the Institution. This room collects a wide variety of encyclopedias, dictionaries, yearbooks and atlases, among others. The services are not limited to locating resources; students receive orientation to identify, locate and access resources that meet their information needs. In addition, to motivate them to their intellectual development and knowledge creation.

Concha Meléndez Puerto Rican Collection

The Concha Meléndez Puerto Rican Collection is located on the third floor and contains a variety of valuable works that document Puerto Rican history and culture, including books, magazines, newspapers, and documents on the history, literature, geography, economy, and politics of Puerto Rico. This collection is located next to the Reference Collection in the Information Room. The function of this collection is to safeguard and provide information on Puerto Rican culture. These resources do not circulate outside the room.

Special Collections Room

The Special Collections are located on the first level of the Learning and Research Support Resource Center. It consists of four rooms containing books, manuscripts, documents and works of art. The personal collections of Dr. Manuel Zeno Gandía and Dr. Cesáreo Rosa Nieves contain documentation and primary sources of information of incalculable value for Puerto Rican historians and researchers. Many of these documents are unique and personal to the aforementioned historical figures. On the other hand, the Religious Art Room and the Historical Archive of the Universidad Central de Bayamón demonstrate the humanistic philosophy of the Institution by providing historical and research resources. The Isabel Gutiérrez de Arroyo Room is located on the third level of this facility. This room is of incalculable value to the institution because of her Dominican education and her valuable historical, cultural and intellectual contribution. The institution recognizes her merits and prestige, in her professional and moral caliber, and grants her the highest recognition: the degree of Doctor Honoris et Scientiae Causa in History of Culture. This room is made up of books, manuscripts, documents, personal objects, some of his furniture and works of art. Many of these documents are unique and personal to the figure of Isabel Gutiérrez de Arroyo that were donated to the Dominican Fathers and will be represented in this room. Like the other special rooms, this room contains valuable information of incalculable value for Puerto Rican historians and researchers.

Information Competence Room

The purpose of the Information Competencies Room is to offer orientations, conferences, and skills workshops that promote the development of information competencies that foster the mastery of skills in the access and use of information, elaboration of documents, citations, and bibliographic references, contributing to the information competencies program. The room has twenty computers and innovative audiovisual equipment to meet the academic needs of the students. In addition to teaching the Information Literacy Program, this room is used for conferences, workshops, and other professional improvement activities for library staff, and at the same time the room is used by faculty and students for special presentations.

Circulation

The Circulation Room is located on the third level of the CRAAI. It is the largest collection within our facilities and is used to locate all the thematic contents of the academic programs and/or complementary topics that enrich the

cultural and intellectual heritage of the student, faculty, and community. These resources may be borrowed for use outside the Institution for a period of fifteen (15) days. It has several individual and group study rooms. It is required to present the identification card duly validated and fill out the application form to receive the services,.

Theological Collection Fr. Martin J. Berntsen, O.P.

The collection is one of the most important components of the Graduate School of Theology and Ministry (CEDOC). It is located on the second floor of the Learning and Research Support Resource Center and emphasizes the area of theology, ensuring that it maintains a graduate or research level. The Theological Collection is attended by a Professional Librarian who will offer individual and group orientation to any user who requests it.

Electronic Information Center

The Electronic Information Center (CEI) is staffed by an Assistant Librarian and its purpose is to strengthen the services and collections of the CRAAI. It is equipped with twenty high-tech computers that provide access to: the Virtual Library, online catalog, university website, online newspapers, New Day digital archive, electronic dictionary and encyclopedias, Internet search engines, and directories, e-mail and different links. The purpose of these tools is to facilitate the development of the teaching, educational and intellectual process of the student. In the CEI, research work, assignments, oral presentations, information search in databases and virtual references, among others, are developed.

As part of the services offered by the CRAAI is the COBIMET Consortium, which is a cooperative arrangement among educational institutions created to collectively address the challenges presented by the new digital era for libraries. Among the services offered by COBIMET are the acquisition of electronic resources, easy access to the catalogs of the aforementioned universities, inter-library loans, access to the information skills modules and databases provided by the consortium.

Technology Assistance Room

Martin J. Berntsen, O.P. This room offers services to students with special needs such as: visual, hearing, learning and communication problems, among others. The equipment and software available for these users are: computers, adjustable tables, scanner to convert documents into editable text on the computer, printer, magnifying glass and the following programs: Desktop Zoom, Power Talk, Thunder Screen Reader, Read Please, Microsoft Windows and Windows Accessibility Tools.

Multifunctional Area

This service consists of multifunctional equipment that offers printing, digitalization, color and black and white photocopying services in various sizes.

These services are offered through the smart card, which is not limited to the exclusive use of the multifunctional equipment, nor an identification card. It is used to access the parking lot, borrow books at the center and for various services at the Institution. Each card has a balance of \$20.00 included in the tuition payment. Once the student has used up his or her copies, the card can be recharged at the Treasurer's Office or the Halcón.

COMMUNICATIONS OFFICE

Technology Support Center (CAT)

The main objective of the Technology Support Center is to offer the university community technological resources to improve the teaching and learning process by integrating technology and support to administrative processes. The service is extended to: Administrative Staff, Faculty, Students, participants of proposals or programs sponsored by UCB and the external community. The CAT houses the following areas: Audiovisual, Reproduction Area and Graphic Design.

Audiovisual Area

This area is in charge of the circulation of technological equipment and it is available to students, faculty, administrative staff and external community in the provision of audiovisual equipment, we provide technical support, we install sound equipment, projection equipment in institutional activities, video recording and photography. It is also in charge of the technical part of the Laura Gallego Theater, involving specialized management of lighting equipment, sound, projection and videoconferencing rooms.

Reproduction Area

This area offers reproduction services of printed materials for academic, institutional and external community purposes. Traditional graphic art works such as the creation of signs, street crosses, bindings, among others, are carried out.

Digital Graphic Arts

This area is in charge of the creation of computer artwork for the creation of banners, signs, etc. We also create brochures, loose sheets, business cards, among many other materials.

*The Reproduction and Digital Graphic Arts Areas involve costs.

Another of CAT's functions is to support all the Academic Programs, with special emphasis on Communications. In the Technology Support Center are located the audio laboratories and video recording studio, where students are exposed to a real work experience. The laboratories have digital audio equipment, computerized post-production, closed circuit television and reception for video conferences.

ADMISSIONS

GENERAL ADMISSION REQUIREMENTS

The primary requirement for admission as a graduate student is to have earned a baccalaureate degree from an accredited college or university. The minimum cumulative grade point average to be considered for admission is 2.50 (on a 4.00 scale). In addition to meeting the general requirements, listed below by type of admission, the applicant must meet the particular conditions required by some academic programs, such as: cumulative GPA, interviews, letters of recommendation, passing grades, and prerequisites, as applicable.

The minimum cumulative GPA required will depend on the program selected. Below are the specific averages by academic program.

College of Liberal Arts, Humanities and Education	Academic Average Admission Requirements	*Additional Requirements
Master of Divinity	2.50	Bachelor's degree in Philosophy or any discipline with 18 credits in Philosophy, where 9 are required in the following courses: Metaphysics, Natural Theology, Epistemology. The other 9 credits must be approved in one of the following courses: History of Ancient Philosophy, History of Medieval Philosophy, History of Latin American Philosophy, History of Modern Philosophy and/or History of Contemporary Philosophy.
Master's Degree in Counseling	2.75	n/a
Master's Degree in Counseling with a specialization in Rehabilitation Counseling	2.75	n/a
Master's Degree in Counseling with Specialty in Mental Health	2.75	n/a
Graduate Certificate in Vocational Assessment	2.50	Candidates who are not Rehabilitation Counselors must have passed the following courses at the Master's level: Human Development Processes, Research Methods, Medical Aspects of Rehabilitation and Psychosocial Aspects of Rehabilitation.
Graduate Certificate in Mental Health	2.75	n/a
Graduate Certificate in Educational Therapy	2.50	Have passed the following courses: <ul style="list-style-type: none"> • 3 crs.- Reading instruction • 3 crs. - Human Development • 3 crs. - Remedial strategies in reading or writing or learning disabilities.

		<ul style="list-style-type: none"> • 3 crs. - Exceptional Child Course
College of Business Development and Technology	Academic Average Admission Requirements	*Additional Requirements
Master's Degree in Business Administration with specialization in Project Management	2.50	Have passed the following courses at the high school level: 3 credits in Statistics, 3 credits in Economics, Elementary Accounting I and II.
Master's Degree in Business Administration with a major in Accounting	2.50	Have passed the following courses at the baccalaureate level: 3 credits in Statistics or Quantitative Methods, 3 credits in Economics, Elementary Accounting I and II; and Intermediate Accounting I and II.

*Student will sign and certify that he/she agrees with the criteria established in the Orientation Document for Students Admitted to Graduate Programs with Specific Requirements.

Requirements for new students

A student who applies for admission and begins an undergraduate degree at the graduate level. You will be required to submit the following documentation:

1. Application for Admission
2. Official transcript of credits from the home university with a conferred baccalaureate degree.
3. Original Immunization Certificate (Form P-VAC 3), if under 21 years of age.
4. Two letters of recommendation.

Transfer Student Requirements

A student who has credits passed or attempted at the graduate level. The minimum cumulative grade point average to be considered for regular admission is 2.50 (on a 4.00 scale) from the home university. A transfer student applying for a program that requires a higher cumulative GPA and specific requirements will have to meet those established for the program he/she is applying for.

1. Transfer student **with** transferable credits: A student who has approved graduate level credits that are transferable to a UCB program. The following documentation will be required to be submitted:
 - a. Application for Admission
 - b. Official transcript of credits from the university of origin with master's degree initiated or obtained.
 - c. Original Immunization Certificate (Form P-VAC 3), if under 21 years of age.
 - d. Two letters of recommendation.
2. Transfer student **without** validating credits: A student who has credits approved in non-accredited institutions of higher education, who does not meet the minimum grade of "B" and/or credits not to be validated. The following documentation will be required to be submitted:
 - a. Application for Admission
 - b. Official transcript of credits from the home university with a conferred baccalaureate degree.

- c. Original Immunization Certificate (Form P-VAC 3), if under 21 years of age.
- d. Two letters of recommendation

Graduate level special student requirements

A student who is not a candidate for a degree and wishes to obtain academic credits. Must possess a minimum of a baccalaureate degree. This type of admission is not eligible to receive financial aid from Title IV, state or institutional funds. If you are interested in being admitted as a regular student, you must comply with the admission requirements according to the type of admission and the program. The following documentation will be required:

- 1. Application for Admission
- 2. Official transcript of credits or certification of the last degree conferred.
- 3. Original Immunization Certificate (Form P-VAC 3), if under 21 years of age.

Requirements for students with special permission from other university institutions

A student who requests permission from the home university to study one or more courses during a specific academic period with the commitment that the student will return to the home university, where the approved credits will be validated. The following documentation must be submitted:

- 1. Application for Admission
- 2. Special Permit issued by the originating institution

Requirements for student listener

A student who wishes to take college courses without the right to credit or a grade for credit. This type of admission is not eligible to receive financial aid from Title IV, state or institutional funds. The following documentation must be submitted:

- 1. Application for Admission
- 2. Original Immunization Certificate (Form P-VAC 3), if under 21 years of age.

Requirements for international students

A student who is a non-permanent resident or non-citizen of the United States of America with permission to study by the Immigration laws. The following documentation is required to be submitted:

- 1. Application for Admission
- 2. Official transcript of credits from the university of origin with bachelor's degree, master's degree or its equivalence duly conferred. The required GPA will depend on the selected program (between 2.50 and 3.00). All reference documents must be legalized and apostilled by the Ministry of Education and the Foreign Affairs Office of the country of origin. International students must have their degree approved through the NACES Association (<http://www.naces.org/>). The organizations affiliated to NACES are dedicated to evaluate and recognize international higher education qualifications.
- 3. Original Immunization Certificate from the country of origin, if under 21 years of age.

4. Two letters of recommendation.

Requirements to apply for a student visa through SEVIS (Student and Exchange Visitor Information System) of the Department of Homeland Security (DHS). If the international applicant requires a student visa to enter the United States, he/she must apply for an Immigration Form I-20 at the Registrar's Office, once admitted to the Institution and all the documentation required for such application.

1. Copy of the birth certificate of the student, his/her dependents and spouse legalized by the Ministry of Health of the country of origin.
2. Copy of passport and visa for student, dependents and spouse.
3. Copy of notarized document of the sponsor who will financially support you in Puerto Rico (Form I-864 "Affidavit of Support". If the sponsor is from your country, you must have this document notarized by a notary attorney from your country of origin, or, if you are from Puerto Rico, by a local notary. This document must include an estimate of personal expenses, housing and tuition costs. In the case of athletes, a copy of the UCB commitment letter will be required.
4. Certified evidence of financial support from the sponsor for the entire term of the program.

DECLARATION OF SPECIALTY

Every student declares his or her special admission to the institution. This does not necessarily imply acceptance to some programs. Some academic programs establish specific admission requirements aligned with current regulations for the practice of the profession.

The Admissions Office will consider the application only after all documents and the required fee have been received. All documents and records received will become the permanent property of the University. Admission will be valid for a period not to exceed one academic year. If the student does not enroll within this period, he/she must submit the documents and the Application for Admission again.

Universidad Central de Bayamón, in compliance with federal, state, local legislation and institutional policies, establishes this policy as a firm believer in the right of all persons to be treated equally without regard to age, race, color, sex, marital status, social or national origin, social status, political affiliation, religious affiliation, sexual orientation or gender identity, status as a veteran of the Vietnam Era, disabled veteran, disabled person, victim or perceived victim of domestic violence, sexual assault or stalking, or any other category prohibited by law.

REGISTRAR'S OFFICE

The Registrar's Office is responsible for safeguarding and protecting the privacy of students' academic records. It provides direct service to students, alumni, faculty and administration. It oversees compliance with the academic policies established by the Institution, responding to federal and state laws and regulations.

ACADEMIC YEAR AND SESSIONS

The academic year consists of four terms of 10 weeks each and comprises the following months: August through October, October through December, January through March and March through June. Classes meet Monday through Friday from 5:30 pm to 10:00 pm. Saturday session from 8:00 a.m. to 12:30 p.m. and 12:30 p.m. to 4:00 p.m. Except, the School of Theology and Ministry terms are semester, August through December and January through May. Sessions are Monday through Friday in the evenings.

CREDIT HOURS

One credit hour is awarded for the amount of work represented and attempted with a learning outcome that evidences student achievement. UCB uses the Carnegie system for assigning credit hours. One credit is the equivalent of 15 hours of direct classroom work.

STUDENT CLASSIFICATION

- a) **Regular Student** - A regular graduate student (full academic program) is defined as one who enrolls in six (6) credits per term or more. To take more than six (6) credits, the student must obtain special permission from the College Director.
- b) **Auditing Student** - Students who wish to enroll in courses as a listener, i.e., who wish to attend classes without submitting assignments or exams must do so during the official registration period. Those interested must request an enrollment authorization from the Director of the College. Courses taken as a listener may not be credited to the program of study, with a grade, retroactively. The course as a listener will be noted as AU on the student's transcript.
- c) **Special Student** - Those students who, although they do not aspire to obtain the degree offered by the program, wish to enroll in a course and undergo all the evaluations that allow and lead to obtaining a grade. This type of student must apply for admission as a special student of the program as established in the admission section.

ACADEMIC LOAD

Full-time student - a student who is enrolled in 6 credits or more in the academic term.

Part-time student - a student who enrolls in less than 5 credits in the academic term.

REGISTRATION

The enrollment process begins with academic advising, which is conducted by the Academic Colleges.

The enrollment dates are established in the academic calendars and the student performs the process in the Self-Service platform. The Registrar's Office discloses the enrollment date and course scheduling. UCB reserves the right to cancel or change courses, change schedules and professors.

It is an indispensable requirement to attend classes, that the student has completed the enrollment procedure in all its stages. Under no circumstances may a student attend classes without rigorous compliance with the aforementioned and only using the corresponding receipt of payment is the authorization of the Universidad Central de Bayamón certified and validated so that the student may be admitted to classes.

LATE REGISTRATION

The late enrollment process provides an opportunity for students who have not completed the regular enrollment period. The dates for late registration are stipulated in the Academic Calendar.

ADD AND DROP

The officially enrolled student may make changes in his/her class schedule during the period established in the Academic Calendar. During this period, the student may add, delete or change sections. The student must fill out the form for additions and deletions and have the approval of the Director of the College in which he/she is enrolled and then go through the Registrar's Office and then to the Financial Aid and Treasurer's Office. Course changes will not be allowed after the period established in the Academic Calendar has passed. Any change of course or section requested by the student will have a charge.

CLASS ATTENDANCE

Regular and punctual class attendance is required. Class attendance will not be permitted without completing the registration process.

WITHDRAW

The withdrawal process is an official mechanism, which allows students to discontinue their studies partially or totally from their courses. Students interested in withdrawing must complete the withdrawal form, and may visit the Academic College to which they are assigned or the Registrar's Office. In cases of total withdrawal, the student is required to visit the Guidance and Counseling Office. The form is processed in the Registrar's Office and the student must go to the Financial Aid and Bursar's Office for the corresponding process. The withdrawal is identified on the transcript of credits as a W. The deadline for withdrawal is established in the Academic Calendar, no withdrawals will be processed after that date.

Administrative Withdraw are issued by the Institution and are as follows:

Never Attended (WA) - When the student officially enrolls and does not attend the course during the first meetings. In the case of online courses, the student who does not perform academic activity in the course from the first day of classes until the deadline for reporting WA. The deadline for reporting WA is established in the academic calendar.

Administrative Drop (WU) - The student initially attends classes and stops attending, without notifying and/or making an official withdrawal. The professor, upon noting that the student has no evidence of academic activity in the course and has not been able to communicate with the student, assigns an administrative withdrawal. This withdrawal is identified in the system as WU. In addition, this type of withdrawal is granted for extraordinary or meritorious reasons, such as death, expulsion, and other circumstances beyond the student's control.

REMOVAL OF ADMINISTRATIVE DROP

A student who is reported as an administrative withdrawal may request the teacher to remove the withdrawal. In cases of never attended are only removed when by involuntary error, the student was withdrawn. In the case of withdrawal from the course, the student may request reactivation of the course, as long as he/she presents to the professor a justification of compliance with the course. The deadline for course reactivation is established in the Academic Calendar; no requests will be accepted after this date.

SPECIALTY RECLASSIFICATION

The reclassification of the major is a right of the student who is interested in changing program. The granting of such request is conditioned to the student's compliance with the requirements established in the Reclassification Policy. The main requirements are the average and credit earned at the Institution.

GRADING AND SCORING SYSTEM

Grades are assigned according to the following table:

Rating	Description	Equivalent	Honor Points
A	Superior	100-90	4.0
B	About Average	89-80	3.0
C	Average	79-70	2.0
D	Deficient	69-60	1.0
F	Failed	59-0	0.0

The annotations used in the evaluation system are as follows:

Annotation	Description	Equivalent	Honor Points
W	Download	None	None
WU	Administrative resignation	None	None
WM	Discharge by military order	None	None
I	Incomplete	None	None
P	Approved	None	None
N/P	Not Approved	None	None

A student who earns a grade of C or below must repeat courses. At the graduate level, the student must pass all courses with a B or better.

INCOMPLETE

The incomplete notation is a provisional notation, which is granted to a student who requests it because he/she was absent from the final exam or did not submit the final paper for a justified cause, of a course in a specific academic term. The incomplete may be granted along with the grade that the student had in the course. If the student does not present to remove the incomplete on the stipulated date, that grade becomes the final grade. The deadline for removal of incomplete is established in the Academic Calendar and has a cost. At the time of requesting the removal, the student must contact the professor and make the payment established by the Institution.

GRADE REPORT

The Registrar's Office issues the grade report by e-mail at the end of each academic term; in addition, the student can access the grades through Self Service.

GRADES CLAIM

A student who believes that the final grade received in a course does not meet the results of the evaluation criteria, has the opportunity to request a complaint in the Registrar's Office. The professor will review the case and the Registrar's Office will notify the student the final decision.

CHANGE IN GRADES

Grades may be changed on a student's transcript for the following reasons:

1. Teacher's error at the moment of issuing a grade to the student. In this case, the teacher must provide a written justification for the error.
2. At the time of removal of incomplete.
3. As a result of the claiming of notes from

REPETITION OF COURSES

Any student who has earned a C or lower in the course will be required to repeat the course. The highest grade and the corresponding credits will prevail for the computation of the average and courses with lower grades will remain on the transcript of credits and will be identified as "R" (repeated course) will not be considered for the computation of the average.

If you receive federal funds for the payment of the studies, please refer to the Executive Order ACA 14-05.

CREDIT RECOGNITION

Universidad Central de Bayamón provides the service of validation of credits to students transferring to the Institution from duly accredited institutions of higher education and will accept the transfer of credits from courses that demonstrate sufficient academic rigor, content, time, number of credits and depth regardless of the method or format of teaching-learning. The assignment of credit hours will be consistent with UCB's credit-hour policy, and U.S. Department of Education regulations. UCB reserves the right to validate courses from other institutions in Puerto Rico or abroad.

The equivalent course in terms of credit and content, approved with a B or higher, will be validated and will be a maximum of 12 credits of the academic program, except for the Master of Divinity, which will be validated for 60% of the credits of the academic program.

READMISSION

All students who have discontinued their studies for one academic term or more, must apply for readmission in the Registrar's Office and will be evaluated by the Director or Coordinator of the Academic College to which they are applying for readmission. The student will be evaluated by the Catalog and policies in effect at the time of readmission.

Readmission Requirements

- Complete the Readmission Application at the Registrar's Office.
- 2. Meet the required GPA and program requirements of the program you are applying for.
- 3. Approval of the Director of the Academic College, to which he/she is applying for readmission.

For more details, please refer to the Readmission Process Policy, ACA 18-03.

CHANGE OF ADDRESS and TELEPHONE NUMBER

The student is responsible for notifying the Registrar's Office if he/she changes address and telephone number.

TRANSCRIPTS and GRADUATE CERTIFICATES

Transcripts and degree certificates are issued only upon request and authorization of the student, or for official use of the Institution's officials. The student has the opportunity to request the transcript of credits by visiting the Registrar's Office or through the web page: www.ucb.edu.pr in the Registrar's Office area.

An official transcript is stamped and sent directly to the institutions or persons indicated by the student.

An unofficial student copy transcript is given to the student and bears a stamp indicating so; it is sent or given to the student. The University accepts no responsibility for the accuracy of the unofficial transcript after it has been issued and delivered to the person requesting it.

Transcripts will not be issued to students who are in debt with the University. All requests for transcripts must be submitted to the Registrar's Office at least two weeks before the date they are needed. There is a fee for each transcript. *(See cost table in the Treasurer's Office)*. The University issues a degree certificate, which certifies that the student has completed his/her academic degree. The first-degree certificate will be issued to the student free of charge. If an additional degree certificate is needed, it has a cost. *(See cost table in the Finance area)*.

GRADUATION REQUIREMENTS

Candidates for the degree must comply with the requirements established by the Institution to obtain the degree. The Director of the Academic College will carry out the academic evaluation and will recommend the same. The requirements are the following:

1. Complete the graduation application and pay the corresponding fee.

2. Have passed all courses, exams, projects or thesis established in their program and have obtained an overall grade point average of 3.00 or higher.
3. Comply with all degree requirements within a period of no more than three years from the date on which he/she began his/her graduate studies in the program. This period may be extended for an additional twelve months.

Students who meet the degree requirements will receive a certificate of completion. The dates of the graduation ceremonies are announced by the institution and all graduates are expected to attend the graduation ceremony on time.

Academic Excellence

The Institution recognizes any student who completes his or her degree with an overall grade point average of 4.00 as an Academic Excellence. The student must have passed 24 credits or more at UCB and is recognized at the Graduation Ceremony.

DEGREE REQUIREMENT

Master's degrees provide students with different alternatives as a final degree requirement. This alternative may vary according to your academic program

- **Comprehensive exams** that cover the core and fundamental aspects of their specialty. The student may apply for the Comprehensive Examination once he/she has passed all the core and specialty courses. To pass the exam, the student must obtain a minimum score of 75 points in each test. If the student passes only one of the parts of the exam, he/she will have to retake the part he/she did not pass, on the date stipulated by the Institution. Comprehensive exams will be offered twice a year, in March and October.
- **Thesis** - The student who chooses the Thesis option as a degree requirement must first apply for the Thesis Seminar course to the Director of the College for scheduling and professor assignment. Once the seminar is approved, he/she applies for the Thesis course. It is the student's responsibility to ask the assigned professor for guidance and copy of the **MANUAL FOR THE PREPARATION OF THE THESIS** to develop the Proposal and research.

Both the seminar course and the thesis will be graded because they replace elective courses. If you complete everything required in each course, you will be graded as Pass (P) or Fail (N). If additional time is required, you must request Incomplete and refer to the thesis continuation fee item in the Cost Policy.

- **Research Preparation and Presentation Model** - The student will conduct quantitative or qualitative research in his/her area of study. As part of the research, the student will demonstrate mastery of the techniques of data collection, organization, data analysis, interpretation, and writing a research report.
- **Community Service** - The student will identify a third sector community and conduct a community needs study. As a result of the study, he/she will design a community service plan.

FERPA LAW

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, was passed by the U.S. Congress in 1974. Its purpose is to protect the privacy of student education records. **The Act provides students with four rights:**

- The right to inspect and review his or her academic record within 45 days of the date the Institution receives the request.
- The right to have any information in the record that the student believes to be inaccurate amended.
- The right to consent or authorize the release of information in the file.
- The right to complain or file a complaint with the FERPA Offices for noncompliance with the Act.

INFORMATION DIRECTORY

Universidad Central de Bayamón in compliance with the provisions of the FERPA Act has the purpose of protecting the privacy of student academic records. The information included in the directory will be offered to third parties that request it and that are identified within the provisions established in this law.

The Student Information Directory includes the following: student's name, address, telephone number, e-mail address, date and place of birth, major, date of study and highest degree earned.

The student will determine if he/she authorizes or does not authorize the release of his/her information by completing the form in the Registrar's Office. The student must submit the document to the Registrar's Office to be included in the student's academic record; otherwise the Institution will provide the information as permitted by law.

VETERANS

Bayamon Central University is authorized to enroll veteran students and their dependents. The Veterans Administration establishes that it will only pay for courses taken during the time established for each program of study (example: Associate Degree 2 years; Bachelor's Degree 4 years, among others). The Veterans Administration the Veterans Administration will not pay veteran students and/or their dependents for any repetition of previously approved courses, only failed courses or courses in which a minimum grade is required to pass the course within their program of studies. The certifying officer orients students on the academic programs, admission processes, enrollment and documents that must be completed to receive benefits.

Compliance with Title 38, Section 3679(e) of the United States Code.

In compliance with the Veterans Benefits and Transition Act of 2018, Title 38, Section 3679 as amended, the University Central Bayamon (UCB) signed the compliance form where it confirms its commitment to the requirements outlined in said law.

STATEMENT OF STUDENT SOCIAL SECURITY UTILIZATION

Act 186 of September 1, 2006 prohibits the use of a student's Social Security number as a routine method of identification in public and private educational institutions from elementary to postgraduate level. This Act establishes specific rules on the use of this data in educational institutions; empowers the Puerto Rico Council of Education to impose administrative fines for violation of such rules and set a deadline for compliance.

UCB, in response to this regulation, declares that the social security number of the students will be used only for internal purposes such as: to verify the identity of the students in their application for Admission, for eligibility and allocation of financial aid from federal, state, local and institutional funds or any other.

UCB commits that the use of the student's social security number will be for legitimate official use and will handle the information within customary standards of confidentiality to protect the identity of students.

FINANCIAL AID OFFICE

FINANCIAL AID PROGRAMS

The following is a description of several of the financial aid programs offered at Bayamon Central University. Students or applicants to the University may obtain application forms and any additional information about these programs from the Financial Aid Office.

APPLICATION PROCEDURES

- a. File the Free Application for Federal Student Aid (FAFSA) and submit it with all required documents, completed and signed, by the deadline (usually the third week of May).
- b. For those students interested in applying for student loans: complete the Student Loan Application, Entrance Interview and Promissory Note (MPN) process with the Federal Department of Education through the Direct Loans website.
- c. Complete the official UCB Loan Application and submit confirmation of entrance interview and MPN by the date indicated.
- d. The loan renewal student will go to the Financial Aid Office to indicate the amount he/she wishes to apply for and complete the required forms.

The Financial Aid Office publishes the dates for orientation, MPN submission and loan renewal.

ELIGIBILITY REQUIREMENTS FOR FINANCIAL AID

- a. Be enrolled in three (3) or more credits leading to a degree.
- b. Be a U.S. citizen or legal resident.
- c. Have and maintain a term and cumulative GPA of 2.50 or higher.
- d. Not be in default on student loan payments at any institution.
- e. Not be in default of any Federal Pell Grant reimbursement, F.S.E.O.G. or other programs of Title IV at any institution.
- f. Not be a member of a religious society or order.
- g. Have financial need according to the need criteria established by the Federal Department of Education.

FINANCIAL AID PROGRAMS PROVIDED BY THE FEDERAL GOVERNMENT OF THE UNITED STATES OF AMERICA

a. Federal Work-Study Program (FWSP)

Under a program of the U.S. Department of Education, Bayamon Central University is able to offer part-time jobs to students, particularly those from low-income families who need to earn some income to continue their studies. The University, as well as the Federal Government, contributes funds to this program and provides jobs in various parts of the University for qualified students. Arrangements for off-campus employment can also be made with local government and social service agencies. Seven percent of the funds are designated for Community Service.

**b. Federal Education Loan Program - Subsidized and Non-Subsidized
(Federal Family Educational Loan Program - Subsidized and Unsubsidized)**

The Higher Education Act of 1965 created the Guaranteed Student Loan Programs. The Higher Education Amendments of 1992 renamed the program as it is known today. Students who need the funds to pursue higher education apply for the loan from the bank through the institution they attend. Student loans are underwritten by state and private non-profit agencies. The University must certify the student's academic standing and recommend the amount to be borrowed for study expenses. The borrower will have to start repaying the loan six months after graduation, if he/she leaves the Institution or when his/her 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 the unsubsidized loan. Under this loan program, the student is responsible for the payment of interest from the time the loan is granted or it may be capitalized. There may be a combination of both loans.

Athletic Scholarship

It consists of granting incentives to those students who qualify to receive them due to their athletic ability and achievement. The purpose of this scholarship is to help the student athlete in their study expenses. Any student interested in obtaining this scholarship should contact the Athletic Director of the Institution.

Presidential Scholarship

The President of the Institution awards this scholarship to students who meet the requirements established for this program. For additional information, please refer to the Dean of Students Office.

ACADEMIC PROGRESS

UCB requires all graduate students to demonstrate satisfactory academic progress at the end of each academic year by the number of institutional credits attempted and/or passed and the overall academic index maintained.

- a. The student must pass the courses in which he/she enrolls and maintain a minimum academic index of 3.00 points at the end of the academic term.

Any student who fails to meet any of these requirements will be subject to an academic probationary period. The academic load of students on academic probation will be limited to a maximum of three (3) credits per academic term.

FINANCE

The Treasury Office's mission is to guide students and/or family members on the processes that govern the fiscal operations carried out by its officers related to the processing, control and accounting of transactions. It is also responsible for the management and processing of the values received in the Institution for the provision of services and other activities that generate income. The service must be fast, efficient and honest so that the student is satisfied and confident of the collection for the services rendered.

TUITION AND FEES



UNIVERSIDAD CENTRAL DE BAYAMÓN DECANATO DE ADMINISTRACIÓN Y FINANZAS

DETALLES DE COSTOS DE MATRÍCULA Y CUOTAS NIVEL GRADUADO 2023-2024

MATRÍCULA Y CUOTAS		OTRAS CUOTAS	
DESCRIPCIÓN		DESCRIPCIÓN	
Cuota de Admisión		Recargo	
Candidato para grado con diploma	\$30.00	Matrícula Tardía	\$50.00
Estudiante Oyente (sin crédito)	\$30.00	Cambio de Programa de Clases (por boleta)	\$10.00
Readmisión	\$35.00	Cuota para remover incompleto (por cada curso)	\$35.00
		Plan de Pago (por cada plazo adeudado)	\$15.00
Cuota Básica Universitaria		Duplicado de Programa de Estudio	
Cada sesión Trimestral o 2 Sesiones de Verano	\$97.50		\$5.00
Cuota de Construcción (Trimestral)	\$90.00	Cancelación de Matrícula	
Cuota de Tecnología (trimestral)	\$85.00		\$100.00
Cuota de Biblioteca (trimestral)	\$30.00	Cheques y/o Pagos Electrónicos Devueltos (cada vez)	
		"Stop Payment"	\$25.00
Cuota de Verano (una sesión)	\$83.00	Servicio de Guardería Opcional (Mensual)	
Cuota de Construcción (verano)	\$85.00	Estudiantes Activos	
Cuota de Tecnología (verano)	\$85.00	Matrícula Anual Pre-Escolar	\$130.00
Cuota de Biblioteca (verano)	\$20.00	Pre-Escolar - Mensualidad	\$90.00
Costo por Créditos		Cuido Nocturno	\$50.00
Costo por crédito	\$220.50	Tareas Supervisadas	\$80.00
Costo por crédito Est. Oyente (50% costo por crédito)	\$110.25	Verano	\$130.00
Cuotas por Programas		Cuido Esporádico (Hasta 20 eventos por Semestre)	\$60.00
Prácticas	\$150.00	Exalumnos	
Cuota de Continuación Tesis o Proyecto Invest.		Matrícula Anual Pre-Escolar	\$230.00
	\$150.00	Pre-Escolar - Mensualidad	\$225.00
Cuota para mantenerse activo en el programa		Tareas Supervisadas	\$135.00
	\$30.00	Cuido Diarios	\$15.00
Cuota de Graduación		Verano	\$230.00
Diploma (No Incluye Toga)	\$150.00	Comunidad Externa	
Certificado	\$60.00	Matrícula Anual Pre-Escolar	\$230.00
Toga de Graduación (Costo Sujeto a tarifas del Mercado)		Pre-Escolar - Mensualidad	\$250.00
Transcripción		Tareas Supervisadas	\$155.00
Transcripción en Inglés o Español	\$8.00	Cuido Diarios	\$15.00
Certificado de Grado	\$5.00	Verano	\$250.00
Nota: Costo adicional solicitud por "Clearinghouse"			
	\$2.50	Certificación de Pago / Centro de Cuido (por periodo)	
Cuota de Examen Comprensivo			\$10.00
	\$80.00	Costo de Plan de Pago (por periodo académico)	
Cambio de Concentración			\$25.00
	\$20.00	Certificado de Vacunas (por trámite)	
Tarjeta de Identificación (Primera Ocasión)	\$10.00		\$10.00
Tarjeta de Identificación (Perdida)	\$15.00	Certificación de costos (por año)	
Copias de Documentos de Expedientes - c/u	\$3.00		\$10.00
		Sello Auto / Pase Rápido	
			\$20.00

*Sujeto a cambios



UNIVERSIDAD CENTRAL DE BAYAMÓN
DECANATO DE ADMINISTRACIÓN Y FINANZAS

DETALLE DE COSTOS DE MATRÍCULA Y CUOTAS
 ESCUELA GRADUADA DE TEOLOGÍA
 AÑO ACADÉMICO 2023-2024

MATRÍCULA Y CUOTAS		OTRAS CUOTAS	
DESCRIPCIÓN		DESCRIPCIÓN	
Cuota de Admisión		Recargo	
Candidato para grado con diploma	\$30.00	Matrícula Tardía	\$50.00
Estudiante Oyente (sin crédito)	\$30.00	Cambio de Programa de Clases (por boleta)	\$10.00
Readmisión	\$35.00	Cuota para remover incompleto (por cada curso)	\$35.00
		Plan de Pago (por cada plazo adeudado)	\$15.00
Cuota Básica Universitaria		Duplicado de Programa de Estudio	
Cada sesión semestral	\$220.00		\$5.00
Cuota de Construcción (por semestre)	\$180.00	Cancelación de Matrícula	
Cuota de Tecnología (por semestre)	\$170.00		\$100.00
Cuota de Biblioteca (por semestre)	\$35.00	Cheques y/o Pagos Electrónicos Devueltos (cada vez)	
		"Stop Payment"	\$25.00
Cuota de Verano (una sesión)	\$83.00	Servicio de Guardería Opcional (Mensual)	
Cuota de Construcción (verano)	\$85.00	Estudiantes Activos	
Cuota de Tecnología (verano)	\$85.00	Matrícula Anual Pre-Escolar	\$130.00
Cuota de Biblioteca (verano)	\$20.00	Pre-Escolar - Mensualidad	\$90.00
		Cuido Nocturno	\$50.00
Costo por Créditos		Tareas Supervisadas	\$80.00
Costo por crédito	\$220.50	Verano	\$130.00
Costo por crédito Est. Oyente (50% costo por crédito)	\$110.25	Cuido Esporádico (Hasta 20 eventos por Semestre)	\$60.00
Cuotas por Programas		Exalumnos	
Prácticas	\$150.00	Matrícula Anual Pre-Escolar	\$230.00
Cuota de Continuación Tesis o Proyecto Invest.		Pre-Escolar - Mensualidad	\$225.00
	\$150.00	Tareas Supervisadas	\$135.00
Cuota para mantenerse activo en el programa		Cuido Diarios	\$15.00
	\$30.00	Verano	\$230.00
Cuota de Graduación		Comunidad Externa	
Diploma (No Incluye Toga)	\$150.00	Matrícula Anual Pre-Escolar	\$230.00
Certificado	\$60.00	Pre-Escolar - Mensualidad	\$250.00
Toga de Graduación (Costo Sujeto a tarifas del Mercado)		Tareas Supervisadas	\$155.00
Transcripción		Cuido Diarios	\$15.00
Transcripción en Inglés o Español	\$8.00	Verano	\$250.00
Certificado de Grado	\$5.00		
Nota: Costo adicional solicitud por "Clearinghouse"	\$2.50		
Cuota de Examen Comprensivo		Certificación de Pago / Centro de Cuido (por periodo)	
	\$80.00		\$10.00
Cambio de Concentración		Costo de Plan de Pago (por periodo académico)	
	\$20.00		\$25.00
Tarjeta de Identificación (Primera Ocasión)	\$10.00	Certificado de Vacunas (por trámite)	
Tarjeta de Identificación (Perdida)	\$15.00		\$10.00
Copias de Documentos de Expedientes - c/u	\$3.00	Certificación de costos (por año)	
			\$10.00
		Sello Auto / Pase Rápido	
			\$20.00

*Sujeto a cambios

PAYMENT OF TUITION AND FEES

1. All tuition and fees are payable on the day of registration.
2. Payment may be made in cash, ATH, VISA, Money Order, Traveler's Check or Official Check by visiting the Treasury Office. Alternatively, you can access the Online Payment platform through <https://www.ucb.edu.pr/> and make your payment electronically.
3. Tuition, degrees, diplomas, dismissals, honorable and credit transcripts and others will not be available to students who have not satisfied all of their financial obligations to the University.

DEFERRED PAYMENT PLAN

UCB grants students the privilege of taking advantage of a payment plan in case they do not have the financial resources to pay any balance owed to the institution for tuition.

1. If the student is under 21 years of age, his/her parent or guardian will be required to complete and sign, together with the student, the Single Payment Commitment form at the Bursar's Office.
 - a. All students with outstanding balances have until the course start date to process their Payment Plan Enrollment through the Online Payment Platform.
 1. Students enrolled per semester will be granted a total of four (4) installments per academic period to cover their tuition cost.
 2. Students enrolled per term will be granted a total of two (2) installments per academic period to cover the tuition cost.
 3. Students enrolled for the summer term will be granted a total of two (2) installments to cover their tuition.
 - b. All students must apply for the FAFSA and complete their Financial Aid file on or before June 30 of each year.
 - c. Failure to apply for the FAFSA and complete your Financial Aid file by the due date will result in the student being required to enroll in a payment plan and will be responsible for complying with the plan. The student will be responsible for enrollment fees and late fees.
 - d. If the student does not comply with the terms of the obligation, the University may withhold grades, enrollment authorization, credit transcripts, or any other official documents as determined by the institution.
 - e. The student will have five (5) days after the due date to make the payment without surcharges. After this date there will be a surcharge of \$10 for non-payment of the fee or the difference not covered by the payment.
 - f. All students whose tuition is covered by an outside agency must submit evidence of the corresponding authorization.
 - g. Any student who has not fulfilled his or her payment commitments for the previous term will not be eligible for enrollment.
 - h. The initial debt transfer fee to the collection agency is \$25.

- i. In the event that the University uses the services of a collection agency or a law firm to demand compliance with this obligation, the student agrees to pay, in addition, 35% of the total unpaid in concept of collection expenses that will be capitalized to form part of the unpaid principal. Likewise, in the event of a judicial claim, the student agrees to pay, in addition to the above, the legal costs and expenses and attorney's fees incurred by the University, in the amount fixed in advance and without the need for further calculation, equivalent to 35% of the total amount due.
- j. Universidad Central de Bayamón reserves the right to submit to Credit Bureau the delinquent history of this obligation, if applicable.

REFUNDS

Newly Admitted, Active or Readmitted Students

Any student who processes a total drop on or before sixty percent (60%) of the semester or quarter consumption, as of the first day of classes, will be eligible for a tuition adjustment based on the percentage of participation. Such calculation will be in accordance with federal and institutional reimbursement policy. For summer sessions, it will be extended to 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%) participation of the total tuition, whichever is lower.

After sixty percent (60%) of the term time, one hundred percent (100%) of the tuition fees will be charged.

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

STUDENT LIFE AND SUPPORT SERVICES

STUDENT SERVICES

Universidad Central de Bayamón offers activities that contribute to the development of the student as an individual and as a member of the community in general. For this purpose, it has the facilities and specialized personnel, who combine their efforts to meet the academic, spiritual, social, human and vocational needs of the students. With these services the University aspires to direct each student towards the full realization of his or her potential and the achievement of the goals that have been established.

DEANSHIP OF STUDENT AFFAIRS AND COMMUNITY SERVICE

The Dean of Students provides services and activities designed to foster the integral development of each student throughout their studies at UCB. It supports them in the transition to and from university life. In addition, it enables them to become active participants and leaders in university life with humanistic and Christian values, respect for cultural and human differences both individually and globally, within a framework of understanding, appreciation of student rights and responsibilities.

Services

- Distribute and disseminate to the University Community the Student Regulations; Institutional Policy on Prevention of Drug and Alcohol Use and Abuse, Institutional Policy on Sexual Harassment, Student Affairs Policies and Procedures.
- Coordinate Student Assemblies, Student Council Elections, Certification and follow-up to Student Organizations.
- To promote and coordinate social, cultural, educational and recreational activities for the enjoyment of the entire university community.
- Process and investigate complaints or grievances from students, administrators and faculty regarding discipline or any violation of the Student Regulations or other policy, as stipulated in Executive Order ADM 16-01 - Policy for Handling Student Grievances.
- Channel the Protection or Stalking Orders through the Security and Physical Facilities Offices, thus ensuring the safety of the student and the University Community.
- Provide information about lodging facilities authorized by the Department of Consumer Affairs (DACO) for student use.
- Manage or channel everything related to internal communication.
- Coordinate and work with everything related to the Graduation Ceremonies (Mass, Academic Awards and Graduation) and Achievement Night for regular students.
- Coordinate the work of the Retention Committee.
- Reproduce and safeguard the identification cards at the Institutional level.
- Effectively communicate messages of prevention of high-risk behaviors related to the use and abuse of alcohol, other drugs, violence, suicide and sexuality, as well as the promotion of healthy lifestyles, through attractive literature, music, plays, sports, educational, experiential and spiritual activities.
- To prepare and publish the Biennial Report on the efforts made in the institution's Alcohol and Other Drug Prevention Program.
- UCB is part of the Consortium of University Resources Sembrando Alianza de Alerta a las Drogas, el Alcohol y la Violencia en Puerto Rico (C.R.U.S.A.D.A.).

Office hours:

The Deanship of Student Affairs offers services Monday through Friday from 8:00 a.m. to 5:00 p.m. The office is located on the second floor of the Padre José Valentín Guevara, O.P. building. You may call (787) 786-3030, extensions 2506 or 2500. Evening and Saturday hours are served by the One Stop Coordinator, located on the second floor of the Father Vicente A.M. van Roij Building (Administration) or by calling (787) 786-3030 extension 2085.

CAMPUS MINISTRY

The University Pastoral has as its mission and objective, for its particular genre, to ensure that each member of the community is and lives aware of their own equality with others; creating an environment of respect and harmony where the seed of Christian doctrine can germinate. Through its Office, it offers the means for the growth of the student and the community in the Faith; and the development of spiritual values.

The center of the Pastoral are the members of the university community, especially the young university students, who will be able to be formed until they achieve the profession of their choice; and to live from now on as active members in the Christian religion of their preference, for the good of the Puerto Rican and international society, in a participative, supportive and co-responsible way in the tasks they perform.

The Pastoral has the following goals:

- To guarantee the Christian presence in the University Community by giving special attention to each member of the university community, inviting them to Christian reflection on the fundamental elements of faith in Jesus Christ, the Church and fidelity and to the evangelical doctrine as presented in the New Evangelization.
- To promote ecumenical dialogue with the participation of people recognized for their respect for the freedom of each person in the search for God according to their own knowledge and experiences and their desire for religious improvement.
- To create a solid nucleus of people truly committed to the Christian and Catholic faith so that they may participate in solidarity and co-responsibility in the organization of academic, social and religious activities in tune with the needs of the university and Puerto Rican society.
- Encourage the participation of those governing bodies, internal and external, local, national and international, that make the Central University of Bayamon a center of encounter and dialogue on current religious topics.

The Pastoral develops liturgical celebrations, catechesis for preparation for the sacraments of Christian initiation, prayer and reflection groups, spiritual retreats, evangelization days, and spiritual accompaniment. In addition, respecting the diversity of religions professed by the students, interreligious spaces for prayer and community reflection are encouraged. The University Pastoral Office has a Student Organization - Youth Community with whom all activities are developed.

STUDENT COUNCIL

The Student Council is composed of 10 representatives elected by the student body. The Council is the official representative of the students of the University and is governed by the Student Regulations. It is the entity that cooperates with the faculty and administration to achieve the goals of the University. Students are represented on all committees and bodies of the University.

ATHLETIC DEPARTMENT

Universidad Central de Bayamón recognizes the value of sports and physical activity as a means of education and as a complement in the integral formation of the human being. The athletic program promotes knowledge, the practice of sports and its values in the Puerto Rican community. In addition, it coordinates the participation of student-athletes in the sports program of the Intercollegiate Athletic League (LAI), of which the Institution is a member. UCB competes in the sports of basketball, volleyball, tennis, table tennis, swimming, weightlifting, track and field, and track and field relays, cross country, beach volleyball and taekwondo. Participation in these sports disciplines may vary according to the formation of the teams.

The Athletic Department offers the following services to the external and university community:

- Swimming Lessons
- Intramural Tournaments
- Summer Camp
- Sports clinics

The offices are located at the Rafael Pont Flores Sports Complex from 8:00 a.m. to 10:00 p.m. Monday through Friday. You may call (787)786-3030 ext. 2261 or 2265.

ONESTOP COORDINATOR AND NIGHT/SATURDAY SERVICES

Evening and Saturday student and academic services are offered through the Onestop Coordinator. He is the liaison between students, professors and University officials providing guidance, information and services to the community in general. The service hours are Monday through Thursday from 10:00 a.m. to 7:00 p.m. and Saturdays from 8:00 a.m. to 5:00 p.m. It is located on the second floor of the Administration Building-Father Vincent A.M. van Rooij, O.P.

FIRST YEAR STUDENTS

The University is aware that first year students begin university life with great expectations and illusions, entering a different world that will demand adaptive skills and changes in their lifestyle. It is important that these students feel welcomed in an institution that recognizes their needs and, in tune with these needs, allows them to acquire socializing experiences and integration into university life.

To achieve this goal, the Universidad Central de Bayamón designs and offers a variety of services and activities. In order to achieve the integration of first year students to university life, a program of services has been developed to meet their needs.

When first-year students are admitted, they are required to participate in the UCB General Orientation Activity and Enrollment Process. This includes faculty, administrative staff and student counselors. In addition, parents or guardians of first-year students participate in this orientation process. Each College prepares the program of classes,

according to what was previously identified in the application for admission and the results of the College Board tests.

First year students receive the services of the Guidance and Counseling Center and the Center for the Strengthening of Learning and Student Success (CFAEE) in the process of transition and adjustment to college life. In addition, the College's Academic Advisors assist in the planning of studies to be followed in order to achieve the academic goal.

The main interest is that first year students relate with all the services and internal resources provided by the Institution, enrich university life and persistence to the second year of studies with a good academic achievement; always supported by the professional work team integrated by the Academic Colleges, the Guidance and Counseling Center, and CFAEE.

GUIDANCE AND COUNSELING CENTER

The Guidance and Counseling Center is staffed by licensed professional counselors and its mission is to provide professional assistance to the student population and contribute to their integral development. The Center has the responsibility to develop activities that facilitate the appropriate adjustment to university life, and provide the opportunities, experiences and resources necessary for them to successfully face and solve the situations that affect them. In addition, it facilitates the development of personal, educational and occupational plans for each student. The counseling process is offered in a safe, professional and confidential environment.

Personal, academic-educational and occupational orientation and counseling services support students from the beginning of their university life to the achievement of their academic goals. In addition, they help students identify their personal needs, develop decision-making skills, and learn, acquire, and practice the attitudes necessary to face the competitive world of work. In addition, the Center provides reasonable accommodation services to all students with disabilities who request it.

In addition, the Center has a Career Area, which provides students with the necessary preparation for the job search. The main purpose is to place graduating students in jobs, according to their academic preparation. It also provides occupational information and employment referrals to those students interested in working during their free time. The employment service is complemented by a collaborative agreement with the Bayamon Department of Labor and Employment Services. The Guidance and Counseling Center staff serves as a liaison with the Placement Officer of that agency and is responsible for maintaining continuous and effective communication.

The Center provides the service of Clinical Psychologists in Practice of the Doctoral Program of Carlos Albizu University, with whom the Institution has a collaboration agreement. The purpose of offering psychological services is to provide assistance and emotional support to students through individual and family therapy. In this way, they can learn to handle the diverse situations they face on a daily basis under the guidance of the Clinical Psychologists in Practice.

In addition, the Center offers the opportunity to participate in the Forjadores Aliados con la Esperanza y la Superación (FACES) Student Orientation Group. The primary objective is to provide orientation to new students in different areas. It is developed through a peer-facilitator model, as student-to-student communication is easier and more effective. Student counselors serve as a liaison between the student population and the Licensed Professional Counselors.

The Center supports the academic work by serving as a consultant to the faculty and developing personal and professional growth workshops for students and the university community. Licensed professional counselors possess a broad mastery of both the theory and practice of guidance and counseling.

The Guidance and Counseling Center's services can be requested and received on a voluntary basis, by referral or by appointment. The Center is located on the second floor of the Padre José Valentín Rivera Guevara, OP building (Building 5000). The hours of service are Monday through Thursday from 8:00 am to 6:00 pm, and Friday from 8:00 am to 12:00 noon and from 1:00 pm to 5:00 pm.

CENTER FOR STRENGTHENING STUDENT LEARNING AND SUCCESS

The Center for the Strengthening of Learning and Student Success (CFAEE) is attached to the Dean of Academic Affairs and its mission is to offer first-year students **integrated services** aimed at supporting and facilitating the process of transition to university life, monitoring academic progress, and providing tutoring services in order to contribute to personal and professional development. Among its objectives are:

1. Provide integrated services to incoming students until they complete the first 24 credits.
2. Contribute to student development by offering tutoring services in core subjects with the purpose of helping students improve and master skills.
3. To help students with conditional admission to overcome academic lags, integrate into core courses and improve their academic achievement.
4. Contribute to the retention of students in the Institution, monitoring their academic progress until they obtain their university degree.

CFAEE works with the following components:

- Freshman Services - Offers integrated services and referrals to the different offices and Colleges, as well as academic progress monitoring.
- Tutoring - Provides student support in the areas of General Education (English, Spanish, mathematics, philosophy, humanities, science and technology) to clarify material discussed in class. Tutoring services are directed to all undergraduate (associate and baccalaureate) level students.

The CFAEE Office is located on the second floor of the Nélide Meléndez Building. Service hours are: Monday through Thursday from 8:00 a.m. to 6:00 p.m., Fridays from 8:00 a.m. to 12:00 m. and from 1:00 p.m. to 5:00 p.m.

SOCIAL AND CULTURAL PROGRAMS

The University promotes and sponsors numerous social and cultural events for the development and enjoyment of the student body, faculty and community. Musical recitals, poetry readings, films, exhibitions, dances and plays are organized throughout the year.

In addition to these events, students may belong to social, cultural and/or educational groups and organizations at the Institution. Both the Dean of Student Affairs and the Director of the Academic Colleges provide guidance to students on existing organizations and the requirements for membership.

Each of the Student Organizations sponsors a variety of activities that include field trips, visits to the island's historical and cultural monuments, conferences and lectures of an educational and sports nature.

STUDENT RESPONSIBILITIES

By enrolling and receiving University benefits, the student acknowledges and accepts these rules and the University's authority to exercise its disciplinary power, including suspension and expulsion, as stipulated in the Student Regulations and other applicable institutional policies.

In particular, the University has an obligation to protect the procedures from any act that attempts to impede, obstruct or threaten its normal operations. While this authority is inherent, the University attempts to delineate its expectations as clearly as possible and publishes regulations. The student, in an individual capacity and as a member of a University community, is responsible for self-evaluation and for maintaining conduct in accordance with regulations, handbooks, and administrative orders existing or promulgated subsequent to his or her admission to the Institution.

It is also the student's responsibility to keep informed of all rules that affect the student's status as a student. In this sense, students should regularly consult the documents provided upon entering the Institution, bulletin boards, institutional e-mails, institutional web page, social networks, newsletters and weekly publications.

Ignorance of the regulations will not be accepted as an excuse for non-compliance with University rules.

FIRST AID OFFICE

The main responsibility of the First Aid Office is to offer first aid services in emergency situations, sudden illness or condition prescribed by a physician to students, administrative personnel, faculty, and visitors of the institution during day and night hours. The service is offered by Graduate Nurses duly qualified by the College of Nursing Professionals of Puerto Rico, trained in First Aid.

Additional services:

- Drug evaluation and administration (OTC).
- Monitoring of blood sugar, temperature and blood pressure levels for people with a diagnosed medical condition that warrants it.
- Weight monitoring.
- Healing of wounds, lacerations and abrasions.
- Evaluation of P-Vac-3 (immunization paper) and exemptions. Follows up with the student regarding compliance with ACA Policy 14-06 - Immunization Implementation.
- Facilitates the respiratory therapy machine where the student must bring his/her personal mask and medications prescribed by his/her physician.
- Provide sexually transmitted disease (STD) and other informational brochures.
- Refer students to alternate offices if necessary.
- Provides area for nursing mothers.
- Conduct free health clinics, such as: Covid19 tests, HIV, syphilis, mammograms, vaccinations, among others.
- Perform preventive service activities for diseases and conditions in general.

CHILD CARE AND PRESCHOOL CENTER

The Child Care and Preschool Center has been established to provide support for the children of UCB students and employees. The Center is licensed by the Department of Family Services and serves children between the ages of 3-13 years old. It promotes a healthy, educational, Christian environment close to their parents. It promotes through educational actions and activities, the values of the Universidad Central de Bayamón.

The Center has teachers certified by the Puerto Rico Department of Education and the Food Program sponsored by the State Food Agency.

There are different services that meet the needs of the students and the external community, depending on the age and time of the participants' visits. Likewise, we comply with the requirements established by the Department of the Family.

1. Preschool

- For children from 3 to 4 years old
- Integrated Curriculum

Hours: Monday through Friday from 7:00 a.m.-5:00 p.m.

2. Supervised tasks

- Participants 5 years and older
- Reviewing subjects, preparing for review and reinforcing skills

Hours: Monday to Thursday from 2:00 p.m. to 5:00 p.m.

3. Night and Saturday care

- For participants from 3 to 13 years old
- Recreational activities

Hours: Monday to Thursday from 5:00 p.m. to 10:00 p.m.

Saturdays from 7:00 a.m. to 4:00 p.m.

4. Summer in Action - Children from 3-13 years old

ACADEMIC STANDARDS

ACADEMIC ADVISING

All students enrolled in the Institution will receive orientation and academic counseling taking into consideration their program of studies, academic progress and internal or external academic alternatives that facilitate the achievement of their academic goals within the stipulated time. This process will be carried out in all Academic Colleges with the collaboration of the faculty and program coordinators.

CENTER FOR THE STRENGTHENING OF TEACHING AND DISTANCE EDUCATION

The Center for the Strengthening of Teaching and Distance Education, reports to the Dean of Academic Affairs, is committed to the continuous improvement of our teaching and administrative staff, with the intention to reach greater and better results characteristic of higher education. The improvement, professional development, technological integration and distance learning modality are framed within the principles and values that characterize the vision, goals and academic offerings of the institution.

It is responsible for developing and training the institution's teaching and administrative staff in technological innovation and integration processes. It is intended to achieve the required technological competencies that allow faculty and non-teaching staff to manage, control, understand, design and integrate technology in the teaching and learning processes or in the various service activities. In order to achieve the aforementioned processes, each academic period a training program is designed and programmed where new technologies are presented, follow-up is offered to clarify existing doubts or advice is given on technological integration processes and activities. The Center is located on the second floor of the Learning and Research Resources Center Building (CRAAI), Dr. Margot Arce de Vázquez.

Technological skills required for online studies:

1. Basic computer proficiency.
2. Handling of microphone, headphones and camera.
3. Proficiency in word processing and presentation creation (e.g. MS Word and Powerpoint).
4. Information search skills in databases and internet.
5. Basic use of synchronous and asynchronous communication tools.
6. Ability to download and upload documents in cyber platforms.

Core technical requirements for online studies:

1. Computer with camera, microphone and speakers (the teacher will ask you to turn it on periodically).
2. Broadband internet connection (minimum 10 Mbps recommended).
3. Access account to UCB platforms (credentials).
4. Headphones (preferably wired)
5. Recent version of Microsoft 365 (free for UCB students).
6. Computer with recent version of the operating system: Windows or Mac.
7. Computer with processor of 2Gh or more speed.
8. Computer with 160 MB hard disk as a minimum requirement.

PLAGIARISM

UCB, committed to its high values of integrity and ethics, institutes regulations that develop positive values and attitudes and encourages honesty. The Institution establishes that it does not approve of plagiarism or appropriation of intellectual authorship, so it will be considered a major offense, according to the Student Regulations. It is considered plagiarism to copy or appropriate exactly or partially any writing, visual or sound, without identifying the author or owner of it, is to present as original a document derived from one that exists. The Institution provides guidance to students on academic honesty.

**LIBERAL ARTS COLLEGE,
HUMANITIES AND EDUCATION**



COLLEGE OF LIBERAL ARTS, HUMANITIES AND EDUCATION

Dr. Luz E. Robles Bermudez
Director

The College of Liberal Arts, Humanities and Education is considered the very heart of the educational and formative mission of the Central University of Bayamon as a Catholic and Dominican institution of higher education. This academic unit of our University is the direct heir of the historical mission of the Dominican friars in Puerto Rico since 1532 when the Convent of St. Thomas Aquinas in Old San Juan received from Pope Clement VII the brief *In splendide die* document through which that convent was empowered to be *Studium Generale* of the Order of Preachers with chairs in philosophy and theology.

Through its academic offerings to the entire student population with its general education humanistic courses, as well as its undergraduate and graduate academic programs, the College of Liberal Arts, Humanities and Education seeks to cultivate in students the development of their capacities in what is most characteristic of the human being: philosophical and theological reasoning, oral and written communication in various languages, spiritual interiority, relationship with others in society and with one's own cultural tradition, as well as artistic expression in its many forms: literature, plastic arts, music, film, theater, dance, among others. Likewise, the College of Liberal Arts, Humanities and Education strives to promote these same humanistic-Christian values throughout the university community and the surrounding population.

Following the centuries-old educational tradition of the Order of Preachers and the Thomistic paradigm of thought, our academic unit wants to be the bearer of "joy and hope" for the Central University of Bayamon and the community in general.

MISSION

To prepare, in their respective disciplines, the students of the Universidad Central de Bayamón, as professionals who demonstrate ethical, political, social, cultural, literary, historical, religious, educational, logical and critical reasoning sensibility, in the exercise of their professional competencies. Likewise, to develop research, conceptualization, communication and social action competencies, framed in Catholic and Dominican values and tradition.

VISION

The College of Liberal Arts, Humanities and Education is projected as the center and a dynamic academic unit of the Central University of Bayamon that increasingly provides the student body and the rest of the university community opportunities for cultural development and humanistic cultivation of the person through cutting-edge academic programs in the field of humanities as well as an education that projects a path of study whose purpose is to provide a conglomerate of experiences that promote and encourage the integral development of the human being and a community and professional spiritual transformation. That the acquired competencies foster in the student a continuous reflection, research, clinical experiences, problem solving in different contexts, solidarity among peers, humanistic and pedagogical modeling and be at the forefront in the use of technological tools.

GENERAL OBJECTIVES

1. To promote the study of the liberal arts from an interdisciplinary and multidisciplinary approach.
2. To enhance the integral vision of the human being in accordance with the teachings of the Gospel and the tradition of the Magisterium of the Catholic Church.
3. To foster the appreciation and practice of Christian values as the basis for the integral formation of the human person.
4. Cultivate the capacity of understanding, analysis and criticism in the members of our institution.
5. To foster interest in the study of the problems that characterize the Puerto Rican reality.
6. Promote the effective use of languages to develop good oral and written communication skills.
7. To stimulate appreciation for the artistic heritage of humanity and to develop the aesthetic sensitivity of the human being.
8. To promote humanistic research to develop critical thinking and intellectual contribution for the benefit of the university community.
9. Encourage the study of humanistic disciplines not only for their intrinsic value, but also as a training tool for analytical thinking conducive to face all aspects of society.
10. To affirm a conception of human freedom that promotes responsible action by individuals in society.
11. To impart knowledge of the subject matter, techniques and essential skills of teaching at the preschool, elementary and secondary levels on the basis of Christian humanism.
12. Contribute to the development of a critical and reflective attitude aware of social changes and their effects on the labor field.
13. To offer academic experiences that result in a broad professional, social, historical and cultural education.
14. To contribute to the development of a professional committed to his or her professional improvement and who sees his or her practice as a constant process of improvement, thus becoming an agent of change in society.
15. Apply critical thinking skills in problem solving and professional intervention.
16. Promote the social and interpersonal factors that affect human behavior.

ACADEMIC OFFERINGS

- Graduate Certificate in Addictive Disorders
- Graduate Certificate in Vocational Assessment
- Graduate Certificate in Mental Health
- Graduate Certificate in Educational Therapy
- Master of Arts in Education with a specialization in Administration and Supervision
- Master of Arts in Special Education
- Master of Arts in Special Education
 - Subspecialty in Autism
- Master of Arts in Special Education
 - Sub-specialty in Specific Learning Disabilities (SLD) and Attention Deficit Disorder (ADD)
- Master's Degree in General Counseling
- Master's Degree in Counseling with a specialization in School Counseling
- Master's Degree in Counseling with a specialization in Family Counseling
- Master's Degree in Counseling with a specialization in Rehabilitation Counseling
- Master's Degree in Counseling with specialization in Mental Health
- Master in Counseling with a specialization in Addictive Disorders

GRADUATE CERTIFICATE IN ADDICTIVE DISORDERS

MISSION

To complement and strengthen the academic preparation of professionals interested in offering addiction counseling services. The offering of this certificate is congruent with the philosophy, mission, goals and objectives of the Central University of Bayamon, which aspires to develop professionals who respond to the needs of our society with a humanistic approach.

GOAL

Increase the number of professionals with the necessary knowledge, skills and attitudes to ensure the adequate service required by people with addictive disorder conditions.

OBJECTIVES

The Graduate Certificate in Addictive Disorders aspires to:

1. To develop a program with academic and practical experiences that responds to the needs of the population with addictive disorders, to the needs of society and that promotes mental health.
2. To prepare professionals with attitudes that reflect openness to alternative approaches, appreciation of diversity and readiness for change in the management of clients with addiction problems.
3. To develop in students a basic understanding of the different addictions, their effects and the current models and theories used in the management of the disease.
4. To promote interest in research as a necessary tool for approaching the problems of addictive disorders.
5. To visualize addiction as a chronic disease and the multiplicity of treatments required, in addition to the social contexts that affect the treatment and recovery process in both the dependent and the codependent.
6. Identify, evaluate and apply a variety of helping strategies designed to meet the individual needs of clients with addiction problems and that of codependents.
7. Adequately train students in the program so that they can obtain the credentials required as addiction professionals.
8. Increase work settings for specialists in addictive disorders, including private practice.
9. Facilitate the necessary information to establish the scope and goals of each professional role in the treatment of addictions.
10. Strengthen the preparation of students through additional courses that facilitate the development of competencies in addiction counseling and the helping process.

GRADUATE CERTIFICATE IN ADDICTIVE DISORDERS

COURSE		COURSE TITLE	CREDITS
CON	600	Ethical-Legal Aspects of the Counseling Department	3
CONDA	660	Addictive Behaviors	3
CONDA	661	Neurobiology and Pharmacology of Addictive Disorders	3
CONDA	662	Addiction Treatment Models	3
CONDA	663	Addiction Counseling Interventions	3
CONDA	664	Practicum and Seminar on Addictive Disorders	3
CONDA	665	Internship and Professional Development Seminar on Addictive Disorders	3
ELECTIVES (select one (1) course from any counseling area)			<u>3</u>
			24 crs.

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 area of addictive disorders.
- Individuals who obtain a certificate in Addictive Disorders cannot obtain a license as a counselor unless they have or complete their master's degree in counseling.

GRADUATE CERTIFICATE IN MENTAL HEALTH

MISSION

To develop Mental Health professionals with the specialized knowledge, skills, and attitudes necessary to provide, coordinate, and advocate for the services needed by individuals with mental health diagnoses to achieve their goals.

GOAL

To increase the number of people with the necessary knowledge, skills and attitudes in Mental Health to ensure the adequate service required by the people served.

OBJECTIVES

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

1. The historical, philosophical, social, cultural, economic and political underpinnings of current trends in mental health practice.
2. The roles and functions and identity of mental health professionals.
3. Professional organization structures, professional preparation standards, credentialing, and controversial issues relevant to mental health practice.
4. Ethical-legal considerations related to mental health practice (Codes of Ethics, Board of Professional Examiners, ACA, AMHCA).
5. The role of race, family structure, cultural heritage, nationality, gender, age, sexual orientation, religion and spiritual beliefs, occupation, physical and mental status in mental health.
6. Strategies for understanding community needs and for designing, implementing and evaluating mental health systems and programs.
7. The principles, theories and practice of intervention including inpatient, outpatient, partial and post-crisis treatment, service management and mental health programs and facilities.
8. The general principles and practices for establishing the etiology, diagnosis, treatment, referral and prevention of mental health and dysfunctional behavior disorders, including addictive behaviors.
9. General and effective practices to promote optimal human development and mental health.
10. The principles and models of biopsychosocial assessment, case conceptualization, human development theories and psychopathology concepts to guide diagnosis and appropriate treatment plans.
11. The principles of diagnosis and the appropriate use of diagnostic tools, including the applicable *Diagnostic and Statistical Manual* (DSM).
12. The application of modalities aimed at initiating, maintaining and terminating a helping process with mentally or emotionally affected persons, including brief, intermediate and long-term intervention.
13. Psychopharmacological drugs including basic classifications, indications, contraindications that allow adequate referrals for medication evaluation, their effects and side effects.
14. The principles and guidelines for conducting an initial interview, conducting a mental status assessment, developing a biopsychosocial and mental history and psychological assessment for treatment and case management.
15. Strategies for consultation, collaboration, prevention strategies and advocacy on behalf of the mental health community.
16. Effective practices to influence public and government policy to increase funding and programs affecting mental health.

GRADUATE CERTIFICATE IN MENTAL HEALTH

COURSE		COURSE TITLE	CREDITS
CON	600	Ethical-Legal Aspects of the Counseling Department	3
CON	642	Psychopathology	3
CONDA	660	Addictive Behaviors	3
CONSA	649	Design and Management of Mental Health Services Programs	3
CONSA	650	Mental Health Diagnosis	3
CONSA	651	Treatment and Management of Mental Health Cases	3
CONSA	653	Practicum in Mental Health Counseling	3
CONSA	654	Internship I and Seminar in Mental Health	<u>3</u>
			24 crs.

Note:

- This certificate is intended for individuals with a master's degree in behavioral professions. Its purpose is to strengthen their professional training in the area of mental health interventions.
- Individuals who obtain a graduate certificate in Mental Health cannot obtain a license as a counselor unless they have or complete their master's degree in counseling.

GRADUATE CERTIFICATE IN VOCATIONAL EVALUATION

MISSION

To develop professionals specialized in Vocational Evaluation so that they can perform in a variety of work settings offering services to people with and without disabilities aimed at identifying their potential to integrate or reintegrate into the world of work.

VISION

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

OBJECTIVES

The certificate in vocational evaluation will enable the development of professionals who can:

1. To know the theoretical and legal bases on which the Vocational Evaluation services for people with disabilities are based.
2. Identify and apply different techniques and tools to assess the residual and functional limitations of people with impairments.
3. Analyze the vocational implications of medical, psychosocial, educational and vocational information and the appropriate use of occupational resources in the vocational assessment process.
4. Interpret and communicate assessment results to individuals with impairments and other members of the Education and Rehabilitation Programs' team of service professionals.
5. Explain and describe the steps in developing an individualized vocational assessment plan.
6. Identify Assistive Technology equipment and resources and accommodations that can be used in the different phases of the vocational evaluation process to maximize the functioning of the person with a disability.

GRADUATE CERTIFICATE IN VOCATIONAL EVALUATION

COURSE		COURSE TITLE	CREDITS
CONRE	661	Concepts and Principles of Vocational Evaluation	3
CONRE	662	Technological Assistance and Reasonable Accommodations in the Process of Vocational Evaluation	3
CONRE	663	Tests and Methods in Vocational Evaluation	3
CONRE	664	Tests and Methods in Vocational Evaluation II	3
CONRE	665	Practice in Vocational Evaluation	<u>3</u>
			15 crs.

GRADUATE CERTIFICATE IN EDUCATIONAL THERAPY

The Graduate Certificate in Educational Therapy has the fundamental purpose of expanding professional training in the field of education for the benefit of children, adolescents and adults with disabilities or learning limitations. It is contemplated as a face-to-face and online academic offering, which will have a duration of one academic year, composed of six courses of three credits each. The objective is to prepare professionals capable of designing and implementing educational intervention programs aimed at remediating learning difficulties, combining educational and therapeutic approaches. The student will be exposed to theoretical and practical experience that will qualify him/her as an educational therapist. Priority will be given to research and integration of technology.

OBJECTIVES:

1. To empower the student with knowledge related to the learning differences of the educational client with special needs.
2. To train the student with the skills that will allow him/her to establish a professional relationship as an educational therapist and specialist in the teaching and learning process.
3. Promote decision making based on ethical, legal and professional standards.
4. To promote the acquisition of knowledge related to the theoretical-conceptual framework of the neuropsychological development of the child and its relevance in the teaching and learning process.
5. To train the student about the knowledge related to the performance of brain functions in the teaching and learning process.
6. To promote the interpretation of neurobiology as a neural entity in the acquisition of academic, social and emotional skills of the educational client.
7. To provide experiences for the identification of protocol procedures for the assessment, screening and evaluation of the educational client with academic and social difficulties.
8. To train the student about the knowledge related to the integral evaluation of learning and interpretation of the results, highlighting the strengths and needs of the educational client.
9. Encourage the use of best practices in administrative protocol procedures, in order to collaborate in the client's educational training.
10. To facilitate the development of skills that allow the application of appraisal techniques when performing formal evaluations in order to provide a correct interpretation of the data in the educational report.
11. To provide technical educational knowledge for the teaching, intervention and remediation of client's educational difficulties.
12. Provide experiences that promote the use of strategies and methods of educational intervention and remediation, taking into consideration the evaluative report and the particularity of the client and his family. To promote the effective use of strategies, techniques and methods of educational intervention, as well as assisted technology to achieve the objectives proposed in the educational intervention plan.
13. Train the student in the design of an educational intervention plan appropriate to the strengths and needs of the educational client based on information gathered from formal and informal assessments.
14. Promote the use of strategies and methodologies necessary for educational therapeutic intervention in the acquisition of cognitive and socioemotional skills of the educational client with special needs.
15. Facilitate the integration of information and communication technologies (ICT) to investigate the areas of assessment, intervention and case management.

16. To promote the use of research skills as a methodology for gathering information about the results of formal and informal evaluations of the educational client.
17. To promote the development of professionals who support the experience of an educational community of learners that is distinguished by tradition, values and Christian, Catholic and Dominican identity, in line with the institutional mission and vision.
18. To encourage demonstration of the ethical practices by which educational therapists are governed.
19. Encourage an active and collaborative role to facilitate the educational client and his/her family in the proper management of situations with the educational system (public or private) that affect optimal development.

GRADUATE CERTIFICATE IN EDUCATIONAL THERAPY

COURSE	COURSE	TITLE COURSE TITLE	CREDITS
TERED	600	Fundamentals of Educational Therapy	3
TERED	601	Neuroscience and Learning	3
TERED	602	Evaluation in Educational Therapy	3
TERED	603	Models of Educational Intervention	3
TERED	604	Intervention Plan in Educational Therapy	3
TERED	605	Practice as an Educational Therapist	<u>3</u>
			18 crs.

MASTER OF ARTS IN EDUCATION WITH SPECIALTIZATION IN ADMINISTRATION AND SUPERVISION

VISION

The program will be recognized in the field of school administration and supervision for the development of professionals with the knowledge, skills, attitudes and values necessary to contribute to the continuous improvement and updating of education in Puerto Rico.

MISSION

To train personnel capable of planning, organizing and developing innovative programs that respond to the needs of students in general. This professional will be prepared to work as an administrative manager, as a researcher, to obtain valid and reliable information oriented to decision making; to plan, coordinate, evaluate, guide curriculum development and revision, achieve a positive work environment, guide, supervise, implement educational programs, as well as direct the professional development of the personnel under his or her charge.

PHILOSOPHY AND PURPOSE OF THE PROGRAM

The problems facing Puerto Rican education are 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 values, skills and attitudes in students and to guide them in the acquisition of knowledge: all of this tends to prepare them to function better in the society in which they develop.

PROGRAM OBJECTIVES GRADUATE IN ADMINISTRATION AND SUPERVISION PROGRAM OBJECTIVES

1. To prepare professional personnel in the field of school administration and supervision with the knowledge, skills and attitudes necessary to contribute to the continuous improvement and updating of education in Puerto Rico.
2. To prepare personnel in the administration and supervision of educational services offered to students in the country's private and public schools.
3. To train professional personnel with the concepts on which modern education is based and which imply greater sophistication in the execution of administrative work, namely: technical needs assessment, evaluation, research, change, participation, communication, human and public relations, application of critical thinking, management and planning, and organization.
4. To train personnel capable of planning, organizing and developing innovative programs that respond to the needs of students in general and those from culturally and economically deprived areas in particular, as well as immigrants from other countries and Puerto Ricans raised in the United States who return to the Island.
5. To prepare personnel with the knowledge and skills of communication and delegation that will enable them to work effectively with teachers, parents and students, and people in industry and commerce, in addressing and improving the problem situations in which the school operates.
6. Train professional staff in the process of inventorying, budgeting and budget management.

**MASTER OF ARTS IN EDUCATION WITH
SPECIALIZATION IN ADMINISTRATION AND SUPERVISION**

Core Requirements	15
Specialty Requirements	22
Free Electives	6
Grade Requirements	3
Total Credits	46 crs.

CORE REQUIREMENTS

EDUC 500	General Curriculum Principles	3
EDUC 501	Educational Evaluation and Measurement	3
EDUC 505	Processes of Human Development	3
EDUC 506	Philosophy, Ethics and Values in Education	3
EDUC 507	Educational Research Methods	3
		15 crs.

SPECIALTY REQUIREMENTS

EDAS 502C	Basic Course in School Administration and Supervision	3
EDAS 503	Advanced Course in Management and Supervision Applied to the Elementary and Secondary Level	3
EDAS 505	Advanced Curriculum Course for School Administrators (Educational Strategies and Innovations)	3
EDAS 506	Legal Foundations of Education	3
EDAS 507	Educational Management and Planning	3
EDAS 511	Seminar on Management and Supervisory Research	3
EDAS 515	School Administration and Supervision Practicum	4
		22 crs.

FREE ELECTIVES **6 crs.**

GRADUATE REQUIREMENTS (Select) **3 crs.**

EDUC 550	Theses	6
EDUC 557	Community service project	3
EDUC 558	Seminar on Conceptual Reaffirmation, Validation and Research I-II-III	3
MPPI 797	Research Preparation and Presentation Model (Dissertation)	3

SPECIAL EDUCATION GRADUATE PROGRAMS

PHILOSOPHY AND PURPOSE OF THE PROGRAM

Universidad Central de Bayamón recognizes the problems faced by exceptional children, their parents and the agencies responsible for offering educational and complementary services to this clientele, in accordance with 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 who contribute to the solution of problems, Universidad Central de Bayamon offers a Master of Arts in Special Education program. This will help personnel working with exceptional children, whether teachers, curriculum technicians, principals, coordinators, supervisors or others, to be better prepared to contribute to the maximum development of the exceptional student's capabilities, to which he/she has full legal and human right.

MISSION

The mission of the Graduate Programs in Special Education is to prepare teachers with a broad knowledge of the nature and needs of infants, children and youth with disabilities and an appropriate mastery of teaching methodology, curricular adaptations, the use of assistive technology, and inclusion strategies for teaching this population.

VISION

The program will be recognized for favoring the maximum development of the potential of students with disabilities, so that they can achieve their maximum development and personal independence according to their abilities.

GENERAL OBJECTIVES

1. To prepare professionals with the appropriate knowledge and competencies for the provision of educational and complementary services to children and youth with disabilities.
2. To train the professional with the skills and methods of social scientific research, the analysis of findings, the interpretation of data and its implications in the educational work related to children and youth with disabilities.
3. Train teaching staff who can provide guidance to parents, teachers, supervisory, regular education and other personnel on the nature and needs of children.

MASTER OF ARTS IN SPECIAL EDUCATION

Core Requirements	15
Specialty Requirements	24
Free Elective	3
Grade Requirements	<u>3</u>
Total Credits	45 crs.

CORE REQUIREMENTS

EDUC 500	General Curriculum Principles	3
EDUC 501	Educational Measurement and Evaluation	3
EDUC 505	Processes of Human Development	3
EDUC 506	Philosophy, Ethics and Values in Education	3
EDUC 507	Educational Research Methods	<u>3</u>
		15 crs.

SPECIALTY REQUIREMENTS

EDES 505	Administration and Supervision of Educational Programs for Exceptional Children	3
EDES 506	The Education of Students with Intellectual Disabilities; Methodology and Curriculum	3
EDES 509	Behavior Modification for Students with Emotional Disturbances	3
EDES 510	The Education of the Student with Speech Disorders and Language	3
EDES 512	Diagnosis and Correction of Reading and Writing in Students with Mild Handicaps and Learning Disabilities	3
EDES 525	Nature and Needs of Infants and Preschoolers with Developmental Impairments	3
EDES 526	Research Methods in Areas Related to Sensory, Communicology and Chronic Health Problems	3
EDES 537	The Use of Assistive Technology in the Classroom	<u>3</u>
		24 crs.

FREE ELECTIVE 3 crs.

- The student may select a specialty course from any program in education.

GRADUATE REQUIREMENTS (Select) 3 crs.

EDUC 550	Thesis	6
EDUC 557	Community service project	3
EDUC 558	Conceptual Reaffirmation, Validation and Research I-II-III	3
MPPI 797	Research Preparation and Presentation Model (Thesis)	3

MASTER OF ARTS IN SPECIAL EDUCATION SUB-SPECIALTY IN AUTISM

PROGRAM DESCRIPTION

The master's degree in special education with a specialization in autism has as its primary purpose to prepare skilled teachers knowledgeable in intervention techniques and strategies, with knowledge and skills to develop and/or adapt curricula, skills in the administration and evaluation of the teaching/learning process, emphasizing student progress. Graduates of the program will be prepared to work in inclusive environments in public schools as well as in private schools and agencies.

MISSION

The master's program in special education with a sub-specialty in autism has the mission to prepare professional educators who can provide quality interventions to individuals with autism spectrum disorder.

GENERAL OBJECTIVES

1. The graduate of the program is educated to respond responsibly to ethical, legal, social and cultural issues and to genuinely engage in professional practice in working with children, youth and adults with autism spectrum disorder.
2. You will be committed to promoting and encouraging others to advocate for the rights of individuals with autism spectrum disorder.
3. Participate in multidisciplinary interventions, using the transdisciplinary model to promote interagency collaboration in the provision of services to this population. Identify available resources and channel through referral to meet the particular needs of their students.
4. As a specialist you will know and apply in your professional practice evidence-based models, derived from recognized research and aligned to professional standards.
5. Will be able to work with and educate families in decision making, promote self-determination in students by developing appropriate and individualized interventions.

MASTER OF ARTS IN SPECIAL EDUCATION SUB-SPECIALTY IN AUTISM

Core Requirements	15
Specialty Requirements	15
Sub-specialty Requirements	15
Grade Requirements	<u>3</u>
Total Credits	48 crs.

CORE REQUIREMENTS

EDUC 500	General Curriculum Principles	3
EDUC 501	Educational Measurement and Evaluation	3
EDUC 505	Processes of Human Development	3
EDUC 506	Philosophy, Ethics and Values in Education	3
EDUC 507	Educational Research Methods	<u>3</u>
		15 crs.

SPECIALTY REQUIREMENTS

EDES 505	Administration and Supervision of Educational Programs for Exceptional Children	3
EDES 506	The Education of Students with Intellectual Disabilities; Methodology and Curriculum	3
EDES 512	Diagnosis and Correction of Reading and Writing in Students with Mild Handicaps and Learning Disabilities	3
EDES 537	The Use of Assistive Technology in the Classroom	3
EDES 544	Action Research Seminar and the Programs of Action Special Education	<u>3</u>
		15 crs.

SUB-SPECIALTY REQUIREMENTS

EDES 541	Indicators for the Diagnosis of the Student with the Autism Spectrum Disorder and Autism Spectrum Assessment and Evaluation Strategies Intervention	3
EDES 542	Communicological Disorders and the Spectrum Disorder Autistic	3
EDES 543	Curriculum and Methods of Student Teaching with the Autism Spectrum Disorder	3
EDES 546	Behavioral Intervention for Students Diagnosed With Autism Spectrum Disorder	3
EDES 547	Psychosocial Aspects of the Student with Learning Disorder Autism Spectrum Disorder (ASD) and Support Systems	<u>3</u>
		15 crs.

GRADUATE REQUIREMENTS (Select)		3 crs.
EDUC 550	Theses	6
EDUC 557	Community service project	3
EDUC 558	Seminar on Conceptual Reaffirmation, Validation and Research I-II-III	3
MPPI 797	Research Preparation and Presentation Model (Dissertation)	3

**MASTER OF ARTS IN SPECIAL EDUCATION
SUB-SPECIALTY IN SPECIFIC LEARNING DISABILITIES (PEA)
AND ATTENTION DEFICIT DISORDER (ADD)**

The purpose of the master's degree in special education with specialization in Specific Learning Disabilities (SLD) and Attention Deficit Disorder (ADD) is to offer the teacher the opportunity to become a professional with the theoretical and practical resources necessary to work with children with learning difficulties. The emphasis of this curriculum is on the conceptualization and design of educational intervention strategies for students with Learning Disabilities and Attention Deficit Disorder. The program is designed to provide the special education professional with the knowledge, skills and strategies to work within the K-12 context, in these categories are included those difficulties in the affective-cognitive processes that interfere with concentration, analysis, thinking, verbal expression, reading, writing, arithmetic reasoning, perception and memory skills, among others.

OBJECTIVES IN SPECIAL EDUCATION

1. To prepare professionals with the knowledge and competencies to intervene effectively with students with ASD and ADD.
2. Prepare professionals to assume leadership positions and be advocates for special education students.
3. The graduate will be prepared to implement appropriate practices based on research and professional standards.
4. To prepare leaders in the field of special education who are responsible, diversity-conscious, and ethical in their professional practice and intervention with students with ASD and ADD.
5. To prepare teachers with the appropriate knowledge and competencies for the provision of educational and complementary services to children and youth with disabilities.
6. To train professional personnel 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 youth with disabilities.
7. Train teaching staff who can provide guidance to parents, teachers, supervisory, regular education and other personnel on the nature and needs of children.

**MASTER OF ARTS IN SPECIAL EDUCATION
SUB-SPECIALTY IN SPECIFIC LEARNING DISABILITIES (PEA)
AND ATTENTION DEFICIT DISORDER (ADD)**

Core Requirements	15
Specialty Requirements	15
Sub-specialty Requirements	12
Grade Requirements	<u>3</u>
Total Credits	45 crs.

CORE REQUIREMENTS

EDUC 500	General Curriculum Principles	3
EDUC 501	Educational Measurement and Evaluation	3
EDUC 505	Human Development Processes	3
EDUC 506	Philosophy, Ethics and Values in Education	3
EDUC 507	Educational Research Methods	<u>3</u>
		15 crs.

SPECIALTY REQUIREMENTS

EDES 505	Administration and Supervision of Educational Programs for Exceptional Children	3
EDES 506	The Education of Students with Intellectual Disabilities; Methodology and Curriculum	3
EDES 510	Education of the Student with Speech and Language Disorders	3
EDES 512	Diagnosis and Correction of Reading and Writing in Students with Mild Handicaps and Disability Problems	
	Learning	3
EDES 537	The Use of Assistive Technology in the Classroom	<u>3</u>
		15 crs.

SUB-SPECIALTY REQUIREMENTS

EDES 509	Behavior Modification for Students with Emotional Disturbances	3
EDES 533	Curricular Intervention Models for Children with ADHD and ADHD	3
EDES 534	Indicators for the Diagnosis of the Child with ADP and ADD	3
EDES 536	Neuropsychological Disorders Research Seminar, Neurophysiological and Psychological Associated with PEA and DDA	<u>3</u>
		12 crs.

GRADUATE REQUIREMENTS (Choose) **3 crs.**

EDUC 550	Theses	6
EDUC 557	Community service project	3
EDUC 558	Seminar on Conceptual Reaffirmation, Validation and Research I-II-III	3
MPPI 797	Research Preparation and Presentation Model (Dissertation)	3

MASTER'S DEGREE IN GENERAL COUNSELING

MISSION

The General Counseling Graduate 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 diversity of situations.

VISION

The General Counseling Graduate Program will be recognized for the training of professionals who, with a high humanistic sense, apply their knowledge and various intervention strategies, contributing positively to the well-being of individuals, thus promoting the mental health of the country.

PHILOSOPHY AND PURPOSE OF THE PROGRAM

Through the application of diverse teaching strategies, the optimal development of professionals with the knowledge, skills and attitudes necessary to perform as professional counselors is encouraged. These professionals should be distinguished by their commitment and identity with the profession, by being advocates and promoters of social justice and the rights of their clients, by serving as agents of change, being leaders and contributing to the development and application of best practices within the counseling profession. In this way, it is expected that they will be trained to generate new solutions or interpretations in a creative manner to Puerto Rican social problems and in the scenarios where they work. The orientation of the program is based on humanistic principles since we respect the different theoretical and philosophical frameworks related to counseling and promote flexibility depending on the needs of the students in the program.

This master's degree meets the requirements of the Puerto Rico Professional Counselors Examining Board.

OBJECTIVES

The Master's Degree in General Counseling aims to develop professionals knowledgeable in:

1. Students in the program will learn and apply counseling theories that best respond to their client's situation, developmental stage, and social and cultural context.
2. Counseling students will develop an identity with their profession and defend it by demonstrating their knowledge of the development of the profession, the roles, functions and boundaries of counselors, and the ethical and legal issues that guide the profession.
3. Students will develop and apply counseling skills through the application of recognized, evidence-based models to establish interventions that facilitate effective services with individuals, groups, families, and couples.
4. Students in the program will become agents of change and advocates for the rights of their clients by recognizing and denouncing injustices and demanding the services required for their clients.
5. Students will create awareness of the differences, values, privileges, beliefs of other cultures and their impact on the helping relationship and establish strategies that facilitate interventions with culturally different populations and groups.

6. Students will know, respect and commit themselves to the application of the codes of ethics that apply to the profession, as well as the laws and regulations of the work scenarios where they work.
7. Through different courses, students will engage in processes of introspection and self-opening that will facilitate the analysis of their worldview and their limitations and strengths and determine how this can affect the process of helping their clients.

MASTER'S DEGREE IN GENERAL COUNSELING

Core Requirements	9
Specialty Requirements	30
Free Elective	3
Grade Requirements	<u>3</u>
Total Credits	45 crs.

CORE REQUIREMENTS

CON	505	Human Development Processes	3
CON	600	ETHICAL-LEGAL Aspects in Counseling	3
CON	699	Research Methods and Program Evaluation in Counseling	<u>3</u>
			9 crs.

SPECIALTY REQUIREMENTS

CON	602	Theories of Counseling	3
CON	604	Individual Counseling	3
CON	605	Group Counseling	3
CON	606	Career and Life Planning	3
CON	621	Crisis Intervention	3
CON	622	Assessment	3
CON	642	Psychopathology	3
CON	608	Seminar and Practice in Counseling I	3
CON	609	Seminar and Practice in Counseling II	3
CONFA	618	Family and Couples Counseling	<u>3</u>
			30 crs.

FREE ELECTIVES	3 crs.
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GRADUATE REQUIREMENTS (Choose)	3 crs.
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CON	617	Community Service Project	3
WITH	700	Theses	6
CON	702	Conceptual Reaffirmation, Validation and Research Seminar I-II	3
MPPI	797	Model of Research Preparation and Presentation	3

MASTER'S DEGREE IN COUNSELING WITH SPECIALIZATION IN SCHOOL COUNSELING

PROGRAM PHILOSOPHY AND PURPOSE

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

This master's degree meets the requirements of the Puerto Rico Professional Counselors Examining Board.

OBJECTIVES

The Master's degree in Counseling with a specialization in School Counseling aspires to:

1. Develop students capable of understanding the professional roles, functions, and controversies of counseling in the educational setting, including interdisciplinary work, referrals, and consulting.
2. To train students with models that help them to be leaders, advocates, collaborators and agents of change in their respective work scenarios.
3. Train students to work effectively with diversity students
4. To train students to conceptualize human behavior and change processes from various theoretical perspectives and to utilize appropriate counseling interventions.
5. Prepares students to meet the requirements of the Department of Education and the Puerto Rico Counseling Examination Board.
6. To prepare counseling students who are distinguished by professional and personal integrity including adherence to professional codes of ethics and relevant legal standards and expectations.
7. To prepare students to facilitate the academic, personal, social, and occupational development of the students they serve.
8. To train students to design, implement, manage and evaluate comprehensive school programs based on accrediting agency standards.
9. To train students to select, administer and interpret assessment instruments and other related tests in significant areas related to the well-being, development and academic performance of their clients.
10. Develop students developmental crises, psychopathology and situational or environmental conditions.
11. To train school students with the knowledge and skills to apply protocols with children and make effective interventions with adolescent children in their work settings.

MASTER'S DEGREE IN COUNSELING WITH A SPECIALIZATION IN SCHOOL COUNSELING

Core Requirements	9
Specialty Requirements	21
General Counseling Requirements	18
Grade Requirements	<u>3</u>
Total Credits	51 crs.

CORE REQUIREMENTS

CON 505	Human Development Processes	3
CON 600	ETHICAL-LEGAL Aspects in Counseling	3
CON 699	Research Methods and Program Evaluation in Counseling	<u>3</u>
		9 crs.

GENERAL COUNSELING REQUIREMENTS

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

SPECIALTY REQUIREMENTS

CONE 607	Planning, Evaluation and Management of Counseling Programs	3
CONE 610	Guidance and Counseling in the Educational Setting	3
CONE 650	Management Strategies for Students with Special Needs	3
CONE 637	Counseling for Children and Adolescents	3
CONE 658	Seminar and Practice in School Counseling I	3
CONE 659	Seminar and Practice in School Counseling II	<u>3</u>
		18 crs.

GRADUATE REQUIREMENTS (Select) 3 crs.

CON 617	Community Service Project	3
WITH 700	Theses	6
CON 702	Conceptual Reaffirmation, Validation and Research Seminar I-II	3
MPPI 797	Research Preparation and Presentation Model	3

Note: 1. In order to practice as a professional counselor, it is required to pass the revalidation offered by the Board of Examiners of Professional Counselors of Puerto Rico.
2. To receive the School Counselor certificate from the Department of Education you must comply with the requirements of that agency in accordance with its current regulations.

MASTER'S DEGREE IN COUNSELING WITH SPECIALIZATION IN FAMILY COUNSELING

PROGRAM PHILOSOPHY AND PURPOSES

Through the creation of this program, we hope to train counselors with a specialty in Family Counseling who possess the knowledge, skills and abilities required for intervention with families and couples. It is expected that they will be able to work at the prevention level, in addition to making the pertinent interventions with the family nuclei of communities, institutions and agencies dedicated to promoting and fostering the development and integral wellbeing of families. These future counselors should develop a solid conceptual and methodological background, so that they can work therapeutically with families, in addition to promoting changes in their structures, functions and dynamics.

This master's degree meets the requirements of the Puerto Rico Professional Counselors Examining Board.

OBJECTIVES

The Master's Degree in Counseling with a specialization in Family Counseling aspires to:

1. Students will demonstrate knowledge of the development of family and couples counseling, its philosophical premises and related theoretical models.
2. Students will be able to conceptualize and intervene from a systemic theoretical framework when facilitating change in communities, individuals, families or couples.
3. Students will understand the established structures and professional organizations, preparation standards and credentials related to the practice of family and couples counseling.
4. Students will know and apply the specific ethical-legal aspects related to family and couples counseling.
5. Students will demonstrate understanding of situations that affect family functioning such as economic disputes, addictive behaviors and abuse, as well as the interventions required for their resolution.
6. Students will develop basic interviewing, assessment, case file preparation and case management skills and principles in working with families and couples.
7. Students will apply techniques that facilitate understanding and explaining the dynamics of families or couples.
8. Students will recognize social trends and treatments when working with families in transition, non-traditional families, and reconstituted families.
9. Students will recognize controversies related to human sexuality and their impact on the dynamics of families and couples, as well as strategies for their management.

MASTER'S DEGREE IN COUNSELING SPECIALIZING IN FAMILY COUNSELING

Core Requirements	9
General Requirements	21
Specialty Requirements	18
Grade Requirements	<u>3</u>
Total Credits	51 crs.

CORE REQUIREMENTS

CON 505	Human Development Processes	3
CON 600	ETHICAL-LEGAL Aspects in Counseling	3
CON 699	Research Methods and Program Evaluation in Counseling	<u>3</u>
		9 crs.

GENERAL COUNSELING REQUIREMENTS

CON 602	Theories of Counseling	3
CON 604	Individual Counseling	3
CON 605	Group Counseling	3
CON 606	Career and Life Planning	3
CON 621	Crisis Intervention	3
CON 622	Assessment	3
CON 642	Psychopathology	<u>3</u>
		21 crs.

SPECIALTY REQUIREMENTS

CONFA 618	Family and Couples Counseling	3
CONFA 630	Mediation, Conflict Management and Negotiation	3
CONFA 633	Family Counseling Strategies in Case Management	3
CONFA 637	Counseling for Children and Adolescents	3
CONFA 608	Seminar and Practice in Counseling I	3
CONFA 609	Seminar and Practice in Counseling II	<u>3</u>
		18 crs.

GRADUATE REQUIREMENTS (Choose) 3 crs.

CON 617	Community Service Project	3
WITH 700	Theses	6
CON 702	Conceptual Reaffirmation, Validation and Research Seminar I-II-III	3
MPPI 797	Model of Research Preparation and Presentation	3

MASTER'S DEGREE IN COUNSELING WITH SPECIALIZATION IN COUNSELING IN REHABILITATION

MISSION

To develop rehabilitation counseling professionals with the specialized knowledge, skills, and attitudes necessary to provide, coordinate, and advocate for the services needed by people with disabilities so that they have equal opportunities to achieve their personal, psychological, and vocational goals.

PURPOSE OF THE PROGRAM

The purpose of the Master's Degree in Counseling with a Specialization in Rehabilitation Counseling is to prepare professionals who can perform in a variety of work settings offering services to people with disabilities. It is intended to meet the need for rehabilitation counseling professionals that are required in Puerto Rico and in the United States. In this way, it complies with the laws that require that all persons with disabilities have the right to services aimed at developing their full potential. This master's degree meets the requirements of the Puerto Rico Vocational Rehabilitation Counselor Examining Board. It meets the requirements of the National Council of Rehabilitation (CRC), the entity that grants certification at the national level.

OBJECTIVES

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

1. Assess your customers' needs, and help you develop individualized plans to meet them.
2. Identify the vocational skills they need to secure gainful 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 used, tools and features required.
5. Provide or coordinate therapeutic services, psychological, medical, social interventions, job placement, technological assistance and follow-up.
6. Coordinate with employers for the development of job opportunities, job placement, and provide necessary assistance in seeking, obtaining and maintaining appropriate employment, training, support and follow-up services.
7. Request Rehabilitation services and coordinate services from other agencies, professionals and resources.
8. Educate the family of the person with a disability so that they can promote independent living.
9. Provide information to the person with a disability and the family about the rights of persons with disabilities and related laws.
10. Contribute to reducing attitudes and environmental barriers in society to facilitate the full inclusion of the individual with disabilities in the community.

**MASTER'S DEGREE IN COUNSELING WITH SPECIALIZATION
IN COUNSELING IN REHABILITATION**

Core Requirements	6
Counseling Requirements	9
Specialty Requirements	30
Elective	3
Grade Requirements	<u>3</u>
Total Credits	51 crs.

CORE REQUIREMENTS

CON 505	Human Development Processes	3
CON 699	Research Methods and Program Evaluation in Counseling	<u>3</u>
		6 crs.

COUNSELING REQUIREMENTS

CON 604	Individual Counseling	3
CON 605	Group Counseling	3
CONRE 600	Ethical and Legal Aspects in Rehabilitation and Rehabilitation Counseling Cultural Diversity	<u>3</u>
		9 crs.

SPECIALTY REQUIREMENTS

CONRE 605	Fundamentals of Rehabilitation Counseling	3
CONRE 610	Medical Aspects of Rehabilitation	3
CONRE 612	Psychosocial Aspects of Rehabilitation	3
CONRE 615	Case Management in Rehabilitation Services	3
CONRE 617	Vocational Assessment and Evaluation Methods	3
CONRE 620	Occupational Information Analysis and Job Matching	3
CONRE 625	Models and Techniques in Rehabilitation Counseling	3
CONRE 650	Internship in Rehabilitation Counseling (150 hrs)	3
CONRE 655	Internship I Rehabilitation Counseling (300 hrs)	3
CONRE 660	Internship II Rehabilitation Counseling (300 hrs)	<u>3</u>
		30 crs.

ELECTIVES	3 crs.
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GRADUATE REQUIREMENTS (Choose)	3 crs.
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CON 617	Community Service Project	3
WITH 700	Theses	6
CON 702	Conceptual Reaffirmation, Validation and Research Seminar I-II	3
MPPI 797	Model of Research Preparation and Presentation	3

MASTER'S DEGREE IN COUNSELING WITH SPECIALTY IN MENTAL HEALTH

MISSION

To develop Mental Health Counseling professionals with the specialized knowledge, skills, and attitudes necessary to provide, coordinate, and advocate for the services needed by individuals with mental health diagnoses to achieve their personal, psychological, and vocational goals. The Program aspires to develop professionals who respond to the needs of our society. As a specialist, this professional should know the theories, concepts, processes, methods, problems, scientific conclusions and practical implications of a particular discipline or profession. He/she will recognize personal and social dignity and act responsibly with respect and tolerance, and with a deep sense of social justice.

It is also expected to train professionals to face the unstable society affected by social, economic and family problems with a deep sense of social commitment and effort, framed in the concept of resilience, hope and individual and collective action.

This master's degree meets the requirements of the Puerto Rico Professional Counselors Examining Board.

GOAL

To increase the number of Mental Health counselors with the necessary knowledge, skills and attitudes to ensure the adequate service required by the people served.

OBJECTIVES

The Master's degree in Counseling with a specialization in Mental Health aspires to:

1. The historical, philosophical, social, cultural, economic and political underpinnings of current trends in mental health counseling.
2. The roles and functions and identity of professional mental health counselors.
3. Professional organization structures, professional preparation standards, credentialing, and controversial issues relevant to mental health practice.
4. Ethical-legal considerations related to the practice of mental health counseling (Codes of Ethics of the Professional Counseling Examining Board, ACA, AMHCA).
5. The role of race, family structure, cultural heritage, nationality, gender, age, sexual orientation, religion and spiritual beliefs, occupation, physical and mental status in mental health counseling.
6. Strategies for understanding community needs and for designing, implementing and evaluating mental health systems and programs.
7. Principles, theories and practice of intervention including inpatient, outpatient, partial treatment, and post-crisis programs and facilities.

MASTER'S DEGREE IN COUNSELING WITH A SPECIALTY IN MENTAL HEALTH

Core Requirements	9
Counseling Requirements	21
Specialty Requirements	18
Grade Requirements	<u>3</u>
Total Credits	51 crs.

CORE REQUIREMENTS

CON	505	Human Development Processes	3
CON	600	ETHICAL-LEGAL Aspects in Counseling	3
CON	699	Research Methods and Program Evaluation in Counseling	<u>3</u>
			9 crs.

COUNSELING REQUIREMENTS

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

SPECIALTY REQUIREMENTS

CONDA	660	Addictive Behaviors	3
CONSA	650	Mental Health Diagnosis	3
CONSA	651	Treatment and Management of Mental Health Cases	3
CONSA	653	Practicum in Mental Health Counseling	3
CONSA	654	Internship I and Seminar in Mental Health	3
CONSA	655	Internship II and Seminar in Mental Health	<u>3</u>
			18 crs.

GRADUATE REQUIREMENTS (Choose) 3 crs.

CON	617	Community Service Project	3
WITH	700	Theses	6
CON	702	Conceptual Reaffirmation, Validation and Research Seminar I-II-III	3
MPPI	797	Model of Research Preparation and Presentation	3

MASTER'S DEGREE IN COUNSELING WITH SPECIALIZATION IN ADDICTIVE DISORDERS

MISSION

To increase the number of professionals in Counseling with a Specialty in Addictive Disorders with the required competencies to offer, coordinate and intercede for the services needed by people with Addictive Disorders so that they can achieve their recovery and integrate productively into society. The offering of this Master's Degree is congruent with the philosophy, mission, goals and objectives of the Universidad Central de Bayamón, which aspires to develop professionals who respond to the needs of our society.

GOAL

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

This master's degree meets the requirements of the Puerto Rico Professional Counselors Examining Board.

OBJECTIVES

The Master's Degree in Counseling with a specialization in Addictive Disorders aspires to:

1. To develop a program with a variety of academic and practical experiences that responds to the needs of the population with addictive disorders, the needs of society and promotes mental health.
2. To prepare professionals with attitudes that reflect openness to alternative approaches, appreciation of diversity and readiness for change in the management of clients with addiction problems.
3. To develop in students a basic understanding of the different addictions, their effects and the current models and theories used in the management of the disease.
4. To promote interest in research as a necessary tool for approaching the problems of addictive disorders.
5. To visualize addiction as a chronic disease and the multiplicity of treatments required, in addition to the social contexts that affect the treatment and recovery process in both the dependent and the codependent.
6. Identify, evaluate and apply a variety of helping strategies designed to meet the individual needs of clients with addiction problems and that of codependents.
7. Adequately train students in the program so that they can obtain the credentials required to serve as professional counselors and addiction counselors.
8. Expand and diversify the offerings of UCB's Guidance and Counseling Program and contribute to strengthening the image of the professional counselor.
9. Increase work settings for professional counselors, including private practice.

MASTER'S DEGREE IN COUNSELING WITH SPECIALIZATION IN ADDICTIVE DISORDERS

Core Requirements	9
Counseling Requirements	21
Specialty Requirements	18
Grade Requirements	<u>3</u>
Total Credits	51 crs.

CORE REQUIREMENTS

CON 505	Human Development Processes	3
CON 600	ETHICAL-LEGAL Aspects in Counseling	3
CON 699	Research Methods and Program Evaluation in Counseling	<u>3</u>
		9 crs.

COUNSELING REQUIREMENTS

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

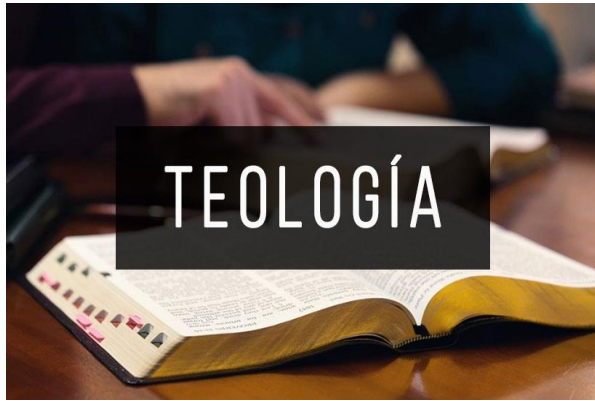
SPECIALTY REQUIREMENTS

CONDA 660	Addictive Behaviors	3
CONDA 661	Neurobiology and Pharmacology of Addictive Disorders	3
CONDA 662	Addiction Treatment Models	3
CONDA 663	Addiction Counseling Interventions	3
CONDA 664	Practicum and Seminar on Addictive Disorders	3
CONDA 665	Internship and Professional Development Seminar on Addictive Disorders	3

GRADUATE REQUIREMENTS (Select) 3 crs.

CON 617	Community Service Project	3
WITH 700	Theses	6
CON 702	Conceptual Reaffirmation, Validation, and Research Seminar I-II-III	3
MPPI 797	Model of Research Preparation and Presentation	3

GRADUATE SCHOOL OF THEOLOGY AND MINISTRY



ACADEMIC OFFERINGS

- Graduate Certificate in Chaplaincy
- Graduate Certificate in Pastoral Counseling
- Graduate Certificate in Spirituality and Spiritual Companionship
- Graduate Certificate in Biblical Studies
- Graduate Certificate in Preaching
- Master of Divinity
- Master's Degree in Biblical Studies
- Master's Degree in Pastoral Theology

GRADUATE CERTIFICATE IN CHAPLAINCY

The Graduate Certificate in Chaplaincy provides a basic training program for those in basic training, for those who feel called to serve their community in its various social and spiritual needs.

Core Requirements	12
Certificate Requirements	<u>6</u>
Total Credits	18 crs.

CORE REQUIREMENTS

ESBI	521	Theology of Biblical Reading	3
TEOL	504	Fundamental Theology	3
MORL	541	Moral Fundamental	3
PAST	580	Practical and Fundamental Theology	<u>3</u>
			12 crs.

CERTIFICATE REQUIREMENTS

PAST	588	Pastoral Counseling	3
PAST	630	Theology: Spirituality and Accompaniment	2
PAST	689	Legal Aspects of Ministry. Ecclesial	<u>1</u>
			6 crs.

GRADUATE CERTIFICATE IN PASTORAL COUNSELING

The Graduate Certificate in Pastoral Counseling provides a basic training program for pastoral accompaniment in a church setting. The program combines elements of counseling with biblical-theological and pastoral foundations that will enable the graduate to provide counseling and spiritual support to people in testing situations. Primarily, he/she must learn to identify everyday or transitory situations from those that require referral to priests, psychotherapists or other licensed professional counselors.

This certificate is not equivalent to a license to offer pastoral counseling, but constitutes evidence of training in that discipline.

The credits approved in this Certificate may be credited toward studies leading to a Master of Arts in Pastoral Theology.

GRADUATE CERTIFICATE IN PASTORAL COUNSELING

Core Requirements	12
Certificate Requirements	<u>6</u>
Total Credits	18 crs.

CORE REQUIREMENTS

ESBI	521	Theology of Biblical Reading	3
TEOL	504	Fundamental Theology	3
MORL	541	Moral Fundamental	3
PAST	580	Practical and Fundamental Theology	<u>3</u>
			12 crs.

CERTIFICATE REQUIREMENTS

PAST	588	Pastoral Counseling	3
PAST	685	Reality Analysis Seminar PR	3
PAST	689	Legal Aspects of Ministry. Ecclesial.	<u>1</u>
			6 crs.

CERTIFICATE IN SPIRITUALITY AND SPIRITUAL ACCOMPANIMENT

The Graduate Certificate in Spirituality and Spiritual Companionship is designed for those lay people or religious who wish to serve as spiritual companions to those who need it and express it. The program is intended to help them develop their spiritual gifts and skills for this ministry.

GRADUATE CERTIFICATE IN SPIRITUALITY AND SPIRITUAL ACCOMPANIMENT

Core Requirements	12
Certificate Requirements	<u>6</u>
Total Credits	18 crs.

CORE REQUIREMENTS

ESBI	521	Theology of Biblical Reading	3
MORL	541	Moral Fundamental	3
PAST	580	Practical and Fundamental Theology	<u>3</u>
			12 crs.

CERTIFICATE REQUIREMENTS (Choose 6 credits)

PAST	586	Ecumenism and Dialogue IR	2
PAST	588	Pastoral Counseling	3
PAST	630	Theology: Spirituality and Accompaniment	2
PAST	685	PR Reality Analysis Seminar	2
PAST	689	Legal Aspects of Ecclesial Ministry.	1

The credits approved in this Certificate may be credited toward studies leading to a Master of Arts in Pastoral Theology.

GRADUATE CERTIFICATE IN BIBLICAL STUDIES

The Graduate Certificate in Biblical Studies arises as a structured response to the strong appeal of Bible study to the people of God, and exposes us to the roots of faith in the original sources of Salvation History.

Core Requirements	6
Certificate Requirements	<u>12</u>
Total Credits	18 crs.

CORE REQUIREMENTS

ESBI	521	Theology of Bible Reading	3
PAST	580	Practical and Fundamental Theology	<u>3</u>
			12 crs.

CERTIFICATE REQUIREMENTS

ESBI	529*	Synoptic Gospels	3
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Choose 9 credits

ESBI	540	Pentateuch	3
ESBI	524	Prophetic Literature	2
ESBI	537	Sapiential Literature	2
ESBI	520	Salmos	2
ESBI	530	Jeanic Literature	3
ESBI	531	Pauline Literature	3

***Mandatory**

The credits approved in this Certificate may be credited toward further studies leading to a Master of Arts in Biblical Studies.

GRADUATE CERTIFICATE IN PREACHING

The Graduate Certificate in Preaching aims to lead to theological reflection on the exercise of preaching, mainly liturgical (homily), but also all other preaching: its purpose in the economy of salvation, its nature and means. It is expected that in practice the student will exercise in the preparation of the message according to time, place and various human circumstances, using different methodologies of communication.

The credits approved in this Certificate may be credited toward studies leading to a Master of Arts in Pastoral Theology or Biblical Studies.

Core Requirements	12
Certificate Requirements	<u>6</u>
Total Credits	18 crs.

CORE REQUIREMENTS

ESBI	521	Theology of Biblical Reading	3
TEOL	504	Fundamental Theology	3
MORL	541	Moral Fundamental	3
PAST	580	Practical and Fundamental Theology	<u>3</u>
			12 crs.

CERTIFICATE REQUIREMENTS

PAST	676	Theology of Preaching and Homiletics	3
PAST	685	Reality Analysis Seminar PR	2
PAST	689	Legal Aspects of Ecclesial Ministry	<u>1</u>
			12 crs.

MASTER OF DIVINITY

Accredited by:

"The Association of Theological Schools
The Commission on Accrediting" (ATS)

Possibility of canonical double degree

Master of Divinity from the Central University of Bayamon with a Canonical Bachelor's Degree in Sacred Theology (STB) from the Faculty of Theology of the Pontifical University of St. Thomas Aquinas in Rome.

GENERAL OBJECTIVES

The Master of Divinity program provides, along with an intellectual and personal understanding of academic theology in the Catholic tradition, training in the pastoral competencies that will enable the student to exercise responsible and professional ordained and non-ordained ministerial leadership in the Church and society. This program responds to the requirements of the apostolic constitution *Sapientia Christiana* of Pope St. John Paul II on ecclesiastical universities and faculties and the *Ratio Studiorum* of the Friars of the Order of Preachers. Although it fulfills the requirements for admission to the orders, this program is not exclusively for those in formation for the presbyterate. The program also thoroughly prepares the student to pursue advanced studies in Theology and/or Ministry at the doctoral level.

SPECIFIC OBJECTIVES

1. Graduates of the program will understand, from a historical perspective and in dialogue with the Thomistic tradition and contemporary theology, the central doctrines of the Roman Catholic magisterium in the biblical, dogmatic and moral areas, in order to be able to apply them in pastoral ministry.
2. Graduates of the program will be familiar with the socio-political, cultural and theological realities of Puerto Rico in themselves and in relation to other Caribbean, Latin American and U.S. Hispanic communities. Students analyze these socio-political, cultural and ecclesial contexts in order to design appropriate pastoral strategies for their ministries.
3. Graduates of the program will gain pastoral competencies in the areas of liturgy and sacraments, pastoral counseling/spiritual accompaniment, preaching and teaching, ecclesial administration, charity and other parish or diocesan needs according to individual pastoral circumstances and/or one's own ecclesial state of life.
4. Graduates of the program will demonstrate emotional, spiritual and pastoral maturity through a frequent practice of self-evaluation that enhances an adequate personal response to social demands for justice, peace and care for creation. These students are trained in attentive listening to the people they serve in the parish/church community as well as to their co-agents on pastoral teams. Graduates of the program are also trained in the reliable fulfillment of the ethical requirements of ministry.

MASTER OF DIVINITY

Core Requirements	57
Specialty Requirements	36
Free Electives	9-10
Grade Requirements	<u>7-8</u>
Total Credits	110 crs.

CORE REQUIREMENTS

SYSTEMATIC THEOLOGY (Choose 19 credits)

TEOL 500	The Nature and Method of Theology	3
TEOL 504	Fundamental Theology	3
TEOL 509*	Theological Research	1
*Mandatory		
TEOL 575	Postconciliar Ecclesiology	3
TEOL 600	Crystology	3
TEOL 601	Trinitarian Theology	3
TEOL 636	Theological Anthropology	3

HISTORY (Choose 11 credits)

HIST 555*	Contemporary Church History	3
HIST 551*	Patrology	3

***Mandatory**

HIST 517	Latin American Theology	2
HIST 519	History Church in Puerto Rico	3
HIST 552	Theology of St. Thomas	2
HIST 553	Ancient and Medieval History	3
HIST 557	Protestant and Catholic Reformation	2

MORAL (Choose 9 credits)

MORL 541	Fundamental Moral Theology	3
MORL 542	Social Morals and DSI	3
MORL 544	Moral of the Person	3
MORL 550	Contemporary Problems. of Catholic Morals	3

BIBLICAL STUDIES (Choose 18 credits)

ESBI 520	Salmos	2
ESBI 521	Theology of Biblical Reading	3
ESBI 525	Major and Minor Prophets	3
ESBI 529	Synoptic Gospels	3

ESBI	530	Jeanic Literature	3
ESBI	531	Pauline Literature	3
ESBI	540	Pentateuch	3
ESBI	641	Catholic Letters	2

SPECIALTY REQUIREMENTS

PASTORAL (Choose 20 credits)

PAST	584*	Pastoral Planning and Management	2
PAST	588*	Pastoral counseling	3
PAST	630*	Spirituality and Accompaniment	2
PAST	676*	Preaching Theology and Homiletics	3
PAST	685*	Puerto Rico Reality Check	2

***Mandatory**

PAST	580	Fundamental Practical Theology	3
PAST	586	Ecumenism and Interreligious Dialogue	2
PAST	689	Legal Aspectsof Ecclesial Ministry	1

LITURGY AND SACRAMENTALOGY (16 credits)

LITS	569	Sacramental Law	2
LITS	607	Baptism and Confirmation	3
LITS	649	Eucharist	3
LITS	671	Reconciliation and Anointing	2
LITS	673	Order and Marriage	3
LITS	688	Liturgy and Sacramentality	3

ELECTIVES (Choose 9-10 credits)

GRIE 512, HEBR 504, THEOL 538, THEOL 611, THEOL 618 HIST 618, HIST 554, HIST 681, PAST 568
PAST 612, PAST 634, PAST 675, ESBI 530, ESBI 537, ESBI 638, ESBI 645, ESBI 645, PAST 612, PAST
634, PAST 675, ESBI 530, ESBI 537, ESBI 638, ESBI 645

GRADUATE REQUIREMENTS (7-8 credits)

PAST	641B	Seminar on Pastoral Intervention	2
PAST	642	Seminar Pastoral Intervention II	2
PAST	643	Seminar Pastoral Intervention III	2
PAST	644	Seminar Pastoral Intervention IV	2
PAST	696*	Supervised Ministerial Internship (CPE)	3

***If you opt for this course, you do not have to take PAST 643 and PAST 644.**

MASTER OF ARTS IN BIBLICAL STUDIES

Accredited by:

"The Association of Theological Schools
The Commission on Accrediting" (ATS)

GENERAL OBJECTIVES

The objective of the Master of Arts in Biblical Studies program is to provide the student with the fundamental competencies of knowledge and interpretation of the Holy Scriptures of the Judeo-Christian tradition so that he/she can deepen his/her understanding of the biblical text, be able to pursue doctoral studies in the area of biblical theology or teach biblical studies at the secondary and post-secondary levels.

SPECIFIC OBJECTIVES

1. Graduates of the program will be able to handle with interpretative depth the biblical text in the theological context of its literary genre.
2. Graduates of the program will master the fundamental competencies of biblical exegesis making appropriate use of the original biblical languages.
3. Graduates of the program will be able to bring biblical theology into dialogue with the other fundamental areas of theological thought: systematic theology, moral theology and historical theology.
4. Graduates of the program will have the opportunity to acquire pastoral skills that will enable them to offer their biblical knowledge in service to communities of faith in their diverse social needs.

MASTER OF ARTS IN BIBLICAL STUDIES

Core Requirements	20
Specialty Requirements	<u>25</u>
Total Credits	45 crs.

CORE REQUIREMENTS

a) Choose 12 credits in dialogue with the program director between courses in Systematic Theology (TEOL) or Moral Theology (MORL) among the following or others available, according to the student's needs and the academic offerings:

TEOL 500	Nature and Method of Theology	3
TEOL 538	Mariology	3
TEOL 575	Post-Conciliar Ecclesiology	3
TEOL 600	Christology	3
TEOL 601	Trinitarian Theology	3
TEOL 636	Theological Anthropology	3
MORL 541	Moral Fundamental	3
MORL 542	Social Morals	3
MORL 544	Moral of the Person	3

b) Choose 8 credits in dialogue with the program director between courses in Historical Theology (HIST) or Practical Theology (PAST/LITS) among the following or others available, according to the needs of the student and the academic offerings:

PAST 580	Fundamental Practical Theology and Ministries	3
LITS 607	Baptism and Confirmation	3
PAST630	Spirituality and Accompaniment	2
LITS 649	Eucharist: Theology and Celebration	3
LITS 688	Liturgy and Sacramentality	3
HIST 517	Latin American Theology	2
HIST 519	History of the Church in Puerto Rico	3
HIST 551	Patrology	3
HIST 552	Theology of St. Thomas Aquinas	3
HIST 553	Ancient and Medieval Church History	3
HIST 555	Contemporary Church History	3
HIST 557	Protestant and Catholic Reformation	3
HIST 681	Caribbean Church History	3

SPECIALTY REQUIREMENTS

HEBR 504	Introduction to Biblical Hebrew	2
GRIE 512	Introduction to Biblical Greek	2
ESBI 521	Theology of Bible Reading	3

a) Choose 8 credits in Old Testament courses.

ESBI 520	Psalms	2
ESBI 524	Prophetic Literature	2
HIST 528	History of Ancient Israel	2
ESBI 537	Sapiential Literature	2
ESBI 540	Pentateuch	3

b) Choose 8 credits in New Testament courses.

ESBI 529	Synoptic Gospels	3
ESBI 530	Johannine Literature	3
ESBI 531	Pauline Literature	3
ESBI 641	Catholic Letters	2

c) Choose 2 credits in Biblical Studies in general.

ESBI 638	Apocalyptic Literature	2
ESBI 645	Apocryphal Literature	2
ESBI 679	Contemporary Problems in Biblical Exegesis	2

GRADUATION REQUIREMENTS

TEOL699M	Comprehensive Test- Medullar	0
TEOL 699	Comprehensive Test-Specialty	0

MASTER OF ARTS IN PASTORAL THEOLOGY

Accredited by:

"The Association of Theological Schools
The Commission on Accrediting" (ATS)

The Master of Arts in Pastoral Theology program, aimed primarily at lay people, but also open to religious, seeks to familiarize students with the challenges and opportunities of the church and Puerto Rican and Latin American society, enabling them to analyze and offer a pastoral response from a committed faith, with a theological and ecclesial formation that enables them to serve the person and the people of God in the environment in which they carry out their task of service.

MASTER OF ARTS IN PASTORAL THEOLOGY

Core Requirements	30
Specialty Requirements	<u>15</u>
Total Credits	45 crs.

CORE REQUIREMENTS

BIBLE (6 credits)

ESBI 529	Synoptics-Facts	3
*Mandatory		
ESBI 521	Theology of Bible Reading	3
ESBI 540	Pentateuch	3
ESBI 525	Prophetic Literature	3
ESBI 530	Johannine Literature	3
ESBI 531	Pauline Literature	3

SYSTEMATIC THEOLOGY (6 credits)

TEOL 504*	Fundamental Theology	3
*Mandatory		
TEOL 600	Christology	3
TEOL 575	Postconciliar Ecclesiology	3

MORAL THEOLOGY (6 credits)

MORL 541*	Fundamental Morals	3
*Mandatory		
MORL 542	Social Morale	3
MORL 544	Moral of the Person	3
MORL 550	Contemporary Problems of Catholic Morals	3

HISTORY (6 credits)

HIST 533*	Ancient and Medieval History	3
*Mandatory		
HIST 557	Protestant and Catholic Reformation	2
HIST 555	Contemporary Church History	3
HIST 681	History of the Church in the Caribbean	3
HIST 519	History of the Church in Puerto Rico	3

LITURGY AND SACRAMENTOLOGY (6 credits)

LITS 688	Liturgy and Sacramentality	3
LITS 507	Christian Initiation	3

SPECIALTY REQUIREMENTS (11 - 12 credits)

PAST 580	Practical and Fundamental Theology (Ethics)	3
PAST 588	Pastoral Counseling	3
PAST 685	Sem. Reality Analysis in PR	2
PAST 689	Legal Aspects of Ministry. Ecclesial.	1
PAST 630	Theology: Spirituality and Accompaniment	2
PAST 586	Ecumenism and Dialogue IR	2
PAST 568	ICC General Standards	2
PAST 584	Pastoral Planning and Administration	2
PAST 676	Theology: Preaching and Homiletics	3

SUPERVISED MINISTERIAL PRACTICE (3-4 credits)

PAST 641B	Seminar Pastoral Intervention I	2
PAST 642	Pastoral Intervention Seminar II	2
PAST 642*	Supervised Ministerial Internship (CPE)	3

***If you opt for this course, you do not have to take PAST 641B and PAST 642.**

COLLEGE OF BUSINESS DEVELOPMENT AND TECHNOLOGY



COLLEGE OF BUSINESS DEVELOPMENT AND TECHNOLOGY

MISSION

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

VISION

The Graduate Programs in Business Administration will be recognized for the preparation of individuals with the knowledge, skills and attitudes that will enable them to occupy high-level administrative positions and undertake business projects that contribute to the economic and social development of Puerto Rico.

PHILOSOPHY AND PURPOSE OF THE PROGRAMS

The program is intended to provide the individual with the opportunity to develop knowledge, skills and attitudes that constitute the formation of competent and responsible managers. In addition, it will place the individual 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 you understand business strategies and the importance of handling and interpreting financial data. Students will learn the role of the company in the international field and the marketing strategies of successful businesses in a highly competitive world. The student will develop as an integral individual, aware of the social reality and his or her responsibility as a human being.

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

GENERAL OBJECTIVES

The Graduate Programs in Business Administration proposes, through its curricular program, to enable the student to achieve the following:

1. Judging complex situations for decision making with a business perspective.
2. Explain the functional areas within Business Administration and the interdependence of analysis and action problems in the commercial sector.
3. Put into practice high-level management skills and competencies in their area of expertise.
4. Examine the content, language and methods used in and outside 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 the ethical and corporate social responsibility dimension in order to convert them into effective business policies.
8. Appreciate and value the need for ethical and professional conduct in accordance with the principles that govern the mission and goals of the Universidad Central de Bayamón.

9. Promote collaboration, interpersonal relationships and teamwork among colleagues, superiors, employees and customers.
10. Use effective and creative communication processes in the exercise of their profession.

ACADEMIC OFFERINGS

- Graduate Certificate in Human Resources Management
- Graduate Certificate in Health Services Quality
- Graduate Certificate in Project Management
- Master's Degree in Business Administration with a specialization in Quality of Health Services (**Online only**)
- Master's Degree in Business Administration with a major in Accounting
- Master's Degree in Business Administration with specialization in Project Management
- Master's Degree in Business Administration with a specialization in Human Resources (**Online Only**)
- Master in Industrial-Organizational Psychology

GRADUATE CERTIFICATE IN HUMAN RESOURCES MANAGEMENT

VISION

This program is designed with the vision of fostering in its students the development of knowledge, skills and sense of social responsibility in their human resources practices, by promoting a harmonious work environment aimed at preventing conflicts, through research and contributing to the formation of a competent and committed professional in the field of human resources. With the purpose of offering an alternative for professionals in a diversity of fields, who have the need to develop managerial skills and abilities related to human resources management.

MISSION

The Graduate Certificate in Human Resource Management is based on the individual acquiring the values, skills and sense of social responsibility in their Human Resources practices. It will also provide students with the opportunity to develop the knowledge, skills, activities and sense of social responsibility that will strengthen their formation as competent and committed professionals in the field of human resources.

The contribution of the professional who completes this program is to promote research as an essential tool for decision making. Similarly, the focus of teaching will be research as a tool in prevention.

OBJECTIVES

1. To offer a Graduate Certificate in face-to-face (evening) and distance mode, to meet the need of graduate students who work during daytime hours.
2. To provide the opportunity to learn the specialized and updated concepts and processes, which will be the useful and necessary tools for the effective administration of human resources.
3. Promote compliance with laws, regulations and procedures to create a favorable work environment in which both the employee and management can achieve goals.
4. To provide educational experiences that allow to know, define in their own words, use, identify, create and evaluate situations and tools that illustrate and make it possible to conduct themselves in an ideal way; to face ethical dilemmas, act as a leader and/or follower as needed.
5. To project himself as an agent of change, that his actions respond to an ethical and professional conduct.
6. Promote values and explain their nature and importance in order to practice them on a personal level and in the working world.
7. Analyze the circumstances involving the practice of values in different cultures, in order to foster understanding and tolerance.
8. Analyze internal and external changes that could impact management and employee development.
9. Transform the knowledge acquired into actions that allow organizational learning, through the use of critical and investigative thinking or any other management tool.
10. Maintain a fair and collaborative environment that facilitates the best performance of all the company's resources.
11. Design educational tools that demonstrate the need and the advantages and disadvantages of the use of technology.

12. Evaluate the benefits in terms of time savings, accessibility, variety and quantity of information to facilitate its exchange, interpretation and use.
13. Design activities that require the implementation of problem-solving strategies and solutions using creative thinking
14. Identify problems or situations that through the search for solutions encourage creativity and innovation and at the same time generate knowledge to be used in decision making.
15. Evaluate the facts, stakeholders, repercussions and solutions of business incidents and thus propose other related actions and investigations.

GRADUATE CERTIFICATE IN HUMAN RESOURCES MANAGEMENT

COURSE		COURSE TITLE	CREDITS
ADMRH	601	Human Resources Management	3
ADMRH	602	Labor Law	3
ADMRH	603	Human Resources Research	3
ADMRH	604	Compensation Management	3
ADMRH	605	Labor Relations	3
ADMRH	606	Training and Human Resource Development	3
ADMRH	610	Knowledge Application Seminar (CAPSTONE)	<u>3</u>
			21 crs.

GRADUATE CERTIFICATE IN HEALTH SERVICES QUALITY

VISION

It is an academic program designed, considering the competitive demands of the business, educational and professional market. The quality of health services is defined as the activity in health services offered in a safe and efficient way, to obtain the desired results and full satisfaction of patients and the population in general. The purpose is to specialize, through a research approach, professionals with the necessary knowledge in the main functions in health institutions.

MISSION

To train students to offer quality health services at the three levels of prevention (primary, secondary and tertiary), in an environment of professionalism, integrity and social justice in which the integral wellbeing of the human being is sought.

OBJECTIVES

1. Develop the technical, conceptual and human skills that will allow them to provide services with the necessary efficiency to satisfy the needs of their patients.
2. Promote the use of tools necessary to identify the characteristics of different health care providers, with the purpose of determining and improving services, levels and adequacy.
3. To develop knowledge of tools related to the analysis of the institution, resources, programs and projects, its organization, local and federal regulations in force.
4. To train the student in the planning, coordination and evaluation of programs and projects aimed at quality improvement.
5. To develop knowledge related to leadership theories and strategies used in the planning of high quality health services, through the analysis and adequate management of cases.
6. Encourage the use of research as a methodology for gathering, measuring, analyzing and communicating information related to the results of activities.
7. Demonstrate the ethical practices by which health care professionals are governed.

GRADUATE CERTIFICATE IN HEALTH SERVICES QUALITY

COURSE		COURSE TITLE	CREDITS
ADMRH	601	Human Resources Management	3
CASS	601	Leadership and Quality of Health Services	3
CASS	602	Health Information Systems	3
CASS	603	Research for decision-making	3
CASS	604	Quality Assessment and its Legal Aspects	4
CASS	605	Methods for Prevention and Troubleshooting	4
CASS	610	Research Project	<u>3</u>
			23 crs.

GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

VISION

To specialize, through a research approach, professionals with the necessary competencies to systematically design and manage a project and apply to it the fundamentals, quality standards and best practices established by PMI, as long as they are able to exhibit the three fundamental characteristics of a project manager: knowledge, performance and leadership.

MISSION

To promote the development of the knowledge and skills that enable a project manager to achieve the success he/she sets out to achieve, and to integrate the development of the highest professional, ethical, social and personal values, as part of the commitment to follow in the exercise of his/her profession.

OBJECTIVES

1. To provide opportunities for the advanced training of professionals with the technical and managerial skills that will qualify them in the field of project management.
2. To empower students, through a systematic approach, with the knowledge, skills and practical experience in project planning, development and control.
3. To offer a graduate certificate in face-to-face (evening) and distance mode, to meet the need of graduate students with a minimum of a baccalaureate degree who work during daytime hours.
4. Assess the various needs, concerns and expectations of stakeholders as the project is planned and implemented.
5. Distinguish what is appropriate behavior for the project management practitioner in difficult situations where integrity or values may be compromised.
6. Encourage students to research and participate in the activities of associations and organizations related to project management and whose purpose is to keep abreast of new trends in the profession.
7. To train the student with the professional skills that will enable him/her to deliver on time, on budget, to the requirements and quality standards that best meet the customer's needs and expectations.
8. To foster in the student the maximum knowledge of the theories and practices that allow him/her to present new ideas and technological innovations in project management, always seeking in an ethical and responsible way to optimize the operation of his/her organization or business.
9. To train the student in the current trends and special topics of project management in today's business world.
10. Encourage the student to actively participate in conferences organized by professional associations, in which he/she can be oriented about updated topics and research relevant to the new trends and standards of Project Management.

GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

CERTIFICATION	REQUIREMENTS	CREDITS
GEPRO	601 Project Management	3
GEPRO	602 Professional Responsibility in Project Management	3
GEPRO	603 Risk management, cost, procurement and project procurement	3
GEPRO	604 Communications and Project Leadership	3
GEPRO	605 Program Management and Quality Management	3
GEPRO	606 Contemporary Issues in Project Management	3
GEPRO	610 Knowledge Application Project (CAPSTONE)	<u>3</u>
Total		21 crs.

MASTER'S DEGREE IN BUSINESS ADMINISTRATION WITH SPECIALTY IN QUALITY IN HEALTH SERVICES

This degree is an academic program designed, in classroom and distance modalities, for the student to develop analytical skills and competencies necessary for effective management in the quality of health services. It enables the student to face the competitive demands of the business, educational and professional market. It provides students with the necessary skills that will allow them to participate in the necessary processes for the competitive and effective management of a health services provider company. The program emphasizes the activity in health services so that they are offered in a safe, effective, competent and efficient manner, to obtain the desired results and the full satisfaction of patients and the population in general.

OBJECTIVES

1. Develop the technical, conceptual and human skills that will allow them to provide services with the necessary efficiency to satisfy the needs of their patients.
2. Promote the use of tools necessary to identify the characteristics of different health care providers, with the purpose of determining and improving services, levels and adequacy.
3. Develop knowledge of tools related to the analysis of the institution, resources, programs and projects, its organization, local and federal regulations in force.
4. To train students in the planning, coordination and evaluation of programs and projects aimed at quality improvement.
5. To develop knowledge related to leadership theories and strategies used in the planning of high quality health services, through the analysis and adequate management of cases.
6. Encourage the use of research as a methodology for gathering, measuring, analyzing and communicating information related to the results of activities.
7. Demonstrate the ethical practices by which health care professionals are governed.

GRADUATE PROFILE

Demonstrates responsibility and professional commitment through a work plan that denotes the planning, design, measurement, evaluation and improvement of the services offered and analyzes the perception of quality from the patient's perspective. Promotes and advises in the use of the principles and theories related to human resources administration to promote effective administration and at the same time keep people motivated and increase business efficiency. Integrates the use of technology through programs that allow him/her to perform the tasks of the health services quality professional in an efficient, ethical and legal manner. Promotes quality in the services offered through planning with a collaborative approach with community members, coordinating activities and establishing new programs that drive business success. Master research strategies for developing an assertive and appropriate decision-making process that promotes a culture of health, safety and quality improvement for both the patient and the service provider. Understands the legal ethical implications that the actions of the service provider may have during the presentation of health services, from the perspective of patients and providers, according to current federal and state legislation. Analyzes and explains the canons of ethics for the health care professional from the health care provider's perspective to the patient.

**MBA IN BUSINESS ADMINISTRATION WITH
SPECIALTY IN HEALTH SERVICES QUALITY**

Core Requirements	24
Specialty Requirements	<u>20</u>
Total Credits	44 crs.

CORE REQUIREMENTS

CONT 600	Managerial Accounting	3
ECON 600	Managerial Economics	3
EST 600	Statistics for Decision Making	3
FIN 600	Managerial Finance	3
GER 600	Business Policy and Ethics	3
GER 601	Organizational Theory	3
MER 600	Marketing Management	3
SCI 600	Management Information Systems	<u>3</u>
		24 crs.

SPECIALTY REQUIREMENTS

ADMRH 601	Human Resources Management	3
CASS 601	Leadership and Quality of Health Care Services	3
CASS 602	Health Information Systems	3
CASS 603	Research for decision-making	3
CASS 604	Quality Assessment and its Legal Aspects	4
CASS 605	Methods for the Prevention and Solution of Problems 41	
		20 crs.

MASTER'S DEGREE IN BUSINESS ADMINISTRATION WITH A MAJOR IN ACCOUNTING

This degree provides the student with advanced skills in the area of accounting. The program emphasizes the preparation of the individual capable of assuming positions of greater responsibility in managerial and accounting functions in financial institutions, government, industry, business, non-profit organizations, public practice, and society.

OBJECTIVES

The graduate of the Business Administration Graduate Program, majoring in Accounting, will be able to:

1. You will acquire specialized knowledge in areas of accounting management and research in public and private companies.
2. Develop competency skills in the world of work in areas related to the management of accounting in companies.
3. You will assimilate specialized knowledge that will prepare you to perform the work of a public accountant in management and auditing services.
4. You will gain a foundation for university teaching and research.
5. He will use his learning to develop to the maximum his professional and personal potential in his moral, ethical and Christian formation.

GRADUATE PROFILE

The graduate of the Graduate Program with a major in Accounting of the Graduate Program of the Central University of Bayamon, must be a professional with ethical values, entrepreneurial attitude, operational knowledge of profit and non-profit companies, able to understand the importance and function of auditing, who will prepare projections and budgets for effective financial control, who understands and uses the professional pronouncements of accounting practice. Will be prepared to analyze financial information for decision making and to evaluate, understand, interpret and analyze transactions in companies and/or affiliates. In addition, he/she will be able to understand the practice of accounting in the international context.

**MASTER'S DEGREE IN BUSINESS ADMINISTRATION
WITH A MAJOR IN ACCOUNTING**

Core Requirements	24
Specialty Requirements	15
Elective	3
Grade Requirements	<u>3</u>
Total Credits	45 crs.

CORE REQUIREMENTS

CONT 600	Managerial Accounting	3
ECON 600	Managerial Economics	3
EST 600	Statistics for Decision Making	3
FIN 600	Managerial Finance	3
GER 600	Business Policy and Ethics	3
GER 601	Organizational Theory	3
MER 600	Marketing Management	3
SCI 600	Management Information Systems	<u>3</u>
		24 crs.

SPECIALTY REQUIREMENTS

CONT 601	Advanced Accounting	3
CONT 603	Advanced Cost Accounting	3
CONT 609	Advanced Topics in Financial Reporting (GAAP-IFRS)	3
CONT 610	Advanced Auditing and Fraud	3
CONT 611	Federal Contribution (Partnerships and Corporations)	<u>3</u>
		15 crs.

ELECTIVE	3 crs.
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DEGREE REQUIREMENTS (3 CREDITS)

ADEM 701	Community Service Project	3
ADEM 702	Conceptual Reaffirmation, Validation and Research Seminar I-II-III	3
ADEM 700	Theses	3
MPPI 797	Research Preparation and Presentation TEMPLATE	3

MASTER'S DEGREE IN BUSINESS ADMINISTRATION WITH SPECIALTY IN PROJECT MANAGEMENT

The Master in Business Administration with a specialization in Project Management is an academic program that considers the competitive demands of the business, educational and professional market in the competencies necessary to systematically design and direct a project, whose purpose is to create a unique product or service through an investigative approach.

This specialty in Project Management allows the application of the processes of this area, aligned and logically grouped under the following phases or steps to be followed: (1) initiation, (2) planning, (3) development, (4) follow-up and (5) control and closure.

Students will have the opportunity to be trained in the mastery of knowledge, skills and attitudes that will help them in the efficient and effective search for solutions in project management.

OBJECTIVES

1. To provide opportunities for the advanced training of professionals with the technical and managerial skills that will qualify them in the field of project management.
2. To empower students, through a systematic approach, with the knowledge, skills and practical experience in project planning, development and control.
3. To offer a degree in face-to-face and distance modality, to satisfy the need for graduate students with a minimum of a bachelor's degree.
4. Assess the various needs, concerns and expectations of stakeholders as the project is planned and implemented.
5. Distinguish what is appropriate behavior for the project management practitioner in difficult situations where integrity or values may be compromised.
6. Encourage students to research and participate in the activities of associations and organizations related to project management and whose purpose is to keep abreast of new trends in the profession.
7. To train the student with the professional skills that will enable him/her to deliver on time, on budget, to the requirements and quality standards that best meet the customer's needs and expectations.
8. To foster in the student the maximum knowledge of the theories and practices that allow him/her to present new ideas and technological innovations in project management, always seeking in an ethical and responsible way to optimize the operation of his/her organization or business.
9. To train the student in the current trends and special topics of project management in today's business world.
10. Encourage the student to actively participate in conferences organized by professional associations, in which he/she can be oriented about updated topics and research relevant to the new trends and standards of Project Management.

GRADUATE PROFILE

He/she will be a competent, responsible and committed professional with human values and ethical responsibility towards the client and the other members of the work team. He/she will put into practice his/her knowledge, skills and techniques, adapting them to the needs of each project. Will use the best practices in project management, the correct handling of knowledge, skills and practical experience in the planning, development and control of projects. Will be a leader with administrative competencies that promote the investigation and analysis of situations that require optimal solutions and decision making, directed to the business strategy, with the efficient use of all the organization's resources. Will manage time with the purpose of delivering the project on time with the requirements and quality standards expected by the client.

**MASTER'S DEGREE IN BUSINESS ADMINISTRATION WITH
SPECIALTY IN PROJECT MANAGEMENT**

Core Requirements	24
Specialty Requirements	<u>18</u>
Total Credits	42 crs.

CORE REQUIREMENTS

CONT 600	Managerial Accounting	3
ECON 600	Managerial Economics	3
EST 600	Statistics for Decision Making	3
FIN 600	Managerial Finance	3
GER 600	Business Policy and Ethics	3
GER 601	Organizational Theory	3
MER 600	Marketing Management	3
SCI 600	Management Information Systems	<u>3</u>
		24 crs.

SPECIALTY REQUIREMENTS

GEPRO 601	Project Management	3
GEPRO 602	Professional Responsibility in Project Management	3
GEPRO 603	Project Risk, Cost, Procurement and Acquisition Management	3
GEPRO 604	Communications and Project Leadership	3
GEPRO 605	Program Management and Quality Management	3
GEPRO 606	Contemporary Issues in Project Management	<u>3</u>
		18 crs.

MASTER'S DEGREE IN BUSINESS ADMINISTRATION SPECIALIZING IN HUMAN RESOURCES

The Master in Business Administration with a major in Human Resources is based on the individual acquiring the values, skills and sense of social responsibility in their Human Resources practices. It will also provide students with the opportunity to develop the knowledge, skills, activities and sense of social responsibility that will strengthen their formation as competent and committed professionals in the field of human resources.

This is why this program is designed with the vision of fostering in its students the development of knowledge, skills and sense of social responsibility in their human resources practices, through the promotion of a harmonious work environment aimed at preventing conflicts, through research and contributing to the formation of a competent professional committed to the field of human resources. With the purpose of offering an alternative for professionals in a diversity of fields, who have the need to develop managerial skills and abilities related to human resources management.

PROGRAM OBJECTIVES:

1. To provide the opportunity to learn the specialized and updated concepts and processes, which will be the useful and necessary tools for the effective administration of human resources.
2. Promote compliance with laws, regulations and procedures to create a favorable work environment in which both the employee and management can achieve goals.
3. To provide educational experiences that allow to know, define in their own words, use, identify, create and evaluate situations and tools that illustrate and make it possible to conduct themselves in an ideal way; to face ethical dilemmas, act as a leader and/or follower as needed.
4. To project himself as an agent of change, that his actions respond to an ethical and professional conduct.
5. Promote values and explain their nature and importance in order to practice them on a personal level and in the working world.
6. Analyze the circumstances involving the practice of values in different cultures, in order to foster understanding and tolerance.
7. Analyze internal and external changes that could impact management and employee development.
8. Transform the knowledge acquired into actions that allow organizational learning, through the use of critical and investigative thinking or any other management tool.
9. Maintain a fair and collaborative environment that facilitates the best performance of all company resources.
10. Design educational tools that demonstrate the need and the advantages and disadvantages of the use of technology.
11. Evaluate the benefits in terms of time savings, accessibility, variety and quantity of information to facilitate its exchange, interpretation and use.
12. Design activities that require the implementation of strategies and problem solutions using creative thinking.
13. Identify problems or situations that through the search for solutions that foster creativity and innovation and at the same time generate knowledge to be used in decision making.
14. Evaluate the facts, stakeholders, repercussions and solutions of business incidents and thus propose other related actions and investigations.

GRADUATE PROFILE

The graduate of the Graduate Program with a major in Human Resources of the Graduate Program of the Central University of Bayamon, must be a professional who demonstrates integrity, loyalty, professional and ethical commitment, social responsibility and sensitivity recognizing and respecting diversity and its manifestations in the work environment. Must carry out the implementation and administration of salaries, wages and incentives, taking into consideration the laws, regulations (related agencies) and company policies, as well as the motivational effect of the same. Promote research as a decision-making tool and method of conflict prevention, in line with a careful understanding of human resource management concepts and their practical uses in program development.

**MASTER'S DEGREE IN BUSINESS ADMINISTRATION
SPECIALIZING IN HUMAN RESOURCES**

Core Requirements	24
Specialty Requirements	18
Grade Requirements	<u>3</u>
Total Credits	45 crs.

CORE REQUIREMENTS

CONT 600	Managerial Accounting	3
ECON 600	Managerial Economics	3
EST 600	Statistics for Decision Making	3
FIN 600	Managerial Finance	3
GER 600	Business Policy and Ethics	3
GER 601	Organizational Theory	3
MER 600	Marketing Management	3
SCI 600	Management Information Systems	<u>3</u>
		24 crs.

SPECIALTY REQUIREMENTS

ADMRH 601	Human Resources Management	3
ADMRH 602	Labor Law	3
ADMRH 603	Human Resources Research	3
ADMRH 604	Compensation Management	3
ADMRH 605	Labor relations	3
ADMRH 606	Human Resources Training and Development	<u>3</u>
		18 crs.

DEGREE REQUIREMENTS (3 CREDITS)

ADEM 700	Thesis (6 credits)	6
ADEM 701	Community Services Project	3
ADEM 702	Conceptual Reaffirmation, Validation and Research Seminar I-II-III	3
MPPI 797	Model of Research Preparation and Presentation	3

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY PROGRAM

The Industrial-Organizational Psychology Program has the mission to develop professionals with the knowledge and practical skills related to psychology and its application in the context of industries and organizations. Students are guided by the values of learning the main theories and models of the profession, as well as the sources of knowledge acquisition, both theoretical and practical, available in the academic environment. This master's degree complies with the regulations of the Puerto Rico Board of Examiners of Psychologists.

PROGRAM OBJECTIVES

1. Conceptualize human behavior, especially that which develops in an organizational and occupational context, in the light of the main theoretical models of psychology, with special attention to those theoretical models of organizational psychology.
2. Demonstrate proficiency in the application of current knowledge in the field of organizational psychology in real contexts.
3. Demonstrate knowledge and skills applicable to the scientific-research study of human behavior in the organizational and occupational context.
4. Demonstrate sensitivity to recognize ethical controversies in the practice of psychology and to seek the best method for proceeding in that context in light of current ethical and legal standards.

GRADUATE PROFILE

1. Demonstrate mastery of theoretical conceptualization with models of human development in its physical, cognitive, social and emotional aspects. As well as its current applicability in the organizational and occupational field.
2. Skillfully handle the concepts and models of learning applicable to adults and understand their role in training people to perform new occupational skills, manage change and develop organizations.
3. Analyze and conceptualize the cognitive, developmental, emotional and social factors that mediate people's decisions related to the consumption of goods and services.
4. Apply models relevant to psychology, particularly organizational psychology, and evaluate the impact of such application.
5. Know and apply the basic skills for the design and development of research in the field of psychology.
6. Demonstrate mastery of theoretical conceptualization with models of human development in its physical, cognitive, social and emotional aspects. As well as its current applicability in the organizational and occupational field.
7. Skillfully handle the concepts and models of learning applicable to adults and understand their role in training people to perform new occupational skills, manage change and develop organizations.
8. Analyze and conceptualize the cognitive, developmental, emotional and social factors that mediate people's decisions related to the consumption of goods and services.
9. Apply models relevant to psychology, particularly organizational psychology, and evaluate the impact of such application.
10. Know and apply the basic skills for the design and development of research in the field of psychology.

MASTER'S DEGREE IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

Core Requirements	24
Specialty Requirements	36
Total Credits	60 crs.

CORE REQUIREMENTS

PSIC	500	Human Development Processes	3
PSIC	501	Professional ethics	3
PSIC	503	History and Systems of Psychology	3
PSIC	506	Quantitative Research Methods	3
PSIC	507	Social and Transcultural Psychology	3
PSIC	508	Biological Basis of Behavior	3
PSIC	509	Theories of Personality	3
PSIC	516	Applied Statistics in Human Sciences	<u>3</u>
			24 crs.

SPECIALTY REQUIREMENTS

PSIC	525	Theories and Construction of Evidence	3
PSIC	526	Organizational Behavior and Development	3
PSIC	529	Training and Development in Organizations	3
PSIC	530	Basics of Industrial-Organizational Psychology	3
PSIC	532	Psychological Measurement and Evaluation in Industry	3
PSIC	540	Psychopathology and Mental Health	3
PSIC	570	Personnel Psychology	3
PSIC	630	Industrial-Organizational Theory and Consultation	3
PSIC	698	Research Project Seminar	3
PSIC	699	Research Project	3
PSIC	750	Supervised Practice I	2
PSIC	751	Supervised Practice II	2
PSIC	752	Supervised Practice III	<u>2</u>
			36 crs.

GRADE REQUIREMENTS

The student must choose between the Thesis course or the Comprehensive Exams.

PSIC	703	Thesis	6
ECM	797	Comprehensive Exam-Medular	0
ECE	798	Comprehensive Exam- Specialty	0

COURSE DESCRIPTION

ADMRH 601 - HUMAN RESOURCES ADMINISTRATION. 3 credits. This course consists of the analysis of the norms, procedures, laws, and practices related to human resources so that it can be efficiently managed in any type of company. It includes the use of business strategies and research in making business decisions, to promote updated processes of strategic planning of human resources, job analysis, recruitment, personnel selection, performance evaluation, the different aspects related to compensation, occupational health and safety, and the administration of human resources in the global aspect.

ADMRH 602 - LABOR LEGISLATION. 3 credits. This course analyzes the labor protective legislation applicable to private enterprise and those public corporations that operate as private businesses, as well as labor jurisprudence in the United States and Puerto Rico. It discusses the constitutional rights of employees, minimum wage legislation, fringe benefits, unemployment insurance, anti-discrimination laws, occupational health and safety, sexual harassment, and general dismissal law, as well as the articulation of public policy and the resolution of labor conflicts in private companies and in the government. During the course students will be required to use technology in the search of recent jurisprudence as an element of research.

ADMRH 603 - HUMAN RESOURCES RESEARCH. 3 credits. This course focuses on the use of research as an essential tool for decision making and conflict prevention, in accordance with a careful understanding of the concepts of human resources management. The student will have the opportunity to learn the stages of the research process, as well as the quantitative and qualitative approaches with the purpose of developing skills to analyze research and situations in the work environment. In addition, they will have the experience to apply some information gathering techniques according to situations identified in the work environment. With the information gathered, they will offer recommendations for decision making aimed at improving the work environment and conflict prevention.

ADMRH 604 - COMPENSATION MANAGEMENT. 3 credits. This course studies how to design a cost-effective salary structure for the organization that allows employee retention and complies with internal and external equity requirements. It analyzes the real and existing resources so that the compensation and benefits program successfully meets its objectives and, in turn, the organizational goals. Emphasis is placed on the different aspects related to the fundamentals and basic functions of compensation administration, such as: job analysis, job description and evaluation, compensation programs, as well as the legal aspect, types of salaries and labor motivation, among others. Technology will be an integral part of the course as an instrument for course development and as a tool to promote research and analysis.

ADMRH 605 - LABOR RELATIONS. 3 credits. This course studies the theory and practice of labor relations processes and the way in which workers' compensation and working conditions are established. It analyzes the evolution of the union process in Puerto Rico, as well as the foundations under which union organizations are established, conciliation, negotiation techniques, and the ethics and procedures that should prevail in the negotiation process; as well as the content and administration of the agreement. In addition, the legislation regulating labor relations and those applicable to the different labor-management sectors are studied. Illegal labor practices and the importance of judicial precedents, mediation and arbitration in the solution of labor conflicts in both the public and private sectors are discussed. The use of investigative methodology, supported by the use of technology, is encouraged.

ADMRH 606 - TRAINING AND DEVELOPMENT OF HUMAN RESOURCES. 3 credits. This course is designed to provide the student with knowledge and skills about the methodology, design and evaluation of different training strategies in organizations. The fundamentals of the design and implementation of training programs and the use of technology are studied. It also discusses the legal implications related to training programs and real cases of applications to the world of work, training and development programs and their interrelation with the functions of the Human Resources department and the organization. Case studies, literature and situation analysis will be used to supplement the understanding of training theory and practice. In addition, they will have the experience of conducting action research aimed at promoting the integration of knowledge and skills, which are part of the work environment.

CASS 601 - LEADERSHIP AND QUALITY OF HEALTH SERVICES. 3 credits. This course promotes the delivery of quality health services, based on the effective performance of each component, in the health care setting. It analyzes leadership theories, mainly those that refer to how different types of leaders can affect quality, conflict management, decision making, and effective communication, among others. It considers management functions such as: evaluating, strengthening and aligning the culture to support and promote quality in quality services through the development of new programs. It investigates and evaluates the characteristics of the leader and leadership styles, to promote and achieve the goal of providing quality health services, putting into practice an ethical conduct at all times, during the performance of their functions.

CASS 602 - HEALTH INFORMATION SYSTEMS. 3 credits. This course studies the effective use of an adequate information system for different scenarios in the health field. It analyzes research strategies, ethical, legal, security, economic, information technology, and work teams necessary to support the administration, storage, preservation, and use of clinical records, whether in electronic or printed form. The importance and implications of the information system for the quality services program are explained.

CASS 603 - RESEARCH FOR DECISION MAKING. 3 credits. This course enables students to acquire the knowledge and develop the necessary skills in the use of data for quality improvement. It discusses the principles to select statistical and non-statistical tools in a correct way, in order to facilitate the projection, collection, sampling, analysis, and presentation of data. In addition, the type of graph to be used to represent the different findings is analyzed; to demonstrate the results of the patient satisfaction surveys and to be able to show them to the leaders of the institution, in order to facilitate the decision making process.

CASS 604 - QUALITY ASSESSMENT AND LEGAL ASPECTS. 4 credits. Prerequisites: CASS 601, 602 and 603. This course is aimed at learning the legislation related to the provision of health services in Puerto Rico and the United States. It includes the study of current regulations in both scenarios, the management of ethical and legal aspects, privacy in the provision of health services, the creation and regulation of service provider organizations, and patient's rights. It includes the necessary elements for file management and professional and institutional responsibility, among others. It considers research for the control and dissemination of information, civil and professional responsibility in decision making, considering the legal implications in the short and long term.

CASS 605 - METHODS FOR THE PREVENTION AND SOLUTION OF PROBLEMS. 4 credits. Prerequisite(s): CASS 601, 602, 603, and 604. Experiences necessary for problem solving are provided through the application of problem prevention and solution models, as well as the evaluation and prevention of sentinel events. Necessary elements to obtain and maintain a quality and safety culture and to avoid errors that may affect its stability are discussed. Likewise, the research knowledge and skills acquired in the course are applied to promote the efficient quality of health service providers, through the design of action plans for

decision making, which allow solving problems and preventing sentinel events.

CASS 610 - RESEARCH PROJECT. 3 credits. The Research Project is an educational experience of evaluation to which the graduate student is exposed with the purpose of documenting his/her professional competencies, educational practices, ability to integrate knowledge acquired in the areas of specialty, research and analytical skills within a specific context. The competencies to be evaluated are related to the student's area of specialty. The student will conduct a quantitative or qualitative research in the area of quality of health services. As part of the research, the student will demonstrate mastery of the techniques of data collection, organization, data analysis, interpretation and writing of a research report. Each student will present a project.

CON 500 - INTRODUCTION TO THE HELP PROCESS. 1 credit. This course is intended for students aspiring to the Graduate Certificate or Master's Degree in Mental Health and the Graduate Certificate or Master's Degree in Addictive Disorders who do not come from human behavioral professions. It will provide an introduction to the basic concepts of the stages of human development, according to Erik Erikson, and Robert Havinghurst, and their application in the helping process. Micro-skills used in the helping process will also be presented and applied through written exercises, role-playing and case analysis. The limits of the interventions will be established since the counseling profession is regulated in Puerto Rico and the United States.

CON 600 - ETHICAL-LEGAL ASPECTS IN COUNSELING. 3 credits. Development of knowledge and skills for the analysis and management of situations that represent or imply ethical or legal aspects in the practice of the guidance and counseling profession in different scenarios and with varied populations. Emphasis will be placed on the responsibility for the knowledge and compliance with the different codes of ethics that apply to the counselor and the laws that govern the practice of their profession.

CON 602 - THEORIES OF COUNSELING. 3 credits. Study of the different theories that serve as a basis for the practice of counseling. Different theoretical approaches will be identified and the most appropriate one will be determined according to the clientele and setting served. The development of a personal theoretical framework will be encouraged.

CON 604 - INDIVIDUAL COUNSELING. 3 credits. Study of the helping process through counseling interventions with emphasis on the relationship of the counselor and client. Demonstration and practice of micro-skills used in the helping process. Analysis and application of various intervention models and case conceptualization techniques and strategies.

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

CON 606 - CAREER AND LIFE PLANNING. 3 credits. Study of theories and models that explain career development. Use of techniques and tools that facilitate the acquisition of information to be used in occupational planning. Integration of the concepts of career counseling and personal counseling.

CON 608 - SEMINAR AND PRACTICUM 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 the development of a practice site profile, 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. The counselor-in-training will be responsible for the development, implementation and evaluation of a group counseling experience, offering individual counseling services, development of impact projects related to the profession.

CON 617 - COMMUNITY VOLUNTEER WORK PROJECT. 3 credits. Work at the community level. A plan for community service or research in the related area of study will be required to be developed and implemented. A faculty member will supervise the student's work. The final requirement of the course is an oral and written report of your participation and contribution at the community level or presentation of the research findings.

CON 621 - CRISIS INTERVENTION. 3 credits. This course is intended to familiarize students with the different types of crises that can be experienced throughout life. The theories, techniques and strategies used for their management will be studied. Programs and services aimed at crisis management will be presented. The function of the people involved in crisis management will be defined, emphasizing the role of the counselor. The scope of their functions and the areas in which they should not intervene due to the need for more specialized skills will be defined.

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

CON 642 - PSYCHOPATHOLOGY. 3 credits. Different issues, topics or variables related to psychopathology and mental health are studied and analyzed. Among others, disorders in infancy, childhood, adolescence and old age; affective disorders; anxiety disorders; personality disorders; psychotic disorders; addictions and other psychological disorders, as described in the DSM-5 are studied. In addition, the role of the professional counselor as a facilitator of actions that contribute to the mental health and general well-being of human beings is analyzed.

CON 699 - RESEARCH METHODS. 3 credits. The Research Methods in Counseling course provides an understanding of research methods in the social sciences with an orientation toward helping professions. Various aspects of experimental designs, data collection, sampling techniques, data analysis, use of technology for research, program evaluation, computers and their roles in research, models and principles of needs studies, and ethical aspects of research will be covered. Different research methods are studied, including qualitative research, quantitative research, case studies, action research, and outcome-based research.

CON 700 - THESIS. 3 credits. In the thesis course, the student will produce an original documentary that reflects his/her research work on an approved topic related to one of the specialties of study in professional counseling. The course will provide the student the opportunity to synthesize acquired knowledge, demonstrate the integration of critical, analytical and communication thinking in the study of a specific topic. To this end, the student will continue the work started in the CON 699 course, therefore, the student will present the first three chapters as an initial requirement. The course culminates with the oral defense and approval of their work.

CONDA 660 - ADDICTIVE BEHAVIORS. 3 credits. The course includes a study of topics related to the phenomenon of different addictive behaviors. We will work on addictions as a disease with biological, psychological, social and spiritual nuances. We will analyze the development, trajectory and trends of orientation and counseling applied to people who present addictive disorders that impoverish their quality of

life and that of the people around them. We will identify the skills, knowledge and attitudes required to perform effectively as a professional counselor when handling cases with an addictive behavior component.

CONDA 661 - NEUROBIOLOGY AND PHARMACOLOGY OF ADDICTIVE DISORDERS. 3 credits. This course will review the neuropsychopharmacology mechanisms by which psychoactive substances interact with the human brain and other bodily functions. The interactions studied will include the neurobiological mechanisms of dependence, tolerance, withdrawal, assisted withdrawal, and the psychophysiological consequences of psychoactive substance use, abuse, and dependence. These brain-related concepts will also be applied to other behavioral addictions.

CONDA 662 - ADDICTION TREATMENT MODELS. 3 credits. Through this course, a selection of theoretical models on the different addictions will be studied and applied to understand the complexity of this phenomenon. Interventions and techniques used in counseling with specialization in addictions will be discussed and applied. Addiction counseling competencies will be reviewed, with special emphasis on knowledge, skills and attitudes to enable an integration of these elements in the effective approach to the counseling process.

CONDA 663 - INTERVENTIONS IN ADDICTION COUNSELING. 3 credits. The course aims to develop general knowledge related to the interventions and strategies most used when working with the population with problems of different addictions. In addition, it will be related to the protocols for screening, diagnostic management and development of treatment, referrals and follow-ups. Different aspects of basic treatment approaches and their implementation through individual, group and family interventions will be compared. We will 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 - PRACTICUM AND SEMINAR IN ADDICTIVE DISORDERS. 3 credits. The purpose of the practicum is to provide the student with professional experience related to different addictions, with the objective of strengthening the competencies required in the counseling profession and in the specialty of addictive disorders. Two main activities are included concurrently: a practicum in a setting related to addictions where clinical work will begin through observation, discussion of cases and as co-leaders and interventions supervised by a professional from the practice center. This activity is strengthened with a professional development seminar to be held at the UCB where professional competencies required in addiction counseling will be evaluated, practiced and strengthened. Emphasis will be given to the skills required to conduct the initial interview and the collection of data relevant to the psychosocial history of the client with addiction and/or codependency problems and the counseling modalities that can be carried out with them.

CONDA 665 - INTERNSHIP AND PROFESSIONAL DEVELOPMENT SEMINAR IN ADDICTIVE DISORDERS. 3 credits. THE PURPOSE OF THE internship and professional development seminar is to strengthen the student's professional experiences related to different addictions, with the objective of mastering the competencies required in the counseling profession and in the specialty of addictive disorders. Two main activities are included concurrently: a practical experience in a setting related to addictions where interventions supervised by a professional from the internship center will be carried out. This activity is reinforced with a professional development seminar to be held at UCB where all required professional skills such as screening, assessment, treatment, and referral, among others, will be practiced and strengthened.

CONE 607 - PLANNING, EVALUATING AND MANAGING COUNSELING PROGRAMS. 3 credits. Study of the basic elements, structures, processes, and activities that go into a guidance and counseling program. Analysis of outcome-based and process-based models. Development of an instrument to identify clientele

needs and development of a work plan based on the needs assessment. Study of the different methods used in the evaluation of services.

CONE 610 - GUIDANCE AND COUNSELING IN THE EDUCATIONAL SCENARIO. 3 credits. Discussion of the psycho-social characteristics of students at different levels. Design and planning of guidance services in traditional centers and non-traditional centers or agencies. Ecological approach in guidance services. Analysis of the reality of guidance services in Puerto Rican schools or community agencies. Case studies will be required.

CONE 650 - MANAGEMENT STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS. 3 credits. In this course, students will study the processes of evaluation and diagnosis of disorders that affect learning and social-emotional functioning of students with special needs. Interventions that facilitate the teaching and learning process of students with special needs in the school system will also be studied.

CONE 658 - PRACTICUM AND SEMINAR IN EDUCATIONAL COUNSELING I. 3 credits. Placement in a work setting to provide guidance and counseling services under the supervision of a licensed professional counselor. Development of a practice site profile, needs assessment and work plan. Active participation in professional development activities.

CONE 659 - PRACTICUM AND SEMINAR IN EDUCATIONAL COUNSELING II. 3 credits. Placement 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 individual counseling services, development of professionally related impact projects in the educational setting.

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

CONFA 609 - SEMINAR AND PRACTICUM IN FAMILY COUNSELING II. 3 credits. Placement in a work setting to offer family counseling services under the supervision of a counselor. Development, implementation and evaluation of a group counseling experience, offering individual counseling services, development of impact projects related to the profession.

CONFA 618 - FAMILY AND COUPLES COUNSELING. 3 credits. Study of the theoretical and practical foundations of family and couples counseling. Application of strategies and techniques in the assessment and intervention with families and couples. Analysis of the main problems confronting families and couples in Puerto Rican society.

CONFA 630 - MEDIATION, CONFLICT MANAGEMENT AND NEGOTIATION. 3 credits. Theoretical foundations of the field of conflict resolution, mediation and negotiation are studied. Conflict resolution techniques will be applied in the process of family mediation such as separation, divorce, maternal and paternal-filial relations and division of property.

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

CONFA 637 - CHILD AND ADOLESCENT COUNSELING. 3 credits. Study of the developmental process during childhood and adolescence. Analysis of the main problematic situations that affect successful development during these stages and presentation of intervention modalities. Application of strategies and techniques in assessment, case conceptualization and development of action plans during case management.

CONRE 600 - ETHICAL, LEGAL AND MULTICULTURAL ASPECTS OF REHABILITATION COUNSELING. 3 credits. This course is intended to provide the opportunity to understand professional, ethical, legal, and multicultural controversies in rehabilitation counseling. Students will be assisted in learning ethical behavioral parameters for the practice of the profession, legal requirements, and multicultural aspects that must be considered in the counseling process. Throughout the course, students will be helped to develop skills for making good ethical decisions aimed at improving the quality of care by participating in various types of professional relationships and in consulting or advisory services. Students will develop broad knowledge of client rights, confidentiality, case documentation, and ethical conduct established by the profession's code of ethics.

CONRE 605 - FUNDAMENTALS OF REHABILITATION COUNSELING. 3 credits. Study of the fundamentals of rehabilitation and the rehabilitation counseling profession. Rehabilitation history, philosophy, values and practice with an emphasis on the operational aspects of public and private sector rehabilitation service delivery systems. 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 on different disabilities from the perspective of the human body system. Psychosocial, social and vocational implications of the various disabilities are integrated into the course. Study of medical terminology, medical specialties, evaluation and diagnostic systems, treatment, restorative or therapeutic services for persons with physical impairments. It includes the study of the nature, etiology, effects and prognosis of physical, sensory, neurological, areas of physical developmental disabilities and other impairments. Case studies are presented with emphasis on the discussion of the psychosocial, functional, vocational, and congenital implications of the conditions on the individual.

CONRE 612 - PSYCHOSOCIAL ASPECTS OF DISABILITY. 3 credits. Psychological, cognitive, and social aspects of human development throughout the life span and how these processes are affected by the presence of a disability. Personality theories, characteristics of abnormal behavior, psychological disorders, and the elements of adjustment to disability and the impact of the environment on the rehabilitation of the person are studied.

CONRE 615 - CASE MANAGEMENT IN REHABILITATION COUNSELING. 3 credits. History, trends and goals of case management in Rehabilitation Counseling. Interviewing techniques, assessment, planning appropriate and effective strategies. Benefits of a Rehabilitation Plan, Monitoring and Evaluation Plan, Placement, Closure and Case Follow-up. Studies of various case management models with emphasis on the federal state model of vocational rehabilitation.

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

CONRE 620 - TECHNIQUES OF OCCUPATIONAL INFORMATION ANALYSIS AND JOB MATCHING. 3 credits. Study of competencies for the development and planning for employment of consumers with impairments in the world of work. The student is exposed to the procedures and strategies to analyze, establish and compare occupational traits and occupational characteristics of people with disabilities with occupational information on jobs, labor market trends, labor laws and others. It includes occupational factors related to job acquisition and retention at a competitive level in today's world of work. Special emphasis is given to the particular challenges faced by people with disabilities.

CONRE 625 - THEORETICAL MODELS AND TECHNIQUES OF REHABILITATION COUNSELING. 3 credits. Study and application of theoretical models and techniques used in counseling. To determine the applicability of these in working in the rehabilitation process of people with disabilities in order to facilitate their social, vocational and personal adjustment. Analysis of the counselor's value system and its management during counseling according to the rehabilitation process.

CONRE 650 - PRACTICUM IN REHABILITATION COUNSELING. 3 credits. Application of knowledge and skills acquired in previous courses. Expansion of basic rehabilitation counseling skills such as: interviewing, listening skills, assessment, documentation and record keeping, referrals and follow-up services. The course requires periodic supervision during the semester between the practicum professor and the coordinator where the student is placed. It requires evidence of visits, Internet communications and recordings of individual counseling sessions between the practicum counselor and the person with a disability.

CONRE 655 - REHABILITATION COUNSELING INTERNSHIP I. 3 credits. Integration of the student's academic training through a field experience in a rehabilitation organization or institution for the purpose of meeting the accreditation standards of the Council on Rehabilitation Education (CORE). Students must complete a 600-hour internship at a rate of 300 hours per quarter in a public or private agency or institution providing rehabilitation counseling services.

CONRE 660 - INTERNSHIP IN REHABILITATION COUNSELING II. 3 credits. During the second internship, the student continues to actively participate in the process of working with cases in the different roles of the rehabilitation counselor. He/she applies his/her knowledge and skills in areas such as: interviewing applying specific theories and techniques; verbal and non-verbal communication; diagnoses through tests, evaluations and available medical-psychological information; counseling using appropriate modalities and techniques, and finally, case management in the rehabilitation process. The student is exposed to the development and writing of individualized rehabilitation plans and working with other professionals in case discussions regarding medical, psychological and vocational evaluations among others, recommendations for prosthetic and orthotic equipment, technological assistance, training, job placement and follow-up (post-employment).

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

CONRE 662 - TECHNOLOGICAL ASSISTANCE AND REASONABLE ACCOMMODATION IN THE VOCATIONAL ASSESSMENT PROCESS. 3 credits. Study and application of technological assistance and reasonable accommodation in the vocational evaluation process of people with disabilities. Analysis of the legal basis for the provision of equipment and technological assistance services in the educational and

rehabilitation scenario. Description and analysis of the categories, the different impairments and the need for the use of technological assistance. Evaluation and application of assistive technology techniques and strategies to explore the skills and abilities of people with impairments in the educational and rehabilitation setting. Assistive technology resources available for use in vocational assessment.

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

CONRE 664 - TESTS AND METHODS IN VOCATIONAL ASSESSMENT II. 3 credits. Use of occupational factors, application of interviewing techniques, observation, work samples, and report writing format. Emphasis will be placed on the importance of the development of the vocational assessment process including discussion of cases with other professionals.

CONRE 665 - PRACTICUM IN VOCATIONAL ASSESSMENT. 3 credits. Application of knowledge and skills acquired in previous courses. Extension in the use of psychometric tests, work samples; analysis of information, occupational, medical and educational resources, interviewing techniques and clinical observations. Development of vocational assessment plan and report writing. The course requires a minimum of 100 laboratory hours.

CONSA 649 - DESIGN AND MANAGEMENT OF MENTAL HEALTH SERVICES PROGRAMS. 3 credits. This course is designed to train the student on the function that a mental health professional exercises as a leader in the design, administration and management of programs for human services. During the course, the student will have access to the historical framework, structural aspects, human processes, procedures and public policy that are inherent to the administration of human services programs.

CONSA 650 - DIAGNOSTICS IN MENTAL HEALTH. 3 credits. Study of the complexity and variety of the most prevalent psychopathologies and the current classificatory systems of mental conditions. Analysis of the main controversies about 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 a multidisciplinary approach, highlighting and delimiting the role of the mental health counselor.

CONSA 651 - MENTAL HEALTH TREATMENT AND CASE MANAGEMENT. 3 credits. Study of the complexity and variety of the most prevalent psychopathologies and current classificatory 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 a multidisciplinary approach, highlighting and delimiting the role of the mental health counselor.

CONSA 653 - PRACTICE. 3 credits. The purpose of this practicum is to provide the student with varied personal and professional experiences inherent to the clinical area, with the objective of strengthening the competencies required in the profession of mental health counseling. In order to achieve the objectives, two concurrent activities will be carried out: placement in a practice center and a professional development seminar to be held at UCB. At the Practice Center you are accompanied by a mental health professional and will serve as a counselor-in-training where you will be introduced to clinical work through observation, case discussion

and co-leadership. Once they have mastered the required skills, they will carry out interventions supervised by a professional from the practice center.

In the area of professional development, the counselor-in-training will evaluate, practice and strengthen interpersonal and communication skills. The focus will also be on strengthening micro-skills for conducting the initial interview and collecting data pertinent to the client's psychosocial history.

CONSA 654 - MENTAL HEALTH SEMINAR I INTERNSHIP. 3 credits. The purpose of Internship I is to provide the student in training with a diversity of experiences inherent to the clinical area, with the objective of acquiring the competencies required in the mental health counseling profession. The main focus of this first part of the internship is to develop and refine the skills of initial interviewing, psychosocial history taking, assessment, and various models of clinical intervention. The counselor-in-training will participate in and benefit from case discussion with the interdisciplinary team. He/she will also participate in an experiential lab at UCB that will facilitate the strengthening and integration of lessons learned.

CONSA 655 - INTERNSHIP II. 3 credits. Internship II provides the opportunity for the student to integrate and apply the theoretical knowledge acquired thus far; while offering the opportunity to continue progressive exposure to further develop and reinforce clinical skills. The main focus of this second part of the internship is to further refine the initial clinical interview, psychosocial history taking, follow-up intervention and conceptualization of clinical cases with their goals, treatment methods and short and long term plan using various intervention models. The student will be able to determine therapy successes and evaluate the intervention. Interventions with special populations and an introduction to psychotropic drugs and their effects on mental health patients will be discussed.

CONT 600 - MANAGEMENT ACCOUNTING. 3 credits. This course presents the study of the different forms of accounting in the administrative process, planning and control for managerial decision making. It includes cost principles, planning and control system, marginal revenue analysis, financial statements, budgets and analytical techniques in the managerial consultative process. To achieve the proposed objectives, the course integrates the use of technology as an educational strategy to teach and learn in an active way, as well as case studies, investigative essay writing, reflective essays and group work.

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

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

CONT 609 - ADVANCED TOPICS IN FINANCIAL REPORTING (GAAP-IFRS). 3 credits.

The Advanced Topics in Financial Reporting course converges the development, application and practice of GAAP standards and international practice standards -IFRS. Some topics to be covered: business combinations, accounting for partnerships, foreign currency transactions, consolidations and unconsolidated subsidiaries. Students will analyze the information incorporated in financial statements, including the impact of using other assumptions and procedures in emerging situations. Use is made of case studies of U.S. and international corporations. It is recommended to develop an analysis project based on a company.

CONT 610 - ADVANCED AUDITING AND FRAUD. 3 credits. Focuses on applied auditing as a means of preventing, identifying, and investigating corporate fraud. Students are required to study real cases that allow them to focus on practice, professional judgment and effective communication in opinions.

CONT 611 - FEDERAL CONTRIBUTION (PARTNERSHIPS AND CORPORATIONS) 3 credits.

This course discusses the Internal Revenue Code and the various U.S. government tax regulations and their effects on private businesses. The statutory provisions relating to income taxes for partnerships, special partnerships, corporations, and corporations of individuals are considered. The ethical value of information is considered.

ECON 600 - MANAGEMENT ECONOMICS. 3 credits. This course is directed toward the application of the theory and techniques of economic analysis in managerial decision making and in the evaluation of the social impact of the company. It also includes the use of technological tools and research on current issues in the field of managerial economics for the solution of business problems in dynamic and uncertain environments. Topics such as consumer theory of the firm and industry, economic optimization, demand and supply functions, production and costs, linear programming, pricing policy, market structures, game theory and external effects are included.

ESBI 520 - PSALMS. 2 credits. The course introduces the student to the book of Psalms: the various psalmic genres, their theology and some exegetical problems in the context of the sapiential literature. It will reflect on the reception of the Psalter in Judaism and Christianity.

ESBI 521 - THEOLOGY OF BIBLICAL READING. 3 credits. This course introduces the student to the biblical context and aims to make him aware of the theological presuppositions that often, in an uncritical way, underlie the Christian reading of the Bible. It studies the geography and archaeology of the Near East; the history of Israel in its socio-cultural -and political relations -with the -cultural environment, from the Patriarchs to the first century BC. It addresses the questions of the history and theology of inspiration, inerrancy, canon and canonicity, and also the different levels of meaning: historical, Christological, ecclesial, etc. Finally, it refers to the ecclesiastical documents related to the Bible.

ESBI 525 - MAJOR AND MINOR PROPHETS. 3 credits. The course deals with prophetism in the Ancient East and in Israel, with its historical and religious origins; its evolution, its relationship with the cult, with the monarchy and with society. It also examines the forms of prophetic language and its most characteristic moments. The student will experience the exegetical method with selected passages from the major and minor prophetic books.

ESBI 529 - SYNOPTIC GOSPELS. 3 credits. The course aims to deepen the study of the basic source that is the synoptic gospels and to connect the student with the richness of the text, beyond a naive or literalist reading. It deals in particular with the following topics: the relationship between post-Easter preaching and the written Gospel, historical criticism, form criticism and redactional criticism. It also deals with the synoptic problem, the theological tendencies of Matthew, Mark and Luke. Finally, it deals with the exegesis of some selected passages.

ESBI 530 - JOHANNICAL LITERATURE. 3 credits. The Johannine vision has a remarkable relevance in the New Testament. It stimulates the dimension of personal and even mystical relationship with God. The course takes it into consideration and focuses on the following contents: literary style, composition, origin of the IV

Gospel, the Johannine Letters and the Apocalypse. The theological tendencies of John are studied and work is done with exegesis of selected passages.

ESBI 531 - PAULINE LITERATURE. 3 credits. The figure of Paul stands out in the writings of the New Testament. The student should become familiar with the richness of the Pauline message and get to the background of some of the most basic questions. The content deals with the personal and literary characteristics of Paul, the development of his theological thought according to the four main groups of his letters and the exegesis of selected passages.

ESBI 532 - ACTS OF THE APOSTLES. 2 credits. The course introduces students to an exegetical and hermeneutical reading of the book of the Acts of the Apostles. It deals with the core elements of the historical, sociological and literary background of the text. Selected passages of the book are worked on exegetically.

ESBI 537 - LITERATURA SAPIENCIAL. 2 credits. The course deals with the characteristics of Eastern and Hebrew poetry; Wisdom as an intellectual movement in the Ancient East; sapiential literature in Israel as an initiation of youth: its humanistic and theological aspects. It also deals with the exegetical, theological and structural problems of the sapiential books through a selection of texts.

ESBI 540 - THE PENTATEUCH. 3 credits. The course addresses the many conflicts between science and an overly literal reading of the Pentateuch by studying the typical literary genres of these books. The course analyzes the theory of the four traditions of the Pentateuch and their different theological approaches, as well as the impact of the oral and written law on the religion of Israel, ending with the exegetical analysis of selected passages.

ESBI 638 - APOCALYPTIC LITERATURE. 2 credits. The course deals in a panoramic way with the Vetical and New Testament apocalyptic traditions. Chapters 7 to 12 of the book of Daniel, the apocalyptic texts of the Gospels as well as the Johannine Apocalypse are worked in an exegetical and hermeneutical way.

ESBI 641 - CATHOLIC LETTERS. 2 credits. This course focuses on the letters of James, I - II Peter, and the Letter of Jude. For each letter, issues of dating, authorship, audience, and literary genre will be addressed. Emphasis will be placed on the historical and theological contexts of each letter in early Christianity. Selected texts will be worked exegetically.

ESBI 645 - APOCRYPHAL LITERATURE. 2 credits. This course deals with the different aspects of the study of the Christian literature of the first centuries of Christianity between the II and IV centuries in its aspects of Gospels, Acts of the Apostles, Letters and Apocalypse. Selected texts will be studied.

ESBI 679 - CONTEMPORARY ISSUES IN BIBLICAL EXEGESIS. 2 credits. This course offers the student the opportunity to approach the crucial issues of exegetical practice and biblical hermeneutics at the present time in both Old and New Testament studies. Each subject will approach the selected texts of study by practicing the exegetical methods that are addressed. It will be confronted with the magisterial proposals to these problems.

EST 600 - STATISTICS FOR DECISION-MAKING. 3 credits. The course is designed with the purpose of expanding the student's knowledge and skills on different procedures of inferential statistics and its applicability in the business scenario. The student will be able to design and conduct studies using parametric tests. In this course the student will perform hypothesis tests of estimation, comparison of independent and dependent

samples, correlation, linear and Chi-square regression. Emphasis is placed on the use of emerging technology as a means of teaching and active learning.

FIN 600 - MANAGERIAL FINANCE. 3 credits. This course provides an in-depth study of the financial aspect of profit planning and development of research skills on current issues in the field of financial management to enable students to solve financial problems in dynamic and uncertain environments in the business world. The topics included are: the commercial, financial and fiscal environment of the company, role of financial markets and institutions, calculation of liquidity and profitability, working capital, financial analysis and control tools, asset valuation problems, bankruptcy, reorganization and mergers.

GEPRO 601 - PROJECT MANAGEMENT. 3 credits. This course emphasizes the process of implementing and supervising strategic plans in a cost-effective manner to achieve teamwork and the successful accomplishment of the organization's goals. The principles and methodologies in project management are provided, according to the appropriate practices established for this area, emphasizing the initiation, planning, development, monitoring, control and culmination of project efforts. It integrates the use of technological tools, research techniques, case analysis and concepts related to project management to deepen the theoretical framework, achieve the design of a project as part of the business strategy. A project management plan is also designed, including: scheduling, cost and resource estimation, risk analysis, and the establishment of the different interconnections of the project. For this purpose, the concepts of risk management, cost estimates, and earned value are included.

GEPRO 602 - PROFESSIONAL RESPONSIBILITY IN PROJECT MANAGEMENT. 3 credits. This course puts into practice the basic obligations of responsibility, respect, impartiality and honesty; it deepens in the concepts that lead to understand what is a responsible conduct, on the part of the project manager, before the adverse aspects generated by unethical situations within the external and internal context of the project. Through the review and research of recent literature, shared experiences, study and analysis of situations related to the main topics of the course, the student learns about the professional responsibilities of the project manager. Throughout the course, topics on responsibility to the environment, health and safety of project stakeholders, and other major aspects of social responsibility, such as sustainable projects, are developed. In addition, the basic legal aspects of project planning and development that the project manager must be aware of are studied, especially the laws for contract and personnel management.

GEPRO 603 - PROJECT RISK MANAGEMENT, COST, PURCHASE AND PROCUREMENT. 3 credits. This course develops the fundamental concepts to follow up the project risk management with preventive actions, when considering the continuity of activities and cost management. It examines and applies the processes for planning, identifying, analyzing and responding to project risk management through case studies. The student learns to manage the components of a project to achieve its completion in the face of possible interruptions in the business environment, whether at the corporate, national or international level. Through cost management, students learn to estimate the value of the resources needed to complete the project activities, which allows them to develop the project budget and the actual baseline for monitoring and risk control through the earned value method, research and the use of technology. Aspects related to procurement management and project procurement and the different types of contracts for various scope of work scenarios are studied in detail.

GEPRO 604 - COMMUNICATIONS AND PROJECT LEADERSHIP. 3 credits. This course examines the current leadership theories used in project management and identifies the communication styles and conflict resolution needed in a compelling and effective communicator and project manager. Principles and guidelines for effective planning in communication, human resources and conflict resolution are provided. Also, leadership,

communication, and motivation, to be put into practice in a variety of situations throughout project development, with the purpose of fostering project control and completion. Through case studies, literature review and exercises, students develop and improve their leadership, communication, conflict management and negotiation skills.

GEPRO 605 - PROGRAM MANAGEMENT AND QUALITY MANAGEMENT. 3 credits. This course covers program management and guides the student through the processes, concepts and techniques of the area studied. It promotes effective communication between the program manager and the managers of the different projects, through tools that promote coordination. You learn how to design a program plan and manage changes in scope, risk, quality, complex situations, schedules, resources, deliverables, costs and other work, in the context of a group of projects, in order to meet strategic business objectives. The importance of the use of software tools for setting and meeting schedule and information management deadlines, for research and data collection, and for communicating status, changes and performance is studied. In addition, knowledge related to quality management is provided, being this topic the priority when you want to achieve the strategic objectives directed to the customer, since every project includes planning, assuring and controlling quality. Case analysis and the use of technological tools are encouraged to reinforce planning and control skills and to develop a quality framework aimed at ensuring customer satisfaction.

GEPRO 606 - CONTEMPORARY ISSUES IN PROJECT MANAGEMENT. 3 credits. This course develops the basic concepts about special and cutting-edge issues in project management through the discussion of case studies, recent academic articles and guest speakers. It covers topics related to trends in project management, small and medium-sized companies, culture and international business, social networks as a communication tool, virtual teams, and other topics of great relevance in project management and the efforts of companies to achieve their strategic goals. Students are introduced to research methods for planning, organizing, formatting, and developing written papers. Emphasis is placed on the development of topics related to innovative solutions for business problems in Puerto Rico.

GEPRO 610 - KNOWLEDGE APPLICATION PROJECT (CAPSTONE). 3 credits.

Knowledge Application Project (Capstone) helps to integrate cognitive and psychomotor experiences practiced throughout the Project Management certificate curriculum. The skills learned are demonstrated through the preparation of a project plan and the presentation of this plan to an Executive Board in a role-playing environment. The focus of this course is reinforcement based learning by practice applying the key concepts and processes studied in the previous six (6) courses that make up the development of competencies across the curriculum. This course is offered at the culmination of the professional certificate. It integrates the concepts of UCB's mission and vision reinforcing the professional image of the UCB graduate.

GER 600 - BUSINESS POLICY AND ETHICS. 3 credits. This course consists of the formulation, analysis, and evaluation of organizational strategic policies. It takes into consideration stakeholders, industrial and competitive analysis, organizational capabilities and resources in decisions on strategic issues. It encourages the formulation and implementation of business strategy within a framework of social responsibility. It includes the study of codes of ethics in the Business Administration professions and their integration and application in the company's policies. Emphasis is placed on the integration of technology as a means of teaching and active learning, and on 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 the design of organizational structure. It studies human functioning within the organization with attention to

psychological, sociological, and ethical aspects. The following topics are included: structure, technology, environment, change and the internal processes of organizational culture and decision making. Emphasis is placed on the integration of technology as a means of teaching and active learning, and on the use of investigative methodology in the analysis of cases and in the design of a research project on a topic related to the course. The course for graduate students is offered in face-to-face and distance education modalities.

GREE 512 - INTRODUCTION TO BIBLICAL GREEK. 2 credits. The course studies the fundamental notions of New Testament Greek: its syntactic and grammatical structures, based on the reading, translation and analysis of some simple passages from John, the Synoptics and Paul.

HEBR 504 - INTRODUCTION TO BIBLICAL HEBREW. 2 credits. The course studies the fundamental notions of Old Testament Hebrew: its characteristics, syntactic and grammatical structures, based on the reading, translation and analysis of some simple Old Testament passages.

HIST 517 - LATIN AMERICAN THEOLOGY. 2 credits. This course aims to provide the necessary context for students who are beginning their theological studies to locate and analyze the major themes of theological reflection in the Latin American and Caribbean perspective. After considering the possibility of a Latin American theology, the development of theology in Latin America and the Caribbean is studied in a panoramic and diachronic way. Emphasis is placed, during most of the course, on the Latin American and Caribbean contribution to contemporary theological reflection, especially from the Theologies of Liberation.

HIST 518 - SEMINAR ON LATIN AMERICAN CHURCH HISTORY. 2 credits. The seminar opens the possibility for students to reflect on a focused topic of ecclesiastical development in Latin America, with emphasis on the ecclesiastical history of a particular country or period. This seminar will have a different theme each term it is offered and may be taken more than once by the student.

HIST 519 - HISTORY OF THE CHURCH IN PUERTO RICO. 3 credits. The course approaches the situation of the Church and the society of Puerto Rico from the XVI century to the present. It considers the most significant events in the historical process of the Church; the evangelization of the Indian, the black, the Spanish, the European and the Creole. It analyzes the popular Catholicism, the diocesan synods, the work of Fray Iñigo Abad y Lasierra, the changes that took place in the Church as a result of the socioeconomic -and political transformations -of the 19th century, the American invasion of 1898 and its effects on the Church.

HIST 520 - SEMINAR ON THE HISTORY OF THE PUERTORICAN CHURCH. 2 credits. The seminar opens the possibility for students to reflect on a focused topic of ecclesiastical development in Puerto Rico, with emphasis on the ecclesiastical history of a particular character, event or phenomenon. This seminar will have a different theme each term it is offered and can be taken more than once by the student.

HIST 551 - PATROLOGY. 3 credits. An overview is given of the historical, philosophical and literary situation of the early centuries of the Church and the most important authors of that period. Selected texts of the Holy Fathers, both Greek and Latin, as well as the different schools of theological thought of Christian antiquity are analyzed.

HIST 552 - THEOLOGY OF SAINT THOMAS OF AQUIN. 2 credits. The course is an introduction to the doctrine of St. Thomas through a presentation of his life and historical context and a description of his main works. It includes reading and analysis of texts.

HIST 553 - ANCIENT AND MEDIEVAL CHURCH HISTORY. 3 credits. This course aims to lay the dynamic foundations of the structural dimension of the Church in terms of its origin and diachronic development. It will review the evangelizing, hierarchical, liturgical-sacramental, ministerial and spiritual (including the consecrated and monastic life) structuring of the new People of God, studying the New Testament foundations as well as those institutions of imperial Rome and Feudal Europe that served for this structuring until the 14th century. The doctrinal conformation of the first ecumenical councils (until Chalcedon) will be analyzed, as well as the spiritual and evangelizing movements of the European peoples during the Middle Ages. The evolution of the papacy's ministry will be analyzed. Emphasis will be given to the evolution of sacred art and music, as well as ecclesiastical architecture and liturgy up to the Gregorian Reformation. Theological debates of this period will be discussed only insofar as they facilitate an understanding of the structural development of the Church.

HIST 555 - CONTEMPORARY CHURCH HISTORY. 3 credits. The course offers the student the socio-cultural, theological and ecclesial context for the understanding of the praxis of the Catholic Church and contemporary Christian thought. Beginning with the social management of Pope Leo XIII, the course reviews the beginning of the twentieth century, stopping at the long pontificate of Pius XII with the perspective of those events and theological movements that led to the celebration of the Second Vatican Council. The papacies of St. John XXIII and Blessed Paul VI are studied in depth. The course goes through the magisterium of St. John Paul II, Benedict XVI and stops to analyze the administration of Pope Francis and his *Evangelii Gaudium*.

HIST 557 - PROTESTANT AND CATHOLIC REFORMATION. 2 credits. This course seeks to provide students with an understanding of the multiplicity of causes that led to a revision of ecclesial and personal praxis both within and outside orthodoxy since the 14th century. A selection of reforming texts and deeds will be studied, mainly reaching Luther and Calvin. The Catholic reform movement up to the Council of Trent and its consequences for the XVI and XVII centuries, up to the XX century itself, will be analyzed.

HIST 681 - SEMINAR ON THE HISTORY OF THE CARIBBEAN CHURCH. 2 credits. The seminar opens the possibility for students to reflect on a focused topic of ecclesiastical development in the Caribbean region, with emphasis on the ecclesiastical history of a particular island or the relationship between them. This seminar will have a different theme each term it is offered and can be taken more than once by the student.

HIST 685 - HISTORICAL RESEARCH PROJECT. 3 credits. The student will be directed by a designated professor to develop a research project on a figure, ecclesiastical institution or specific period of Puerto Rican, Caribbean or Latin American ecclesiastical history in dialogue with the broader framework of the history of the Catholic Church. The final work will be a publishable essay that includes the use of primary and secondary sources.

LITS 569 - SACRAMENTAL LAW. 2 credits. This course provides a pastoral perspective on the canon law regarding the sacraments. Among its contents are the teaching function of the Church and the role of the ministry of the divine word. Also the sanctifying function of the Church through the sacraments and other acts of worship. It concludes with some references to sacred times and places. Discussion of practical application will be given on each of the sacraments studied in current law.

LITS 607 - BAPTISM AND CONFIRMATION. 3 credits. The current sacramental practice of Christian initiation is first analyzed. Then Christian initiation in its various stages will be presented. The baptismal theme will be approached from a biblical and theological perspective. Confirmation, soteriological function, personality, gifts of the Holy Spirit in the confirmandi. Analysis of the New Ritual of Christian Initiation to know the resources, adaptations and liturgical and catechetical elements.

LITS 649 - EUCHARIST: THEOLOGY AND CELEBRATION. 3 credits. The course studies the biblical accounts of the Eucharist, its relationship to the Passover and the Old Testament, as well as to the meals of Jesus. The Eucharist is extended in various dimensions, such as banquet, sacrifice and memorial. The most significant liturgical and pastoral data, elaborated through history (Trent, Vatican II, etc.), are analyzed, particularly the question of the real presence of the Eucharist in the Eucharist.

LITS 671 - RECONCILIATION AND ANOINTING: THEOLOGY AND CELEBRATION. 2 credits. Study of the sacrament of penance or reconciliation takes into consideration the new post-conciliar ritual. It deepens the theme of the conversion of the sinner in the Sacred Scriptures. Then, a historical synthesis of this sacrament is presented in order to conclude this first part of the course with a theological and pastoral reflection on the sacrament in the present life of the Church. Next, the scriptural, historical, dogmatic and liturgical aspects of the sacrament of the Anointing of the Sick are studied, together with its pastoral practice since the Second Vatican Council.

LITS 673 - SACRED ORDER AND MARRIAGE: THEOLOGY AND CELEBRATION. 3 credits. The course approaches both Holy Orders and Marriage from the systematic perspective taking into account sociological (considering anthropological and cultural contributions), historical and canonical aspects. These sacraments are directed "to the service of the community". A biblical foundation is provided on these realities both in the Old Testament and New Testament perspectives. In addition, a panoramic view of the theological development of these vocational realities throughout history is offered. The sacrament of Holy Orders is approached from the three degrees: episcopate, presbyterate and diaconate. The properties of marriage are highlighted from the theological point of view: its ends (unity and indissolubility) and its sacramentality. An attempt is made to study some of the pastoral situations that confront these vocations today from the Christian foundations.

LITS 688 - LITURGY AND SACRAMENTality. 3 credits. The course offers the basic notions of what is involved in symbol and sacrament. The celebration of the mystery of Christ: elements for a definition of liturgy from the Paschal Mystery of Christ. The sacramentality of the liturgy. Notions on the sacraments in general. The person as a ritual being. The celebrating assembly through signs and symbols. History of the rites of the East and West, especially the liturgy of the Roman rite. Time as celebration: the liturgical year.

MORL 541 - FUNDAMENTAL MORAL THEOLOGY. 3 credits. The course aims to provide a basic vision and sensitivity to the moral question. To this end, it outlines the main lines of the foundation and actualization of moral theology. It deals with the Bible and Tradition in moral-theological reflection. It deals with the person as the locus of morality, as well as value, norm and moral conscience. It does not neglect sin, reconciliation, nor the formal structure of responsible human action.

MORL 542 - SOCIAL MORALITY. 3 credits. The course deals with the nature, purpose and essential components of the Church's social teaching as developed by the contemporary Magisterium (*Gaudium et Spes*, the great pontifical messages, Medellin, Puebla, etc.). The moral problems resulting from social coexistence are brought to light and discerned: economics, politics, social commitment, culture, violence, peace and ecology.... The main social values are applied to pastoral activity, evangelization, dialogue with the world and the Christian interpretation of reality.

MORL 544 - MORALS OF THE PERSON. 3 credits. The course studies the moral problems that concern the person. The moral experience of human sexuality, the value of authentic human freedom guided by discernment and the teachings of the Church. It also deepens the theme of the dignity and rights of the person: respect and protection of human life from its beginning to its termination.

MORL 550 - CONTEMPORARY PROBLEMS OF CATHOLIC MORALITY. 3 credits. The major current problems of personal and social morality such as birth control and assisted childbirth, euthanasia, genetic experimentation, homosexual marriage, among others, will be analyzed in depth. The dialogue between the contemporary pontifical magisterium and current moral theology will be used as a criterion for understanding and analysis.

PAST 568 - GENERAL RULES OF CANON LAW. 2 credits. Nature and place of law in the ecclesiology of Vatican II. The general principles and norms of the New Canon Law. The people of God, rights and duties, the faithful in ministry, consecrated life and associations of the faithful. The hierarchical constitution of the Church.

PAST 580 - FUNDAMENTAL PRACTICAL THEOLOGY AND MINISTRIES. 3 credits. Corresponding to post-conciliar ecclesiological considerations, this course seeks to reflect on the praxis or action of the Church as the people of God which is then manifested concretely in a diversity of ministries. Understanding the model of Jesus, the Good Shepherd, as the origin of all ministry, whether ordained or lay, the course seeks to analyze the biblical foundations, and the papal and theological magisterium - with emphasis on the Latin American and Caribbean magisterium - of the evangelizing practice of the Christian community. Through the approach of the general and specific pastoral, the ecclesiology that informs these practices will be reflected theoretically.

PAST 584- PASTORAL PLANNING AND ADMINISTRATION. 2 credits. Based on an understanding of ecclesial praxis as a concrete and located exercise of the being of the Church, the course sensitizes and offers students the theory and practical tools about the organizational process that will define the objectives of the parish and/or diocesan mission, and the decisions about resources and strategies to achieve these pastoral goals. Emphasis will be placed on the Latin American method of pastoral planning based on pastoral agents or participatory pastoral planning. The pastoral planning process will be approached in the broader context of administrative theory as applied to the Church as a system-ecclesiastical administration-and its managerial processes.

PAST 586 - ECUMENISM AND INTERRELIGIOUS DIALOGUE. 2 credits. The course develops the ecclesiological and pastoral theme of ecumenism and interreligious dialogue from the theological and magisterial basis. In addition, magisterial documents on the pastoral application of both ecclesiological realities are examined. The main ecumenical agreements reached and the possibilities of an authentic ecumenism in Puerto Rico are discussed. After a brief study on the foundations of these two religions, the possible links of dialogue in Puerto Rico with the Jewish and Islamic confessions are analyzed.

PAST 588 - PASTORAL COUNSELING. 3 credits. After showing the importance and objectives of counseling in pastoral ministry, the course examines the theoretical foundations, principles and problems pertinent to individual counseling. It then goes on to identify the skills a counselor must possess to carry out the counseling process; the 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 a counselor is described.

PAST 630 - SPIRITUALITY AND ACCOMPANIMENT. 2 credits. The course aims to begin with a systematic study of the foundations of an integrated and incarnational spirituality, namely the anthropological component (the process of religious, moral, psychic and intellectual conversion) and the grace component (theological and moral virtue, the gifts, fruits and charisms of the Holy Spirit as a dynamic of the person living the beatitudes). Theoretical and practical emphasis will be placed on the ministry that accompanies the Christian in his spiritual development while exploring the themes of prayer and discernment both individual and group from various approaches (Dominican, Ignatian, Carmelite, etc.). Some contemporary spiritual writers will be reviewed.

PAST 641B- PASTORAL INTERVENTION SEMINAR. 2 credits. The seminar aims to initiate the student into the actual setting of pastoral ministry with attention to the methods and models of the various diocesan and/or parish pastoral ministries. Based on the theological foundations of praxis (studied in PAST 580), the skills of theological reflection of pastoral activity in its various phases: planning, execution, evaluation and celebration will be addressed. Students will be helped to use class discussions as a way of projecting together theological methods and issues in the exercise of ministry. The seminar will provide MDIV students with introductory experiences for the Practicum (PAST 696). In each session offered, the seminar will address a different specific pastoral ministry.

PAST 642 - PASTORAL INTERVENTION SEMINAR II. 2 credits. The seminar aims to initiate the student into the actual setting of pastoral ministry with attention to the methods and models of the various diocesan and/or parish pastoral ministries. Based on the theological foundations of praxis (studied in PAST 580), the skills of theological reflection of pastoral activity in its various phases: planning, execution, evaluation and celebration will be addressed. Students will be helped to use class discussions as a way of projecting together theological methods and issues in the exercise of ministry. The seminar will give MDIV students the introductory experiences for the Practicum (PAST 696). This seminar is a second practical experience, after having taken PAST 641 or having obtained permission from the Director. In each session offered, the seminar will address a different specific pastoral ministry.

PAST 643 - SEMINAR ON PASTORAL INTERVENTION III. 2 credits. The seminar aims to deepen the student in the real scenario of pastoral ministry with attention to the methods and models of the various diocesan and/or parish pastoral ministries. Based on the theological foundations of praxis (studied in PAST 580), the skills of theological reflection of pastoral activity in its various phases: planning, execution, evaluation and celebration will be addressed. Students will be helped to use class discussions as a way of projecting together theological methods and issues in the exercise of ministry. This seminar is a third practical experience, after having done PAST 641 and 642 and having obtained permission from the Director. In each session offered, the seminar will address a different specific pastoral ministry.

PAST 644 - SEMINAR ON PASTORAL INTERVENTION IV. 2 credits. The seminar aims to deepen the student in the real scenario of pastoral ministry with attention to the methods and models of the various diocesan and/or parish pastoral ministries. Based on the theological foundations of praxis (studied in PAST 580), the skills of theological reflection of pastoral activity in its various phases: planning, execution, evaluation and celebration will be addressed. Students will be helped to use class discussions as a way of projecting together theological methods and issues in the exercise of ministry. This seminar is a fourth practical experience, after having done PAST 641, 642 and 643 and having obtained permission from the Director. In each session offered, the seminar will address a different specific pastoral ministry.

PAST 676 - THEOLOGY OF PREACHING AND HOMILETICS. 3 credits. This course aims to lead to theological reflection on the exercise of preaching in the Church, mainly liturgical (homily), but also all other preaching: its purpose in the economy of salvation, its nature and means. It is expected that, in practice, he and the student will exercise in the preparation of the message according to time, place and various human circumstances, using different methodologies of communication. The collective opinion, as well as self-criticism will allow to identify and improve the homiletic potential.

PAST 685 - SEMINAR ON ANALYSIS OF THE PUERTO RICO REALITY. 2 credits. The objective of the seminar is to present basic theoretical information and to become aware of the importance of knowing the concrete and pertinent reality, with its diverse angles, nuances, perspectives and situations of the environment where one is going to work. It deals with the need to be "incarnated" in the here and now, what is relevant to analyze and what for, how reality is observed from different angles (including the religious one). The seminar also deals with the historical and future perspective, the structural-occasional situations, the difficulties of analyzing reality. Finally, it offers diverse methodologies and resources to approach an analysis of reality with guarantees.

PAST 689 - LEGAL ASPECTS OF ECCLESIAL MINISTRY. 1 credit. Introductory study of the juridical topics that have a strong influence on the exercise of the different ecclesial ministries, with special interest in the presbyterate. It includes an approach to the concurrence of juridical orders (civil and canonical), the concept of law, the formal and material sources of law, the relationship of law with other intellectual endeavors, the divisions of law, the juridical norm (effectiveness, validity and structure) and casuistry (analysis of jurisprudential pronouncements); the legal personality of the Apostolic and Roman Catholic Church in Puerto Rico and the constitutional regulation of religious freedom in relation to other civil rights; the main topics of the *Civil Code of Puerto Rico* of 1930, with special emphasis on family relations, property law, obligations, contracts and professional expertise in the pastoral care of the lay faithful, as well as an approach to professional deontology.

PAST 696 - SUPERVISED MINISTERIAL INTERNSHIP. 3 credits. This course provides an internship to experience pastoral care in a professional manner. Through supervised work of a minimum of 5 hours per week in a specific pastoral area, group dialogue process with other interns, and focused study of issues concerning ministerial practice, students practice their knowledge and skills in pastoral reflection, identity, and ministerial competencies. This internship may be equivalent to a first level CPE under the direction of an accredited CPE supervisor in a clinical experience, fulfilling the hours required for the specific CPE program into which the student is admitted.

MERC 600 - MARKETING MANAGEMENT. 3 credits. The purpose of this course is to deepen the fundamentals of marketing as a functional area. Also, as a discipline and process that involves the sciences and arts in the administration and planning of marketing activities. This process is carried out through an information system that includes market research and the understanding of consumer behavior for the creation and delivery of value. The objectives of this process are to retain and attract new customers, create value for the company itself and benefit stakeholders. To achieve the pedagogical objectives, the course integrates the use of technology as an educational strategy for active teaching and learning, as well as case studies, reflective essay and monograph writing, and the application of the knowledge and skills acquired in the design of a marketing plan.

MPPI 797 - RESEARCH PREPARATION AND PRESENTATION MODEL 3 credits. The Master's Degree Examination in the Research Preparation and Presentation Model (MPPI) is an alternative to complete the requirements for graduation at UCB. This modality is an educational evaluation experience to which the graduate student is exposed with the purpose of documenting his/her professional competencies, educational practices, the ability to integrate knowledge acquired in the areas of specialty, research and fundamentals of education, and the capacity for critical analysis and synthesis within a specific context. The competencies to be evaluated are related to the general content of the discipline and the student's area of specialty.

Your knowledge about theories, models and practices in the professional area within a research approach will be evaluated. Emphasis will be placed on your knowledge related to educational research methods and data analysis in the context of your area of specialty. Passing this exam documents your skills and competencies in the discipline and allows you to complete your master's degree.

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

EDUC 501 - EDUCATIONAL EVALUATION AND MEASUREMENT. 3 credits. This course deals with the plan for the evaluation of psychological programs and projects seen from the perspective of the classroom. It presents the principles, methods, and fundamental techniques of measurement, *assessment*, and educational evaluation within the context of the classroom, as well as those aspects susceptible to evaluation such as curriculum, achievement, and student behavior. It also includes, complementary to teaching, the application of research strategies and techniques with the support of technology.

EDUC 505 - HUMAN DEVELOPMENT PROCESSES. 3 credits. This course analyzes some of the major theories of human development. The different conceptual frameworks that attempt to determine human behavior and their application to education are explored. Critical analysis of research studies, behavioral patterns, and current trends in human development research methodology and their relationships to quality of life are emphasized. In addition, the theoretical foundations and their implications in behavior are discussed, so that the student can interact appropriately in the environment and group in which they are involved. As part of the educational experience, the use of technological resources for the search of information in sources available on the Internet is encouraged, as well as the use of programs for the design and presentation of reports.

EDUC 506 - PHILOSOPHY, ETHICS AND VALUES IN EDUCATION. 3 credits. This course analyzes the philosophical foundations on the nature of education integrating the concepts of ethics and values. As part of the course, the student investigates the nature of ethical judgments, as well as the nature of the concepts of ethics, morals, and values as foundations of individual and professional life. The philosophical foundations on which the development of the curriculum for the Puerto Rican school is based are studied. In addition, it reflects on the educational philosophy, the ethical aspects and values on which it bases its educational practice, as a

basis for the design of its educational philosophy. Technology is integrated for the incorporation of research strategies and techniques that enable him to think critically and creatively in an educational system of constant changes and challenges.

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

EDUC 550 - THESIS. 6 credits. Prerequisite EDUC 507. Research work under the supervision of a Graduate Program faculty member. The student will be offered orientation on the planning, execution and research reports required for the presentation and defense of an extended thesis until the presentation of the official document under the supervision of a professor, who will serve as advisor to the student.

EDAS 502 - BASIC COURSE IN SCHOOL ADMINISTRATION AND SUPERVISION. 3 credits. Study of school administration and supervision and its dimensions as applied to services provided to students and professional staff with emphasis on faculty development, decision making, the change process, and faculty evaluation. Personal and professional relationships with staff are focused on as an effective means of achieving change with emphasis on group dynamics to achieve collaboration and active participation of staff. Supervision techniques and models are presented as a means to carry out the functions of the position, stimulating individual creativity in the performance of these functions.

EDAS 503 - ADVANCED COURSE IN ADMINISTRATION AND SUPERVISION (Applied to Elementary and Secondary Levels). 3 credits. Study of the projection of administration in the community served by the school with emphasis on the organization and development of the Parent Council and School and the participation of industry and commerce through an Advisory Council. The procedure to be followed for the adoption of schools by industry, commerce and other community organizations is studied. The personal and professional relationship with the supervisees and motivation are studied as the basis of any successful operation that has been planned. Strategic planning is given importance to guide the long-term gradual improvement of the nucleus, school district or region. It relates supervision directly to teaching and approaches it from the modern point of view of a vision of the supervisor as a colleague and the cooperative work shared with teachers and other personnel.

EDAS 505 - ADVANCED CURRICULUM COURSE FOR SCHOOL ADMINISTRATORS (Educational Strategies and Innovations). 3 credits. Study of how curriculum is administered with emphasis on curriculum change and design and procedure to be used, types of curriculum, and current controversial issues. The innovations that are being tested in and outside Puerto Rico are studied and the places on the island where they are being implemented will be visited. It gives importance to the idea that not every innovation is applicable everywhere, to the development of the faculty to establish the changes, their active participation in the process, and to the continuous evaluation of the procedures and actions that are carried out.

EDAS 506 - LEGAL FUNDAMENTALS OF EDUCATION. 3 credits. The course on legal foundations of education has been designed with the purpose that candidates for managerial and supervisory positions in the

Puerto Rico Education System, public and private, acquire a broad knowledge of the development and rule of the constitutional right to education in Puerto Rico, as recognized by Section 5, Article II, Charter of Constitutional Law of Puerto Rico of 1952; The education system, as recognized by Section 5, Article II, Charter of Constitutional Law of Puerto Rico of 1952, shall be a key element for the establishment of a democratic and progressive system of life and the exercise of other fundamental constitutional rights, such as the right to freedom of expression in all its manifestations and the right to full liberty.

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

EDAS 511 - RESEARCH SEMINAR IN ADMINISTRATION AND SUPERVISION. 3 credits. Educational research work in the area of administration and supervision. Guidance will be provided to the student on the planning, execution, and research reports required for the presentation 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 setting selected by the University. In the real environment, students will be able to put into practice the knowledge and skills they have acquired and developed in their major. Students will become aware of the real problems of the center, the district, and will work in the solution of these problems by applying innovative work techniques with teachers, students, parents and other involved personnel.

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

EDES 506 - THE EDUCATION OF THE STUDENT WITH INTELLECTUAL DISABILITY: METHODOLOGY AND CURRICULUM. 3 credits. Includes the different classifications of mental retardation, etiologies, characteristics of the child, educational philosophy and objectives in their education and established programs. The methods and materials used in teaching are also studied.

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

EDES 510 - EDUCATION OF THE STUDENT WITH SPEECH AND LANGUAGE DISORDERS. 3 credits. The etiology of speech and language problems, the typical characteristics associated with this condition, the types of language problems, the instruments designed for the evaluation of these disorders, and the methods and procedures used in the rehabilitation of persons with speech and language disorders are studied.

EDES 512 - DIAGNOSIS AND CORRECTION OF READING AND WRITING IN STUDENTS WITH MILD IMPEDIMENTS AND LEARNING PROBLEMS. 3 credits. Knowledge of theories of reading and writing processes is expanded, tests are developed and analyzed to detect specific difficulties in the areas of reading and writing. Emphasis is placed on the use of diverse methods to teach reading taking into consideration the individual differences of students and their learning styles. The process of reading and the elements that compose it, word recognition, concept formation, comprehension, interpretation, the influences of affective components, the reader's behavior and its evaluation are analyzed. In the area of writing, formal and informal tests that help in the diagnosis and the most adequate treatment for remediation and help in the teaching of writing are discussed.

EDES 525 - NATURE AND NEEDS OF INFANTS AND PRE-SCHOOL CHILDREN WITH DEVELOPMENTAL DEFICIENCIES. 3 credits. This course in pre-school special education and early intervention studies the atypical development of the child from birth to age five. It analyzes its nature and characteristics based on the model of normal child development. It emphasizes the study of the means for the identification and appropriate evaluation of this population to facilitate the provision of early intervention and pre-school special education services according to their potential and specific needs. It also discusses the objectives, strategies, models and attitudes required in the development of family intervention programs.

EDES 526 - RESEARCH METHODS IN AREAS RELATED TO SENSORY, COMMUNICATION AND CHRONIC HEALTH PROBLEMS. 3 credits. Prereq: EDUC 507. Studies the characteristics and needs of children and youth with sensory, communicological, and chronic health problems. It incorporates recent research pertinent to these areas that provides empirical answers in the identification and educational intervention with these learners. It introduces the student to the elaboration of scientific research in the field of special education. Provides opportunity for the development of knowledge and competencies that help the student in the course to perform the incidental consulting and intermediary work that gradually offers supervisors, regular education teachers, and parents of exceptional learners.

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

EDES 533 - CURRICULAR INTERVENTION MODELS FOR STUDENTS WITH PEA AND DDA. 3 credits. This course studies the curricular models and educational intervention for children and youth with Specific Learning Disabilities and Attention Deficit. The student will explore the philosophical assumptions and theoretical perspectives on which these curricular models are based. It is expected that the student will acquire the conceptual and methodological skills that will allow him/her to carry out intervention plans for students with SAD and ADD.

EDES 534 - INDICATORS FOR THE DIAGNOSIS OF THE STUDENT WITH PEA AND DDA. 3 credits. This course studies the process to carry out a diagnosis of PEA and DDA. Through the evaluative approach of "assessment" the student will have the experience of analyzing the indicators that will allow him/her 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 536 - RESEARCH SEMINAR IN PEA AND DDA. 3 credits. The student will relate, in a general way with the different types of research, namely: qualitative, quasi-experimental and experimental. This, applied to the areas of PEA and DDA. The student will be guided in the development of an instrument through which the student will carry out research work. Finally, he/she will have the opportunity to present a monographic work that gathers the data, conclusions and recommendations of his/her research.

EDES 541 - INDICATORS FOR THE DIAGNOSIS OF THE STUDENT WITH AUTISM AND ASSESSMENT AND INTERVENTION STRATEGIES. 3 credits. This course studies the characteristics of the child and youngster with autism and the impact of this condition on the family and school. The process to diagnose this condition is studied. The student acquires the competencies that allow him/her to intervene educationally with this population.

EDES 542 - COMMUNICATION DISORDERS AND AUTISM. 3 credits. This course includes the study of communication problems manifested in delayed or total absence of spoken language, as well as the inability to initiate or sustain a conversation with other people. The use of stereotyped or repetitive language of this student is studied. The social interaction problem and the repetitive and stereotyped behavior patterns of the student with autism are also studied.

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

EDES 544 - ACTION RESEARCH SEMINAR AND SPECIAL EDUCATION PROGRAMS. 3 credits. The student will relate to the various types of research that have been conducted regarding the nature of the child with autism. He/she will also be guided to carry out research work related to this field and will present written work related to his/her findings.

EDES 546 - BEHAVIORAL INTERVENTION FOR STUDENTS DIAGNOSED WITH AUTISM SPECTRUM DISORDER. 3 credits. This course deals with the basic principles of behavior management in the intervention of students with Autism. It discusses the processes involved in the Functional Behavior Assessment, with the purpose of developing behavioral intervention plans aimed at bringing about positive changes in the behavior of the student with Autism.

EDES 547 - PSYCHOSOCIAL ASPECTS OF THE STUDENT WITH AUTISM SPECTRUM DISORDER AND SUPPORT SYSTEMS - 3 credits. This course addresses the psychosocial aspects of the student with autism spectrum disorder. It will discuss and evaluate intervention models used to develop effective social relationships in the student's family, school, and community environments. In addition, support systems will be studied to design learning activities that emphasize the development of social skills from a systemic perspective of the student with autism and his family.

PSYCH 500 - PROCESSES OF HUMAN DEVELOPMENT. 3 credits. The student will be introduced to the different theoretical perspectives on the subject of human development. It will include the analysis of the concepts of cognitive development, thought, language, cognition, among others. The critical analysis of notions that are currently the subject of theoretical discussions will be encouraged and will be based on the decision-making process.

PSIC 501 - PROFESSIONAL ETHICS. 3 credits. All aspects related to professional ethics in the field of psychology will be studied. Students will discuss the code of ethics that regulates the practice of psychology in Puerto Rico and its historical background according to the changes in the existing legality. Emphasis will be placed on the ethical criteria that apply to the different professional services in the field of psychology.

PSIC 503 - HISTORY AND SYSTEMS OF PSYCHOLOGY. 3 credits. Theoretical frameworks of psychology are presented, from classical texts to more recent paradigms. Historical aspects in the formation of the various schools in psychology will be studied and students will become familiar with contemporary discussions in the discipline.

PSIC 506 - QUANTITATIVE RESEARCH METHODS. 3 credits. The student will be introduced to the various research methods in psychology and specifically how they are applicable to the specialty of organizational psychology. The student will be able to design a research proposal and will have experience in formulating research questions and working hypotheses.

PSIC 507- SOCIAL AND CROSS-CULTURAL PSYCHOLOGY. 3 credits. The course studies the social processes for the construction of the individual in relation to social groups. Emphasis will be placed on the theoretical and applied approaches of social psychology in its relation to work organizations. It will be analyzed how the culture factor impacts on a particular society, to then influence other cultures. The diversity and inclusion factor within work organizations and society in general will be appreciated.

PSIC 508- BIOLOGICAL BASES OF BEHAVIOR. 3 credits. This course presents the fundamentals of physiological psychology from an integrated and scientific perspective. The biological bases of behavior will be studied from the neural bases, the brain and the central nervous system. Psychological variables such as motivation, emotions, perception, hearing, language, personality, learning and memory will be studied in relation to the biological processes of the human being. Some mental health conditions that can affect the functioning of people in work environments will also be discussed.

PSIC 509- PERSONALITY THEORIES. 3 credits. Theories of personality of major relevance to current psychology are studied. Theoretical approaches to traits, heredity, self and identity, neuroscience, intra-psychic aspects, regulation, motivation and cognition will be discussed. An analysis of the applications of personality theories in social and work environments will be made. Research methods and psychometric approaches to the study of personality are discussed.

PSIC 516 - STATISTICS APPLIED TO HUMAN SCIENCES. 3 credits. Study of statistical models and analyses relevant to psychology and how they can be applied to organizational psychology.

PSIC 525 - TEST THEORY AND CONSTRUCTION. 3 credits. Prerequisites: PSIC 501 and 516. The course attempts to provide the student with the fundamental knowledge of psychological measurement. The theoretical bases of psychological testing and the processes of test construction, validation, and standardization will be discussed and analyzed.

PSIC 526 - ORGANIZATIONAL BEHAVIOR AND DEVELOPMENT. 3 credits. This course presents topics related to the field of study of organizational behavior. It seeks to help students understand the functioning of individual, group, and organizational difference variables and how they impact the functioning of an organization. This course also addresses the different strategies used in the implementation of organizational

change. It discusses the strategies used to strengthen work processes impacting human capital, the use of new technologies and operational work procedures to increase productivity and quality of life of the members of an organization.

PSIC 529 - TRAINING AND DEVELOPMENT IN ORGANIZATIONS. 3 credits. Theoretical and practical aspects related to planning processes in an organizational system are studied. It also includes skills in proposal writing and training delivery.

PSIC 530 - FUNDAMENTALS OF INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY, 3 credits. This course provides students with the fundamentals of Organizational Psychology and its application to the reality of industry. Emphasis will be given to the aspects that make up the field, the most outstanding theorists and the application of their theories to the world of work.

PSIC 532 - PSYCHOLOGICAL MEASUREMENT AND EVALUATION IN INDUSTRY, 3 credits. Prerequisites: PSIC 506, 516 and 525. The purpose of this course is to provide students with the fundamental knowledge of the psychological measurement techniques used in the selection of personnel in organizations. Students are trained to evaluate different psychological tests to measure intellectual capacity and personality inventories, vocational interests and skills, among others. Ethical aspects related to the tests are also discussed.

PSIC 540 - PSYCHOPATHOLOGY AND MENTAL HEALTH. 3 credits. This course represents a link between mental health and the world of work. It studies and analyzes different issues, topics or variables related to mental health and behavior of workers, such as violence at work, occupational stress, alcoholism, drug addiction and other psychological disorders, as described in the DSM-IV.

PSIC 570 - PERSONNEL PSYCHOLOGY. 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 their application to the effective management of human capital in organizations.

PSIC 630 - INDUSTRIAL-ORGANIZATIONAL THEORY AND CONSULTATION. 3 credits. Study of the various theoretical and practical models of organizational psychology. Analysis of the functions of the consultant and the client, negotiation experiences, teamwork and all aspects related to the functioning of an organizational system.

PSIC 698 - RESEARCH PROJECT SEMINAR. 3 credits. Prerequisites: 501, PSIC 506, PSIC 516. Students will conduct the design of a proposal for a research project. They are expected to acquire skills related to formulating a research question and analyzing how a proposal can be designed to explore possible answers to the question.

PSIC 699 - RESEARCH PROJECT. 3 credits. Prerequisite: PSIC 698. Students will conduct a research project. It is assumed that students in PSIC 698 already have a topic of interest and a possible proposal to investigate it.

PSIC 703 - THESIS. 0 credits. A thesis proposal is developed under the supervision and guidance of its director, a research work is carried out in a specific area of the field of psychology. The process of thesis preparation and defense will conform to the APA Manual.

PSIC 750 - SUPERVISED PRACTICUM I. 2 credits. Prerequisite(s): All core and specialty courses. The supervised practice has the purpose of strengthening the student's professional experiences related to his/her area of study, with the objective of mastering the competencies required in his/her profession. These experiences are strengthened with a professional development seminar to be held at the Institution where all the required professional skills will be practiced and strengthened. Students must complete 170 hours per quarter in an agency or institution offering industrial-organizational psychology services, either public or private. 140 hours of internship and 30 hours of seminar.

PSIC 751 - SUPERVISED PRACTICUM II. 2 credits. Prerequisite: PSIC 750. Comprises 170 hours of supervised practice of skills related to organizational consulting in selected practice sites. During the second practicum the student continues to actively participate in the process of case work in the various roles of the organizational psychologist. 140 hours of practicum, 30 hours of seminar

PSIC 752 - SUPERVISED PRACTICUM III. 2 credits. Prerequisite: PSIC 751. Comprises 160 hours of supervised practice of skills related to organizational consulting in selected practice settings. During the third practicum the student will continue to refine the skills and competencies of an organizational psychologist. 130 hours, 30 hours seminar.

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. On the other hand, it presents applications of information systems in the business area and in the managerial decision process. These systems can be used in other master courses and will be of benefit during the managerial career. To achieve the proposed objectives, the course integrates the use of technology as an educational strategy to teach and learn in an active way, as well as case studies, reflective essay writing, research essay, group work, online discussion forums and creative project.

TEOL 500 - NATURE AND METHOD OF THEOLOGY. 3 credits. The course attempts to introduce the student to theology as a "scientific" discipline according to the Catholic tradition. The theological discipline is understood by analyzing its nature, its foundations and ecclesial function, as well as the processes of its production. A brief history of the development of theological thought will allow the student to approach the diverse understandings and methods assumed by the discipline. Emphasis will be placed on the Thomistic, anthropological-transcendental and liberationist methods.

TEOL 504 - FUNDAMENTAL THEOLOGY. 3 credits. Fundamental theology deals with basic or preliminary questions to systematic theology. It proposes the Catholic Christian doctrine on Revelation, Scripture and Tradition. It deals with various frontier questions between culture and theology. It also examines theology as science and wisdom of faith, as well as the fact of unity and plurality in theology. The signs of the times, contextuality and biblical and theological hermeneutics are themes that the course raises in due course.

TEOL 509: INTRODUCTION TO THEOLOGICAL RESEARCH. 1 credit. This course introduces students to the identification and use of information resources in the area of theology, especially in electronic formats. The use of research and style manuals for the presentation of different types of written work will be studied. The profile of the institutional theological collection will also be considered. Workshops will be provided in the process of writing theological papers as a way of communicating research.

TEOL 538 - MARIOLOGY. 2 credits. It begins the reflection and analysis of the presence of Mary in the Biblical and Ecclesial Tradition with a critical and exegetical judgment. The development of Marian doctrine is studied considering the contribution of the Fathers of the Church, the main ecumenical councils and the effort of Marian theology, orienting it towards an updated understanding of Mariology. Finally, it will examine the Marian cult and its history considering the Second Vatican Council, the magisterial doctrine of the last Popes, the presence of Mary in the Popular Religiosity of Puerto Rico and its evangelizing significance for the great challenges of our Puerto Rican Church.

TEOL 575- POSTCONCILIAR ECCLESIOLOGY. 3 credits. The course aims to lead the student to theological reflection on the mystery of the Church according to the doctrine taught by the dogmatic constitution *Lumen Gentium* of the Second Vatican Council. Thus, the biblical foundation for the central concept of "People of God" that articulates the conciliar understanding of the Christian community will be analyzed. The course will dwell on the theological articulation--and the respective practical conclusions--of the groups that embody the mystery of the Church, namely, the laity, the hierarchy, and, between them, the consecrated life. Those central issues that emerge from the "characteristic notes" of the Church, such as the papacy and apostolic succession, missionarity, ecumenism, holiness and salvation will be addressed.

TEOL 583-THEOLOGY OF CONSECRATED LIFE. 2 credits. The course will deal with the doctrinal presuppositions and existential consequences of the theology of Consecrated Life from the Second Vatican Council through the Latin American theological developments from CLAR. It will study the contemporary evolution of Consecrated Life up to the new forms, as well as the challenges of Pope Francis towards the future.

TEOL 599 - WRITTEN THESIS. 0 credits. Applicants to the Master of Arts in Religious Studies must submit a written research project in any area of the study of Religion, namely, systematic theology, morality, historical theology, pastoral-liturgical practice, or Judeo-Christian Scripture. The thesis work should follow the directions of the relevant instructions. In order to remain active as a graduate student in the thesis process, the specific requirements indicated in the current instructions must be fulfilled.

TEOL 600 - CHRISTOLOGY. 3 credits. The course offers a global vision of the person of Jesus, without forgetting his projection in our historical moment. It begins by examining previous questions: the country of Jesus, political-religious groups, daily life, the messianic effervescence. It then examines some approaches about the Jesus of history and the Christ of faith. It approaches the historical Jesus: the Kingdom, the marginalized, the Law. It studies the passion, death and resurrection of Jesus with its historical, theological, didactic and evangelizing repercussions. It recalls the pronouncements of the great Christological Ecumenical Councils. Finally, it refers to the present moment of Christology.

TEOL 601 - TRINITARIAN THEOLOGY. 3 credits. The course approaches the Mystery of God from different perspectives. It attempts to provide answers to the many questions that arise in the Christian life. Specifically, the course begins with the search for meaning; how God is not demonstrable in the strict sense; the symbiosis between philosophy and the Bible; God as Creator. It then examines the revelation of God in the Old and New Testaments. The question of evil and providence requires an appropriate treatment, as well as the Trinitarian fact in the Western tradition and the consequences that derive from it. A synthetic sketch of the image of God in secularism, atheism and postmodernity completes the course.

TEOL 611 - PNEUMATOLOGY. 2 credits. Through the perspective of the historical evolution of dogma, theological reflection on the Holy Spirit as revealed by Sacred Scripture, the writings of the Fathers and the Pontifical Magisterium is approached. The divine nature and intratrinitarian reality, as well as the communitarian

and personal economy of the Spirit will be privileged topics in this study. The course dwells briefly on the contemporary ecclesial reality of the Charismatic Renewal and the phenomena of the Spirit.

TEOL 618. SCALOTOGY. 2 credits. The theology of the end of history lend some fundamental notions for the Christian experience of the "future". On the basis of these notions, the dynamic role of the theological virtue of hope that channels the Church's experience of eschatological faith is examined. The origin and development of biblical eschatology (in its differences with "apocalyptic" eschatology), its patristic elaboration and its eventual expression in declarations and magisterial councils are investigated. Individual eschatology (death, particular judgment and "intermediate" state) and communal eschatology (final judgment, resurrection of the dead, eternal life, parousia, recapitulation of all things "in Christ") are distinguished and related.

TEOL 622 - CONTEMPORARY CATHOLIC THEOLOGY. 2 credits. Study of the major trends in Catholic theology of the twentieth and twenty-first centuries through reading and discussion of significant texts by representative authors from around the world. The historical and theological context of the works of the theologians studied will be addressed with emphasis on the legacy of Karl Rahner, Yves Congar, Edward Schillebeeckx and the work of Hans Küng, Hans Urs von Balthasar, Gustavo Gutiérrez, Leonardo Boff, Elizabeth Johnson, Yvone Gebara, among others.

TEOL 636 - THEOLOGICAL ANTHROPOLOGY. 3 credits. The course studies the nature, fulfillment and consummation of the human being in the light of Revelation. It examines the creaturely dimension and the image of God of the person. Its corporeality, sociality, historicity and freedom are also addressed, all in connection with the belief of the human being as a subject of grace and sin, both as an individual and as a collective. The dogmatic bases of the morality of the person and social morality are established.

TEOL. 697 - COMPARATIVE MYSTICAL LITERATURE - 2 credits. A review of the major figures in Mysticism, not only in the Catholic and Christian tradition, but also in Islam and the Far East. Reading and commentary on selected texts.

TEOL 699 M - COMPREHENSIVE MEDULAR WRITTEN EXAM. 0 credits. For the awarding of the master's degree in the graduate program in Theology and Ministry, the student must have successfully completed the comprehensive examination and have an overall grade point average of 2.50 or better in the specialty courses. Usually, the student takes the comprehensive exam during the last semester of study. The main objective of the comprehensive exam is to demonstrate the candidate's ability to present theological content in a clear, coherent and articulate manner, dealing with the ecclesiastical magisterium, the historical development of theology as well as its biblical foundation and pastoral application. This exam will evaluate the core knowledge of each program.

TEOL 699 E - COMPREHENSIVE WRITTEN EXAMINATION OF SPECIALTY. 0 credits. For the awarding of the master's degree in the graduate program in Theology and Ministry, the student must have successfully completed the comprehensive examination and have an overall average of 2.50 or better in the specialty courses. Usually, the student takes the comprehensive exam during the last semester of study. The main objective of the comprehensive exam is to demonstrate the candidate's ability to present theological content in a clear, coherent and articulate manner, dealing with the ecclesiastical magisterium, the historical development of theology as well as its biblical foundation and pastoral application. In this exam, knowledge of the specialty of each program will be evaluated.

TERED 600 - FUNDAMENTALS OF EDUCATIONAL THERAPY. 3 credits. This course allows building basic knowledge of the educational processes involved in the development of the learner's cognitive abilities. In turn, it discusses the repercussions on the educational practice, particularly in the processes of differentiated teaching and learning in the intervention of the educational therapist as a teaching specialist, their roles, responsibilities and limitations of professional practice. It integrates the study of ethical and legal provisions, case management, confidentiality, professional profile and training of the educational therapist. It also integrates the use of technology to facilitate the learning assessment processes of students with academic difficulties, as well as the constant research that allows the best professional practices.

TERED 601 - NEUROSCIENCE AND LEARNING. 3 credits. This course facilitates the construction of knowledge related to neuroscience. It presents the functioning of the brain through the new discoveries offered by neurosciences and related sciences, not only theoretically, but with emphasis on practical training for its direct application in educational therapy. It also focuses on the neurological development of the child and its relationship with the learning process. The different theoretical proposals related to the child's developmental processes and the assumptions that have an impact on the teaching and learning processes are analyzed. As a context to facilitate the understanding of the topics, the basic concepts of human development will be reviewed in order to conceive an understanding of the particular needs of individuals in relation to their cognitive development and their experiences of neuropsychological stimulation. In addition, scientific information will be evaluated in order to ensure assertiveness in the application of criteria to identify learning problems, make the right decisions, and make valid inferences. Technology is integrated for the incorporation of research strategies and techniques that enable them to think critically and creatively.

TERED 602 - ASSESSMENT IN EDUCATIONAL THERAPY. 3 credits. Prerequisites: TERED 600 and 601. This course is aimed to promote and develop, in the participants, the knowledge related to the assessment of educational and socioemotional skills involved in the teaching and learning process. Formal and informal assessments that can be used by the TE to obtain information about learning processes in the areas of reading, writing and mathematics will be examined. As well as behavioral and socioemotional aspects that may affect learning and academic achievement.

TERED 603 - MODELS OF EDUCATIONAL INTERVENTION. 3 credits. Prerequisites: TERED 600 and 601. The course is designed for students to recognize educational therapy intervention models and their relationship to learning theories. They will have the opportunity to analyze the intervention techniques associated with each theoretical model, including those of strategic cognitive instruction for the correction and remediation of learning disabilities. To understand the clinical and educational aspects of each intervention model, the associated terminology of both processes will be discussed. In addition, the development of skills to use data collection techniques to formulate an accurate and precise clinical and educational picture will be encouraged. The differences in learning based on its etiological, typological, symptomatological and other observable manifestations will be discussed. In addition, the methods of conventional and alternative educational interventions, the use of technological assistance available for educational therapy (AT) will be analyzed. On the other hand, recent research supporting or validating these methods and intervention strategies will be discussed.

TERED 604 - INTERVENTION PLAN IN EDUCATIONAL THERAPY. 3 credits. Prerequisites: TERED 600, 601, 602 and 603. The purpose of the course is for students to design an evaluative report in educational therapy and the intervention plan aligned to the academic expectations of the grade level and the cognitive needs of the learner. The components of the educational evaluation report, intervention and progress plan are analyzed, as well as the interpretation of data according to the results of formal and informal evaluations.

Educational therapeutic intervention techniques are explored through the analysis of previously selected case studies. The use of technology is also integrated to facilitate the management, presentation and summary of the data obtained.

TERED 605 - PRACTICE AS AN EDUCATIONAL THERAPIST. 3 credits. Prerequisite(s): TERED 600, 601, 602 and 603. The Practicum as Educational Therapist course is a clinical experience in the process of evaluation and educational remediation of the individual who evidences difficulties that limit the cognitive and socioemotional areas. Through this the practitioner will assume an active role as an evaluator and educational therapist. The course experiences will allow the practitioner to develop the skills that will enable him/her to determine the method of educational and remedial intervention that will best benefit the client. In this process, the practitioner will utilize previously acquired knowledge, as well as the integration of recent scientific research and various techniques, including technological advances consistent with the roles of the educational therapist. This experience will be supervised by specialists in educational therapy.

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