

# Graduate Catalog 2021-2023

Espiritualidad | Excelencia | Servicio



**ANTILLEAN ADVENTIST UNIVERSITY  
GRADUATE PROGRAM  
CATALOG  
July 21 - June23**

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## **Keep in mind that...**

This Catalog will be one of the most important documents throughout the course of your university experience. It contains information regarding graduate level programs, their requirements, the University's services, tuition and other fees, and the policies and procedures of the Institution. If for any reason you have a question, do not hesitate to consult your academic advisor.

We hope that the information contained here will be easy to understand. You should take into account that when this catalog refers to "the student" both genders are implied.

Every effort has been made to ensure the accuracy of the information presented in this Catalog. However, all of the courses and their descriptions, the curriculum and the grade requirements, and the assigning of professors are subject to change or elimination without prior warning. To know what changes have occurred since the publication of this volume, you may visit our web page at [www.uaa.edu](http://www.uaa.edu) [www.uaa.edu](http://www.uaa.edu)

Remember to follow the course sequence for your program of studies and take classes that are actually necessary; this will save time, money and frustration. Reading this Catalog is the first assignment of your graduate level university experience. Keep it for future reference.

# **Antillean Adventist University**

## **History**

Antillean Adventist University is a co-educational institution that offers 12 graduate level programs, 2 certifications for 25 Bachelor level programs (BA/BS), 6 associate level programs (AA/AS) and two certifications beyond the bachelor's degree level. The Institution belongs to the Seventh-day Adventist Church educational system and forms a part of a consortium comprised of 13 universities in Latin America and the Caribbean, and of 101 sister institutions around the world. It is located on roughly 275 acres of land on the outskirts of the city of Mayagüez, Puerto Rico.

The University was established in Mayagüez in 1961, as a result of the reunification of university programs coordinated by the Antillean Union (headquartered in Cuba) with the goal developing new educational opportunities for the youth of Cuba, the Dominican Republic, and Puerto Rico. In Puerto Rico, offering university courses represented progress, after the original establishment of the Puerto Rican Adventist College of Aibonito in 1920, and the development of an extensive system of primary and secondary schools on the Island.

The Institution received its first license to operate in 1970 by the Council of Higher Education of Puerto Rico and its accreditation in 1978 by the Middle States Commission of Higher Education. It is currently in the educational district of the Puerto Rican Union of Seventh-day Adventists (with central offices in Mayagüez, PR), and the Interamerican Division (headquartered in Miami, FL, USA). The University receives accreditation from the Adventist Accreditation Association of the General Conference of Seventh-day Adventists.

We also have graduate programs that receive professional accreditation. The Nursing program with a specialization in Anesthesia is accredited by the "Council on Accreditation of Nurse Anesthesia Educational Programs (COA)" and Critical Care and People of Advanced Age is accredited by the "Commission on Collegiate Nursing Education (CCNE)".



## **Educational Philosophy**

Antillean Adventist University recognizes that God, Creator and Sustainer of earth and the entire universe, is the fount of all knowledge and wisdom. God created mankind perfect, in His image and likeness. As a result of sin, mankind lost his original state of perfection. Christian education, by way of developing faith in Christ, restores in mankind the Maker's image and prepares him for service to God and humanity.

Knowledge of God isn't obtained solely by reason; God has communicated his nature, purposes and plans through divine revelation. The Holy Scriptures were inspired by God and are the vital source of wisdom, reality, truth, ethics and aesthetics. This biblical foundation determines the end goal of education and our notion of the nature of the student, the role of the teacher, the curriculum, the teaching methodology, and the university's role in society.

The student possesses an infinite amount of potential that needs to be developed. Adventist education promotes continual development that is vital to the harmony and integrity of the spiritual, moral, cognitive, physical and social dimensions of the character. Every member of the university community is an agent in this educational process of developing the student's character potential. They are called to be a model of spirituality, excellence and service.

The curriculum will contain a biblical foundation and the integration of a faith perspective in order to attain an integral development and a balanced student. It will be a dynamic and innovative curriculum that will prepare the student to face many social and professional challenges. It provides opportunities for the student to acquire knowledge, skills and attitudes in the proficiency of various fields of knowledge. Furthermore, through diverse teaching methods, and following the methods of Christ, the curriculum seeks to develop critical thinking, investigation skills, problem solving, effective communication, resource management and the use of technological advancements. Finally, it seeks to nourish a calling and achieve a practical preparation so that the student offers a service of excellence in God's work on this earth.

## **Mission**

Antillean Adventist University promotes comprehensive training of competent professionals, committed to the service of God and humanity.

## **Vision**

Antillean Adventist University aspires to be recognized for teaching Adventist Christian values, the excellence of its academic program, and its emphasis on service.

- *Spirituality*
  - Exemplified Adventist Christian principles and values
  - Bible-based curriculum
  - Christ-centered programs and activities
  
- *Excellence*
  - Human capital that his highly qualified and competent
  - High quality educational opportunities that are geared towards the needs of the labor market
  - A sustainable campus with the integration of high technology
  - Exceptional and innovative education that incorporates teaching modalities adapted to the new educational tendencies
  - Research geared towards problem solving, development and innovation
  - Internalization of initiatives
  - Highly competent graduates
  
- *Service*
  - Leaders committed to God
  - Service culture of excellence
  - Community work initiatives
  - National and international mission programs

## **Goals**

Antillean Adventist University, through its curriculum, programs, Christian environment, and co-curricular activities, seeks to:

1. Promote an environment in which every student and employee has the opportunity to live and share Christian Adventist

principles and values.

2. Attract and retain students from all socio-economic levels, cultures and nations.
3. Expand the academic offerings in diverse modalities according to quality standards and market demand.
4. Encourage research and its application in the entire academic community.
5. Apply generally accepted administrative better practices for each unit.
6. Develop relationships that create opportunities for community service and mission work.

## **STUDENT SERVICES**

# Student Services

## Admission

Antillean Adventist University is happy to accept applicants who choose to combine intellectual integrity with spiritual goals to continue on with graduate studies. The Admissions Committee examines applications for evidence of scholastic competence, moral, and ethical aspects, and relevant qualities of character and personality to decide upon each admission. The Institution encourages the applicants who are interested in benefiting from the educational opportunities offered on a campus that is committed to the Christian principles promoted by the Seventh-day Adventist Church. There is no discrimination due to religious affiliation, race, age, sex, physical disability, or nationality. Documents submitted for admission or readmission will be the permanent property of the Institution, and will not be returned or used again by the students. The Application and its documents expire and are properly disposed of after two (2) years of being on file, except in the case of foreign students. Admission is valid for the academic term in which it is granted; however, it may be extended, at the applicant's petition, for an additional academic session. The University reserves the right of admission or readmission.

All applications are considered complete when all required documents have been received. Applications begin processing from this time forward. The Office of Admissions will have ten workdays from this date to officially accept or reject the application. The applicant will be notified by email or postal service.

The steps to complete the admission process are as follows:

1. Complete the application and admission requirements for the program. You may fill out the Application online at [uaa.edu](http://uaa.edu) or in printed format.
2. Meet the additional requirements for the program of interest.

Applicants must fill out admission or readmission documents before registering for classes or completing the enrollment process. Those who cannot meet the deadlines due to military commitments will be given an opportunity to submit their documents after these dates, subject to evaluation by the personnel of the Admissions Office. International students must begin the admissions process no less than 6 months before the semester they are applying for.

General information:

- a. Students who do not present official credit transcripts from educational institutions due to unsettled debts will not be admitted.
- b. Students who do not meet the with the required GPA for the graduate program or certification of interest, but who may qualify for Conditional Admission as specified in the current Catalog, must sign the Conditional Contract in the Admissions Office. Students admitted under Conditional Admission do not qualify to receive federal aid. The assigned academic advisor will follow-up on the student's academic progress. Students may register courses for the next academic period only after the corresponding academic evaluation at the end of the period under which they have been admitted.
- c. Students that are admitted but have not completed the admission requirements on or before the week of late registration of the academic period in which they were admitted will not be able to register for classes or finalize their registration.
- d. Students that have presented transcripts or admission documents with different names or surnames must provide a copy of an affidavit to the appropriate official.
- e. Students that have changed their civil status and submit transcripts or admission documents with different surnames must provide a copy of the Marriage Certificate, Death Certificate, or official court ruling as it applies.
- f. Students that have been denied admission or readmission to AAU will have the right to reappeal to the Admissions Committee with a letter of explanation, with the date and the applicant's signature. The time to appeal will be 10

days from when the denial letter was sent through US mail.

## **Graduate Program Admission**

For the candidate to be evaluated for the Graduate Program, the applicant must meet AAU's Admissions Office requirements for the program of interest. An interview with the coordinator or director of the program will be required before the admission process can begin.

The applicant must meet the following admission requirements:

- Submit Application for Admission.
- Possess a minimum GPA of 3.00 or higher based on a 4.00-point scale of the United States.
- Admission Fee (\$25).
- Color copy of identification (Passport or current driver's license). Voter's registration cards will not be accepted. The ID will only be used for student records.
- Lifestyle Contract
- Permanent Document.
- Official credit transcripts of all universities previously attended.
- Letters of recommendation (2) as required by the program.
- Copy of current professional license, only for students of the nursing program.

If the student is graduating from AAU and is interested in continuing studies in the Graduate Program right after graduation, they will only have to complete the following requirements for admission to the program:

- Graduate Program Application
- Interview with Dean/Program Coordinator

The student will have up to one year to apply for admission to the graduate program. Students that register at another educational institution during the same year will also have to present an official

credit transcript. All admission requirements to the program must be completed within a year from the date of graduation.

## **Student Categories**

### **1. *International Students***

Any international student that requests admission to the graduate program must meet the additional requirements related to their student classification. Furthermore, they must meet the following stipulations:

- a. If the credit transcript is in another language beside Spanish or English, it must be translated into one of these languages by an official translator.
- b. Present a color copy of current passport.
- c. Complete all documents required by the Office of Student Affairs to apply for the I-20 and the processing of the student visa (Visa F1).
- d. If applying for admission under category C-33, the applicant should present current evidence for the student record.

International students and those under category C-33 will not have the right to receive Federal Aid due to their status. International students' records are kept in the Admissions Office until the applicant is registered. If the student does not register for classes at AAU and requests an original credit transcript from their country of origin, a copy of the record will be kept. The student will have to complete the file again to reactivate admission.



## **2. Readmitted Students**

Any student who has discontinued studies for a year or more must apply for readmission at the Admissions Office. The University reserves the right of admission.

The student who applies for readmission must make the necessary financial arrangements with the Institution, including returning all excess grant money and settling any outstanding debt, should there be any.

The requirements for readmission are the following:

- a. Fill out the Readmission Application for the graduate program.
- b. Submit credit transcripts if the student has studied at other educational institutions. Have a GPA of 3.00 or higher based on the 4.00 scale of the United States from the last university attended (as required by the program of interest).
- c. Pay the readmission fee of \$15.00 by certified check or money order made payable to Antillean Adventist University, or by credit card in the Accounting Department, or Paypal (nonrefundable).
- d. Be interviewed by the dean or coordinator of the desired graduate program.
- e. If the readmitted student has discontinued their studies at AAU for more than a year, the student must follow the provisions of the Catalog, rules, and regulations in effect at the time of readmission, and meet all additional requirements of the Admissions Office, other service offices, or the department.
- f. The GPA obtained in previous institutions will be evaluated for admission. However, the student will be subject to evaluation under the Satisfactory Academic Progress (SAP) formula related to the use of federal funds and academic performance at AAU.

## **Admissions Categories**

1. *Regular Admission* - Applies to all students that have met the admission requirements before the registration process of the semester entering AAU.

2. *Provisional Admission* - Student with missing documents or admission requirements.

In the case that a student is unable to submit the official or original documents required for admission, the student may be considered for provisional admission with copies of the documents. The student is allowed a period of 30 days before the registration date of the academic session to submit the required official documents and complete the interview (if required). If the student is unable to meet the requirements within the allotted time, they will not be able to complete the admission process for registration at AAU.

3. *Conditional Admission - GPA*

Any student who does not meet the GPA requirements for admission to a particular program should present a letter to the Admissions Committee for evaluation. Furthermore, the student must be interviewed by the academic advisor assigned by the program of interest. The advisor will send a written recommendation to the Admissions Committee.

If accepted, the student will be offered *Conditional Admission* for one (1) academic session on condition of signing the Conditional Admission Contract in the Admissions Office and their assigned counselor. These students cannot change programs for one (1) year, neither separate classes for next academic session, until a required satisfactory academic progress evaluation takes place. If unable to fulfill the signed contract, the student may be suspended from the program or be unable to study at AAU. The academic advisor and assigned counselor will be responsible for evaluating the academic progress of these students.

Students applying for readmission will be evaluated by the Admissions Commission respectively. If accepted, the student will be offered *Conditional Admission* for one academic session on condition of signing the Conditional Admission Contract and demonstrates satisfactory academic progress upon completing said academic session.

4. *Admission of a Special Student*

“Special Student” status will be granted to students from other university institutions or graduate programs that request

permission to take graduate courses (up to a maximum of 18 credits) in order to complete the requirements of another program, without completing the regular admission requirements. If the special student decides to continue and is accepted into the graduate program of choice, they must submit the required information to the Admissions Committee.

The special student will not have the right to receive federal assistance due to their status. If the student decides to continue their studies with the goal of obtaining a graduate degree, they must complete all requirements and processes for regular admission at AAU.

Applicants will be considered Special Students in the following cases:

- a. Students of other institutions of higher education that have authorization to take courses at AAU in order to satisfy requirements of their institution of origin.
- b. Persons not interested in obtaining an academic degree, but want to take classes for professional or personal growth.
- c. *Auditing Student* - A person who applies for admission as an auditing student must qualify as a university student. The auditing student will take courses without academic credit and will not receive grades. They must fill out the Admission Application and submit the documents required under the special student category.

The special student must complete the following documents:

- Admission Application
- Admission Fee (\$25)
- Color copy of identification (Passport or current driver's license). Voter's registration card will not be accepted.
- Lifestyle Contract
- Official credit transcripts from the previous university
- Authorization for studies (students of other institutions)

## 5. *International Students*

International students accepted into the graduate program must:

- a. Complete all required admission documents according to their status as first-time students or transfer students.
- b. If the credit transcript is in another language other than Spanish or English, it must be translated into one of these languages by an official translator, notarized by an attorney and legalized by the Department of State.
- c. If transferring from another institution, the student must present official transcripts along with a recommendation from the Dean of Students of that university.
- d. Copy of valid passport.
- e. Complete all documents required by the Office of Student Affairs to apply for the I-20 and the processing of the student visa (Visa F1).

### **Additional Requirements After Admission**

Once the student has been admitted to AAU, they must meet the following requirements before proceeding with registration:

#### **Financial Aid Office: (finaid@uaa.edu)**

- Complete FAFSA
- Complete Financial Aid Application
- Color copy of Passport or ID

#### **Office of Student Affairs: (stdaff@uaa.edu)**

- International students must complete the requirements for the I-20 process in the Office of Student Affairs.

#### **Registrar's Office: (registrar@uaa.edu)**

- Provide a description of the credit transcript

courses taken at university institutions so as to evaluate the acceptance (validation) of credits before registering for the corresponding academic session.

### **Departments or Schools:**

- Complete additional requirements of respective school or department, according to the department of admittance.

### **Student Responsibilities**

It is the student's duty to meet the requirements of the Academic Catalog, Student Manual and the regulations published by the academic departments, as well as the deadlines and instructions published in the Academic Calendar. Furthermore, it is the student's responsibility to provide a description of the university courses to be approved (validated) and to follow up on the evaluation of the transfer of credits exclusively through the Registrar's office.

### **Financial Aid**

The Financial Aid Office provides counseling and material for students who need to obtain grants and other financial aid. (*See Financial Information Section*)

### **Health Services**

The University provides health services for the students. The services include clinical care, health education, and general supervision of the health of the campus. The services of the hospital and the Bella Vista Polyclinic, located in the vicinity of the University, are available for the students and faculty.

### **Dennis Soto Library**

The Dennis Soto Library of Antillean Adventist University occupies the first two floors of a three-story building and consists of about 14,000 square feet. It contains a collection of over 50,000 books and over 150 titles of printed magazines.

The services and collections have the following layout: on the first floor are the Reference, Periodicals, Puerto Rican, and Juvenile collections. The computer area, also known as the Center for Learning and Technological Resources (the acronym CART in

Spanish) has 30 computers available for student use. The Reserve area, where books are loaned out for immediate circulation can be found here as well. This floor has three photocopiers and provides tables for group study.

The second floor has the Circulation collection and the Eloy Acosta Muñiz Historical Archive collection which contains historical material on the University and the Church in Puerto Rico. This floor also has a self-study section that accommodates 41 students and two rooms for group study.

The Library offers access to over 17 databases of books and magazines as an important part of our collection. Through these databases, students have access to more than 6,000 magazines and more than 7,000 electronic books from the following companies: EBSCO, EBRARY, GALE, OCEANO and WILSON.

Several of these databases have been acquired in association with the Adventist Virtual Library of the Inter American Division. This may be accessed through the website [www.interamericana.org/bva](http://www.interamericana.org/bva).

The library page, catalog, and Internet databases may also be accessed through the University's page, [www.uaa.edu](http://www.uaa.edu), by searching the last section: Dennis Soto Library.

Among the services we offer are the following:

1. Lending of materials
2. Individual and group orientation
3. Photocopiers, and more

Library hours are as follows:

Sunday and Holidays	Monday to Thursday	Friday
3:00 pm – 8:00 pm	7:30 am – 9:30 pm	7:30 am – 1:00 Pm

Sundays and Holidays	Monday through Thursday	Friday
3:00 p.m. - 8:00 p.m.	7:30 a.m. - 9:30 p.m.	7:30 a.m. - 1:00 p.m.

## Counseling and Orientation

The University's Office of Orientation and Counseling has been established to offer students the help they require in order to improve their resources and opportunities. This office advises students on available academic, social, financial, professional, and personal services. Furthermore, in compliance with the ADA Law, it processes

students' requests for reasonable accommodation. It also administers vocational and personality tests, among others.

## **Resource Center for Graduate Studies (CREG in Spanish)**

The Resource Center for Graduate Studies (CREG in Spanish) is located on the first floor of the Dennis Soto Library. This Center offers support to graduate students and faculty. It has a technology laboratory and educational tools for student use and for faculty engaged in teaching-learning processes. The Center also offers orientation and support in the use and management of the platform for distance courses.

## **Alumni Association**

The AAU Ex-Alumni Association (AEUAA in Spanish) is an independent organization of students that have graduated or studied at least one semester at Antillean Adventist University. This organization keeps its members informed about university activities while letting them play a role in the development of the Institution. The Association is directed by a committee whose members are chosen in a general assembly of ex-alumni and in accordance with the current parameters of its constitution.

## **Social Regulations**

It is expected that the lifestyle of all students conforms to the rules of conduct established in the Student Manual. This publication includes regulations on the use of automobiles, attendance to academic and other activities, dress, personal appearance, and rules applicable to students living in the dormitories and in the community.

## **Privacy of Academic Records**

Antillean Adventist University has committed itself to fulfilling the Amendment of the Buckley Family Educational Rights and Privacy Act 1974 (FERPA). This law applies to all educational agencies and institutions, public or private, that receive federal funds from the Office of Federal Education, or whose students receive such funds to meet study expenses. The Buckley Amendment establishes the requirements for the following rights of registered student:

1. The right to the privacy of educational records.
2. The right to have access to educational records.
3. The right to question the content of these records.
4. The right to know what personnel work in and outside of the

Institution and have access to the records.

5. The right to be informed by the Institution about student rights.
6. The right to appeal to the Federal Government if the Institution violates the law.

*All students in the Registration Payment Program of the Department of Education of PR are required to sign, at the time of admission, a document that authorizes the Institution to send academic information (grades) to the Title II Registration Payment Office, Department of Education of PR, to enable processing of the registration payment.*

### **Policies for Making Changes to the Catalog**

The University reserves the right to create, revise, or change regulations, charges, fees, schedules, courses, degree requirements, and any regulation that affects the students at any time, when deemed necessary or desirable and in accordance with the processes established by the academic regulations of the Institution.



# FINANCIAL INFORMATION



## Financial Information

### “Direct Loans” (William D. Ford)

Master's degree students that meet the eligibility criteria for each program may participate in the Loan and Supplementary Educational Assistance programs for Puerto Rico Education Council graduates. To apply, students must complete the Free Application for Federal Student Aid (FAFSA).

Eligible students:

- Are citizens of the United States or eligible non-citizens.
- Are registered for Selective Service (males)
- Are regular students

After which, the student may apply for a non-subsidized student loan if they are registered for a minimum of 3 credits and demonstrate satisfactory academic progress.

The loan available is the William D. Ford Direct loan (non-subsidized). The loans cannot extend beyond the economic need of the student. The student must be registered for at least part-time, which are 3 credits and cannot have a delinquent standing on any other loans.

The first step in the process is to complete the FAFSA. Next, the application for the loan is completed where the student certifies being registered for no less than 3 credits, has satisfactory academic progress, the study costs and an analysis of economic need.

Eligible students:

- ❖ Are citizens of the United States or eligible non-citizens,
- ❖ Are registered for Selective Service (males)
- ❖ Are regular students

The maximum amount offered for an unsubsidized loan for a year can range from \$500.00 to \$20,500.00. The student may receive an unsubsidized loan for the same academic period, provided the total loans do not exceed the yearly limit.

The Federal Department of Education does not pay the interests on non-subsidized loans.

It is mandated that the student loan funds be first used for the payment of registration, fees, housing costs, such as nutrition. If there is a remaining amount left over, the student will receive those funds in a check or by direct deposit.

Interest rates may vary but will never go beyond 8.25%. The student has the opportunity to reject the loan until the signing of the check.

## **Other Aid**

Also, the Postsecondary Institutions Board offers a grants in certain areas for master's degree students, which may vary annually. To participate in this program, the student must complete the FAFSA and be a regular student.

Students who work for the Department of Public Education may request federal aid to study from the area director, or directly from the Department of Education of Puerto Rico.

There is a new grant program for higher education studies known as the TEACH Grant. It offers grants up to \$4,000 a year to students who intend to work as teachers in public or private schools at the primary or secondary level that offer services to low income families. The areas of study that apply in our institution are the following: Bilingual education and English learning, Mathematics and Sciences. The student should complete the required documents in the Financial Aid Office. For more information you can visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov) under TEACH Grant.

Any questions or doubts in relation to the aid, loans or other financial assistance for studying should be directed to the Financial Aid Office at: (787) 834-9595 extension 2200. (787) 834-9595 extension 2200.

## **Veteran's Services**

The University is approved for students with educational benefits in the distinct programs of the "GI Bill®". Veterans that wish to enroll and receive available educational benefits must submit their applications via the Registrar's Office.

Veterans, as well as eligible family members, have the right to these benefits only for the period of time required to complete their academic program as stipulated in the Catalog, according to the applicable legislation of the rules. The time of study required to complete an academic program depends on the number of credits of the program,

the nature of the courses and the number of credits that the student takes during each term of studies.

## Academic Calendars

The academic calendars are available via Institution portal, in semester or trimester format, according to the program that applies.

## Refunds

### *Lodging*

There will be no refunds for lodging.

### *Classes*

Semester	Summer	Refunds
1 <sup>st</sup> to 5 <sup>th</sup> workday	1 <sup>st</sup> day	100%
6 <sup>th</sup> to 9 <sup>th</sup> workday	2 <sup>nd</sup> day	75%
10 <sup>th</sup> to 12 <sup>th</sup> workday	3 <sup>rd</sup> day	50%
13 <sup>th</sup> day and onward	4 <sup>th</sup> day	0%

This refund will be credited to the student's account.

### *Total drop*

The same refund deadlines apply. There will be no refunds for charges such as registration fees, development fees, and special fees.

The student must fill out a “Drop” form, obtain all the required signatures, and submit it to the Registrar's Office.

## Rules and Responsibilities

1. The cost of the semester should be paid on the day of registration. Students that are not able to pay the entire amount can enroll in the following payment plan (**I-20 students are exempt**):

50% the day of registration  
25% at 30 days of registration

25% at 60 days of registration

2. If the financial arrangements are not met, the student will be suspended administratively and will be responsible for the debt accrued during the semester.

If left unpaid, the account will be turned over to a collection agency (honoraries and fees will be paid by the student and/or legal guardian).

3. Students that choose to add or drop a course must make the necessary arrangements: complete the official forms and submit them at the Registrar's Office. By not doing so, charges will apply without the right to an appeal. The same will occur with students that drop or withdraw completely yet do not follow the corresponding process.
4. Lodging charges cover the first day of registration to the last day of final exams and do not include regular vacations (Christmas and summer).
5. The University's medical plan is mandatory for students that do not have medical insurance. In the case that the student their own medial plan, they must present evidence thereof at the time of registration. The cost is subject to change according to the contract made with the insurance company. Said insurance covers from the first day of registration to the last day of final exams.
6. If the student has any credit resulting from grants in their student account, the amount will be refunded to the student.

# Academic Information



## Academic Information

### Student Responsibilities:

Every student will be responsible for visiting his or her academic advisor to plan their program of studies. It is the duty of every student to meet the requirements of the program curriculum as established in the Academic Catalog, the Student Handbook, and those regulations published by the academic departments or schools. The students will also be responsible for meeting the deadlines and notices posted in the Academic Calendar.

### Registration

The Registrar's Office is responsible for:

1. Processing credit transcripts requests.
2. Providing certifications of studies.
3. Processing, registering, and archiving Credit transferals.
4. Calculating GPA for academic progress and graduation.
5. Evaluating academic records of graduating students.
6. Registering petitions to the Academic Regulations Committee.
7. Archiving the results of challenge exams and comprehensive exams.
8. Submitting and safeguarding all student documents.
9. Processing final grades and incomplete courses.
10. Submitting information related to students receiving veteran's benefits.
11. Submitting Federal Government reports.

## **Registration Process**

AAU will do what is possible to offer programs and/or courses as stipulated, but reserves the right to modify or cancel student registration.

The first step in the registration process is academic advisement. The student should meet with the advisor, who will recommend and approve the program of studies for the next semester.

The student is responsible for selecting the recommended courses and ensuring that there are no scheduling conflicts. The student has the option to register their courses online through the student portal on the website <http://ecams.uaa.edu/student>. Each student must contact the Admissions Office to obtain their personal username and password to access the student portal.

The student will be responsible for making the corresponding financial arrangements with the Financial Aid Office as well as finalizing the registration in the Student Finance Office.

## **Distance Education**

AAU offers distance courses to university students at the undergraduate and graduate levels. The courses may be in hybrid format or entirely online, as deemed appropriate by the Institution when designing the courses.

Distance Education has as its objective to promote an interactive system that allows individuals access to academic opportunities and personal and professional growth that is not limited by the barriers of time and space. The University offers online courses prepared on the Moodle platform that the student can access at any moment from any location using a virtual campus that can be accessed at <http://moodle.uaa.edu>.

Any student who desires to register in an online course must possess basic knowledge in the use of programs such as:

- Word processor (Microsoft Word, WordPerfect, Write - OpenOffice)
- Creation of presentations (PowerPoint, others).



Also, the student must possess skills for searching for information from webpages from a navigator or browser such as:

- Firefox 3, Opera 9.0, Google Chrome 4, Safari 3, MS Internet Explorer 8.0 or recent versions (select one).

It is also the responsibility of the student to have Adobe Acrobat Reader (free program) installed on their equipment in order to have access to special materials such as documents in PDF format, and Windows Media Player, among others. Every student must master skills for writing emails, sending messages by email with attachments, and the ethical use of this resource.

The student is responsible for making the necessary arrangements to have access to a computer or technological equipment that has a high speed internet connection (DSL or better). If the student does not own a computer, they may use the computers found on the first floor of the Dennis Soto Library, while graduate students may use the graduate studies center annexed to the library.

Students that plan to take distance courses must be officially registered in an academic program offered by AAU, and meet all of the requirements before registering. Students with F-1 Visas that take face-to-face, hybrid and/or online courses; may only take a maximum of (1) online course per academic session. This does not apply to the summer.

Next, the student must contact their Academic Advisor assigned by the Department or School of the program to which the student wishes to enter or continue studies, so as to receive an orientation of the courses in accordance with the program of studies.

Student registering for the first time in distance courses must visit or communicate with the Coordinator of Distance Education programs to take an aptitude test and survey regarding technological skills. In the survey or aptitude test, the student should obtain a score of 70% or higher in order to register for courses. Afterward the student should attend training coordinated by the professor who will offer the course or by the Distance Education Coordinator, where the student will be trained to effectively use the Moodle platform where the virtual class will take place. If the student cannot attend, they should access the information provided on the main page of the virtual classroom to receive a basic orientation on how to correctly use the virtual classroom.

## **Registration and Prerequisites**

The Registrar's Office reserves the right to cancel registered courses whose prerequisites have not been met. The student will be notified within the period of time established in the Academic Calendar for adding and dropping classes. The students must register during the days designated in the calendar. The registration is official once the established procedures have been completed and all financial arrangements made.

## **Late Registration**

Any registration completed after the general registration period, until the deadline indicated in the Academic Calendar, will be considered late and carry a charge of \$25.00.

## **Changes in Registration**

If necessary, changes in the academic program are allowed until the date indicated in the Academic Calendar. Each change (add or drop) will cost \$2.00, when the change is not because of a course cancellation or an error of academic advisement. Changes in registration or classes are not permitted after the first day of classes during the summer session. Changes in registration are effective on the day that the appropriate form has been completed and submitted to the Registrar's Office. The Academic Calendar specifies the last day for adding and dropping classes. After this period of adding and dropping classes, each drop (W) will cost \$3.00.

## **Adding and Dropping Classes**

The student must fill out the form for adding and dropping classes, indicating the desired change. To change a course section, the student must eliminate the assigned section and add the desired one. Officially dropping a course or changing a section is effective when the corresponding paperwork and forms have been completed, signed and turned in at the Registrar's Office.

## **Graduate Studies Committee**

Students who believe extraordinary circumstances exist so as to justify an exception to the established academic regulations, may submit a petition to the Graduate Studies Committee, using the form available from the Registrar's Office. The Committee will evaluate the case and will notify the student in writing as to what action will be taken.

The student may appeal the decision made by a professor. The appeal

must be submitted in writing, along with any other documents or supporting materials, to the Graduate Studies Committee. The Institution will appoint the committee, to which the Dean of the respective School and its Director of Graduate Studies, and a graduate level professor selected by the Dean of the Schools that has a graduate level, will be invited. The committee will give its final response to the appeal within three weeks, or earlier if necessary.

## **Process for the Presentation of a Complaint**

Students that feel their academic rights have been infringed upon or feel unjustly treated concerning their academic program, have the right to a just and impartial consideration of their case through an academic process for the management of complaints. The procedure for submitting a complaint is as follows:

1. Present the case to the professor, professors or interested parties within five business days following the complaint, by way of informal communication.
2. If the student believes that the action taken is inadequate, they may present a written complaint to the program coordinator within five days after having spoken with the professor, professors or the interested parties. The coordinator will respond to the student within 5 business days.
3. If the student believes that the solution presented by the coordinator is inadequate, they may present a written complaint to the Dean of Faculty or the Department Director within five business days after having received the solution in writing from the coordinator. The Dean or Director will have five business days to respond to the student.
4. If the student believes that the resolution presented by the Dean or Director is inadequate, the student may appeal to the Vice President of Academic Affairs within five business days after having received a decision in writing from the Dean or Director. The Vice President of Academic Affairs will request that the Committee for Graduate Studies review the situation and make a decision regarding the matter within fifteen business days following the appeal to the Vice President of Academic Affairs.

- If the student believes that the resolution presented by the Committee for Graduate Studies is inadequate, the student may appeal to the President of the institution within five business days after having received a decision in writing from the Committee for Graduate Studies. The President's decision is final. The President will inform the student within five business days after having received the student's appeal.

## Grading/Scoring System

Grades earned in the graduate program courses will be assigned as follows:

Grade	Value	Percentage Scale
A	4.00	100-90%
B	3.00	89-80%
C	2.00	79-70%
D	1.00	69-60%
F	0.00	59-0%

**\* Minimum passing grade for a graduate course is a B.**

### Other symbols used are:

P-Approved/Satisfactory. This score is assigned to the Practicum, Project, or Thesis. It is not taken into account when computing the GPA.

TR- Transferred courses for approval.

NP- Not passed. This grade is assigned to courses that were not passed such as: Practicum, Project or Thesis.

I- Incomplete. This applies when the student has pending requirements in a course, for justifiable reasons, and with the instructor's permission.

IP- In progress. This is used for courses such as: Practicum, Project or Thesis.

W-Authorized drop. A student may drop a course with a grade of "W" within the assigned time period according to the Academic Calendar. A "W" does not affect the GPA, but it is considered to determine the percentage of courses passed.

WA-Administrative drop. This is assigned when the University drops

a student for reasons such as excessive absences, debt, or any other reason that makes their stay in the University unfruitful or inconvenient. If the student desires to return to study at the University, they must be readmitted. The GPA is not affected, but it is taken into consideration to determine the percentage of courses passed.

### **Drop due to Grade Point Average**

A student with a GPA below 3.00 after completing 12 credits in the program will be evaluated by the Graduate Studies Committee and reconsidered as a regular student according to the merits of the case. A student with a GPA lower than 3.00 after completing 21 credits in the program will be given an academic drop.

### **Total Drop**

Students may dropout from the University at any moment until the date indicated in the Academic Calendar without it affecting their GPA. The dropout is effective when the appropriate form has been completed, signed and submitted to the Registrar's Office. The student who decides to leave the University and does not follow the official procedures will receive an "WA" in all their courses. The form is available at the Registrar's Office.

### **Repeated Classes**

A student that is not satisfied with their grade or has scored lower than the requirement established for graduation, may repeat the course. No class may be repeated more than two times. Drops are not taken into account in the repetition of courses. The Permanent Record will only compute the highest grade. In special cases, the student must submit a petition to the Academic Standards Commission.

### **Grade Reports**

At the end of every academic session and summer session, the Registrar's Office will mail, when requested by the student, a report of their grades. If the student believes that an error has been made in their report, they must notify the Registrar's Office no later than (2) months after the reports have been sent out. Students with debt will not receive their grade reports until the pending debt has been settled.

## **Change of Grades**

A grade will be changed if and only when the professor commits an error in the calculation of the grade. A request/complaint for a grade change will have a maximum of (6) months limit from the last day of the exam period of the semester when the class was taken. This request/complaint must go through the professor that offered the course; who will also follow the established process for such matters with the Registrar's Office.

## **Class Attendance Regulations**

1. Attendance to class and laboratories is obligatory. Professors must keep a record of the students' attendance manually and electronically in the E-Cams application.
2. No professor is able to make independent arrangements with the student to register without requiring class attendance.
3. In accordance to the established system, class attendance is mandatory and factors into the student evaluation. The maximum number of absences allowed are twice the number of times the course meets per week during the semester plus one. Upon exceed the number of unexcused absence, the professor will submit an administrative "WA" for the student at the Registrar's Office, according to the deadline stipulated in the Academic Calendar.
4. It is the student's responsibility to drop the registered course on or before the deadline stipulated in the Academic Calendar.
5. All class absences are calculable and count from the first day. The student who registers late due to uncontrollable circumstances will be evaluated by the professor.
6. The student who arrives late will be considered absent unless they notify the professor at the end of class.

## **Academic Dishonesty**

Any student found using fraudulent and/or dishonest methods in their work will receive an "F" in the course, be suspended, or dropped from the University. All projects, research papers and research projects done by the students must be submitted for plagiarism analysis through the program E-phorus that is found among the online options of the courses of each professor. At the beginning of each semester, the

faculty will determine the minimum parameters to be met for each task to be accepted.

## **Diplomas**

The graduating student must pick up the diploma from the Registrar's Office no later than one year following graduation. Antillean Adventist University will not be responsible for diplomas after this period. A diploma will not be given to students with pending documents and/or debts to the University.

## **Catalog**

Students must graduate in accordance with the regulations established in the Catalog of the year they began in Antillean Adventist University. When the student changes department or major, the change will be effective the semester after receipt of the petition in the Registrar's office.

The student must meet all of the core requirements of the concentration, specialty, and the final requisite to obtain the degree in accordance with the Catalog. The student who has been readmitted after having stopped studies for two (2) years or more must comply with the Catalog in effect at the date of readmission.

If a required course from the corresponding Catalog is no longer offered, substitutions can be made with the approval of the Vice-president of Academic Affairs. Substantial changes to the new Catalog will be officially announced to the students in regular meetings.

Antillean Adventist University will make a reasonable effort to offer the courses as announced, but reserves the right to eliminate, adjust, modify, restructure or add courses.

## **Credit Transfers and Residency Requirements**

Students who have studied in other accredited universities can receive academic credit in according to the following rules:

1. Only courses passed with a B or higher in the previous university will be considered for transfer.
2. Transfer credits will be included in the Permanent Record, but will not count when calculating the GPA for Antillean Adventist University.

3. To transfer credits the student must present evidence of course descriptions including contact hours. The course to be transferred must meet the requirement of 15 contact hours per credit.
4. Credit transfers will only be permitted for programs that exist at Antillean Adventist University; others will be considered as electives if they have an equivalent in the existing curriculum. The credit hour value that transferred courses will receive will be the credit- hour value that it had at the previous university, when it does not exceed the credit value of the course at Antillean Adventist University.
5. Core courses that are necessary for graduation that are passed in AAU or another university will not be transferred or accepted after 10 years, if the person has been inactive in their professional field or specialty. If the student wants a class to be accepted, he or she should petition the Graduate Studies Committee, who will evaluate the case.

The transfer of credits process is as follows:

1. The Admissions Office sends the Registrar's Office a copy of the admitted student's transcripts.
2. The director of the corresponding department, in coordination with the credential validation official from the Registrar's Office, establishes the equivalence of the subjects taken using the catalog and the official description of the courses of the institution of origin. The student must provide the official descriptions and the catalog of the university.
3. The Registrar's Office will inform the student and the department as to what courses will be transferred.
4. The student has thirty (30) days to accept or reject the validation offered.

## **Transcripts**

The Registrar's Office is responsible for, among other matters, sending transcripts.

Any student who wants information related to his or her academic record or sending credit transcripts should communicate with



Registration, which will attend to the request in conformity with the Family Educational Rights and Privacy Act of 1974.

The transcripts are sent only by the request and with the authorization of the interested party, or for official use of authorized employees of the Institution. They may be requested via the following webpage: [www.getmytranscript.com](http://www.getmytranscript.com).

Official transcripts will be sent directly to the Registrar's Office of the entities or persons indicated by the student. Under no circumstances will official transcripts be given to the student. Unofficial transcripts, "Student Copies", are also expedited.

Requests for credit transcripts received by telephone will not be considered. Any presumed error on the credit transcript should be reported to Registration within 30 days of dispatch. A Credit Transcript not be given to students with pending documents and/or debts to the University. (See special charges for the cost.)

Normally, transcripts should be requested at least two weeks before being sent. Processing time may take longer during periods of registration, graduation, final exams and grade processing. (See special charges for the cost.)

### **Discrepancies in Admission Documents**

A student who has applied for admission to AAU and has different names on the admission documents needs to present an affidavit from an authorized public notary that certifies the student's identity. Married students will need to present a copy of the marriage certificate.

### **Change of Address**

When registering, the student is required to edit any change in postal address and email in the electronic registration in ECAMS. The Registrar's Office must be informed of all changes of address. All official or non-official communication that is sent by mail to the address of the student that appears in our records or database, is considered sufficient warning.

## ***Permission to take Classes in other Universities***

Permission will be granted to take classes in other accredited universities if:

1. The student needs a class(es) in order to graduate that are not offered during the semester or summer that the student will graduate.
2. Special circumstances exist. In such a case, a request must be submitted to the Graduate Studies Committee.
3. The student must be registered in AAU in order to be authorized to take classes at another university.

Permission will not be granted for reasons of:

- a. Student convenience.
- b. To avoid taking or repeating a course that is offered at Antillean Adventist University.

The University is not responsible for courses taken without authorization and reserves the right to accept or reject them. It is the student's responsibility to ensure that an official transcript of grades received from other institutions is sent to the Registrar's Office.

## **Credit Hours**

The Institution defines one (1) credit for an academic term based on the following:

- 15 hours of face-to-face contact and a minimum of 30 hours of academic activities related to the course, which the student may complete outside of class or its equivalent in online academic activities.
- 15 hours of face-to-face contact through an integrated conference-laboratory manner and a minimum of 30 hours of academic activities related to the course, which the student may complete outside of class or its equivalent in online academic activities.

*Semester.* An hour at the graduate level represents (50) minutes of instruction per week during the academic term. The academic year is

divided into two (2) semesters of fifteen-sixteen (15-16) weeks each. Summer consists of two (2) sessions, June and July.

*Trimester.* One contact hour proportionally represents a shorter period, close to 2/3 of a semester credit hour. The academic year is divided into three (3) terms of ten-eleven (10-11) weeks. Summer consists of two (2) sessions, June and July.

## **Academic Advising**

The professors of the program will keep the office hours announced at the beginning of each summer, semester and trimester. Students may also make prearranged appointments with the professors. Also, the University's student services are available for students of the graduate program.

Once the specialty has been formally declared, the academic advisor assigned to the student will guide them in developing their full academic potential. The student should consult with the academic advisor to plan the program of studies to be followed for each summer, semester and trimester session. Nonetheless, it is the student's responsibility to plan their program of studies.

# Students Rights and Responsibilities

## STUDENT RIGHTS & RESPONSIBILITIES



**PARTNERSHIP**

Conflict resolution

**EDUCATION**



**SUPPORT**

Students and staff

# **Student Rights**

## **Student Rights**

1. Receive the highest quality Christian education that the University can provide in a cooperative and constructive teaching-learning process.
2. Appeal any decision made by the professor or academic administration that may significantly affect the student's remaining and/or achievement in the graduate program.
3. Use and enjoy the facilities, programs, educational and recreational and support facilities that the University provides.
4. Receive individualized academic advising by trained personnel in any area requested by the student concerning programs offered at the Institution.
5. Learn and share in a safe environment free from harassment, discrimination, or prejudice that affects the learning process.
6. Voluntarily participate in activities sponsored by Antillean Adventist University.
7. Be informed of the regulations and policies of the University and the Graduate Program that relate to academic, social, and spiritual conduct within our facilities.
8. Be notified by the professors in a timely fashion of academic progress or course requirements.
9. Have access to all of the courses necessary to complete the study program within the allotted time.

## **Students Obligations**

The graduate student must:

1. Know the academic regulations that direct the Graduate Program and the policies announced by the professors in each class and the course syllabus.
2. Obey the rules of conduct and dress code set forth in the Student Manual of AAU.

3. Meet the quality standards and due dates for each assignment.
4. Avoid plagiarism in all of its forms.
5. Follow the safety rules.
6. Keep up-to-date with financial responsibilities in accordance with the payment plan.
7. Promptly notify the professor and the graduate program administration concerning situations that negatively affect the program or study conditions.

## COURSE CODES

<b>Courses</b>	<b>Acronym</b>
School Administration and Supervision	EDAS
Biology	BIOL
Curriculum and Instruction	EDCI
Education	EDUC
Special Education	EDSE
Nursing/ Anesthesia	NURS
Spanish	HUSP
History	HUHI
English	HUEN
Biblical Studies	RELB
Theology	RELT
Student Health	EDSH

School of Education, Humanities and Psychology  
Graduate Program

GRADUATE PROGRAM





# **GRAUDATE PROGRAM**

## **School of Education, Humanities and Psychology**

### **Mission of the Graduate Program of the School of Education, Humanities and Psychology (SEHP)**

The program seeks to offer graduate level studies in an Adventist Christian educational context to professionals interested in increasing their abilities and knowledge, in both professional and personal areas of concentration, while integrating modern technological advances.

### **Educational Philosophy**

Antillean Adventist education philosophy is based on the premise that humans, created in the image of God should be treated with equality and without discriminating because of age, sex, race, nationality, creed or social status.

Based on man's relationship with his Creator, the education by the teaching faculty is defined as a holistic process that encompasses all facets of human personality that prepares the student for the present and future life. It entails spiritual, moral, intellectual, physical, social and professional aspects of the human being.

### **Goals of the Graduate Programs**

1. Promote an Adventist educational philosophy with a clear perspective of integration of faith, values, and learning as an essential component of education.
2. Develop the student's knowledge, skills, and dispositions as a competent professional.
3. Contribute to community improvement by way of professionals highly qualified in their areas of specialty who possess the skills and knowledge needed to stimulate innovation, positive changes, and professional development in educational institutions in the church, and in society at large.
4. Provide opportunities for students to integrate modern technology, innovations and communications for the service of individuals and into their areas of specialty.

5. Develop positive attitudes towards learning in students while encouraging a sense of responsibility, and intellectual curiosity for independent study, and continued education, and/or postgraduate studies.
6. Promote a culture of institutional assessment.
7. Contribute to the development of a Christian, ethical, and professional perspective focused on service.
8. Efficiently manage financial, human, and physical resources for achieving optimal performance in the work field.
9. Promote positive interpersonal relationships.

## **Conceptual Framework**

The main objectives of the conceptual framework are the following:

1. The candidate/graduate will, through their knowledge, skills, and dispositions demonstrate empathy by:
  - a. Formulating a Christian educational philosophy that includes modeling Christ's teachings and service as servant-leader.
  - b. Attend to the needs of a diverse population.
  - c. Develop a social and academic environment, being kind-hearted, fair, and believing in the ability of each student to learn.
  - d. Consider multicultural perspectives, and take into account the influences of the community, school, and family context.
2. The candidate/graduate will show themselves to be both an expert in and facilitator of the learning process through knowledge, skills, and dispositions in the following ways:
  - a. Having command of the subject matter and pedagogy (including pedagogy of the specific content).
  - b. Understanding how different individuals develop and learn.
  - c. Prepare plans for short and long-term instruction based on the student's development standards.
  - d. Using technology to improve teaching, classroom management, communication with students' families, and student evaluation.

3. The candidate/graduate will, through knowledge, skills, and dispositions, show themselves to be a reflective decision-maker:
  - a. Using formal and informal evaluations on which to base decision-making.
  - b. Reflecting on their professional practice.
  - c. Use research to demonstrate the impact on learning and improve professional and pedagogical practice.
  - d. Use creative and critical thinking in making strategic decisions.
  
4. The candidate/graduate will demonstrate collaboration and commitment through knowledge, skills, and dispositions by:
  - a. Collaborating with peers, the community, professionals and other scholars to support the student learning.
  - b. Participating in continued education to improve performance.
  - c. Using appropriate communication skills.
  - d. Perform legal, ethical, and professional responsibilities.

## **Degree Description**

The Graduate Studies Program of the School of Education, Humanities and Psychology (SEHP) of Antillean Adventist University offers a Master of Arts in Education in the following specialties:

- ❖ School Administration and Supervision
- ❖ Curriculum and Instruction: Elementary
- ❖ Curriculum and Instruction in Teaching English as a Second Language (ESL): Elementary
- ❖ Curriculum and Instruction: Secondary with a specialty in:
  - Biology
  - Spanish
  - History
  - Teaching English as a Second Language
  - Student Health and the Community
- ❖ Curriculum and Instruction: Secondary
  - Special Education

The specialties consist of 22 core class credits, 18 specialty credits, and 3 credits of capstone requirement for a total of 43 semester credits.

Also, the SEHP Graduate Program offers two post-baccalaureate certifications by way of distance education: Special Education and Bilingual Education.

## Program Description

The graduate program strives to prepare education professionals that see the student as the center and focus of teaching. Our program is based on the belief that the needs of the student and the community are the principle factors of the school's program and curriculum; also their interests, background, values, culture and talents should be valued throughout the educational process.

This is an ideal that harmonizes perfectly with our educational mission and Adventist Christian beliefs, because we are convinced that our Supreme Maker gave to every human being a great potential for development. This potential can blossom for good through high quality education as is expected from the leaders that complete the graduate program of the School of Education, Humanities and Psychology.

## Study Programs

### ❖ Master of Arts in Education

The academic program of Master of Arts in Education is organized in the following manner:

Curricular Design	Credits
Core Courses	22 credits
Specialty Courses	18 credits
Capstone Requirement	3 credits
TOTAL	43 credits

Curricular Design	Credits
Core Courses	21
Specialty Courses	18
Capstone Requirement	3
Total	43

- ❖ Postbaccalaureate Certificate
  - Special Education
  - Bilingual Education

Curricular Design	Credits
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## Master's Program Admission Requirements

Every candidate for admission to the Master of Arts in Education program must meet the following requirements:

1. Complete the application for graduate studies.
2. Pay the non-refundable admission fee of (\$25.00).
3. Submit official transcripts of all universities or colleges attended.
4. Present two letters of recommendation.
5. Sign the Lifestyle Contract and, in doing so, accept the Institution's lifestyle and abide by it.
6. Complete and sign the Student Contract.
7. Submit a certificate of criminal history for child and elderly service providers issued by the Puerto Rican Police.
8. If receiving Title II federal funds from the Department of Education of Puerto Rico, you must sign a release of academic information.
9. Possess a Bachelor's degree (bachelor's degree) from an accredited university or college in the United States, or its equivalent, in the specialty area, or a Bachelor of Education and concentration in the specialty area.
10. In the case of students who apply to an area of concentration where they do not have a bachelor's, in addition to the previously mentioned requirements, they must satisfactorily complete (minimum grade of B) at least 15 credits at the undergraduate level in this specialty (elementary or secondary education, history, Spanish, English, biology and health). Students have a maximum of one (1) year to complete the concentration prerequisites. In the case of admission for the Special Education specialty, EDUC 202 - Introduction to the Exceptional Child y (9) additional credits in Special Education must have been passed.

The following are a list of recommended courses to select according to the concentration:

a. *Elementary or Secondary Education*

- ❖ EDUC 101 - Introduction to Teaching
- ❖ EDUC 201 - Educational Psychology
- ❖ EDUC 202 - Introduction to Exceptional Child Studies
- ❖ EDUC 309 - Classroom Assessment
- ❖ EDUC 337 - Classroom Management

b. *History*

- ❖ HUHI 200 - Historic Process of PR
- ❖ HUHI 204- Social, Political and Economic History of the US
- ❖ HUHI 103 - Ancient World History
- ❖ HUHI 104 - Medieval History
- ❖ HUHI 312 - Latin American Colonial History
- ❖ HUHI 313 - Contemporary History of Latin America
- ❖ HUHI 324 - Contemporary History of the Far East, 20th-21st century
- ❖ HUHI 431 - Renaissance, Reformation and the Rise of the State
- ❖ EDUC 332- Secondary History of Curriculum and Instruction

a. *Español*

- ❖ HUSP 205- Literary Genres
- ❖ HUSP 307- Spanish Literature I or
- ❖ HUSP 308- Spanish Literature II
- ❖ HUSP 313- Hispanic-American Literature I or
- ❖ HUSP 314- Hispanic-American Literature II
- ❖ HUSP 315- Puerto Rican Literature I or
- ❖ HUSP 316- Puerto Rican Literature II
- ❖ HUSP 321- Introduction to Linguistics
- ❖ HUSP 331- Advanced Grammar I
- ❖ HUSP 332- Advanced Grammar II
- EDUC 324- Spanish Curriculum and Instruction at the Secondary Level

a. *English*

- ❖ HUEN 231- College Grammar and Composition
- ❖ HUEN 233- Literary Genres Analysis
- ❖ HUEN 250- ESL/Foreign Language Acquisition
- ❖ HUEN 336- Child and Adolescent Literature
- ❖ HUEN 337- Introduction to Linguistics

- ❖HUEN \_\_\_- American or English Literature (Elective)
- ❖EDUC 322- Teaching and Assessment of ESL/Foreign Language
- ❖EDUC 343 -Teaching Reading and Writing in ESL/Foreign Language 7-12
- ❖HUEN 499- Academic English Instruction

e. *Biology*

- ❖BIOL 113- General Biology I
- ❖BIOL 124- General Biology II
- ❖BIOL 223- Genetics
- ❖BIOL 335- Advanced Microbiology
- ❖BIOL 401- Philosophy of Science
- ❖CHEM 121- General Chemistry I
- ❖CHEM 122- General Chemistry II
- ❖PHYS 221-222- College Physics I & II
- ❖PHYS 221-222L- College Physics Laboratory I & II
- ❖EDUC 323- Biology Curriculum and Instruction Secondary Level

f. *Health*

- ❖ EDUC 105- Philosophy and Fundamentals of Health Education
- ❖ BIOL 111-122- Anatomy and Physiology I & II
- ❖ EDUC 260- Environmental Health Education
- ❖ HESC 110- Nutrition for Health Professionals
- ❖ PSYC 284- Psychology of Health
- ❖ PSYC 351- Introduction to Human Sexuality
- ❖ EDUC 328- School Health Curriculum and Instruction

11. Provide evidence of having completed the following courses, or their equivalents, at the undergraduate level with a grade no lower than a B:

Course Title	
EDUC 101	Introduction to Teaching
EDUC 104	Philosophy of Education
EDUC 202	Introduction to Exceptional Child Studies
EDUC 203	Social Foundations of Education

Course Title	
EDUC	Specific methods of teaching area ❖ Elementary - 12 credits ❖ Secondary - 3 credits
EDUC 200	Human Growth and Development
EDUC 301	Education Technology
MATH 231	Statistics I

*Note: Students with a Valid Teacher's Certification may be excluded from these courses with the exception of MATH 231.*

12. Have a minimum GPA of 3.00 at the undergraduate level.
13. Interview with the Graduate Studies Program Coordinator of the School of Education. If the student resides outside of Puerto Rico, a virtual or telephone interview may be granted.
14. In addition to the admission requirements, all non-resident international students must make a deposit of \$4,000. This requirement must be met before the I-20 Form is sent, which is necessary to obtain the Student Visa. If it is not possible to enter Puerto Rico, the original I-20 must be returned for the deposit to be reimbursed.
15. A maximum of 15 semester credits can be transferred when passed with a B (3.00) or higher at an accredited university. Of the 15 credits, only 9 may be Specialty Courses. The Coordinator of the Department of Study in consultation with the corresponding specialists will evaluate every application submitted with an official transcript and a copy of the course description as found in the Graduate Catalog of the corresponding university or course syllabus.

It is recommended to include specifications of the skills developed in the course. The transfer application should be made in the first two weeks of the summer or semester course, or sooner, with the completed documentation. Courses with content and skills similar to our program will be transferred.

The following courses are not transferable:

- ❖ EDUC 500- Foundations of Education



- ❖ EDUC 509- Educational Research
- ❖
- ❖ EDAS 650- School Administration Practicum

## **Academic Progress**

The academic progress of the student will be evaluated in the following manner:

All graduate students are required to demonstrate satisfactory academic progress at the end of each academic year. Academic progress will be evaluated, taking the following factors into consideration:

1. Have a GPA no less than B (3.00).
2. Pass 75% of the courses in each academic section.
3. The maximum time period to finish the Master's Program is six academic years. Students who do not finish all of the requirements within said time period will be dropped administratively without the opportunity to apply for readmission.
4. The student who does not fulfill the admission requirements in the indicated time will be dropped administratively without the opportunity to apply for readmission for the following summer, provided that they've submitted all pending admission requirements. The Admissions Committee will evaluate the merits of the application. The decision of the Committee will be final.
5. The student who does not meet the requirement of maintaining the GPA or 75% of the credits passed in each academic session, will be placed on academic probation. If the student is placed on academic probation on two consecutive occasions, they will be permanently dropped from the program in which they are enrolled.
6. A student is considered full-time when enrolled in six (6) credits and a student is part-time when enrolled in three (3) credits in the semester or the intensive periods of the summer.

<b>GRAUDATE PROGRAM</b>		
<b>Minimum Index Accumulated by Credits</b>		
<b>% Attempted Credits</b>	<b>% of Required Credits Approved</b>	<b>Required Retention Index</b>
25%	75%	3.00
50%	75%	3.00
75%	75%	3.00
100%	75%	3.00

### **Admission to Candidacy**

Master of Arts in Education students may progress beyond the 24 credits by meeting the following admission candidacy requirements:

1. Submit a candidacy application.
2. Receive acceptance for admission to candidacy from the Graduate Studies Committee of the School of Education.
3. Maintain a GPA of 3.00.
4. Submit a self-evaluation of the skills specified in the Graduate Profile. The School of Education provides this form.
5. Submit a Survey of the Program. The School of Education provides this form.
6. Obtain an evaluation of proficient or better in each of the areas identified in the attitudes instrument from the Graduate Studies coordinator, or advisor from the area of specialty.
7. Obtain a grade of proficient or better in each of the components of the research proposal in EDUC 509.
8. Belong to a professional organization.
9. Receive an evaluation of proficient or better for the professional portfolio.

### **Graduation Requirements**

Every candidate for graduation must apply two semesters in advance for an interview with the Graduate Program Coordinator of the School of Education to evaluate his or her academic records. The student must submit the official graduation application to the Registrar's Office. A formal evaluation will be conducted and the student will be informed in writing of the necessary requirements to complete. This process should be completed with enough time in advance so as to allow the

student to make any necessary adjustments to the program. It is ultimately the student's responsibility to meet all of the necessary graduation requirements and make every effort possible to obtain adequate academic advising.

To graduate, the student must:

1. Complete the minimum of required credits for the concentration.
2. Have a minimum GPA of 3.00 with a grade no less than "B" in each course. Approve/pass all courses with a minimum grade of "B".
3. Obtain a minimum grade of 85% in each of the questions in the comprehensive exam. The three areas are as follows: (1) Psychological, sociological, historical and philosophic foundations of education, (2) curriculum and instruction and (3) specialty area. If the student does not pass one (1) of the areas, it may be repeated within the following two weeks. If the student does not pass two (2) of the areas, the exam should be repeated in the following year. The comprehensive exam cannot be failed more than two (2) times. In the event that the student fails the comprehensive exam on two occasions, they will be required to take courses (6 credits) in the areas that were not passed before being allowed to take the exam for a third time. The request for comprehensive exams can be obtained in the School of Education, Humanities and Psychology. The request may be submitted at the Registrar's Office after paying the \$200 at the Cashier.
4. Submit a self-evaluation of the skills specified in the Graduate Profile. The School of Education provides this form.
5. Complete an evaluation survey of the program. The School of Education provides this form.
6. Receive a score of proficient or better in each of the signaled areas in the attitude instrument. The School of Education provides this form.
7. Receive a score of proficient or better in each of the components of clinical practicum that includes the implementation of the research.
8. Submit and receive approval for the professional portfolio that includes the evidences specified in the Professional Graduate

Portfolio Manual. For the Portfolio to be approved, it must obtain a score of proficient or better in each component. Submit the diversity form. The School of Education provides the form.

9. Approve, as the final requirement, EDCI 650- Clinical Practice and Research in Curriculum and Instruction. For School Administration and Supervision students, the course EDAS 650- School Administration Practicum can be validated by experience through evidence of effective development in the workplace through the evaluation of the Superintendent of Schools in which a minimum grade of 85% is required. Also, evidence in the form of a Professional Portfolio that lists the responsibilities is also required, and must obtain a minimum grade of 90%.

**Credit by Experience Cost**

- Evaluation fee - \$50.00
- Registration fee - \$40.00 per approved credit

**Grading of the Course**

- P (Pass)

10. Complete all of the academic and financial requirements of the University. Every student that receives grants from the Department of Education of Puerto Rico, the Department of Education of the Adventist Church of Puerto Rico or other funding from outside of the University, will be responsible for all of the costs incurred of their studies until grant funds are received.
11. Fill out a graduation application and pay the application fee two academic sessions in advance (see the Academic Calendar) and pay the non-refundable graduation fee (\$200.00). The applications may be obtained in the School of Education and must be turned in to the Registrar's Office after being completed.
12. Payment for any type of graduation fees and inscription of the student as a candidate for graduation in any document must not be interpreted as an offer or commitment for the student's graduation. Only after completing all of the requirements specified in the Catalog or other official directives of the University, will the student have the right to graduate.
13. When applying for graduation, the student commits to

contribute to the activities of the graduating class, and attend all of the official programs planned by the Institution as part of the Graduation Exercises.

### **Certification by the Department of Education of Puerto Rico (DEPR)**

The candidate of the Master's in Education Program is responsible for meeting all of the requirements for the teacher's certification from (DEPR).

DEPR requires a regular teacher's certification with five (5) years of experience for a School Principal certification. **Departmental Honors**

The School of Education will recognize those students who distinguish themselves in the following aspects:

1. Have observed the rules of conduct of the University and the School of Education.
2. Have maintained a GPA of at least 3.80 in their specialty and 3.50 in the non-specialty courses (resident students).
3. Their names have been recommended to the Vice-president of Academic Affairs, who will confirm the bestowal of the honor.

## **Professional Graduate Profile by Specialty**

Depending on the concentration to which the student is admitted, they will demonstrate knowledge, advanced skills, as well as positive attitudes. The following describes the standards by concentration:

### **School Administration and Supervision**

1. Recognizes God as the Creator and Sustainer of their personal and professional lives, all the while promoting an Adventist educational philosophy that has a clear vision of integrating faith, values, and learning as an essential element of the educational process. PSEL 1
2. Models ethical values, Christian principles through interpersonal and professional relationships with colleagues, students and other members of the scholastic community; so as to promote academic excellence and the well-being of each student. PSEL 2
3. Demonstrates professional integrity and empathy and promotes an environment of integrity, justice, and ethics that optimizes learning and results in the well-being of the students. PSEL 3
4. Applies the processes of strategic planning in administrative functions and serves as an agent of continual improvement for the success of the participants of the scholastic community and well-being of the students. PSEL 7
5. Develops and maintains a coherent curriculum and an evaluation system that develops critical thinking, reflection, informational and technological literacy for the promotion of academic success and well-being in each student. PSEL 4
6. Demonstrates professional integrity and empathy and promotes an environment of integrity, justice, and ethics that optimizes learning and results in the well-being of the students. PSEL 3
7. Effectively applies the principles of healthy administration and teamwork in operations and resources for an effective learning environment that promotes academic success and the well-being of each student. PSEL 9, 10

8. Deepens their knowledge in the general functioning of educational organizations, specifically administrator and supervisor roles, for the promotion of an integral development of their associates in benefit of academic success and the well-being of the student. PSEL 6
9. Develops a service culture that involves families and the scholastic community by providing the opportunity for meaningful and beneficial experiences. This, in turn, will promote academic success and the well-being of each student and increase solidarity and inclusiveness among the scholastic community. PSEL 8, 5

### **Curriculum and Instruction: Spanish**

1. Values a Christian educational philosophy as a foundation for teaching Spanish.
2. Models Christian values and principles in carrying out responsibilities as an educator specializing in Spanish.
3. Uses linguistic concepts for oral and written expression in Spanish.
4. Plans short and long-term instruction on the based on the development standards of the students.
5. Applies critical thinking skills in the analysis of classic works of Spanish literature.
6. Uses a variety of strategies to teach Spanish and address the different learning styles and multicultural perspectives.
7. Identifies educational scenarios that require technological assistance and researches, evaluates, designs, and adapts equipment that can help the student in the teaching-learning process.
8. Values continual learning and reflects on improving their professional practice.
9. Uses information literacy effectively in their professional performance in the labor field.
10. Participates in activities that benefit the community in the

appropriate use of the Spanish language.

11. Uses formal and informal evaluation tools to make decisions based on the results.
12. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.
13. Models empathy by meeting the needs of the members of the scholastic community

### **Curriculum and Instruction: History**

1. Values a Christian educational philosophy as a base for teaching history.
2. Models Christian values and principles during performance of responsibilities as an educator specializing in history.
3. Masters history content and pedagogy.
4. Designs history curricula to attend to diverse learning styles and cultural perspectives.
5. Identifies educational scenarios that require technological assistance and researches, evaluates, designs, and adapts equipment that can help the student in the teaching-learning process.
6. Values continual learning and reflects on improving their professional practice.
7. Uses information literacy effectively in their professional performance in the labor field.
8. Participates in activities that benefit the community in the appropriate use of the Spanish language.
9. Uses critical thinking and different evaluation tools to make decisions.
10. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.
11. Models empathy by meeting the needs of the members of the student body.



## **Curriculum and Instruction: Biology**

1. Knows the philosophies, concepts, and theories that form the foundation of the teaching profession.
2. Acknowledges God as Creator and Sustainer in their personal and professional lives.
3. Models Christian principles and values through affective and professional relationships with the students and members of the scholastic community.
4. Use critical thinking skills in decision-making and problem-solving.
5. Demonstrates mastery of the professional skills of the work field by offering solutions to educational problems.
6. Uses information literacy effectively in their professional performance in the labor field.
7. Effectively uses oral communication and writing skills in their work performance.
8. Plans the teaching of curricular content according to the educational needs of each student.
9. Differentiates instruction to attend the needs of diverse learning styles.
10. Values continuing education as a means of acquiring new knowledge, to be informed about new trends in their area of expertise.
11. Uses a variety of evaluations to make decisions based on valid, reliable data.
12. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.

## **Curriculum and Instruction: Teaching English as a Second Language**

1. Values a Christian educational philosophy as the base for teaching English.

2. Models Christian values and principles in the performance of responsibilities as an educator specializing in English as a Second Language.
3. Masters linguistic concepts to teach English as a Second Language.
4. Plans short and long-term instruction on the based on the development standards of the students.
5. Uses a variety of strategies to teach Spanish and address the different learning styles and multicultural perspectives.
6. Employs critical thinking skills when making strategic decisions.
7. Identifies educational scenarios that require technological assistance and researches, evaluates, designs, and adapts equipment that can help the student in the teaching-learning process.
8. Uses information literacy effectively in their professional performance in the labor field.
9. Values the importance of professional development in their area of expertise.
10. Participates in activities that benefit the community as an expert in English as a Second Language.
11. Uses formal and informal evaluation tools to make decisions based on the results.
12. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.
13. Models empathy by meeting the needs of the members of the scholastic community.

### **Curriculum and Instruction: *Elementary***

1. Values a Christian educational philosophy as a foundation for teaching children in grades K-6.
2. Models Christian principles and values when carrying out

responsibilities as an educator specializing in grades K-6.

3. Plans short and long-term instruction based on the development standards of the students.
4. Uses a variety of teaching strategies to attend to different learning styles and multicultural perspectives.
5. Identifies educational scenarios that require technological assistance and investigates, evaluates, designs, and adapts equipment that can help the student in the teaching-learning process.
6. Effectively uses oral communication and writing skills in their work performance.
7. Uses information literacy effectively in their professional performance in the labor field.
8. Values continual learning and reflects on improving their professional practice.
9. Uses formal and informal evaluation tools to make decisions based on the results.
10. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.
11. Models empathy by meeting the needs of the members of the scholastic community.

### **Curriculum and Instruction: *Secondary***

1. Knows the philosophies, concepts, and theories that form the foundation of the teaching profession.
2. Knows the theories that apply to the physical, mental, and spiritual development of children in grades 7-12.
3. Acknowledges God as Creator and Sustainer in their personal and professional lives.
4. Models Christian principles and values through affective and professional relationships with the students and members of the scholastic community.

5. Uses a variety of teaching strategies to attend to different learning styles and multicultural perspectives.
6. Use critical thinking skills in decision-making and problem-solving.
7. Uses information literacy effectively in their professional performance in the labor field.
8. Effectively uses oral communication and writing skills in their work performance.
9. Plans the teaching of curricular content according to the educational needs of each student.
10. Values continuing education as a means of acquiring new knowledge, to be informed about new trends in their area of expertise.
11. Uses a variety of evaluations to make decisions based on valid, reliable data.
12. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.

## **Curriculum and Instruction: Special Education**

### *Knowledge*

1. Recognize God as the creator and sustainer of their personal and professional lives.
2. Recognize the role of special education teacher and general education in inclusive settings.
3. Recognize the influence of technology and distance education as instruments to meet the curricular needs of exceptional students.
4. Understand the importance of the legislation and its implications in the Special Education Program.
5. Distinguish disabilities covered by the IDEA 2004 Law and adequate intervention practices to serve people with special needs.

## *Skills*

1. Use critical thinking skills in decision-making and problem-solving.
2. Demonstrate mastery of the professional competencies of their work force through its educational practice.
3. Uses information literacy effectively in their professional performance in the labor field.
4. Effectively uses oral communication and writing skills in their work performance.
5. Use assessment instruments to measure learning in order to provide help to special education students based on their needs.
6. Analyze assessment results to determine eligibility, the development and implementation of appropriate educational programs for exceptional students.
7. Guide parents and the community school concerning their responsibilities in managing of fiscal, human and physical resources that contribute to the welfare of exceptional students.
8. Manage adequately materials and technological equipment to help students reach their educational goals.
9. Plans the teaching of curricular content according to the educational needs of each student.
10. Identifies educational scenarios that require technological assistance and researches, evaluates, designs, and adapts equipment that can assist the student in the teaching-learning process.
11. Demonstrates mastery of the professional skills of the work field through their educational practice and by offering solutions to educational problems.
12. Integrates technology as a means to help exceptional students.

13. Analyzes trends and challenges in the legal, ethical, and technological areas of the Special Education Program.
14. Participates actively in commissions involved in support services and services for students with special needs.

### *Affective*

1. Models values and Christian principles through emotional and professional relationships with students, parents, and members of the school community.
2. Exhibits an attitude of service to meet the individual needs of special education students.
3. Promotes collaboration between family, community members and agencies related to the Special Education Program to help the physical, emotional and academic development of exceptional students.
4. Values continuing education as a means of acquiring new knowledge, so as to be informed about new trends in their area of expertise.
5. Encourage respect and attention to the educational needs of each student and for multiculturalism.

### **Curriculum and Instruction: Student Health Education and the Community**

1. Values a Christian educational philosophy as a foundation for teaching students in grades K-12.
2. Models Christian values and principles when carrying out responsibilities as an educator specializing in student health.
3. Plans short and long-term instruction based on the general standards of health education of the Student Health Program appointed by the Department of Education of PR.
4. Uses the scientific method to analyze and understand the prevalent health problems that impact quality of life.

5. Uses a variety of strategies to teach student health in order to attend to different learning styles and multicultural perspectives.
6. Identifies educational scenarios that require technological assistance and investigates, evaluates, designs, and adapts equipment that can help the student in the teaching-learning process.
7. Uses information literacy effectively in their professional performance in the labor field.
8. Values continual learning and reflects on improving their professional practice.
9. Uses formal and informal evaluation tools to make decisions based on the results.
10. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.
11. Models empathy by meeting the needs of the members of the scholastic community.

## Course Specifications by Specialty

### Administration and Supervision

PROGRAM REQUIREMENTS			CREDITS
Core Courses			22
EDUC	500	Foundations of Education	3
EDUC	506	Statistics Applied to Education	3
EDUC	509	Education Research	4
EDCI	510	Teaching Models and Strategies	3
EDCI/RELB	511	Teaching Methods of Jesus	3
EDCI	635	Curriculum Principles and Design	3
EDCI	636	Educational Technology and Online Instruction Design	3
Specialty Courses			
EDAS	600	Principles of School Administration	3
EDAS	610	Financial Resource Management	3
EDAS	612	Introduction to Student Supervision	3
EDAS	613	Human Resource Management and Educational Organization Behavior	3
EDAS	616	Legal and Political Aspects of Education	3
EDAS	617		3
EDAS	620	Principles of Administration in Higher Education	3
Capstone Requirement			
EDAS	650	Practicum in School Administration	3
TOTAL CREDITS			43



## Curriculum and Instruction: Elementary

<b>PROGRAM REQUIREMENTS</b>			<b>CREDITS</b>
<b>Core Courses</b>			<b>22</b>
EDUC	500	Foundations of Education	3
EDUC	506	Statistics Applied to Education	3
EDUC	509	Education Research	4
EDCI	510	Models and Strategies of Teaching	3
EDCI/RELB	511	Teaching Methods of Jesus	3
EDCI	635	Curriculum Principles and Design	3
EDCI	636	Educational Technology and Online Instruction Design	3
<b>Specialty Courses</b>			<b>18</b>
EDCI	617	Special Education Methods- Elementary Level	3
EDCI	619	Curricular Integration	3
EDCI	620	Multiple Intelligences and Learning Styles	3
EDCI	622	Clarification and Teaching of Values	3
EDCI	630	Elementary School Curriculum	3
EDCI	645	Implementing Educational Innovations in the Curriculum	3
<b>Capstone Requirement</b>			
EDCI	650	Curriculum and Instruction Research Clinical Practicum or	
EDUC	648	Comprehensive Seminar by Specialty Area	3
<b>TOTAL CREDITS</b>			<b>43</b>

## *Curriculum and Instruction: Secondary*

<b>PROGRAM REQUIREMENTS</b>			<b>CREDITS</b>
<b>Core Courses</b>			<b>22</b>
EDUC	500	Foundations of Education	3
EDUC	506	Statistics Applied to Education	3
EDUC	509	Education Research	4
EDCI	510	Teaching Models and Strategies	3
EDCI/RELB	511	Teaching Methods of Jesus	3
EDCI	635	Curriculum Principles and Design	3
EDCI	636	Educational Technology and Online Instruction Design	3
<b>Specialty Courses</b>			<b>18</b>
EDCI	618	Special Education Methods-Secondary Level	3
EDCI	619	Curricular Integration	3
EDCI	620	Multiple Intelligences and Learning Styles	3
EDCI	622	Clarification and Teaching of Values	3
EDCI	631	Secondary School Curriculum	3
EDCI	645	Implementing Educational Innovations in the Curriculum	3
<b>Capstone Requirement</b>			
EDCI	650	Curriculum and Instruction Research Clinical Practicum or	
EDUC	648	Comprehensive Seminar by Specialty Area	3
<b>TOTAL CREDITS</b>			<b>43</b>

## Curriculum and Instruction: Secondary Level-Spanish

PROGRAM REQUIREMENTS			CREDITS
<b>Core Courses</b>			<b>22</b>
EDUC	500	Foundations of Education	3
EDUC	506	Statistics Applied to Education	3
EDUC	509	Education Research	4
EDCI	510	Models and Strategies of Teaching	3
EDCI/RELB	511	Teaching Methods of Jesus	3
EDCI	635	Curriculum Principles and Design	3
EDCI	636	Educational Technology and Online Instruction Design	3
<b>Specialty Courses</b>			<b>18*</b>
HUSP	620	20th Century Hispanic American Literature	3
HUSP	624	Advanced Spanish Grammar	3
HUSP	625	Writing, Style, and Spelling of Modern Spanish	3
HUSP	630	Critical and Creative Approach to Poetry and the Hispanic Narrative of the 20th Century	3
HUSP	635	Literary Criticism and Analysis	3
HUSP	636	Didactics of Spanish Instruction	3
HUSP	645	Special Topics in Spanish	3
<b>Capstone Requirement</b>			
EDCI	650	Curriculum and Instruction Research Clinical Practicum	
		or	
EDUC	648	Comprehensive Seminar by Specialty Area	3
<b>TOTAL CREDITS</b>			<b>43</b>
			<i>*Select 18 credits</i>

## Curriculum and Instruction: Secondary Level-History

PROGRAM REQUIREMENTS			CREDITS
<b>Core Courses</b>			<b>22</b>
EDUC	500	Foundations of Education	3
EDUC	506	Statistics Applied to Education	3
EDUC	509	Education Research	4
EDCI	510	Models and Strategies of Teaching	3
EDCI/RELB	511	Teaching Methods of Jesus	3
EDCI	635	Curriculum Principles and Design	3
EDCI	636	Educational Technology and Online Instruction Design	3
<b>Specialty Courses</b>			<b>18*</b>
HUHI	615	Historical Panorama of the Far East	3
HUHI	620	History of Europe	3
HUHI	630	Historical Context of Puerto Rico	3
HUHI	635	History of Latin America	3
HUHI	640	History of the United States	3
HUHI	641	Geography I - New World (from Alaska to Argentina and Chile)	3
HUHI	642	Geography II - Europe, Middle East, Africa, Asia and Oceania	3
HUHI	645	Special Topics in History	3
<b>Capstone Requirement</b>			
EDCI	650	Curriculum and Instruction Research Clinical Practicum or	
EDUC	648	Comprehensive Seminar by Specialty Area	3
<b>TOTAL CREDITS</b>			<b>43</b>
<i>*Select 18 credits</i>			

## Curriculum and Instruction: Secondary Level-Biology

PROGRAM REQUIREMENTS			CREDITS
<b>Core Courses</b>			<b>22</b>
EDUC	500	Foundations of Education	3
EDUC	506	Statistics Applied to Education	3
EDUC	509	Education Research	4
EDCI	510	Teaching Models and Strategies	3
EDCI/RELB	511	Teaching Methods of Jesus	3
EDCI	635	Curriculum Principles and Design	3
EDCI	636	Educational Technology and Online Instruction Design	3
<b>Specialty Courses</b>			<b>18*</b>
BIOL	620	Advanced Cellular Molecular Biology	3
BIOL	625	Tropical Marine Biology	3
BIOL	630	Human Physiology	3
BIOL	635	Developmental Biology	3
BIOL	636	Embryology	3
BIOL	640	Didactics of Science Instruction	3
BIOL	644	Bioinformatics for Biologists	3
BIOL	645	Special Topics in Biology	3
<b>Capstone Requirement</b>			
EDCI	650	Curriculum and Instruction Research Clinical Practicum or	
EDUC	648	Comprehensive Seminar by Specialty Area	3
TOTAL CREDITS			43
<i>*Select 18 credits</i>			

## Curriculum and Instruction: English as a Second Language Elementary Level

PROGRAM REQUIREMENTS			CREDITS
<b>Core Courses</b>			<b>22</b>
EDUC	500	Foundations of Education	3
EDUC	506	Statistics Applied to Education	3
EDUC	509	Education Research	4
EDCI	510	Models and Strategies of Teaching	3
EDCI/RELB	511	Teaching Methods of Jesus	3
EDCI	635	Curriculum Principles and Design	3
EDCI	636	Educational Technology and Online Instruction Design	3
<b>Specialty Courses</b>			<b>18*</b>
HUEN	635	Historical and Legal Foundations of Bilingual Education	3
HUEN	636	Theoretical Framework of Language Acquisition	3
HUEN	637	Applied Linguistics	3
HUEN	638	Comparative Linguistics: English and Spanish	3
HUEN	639	Advanced Writing	3
HUEN	641	Teaching Method of English as a Second Language Elementary Level: Oral Communication	3
HUEN	644	Teaching Method of English as a Second Language Elementary Level: Reading and Writing	3
HUEN	645	Special Topics in Bilingualism	3
HUEN	646	Analysis of Child and Adolescent Literature	3
<b>Capstone Requirement</b>			
EDCI	650	Curriculum and Instruction Research Clinical Practicum or	

EDUC	648	Comprehensive Seminar by Specialty Area	3
		TOTAL CREDITS	43
		<i>*Select 18 credits</i>	

## Curriculum and Instruction: English as a Second Language Secondary Level

PROGRAM REQUIREMENTS			CREDITS
<b>Core Courses</b>			<b>22</b>
EDUC	500	Foundations of Education	3
EDUC	506	Statistics Applied to Education	3
EDUC	509	Education Research	4
EDCI	510	Teaching Models and Strategies	3
EDCI/RELB	511	Teaching Methods of Jesus	3
EDCI	635	Curriculum Principles and Design	3
EDCI	636	Educational Technology and Online Instruction Design	3
<b>Specialty Courses</b>			<b>18*</b>
HUEN	635	Historical and Legal Foundations of Bilingual Education	3
HUEN	636	Theoretical Framework of Language Acquisition	3
HUEN	637	Applied Linguistics	3
HUEN	638	Comparative Linguistics: English and Spanish	3
HUEN	639	Advanced Writing	3
HUEN	640	Teaching Method of English as a Second Language Secondary Level: Oral Communication	3
HUEN	643	Teaching Method of English as a Second Language Secondary Level: Reading and Writing	3
HUEN	645	Special Topics in Bilingualism	3
HUEN	646	Analysis of Child and Adolescent Literature	3
<b>Capstone Requirement</b>			
EDCI	650	Curriculum and Instruction Research Clinical Practicum or	
EDUC	648	Comprehensive Seminar by	3



Specialty Area  
TOTAL CREDITS  
*\*Select 18 credits*

43

## Curriculum and Instruction: Special Education

PROGRAM REQUIREMENTS			CREDITS
<b>Core Courses</b>			<b>22</b>
EDUC	500	Foundations of Education	3
EDUC	506	Statistics Applied to Education	3
EDUC	509	Education Research	4
EDCI	510	Teaching Models and Strategies	3
EDCI/RELB	511	Teaching Methods of Jesus	3
EDCI	635	Curriculum Principles and Design	3
EDCI	636	Educational Technology and Online Instruction Design	3
<b>Specialty Courses</b>			<b>18*</b>
EDSE	512	Autism, Intervention and Transition	3
EDSE	525	Assessment of Students with Special Needs	3
EDSE	622	Behavioral and Emotional Intervention Techniques	3
EDSE	623	Appropriate Instruction to the Development of Children with Special Needs	3
EDSE	624	Diagnostic and Educational Intervention in Reading and Writing	3
EDSE	625	Legal and Ethical Controversy in Special Education	3
EDSE	671	Special Topics in Special Education	3
<b>Capstone Requirement</b>			
EDCI	650	Curriculum and Instruction Research Clinical Practicum or	
EDUC	648	Comprehensive Seminar by	3

Specialty Area  
TOTAL CREDITS  
*\*Select 18 credits*

43

## Curriculum and Instruction: Health Education and the Community

PROGRAM REQUIREMENTS			CREDITS
<b>Core Courses</b>			<b>22</b>
EDUC	500	Foundations of Education	3
EDUC	506	Statistics Applied to Education	3
EDUC	509	Education Research	4
EDCI	510	Teaching Models and Strategies	3
EDCI/RELB	511	Teaching Methods of Jesus	3
EDCI	635	Curriculum Principles and Design	3
EDCI	636	Educational Technology and Online Instruction Design	3
<b>Specialty Courses</b>			<b>18*</b>
EDSH	501	Seminar: Aspects of Holistic Health	3
EDSH	502	Basic Epidemiology	3
EDSH	601	Human Sexuality	3
EDSH	602	Nutrition, Dietetics, and Promotion of Student and Community Health	3
EDSH	603	Violence, Mental Health, and Substance Abuse	3
EDSH	604	Behavioral Risk Counseling	3
EDSH	605	Bioethics	3
EDSH	606	Physiology and Psychology of Stress	3
EDSH	607	Environmental Health	3
EDCI	521	Psychosocial Theories of Behavior and Health	3
<b>Capstone Requirement</b>			
EDCI	650	Curriculum and Instruction Research Clinical Practicum or	
EDUC	648	Comprehensive Seminar by Specialty Area	3
<b>TOTAL CREDITS</b>			<b>43</b>
			<i>*Select 18 credits</i>

## Course Descriptions



# Course Descriptions

## Core Courses

### **EDCI 505 - PRINCIPLES OF CURRICULAR DEVELOPMENT 3**

Emphasizes the principles that direct the selection of goals, objectives, design, development, implementation, and evaluation of curriculum as models of curricular development that have been developed throughout the years. Different approaches to each of these components and how they affect the development of curriculum in different subjects will be studied.

### **EDCI 510 - MODELS AND STRATEGIES OF TEACHING 3**

Study and analysis of contemporary models and strategies of teaching, their fundamentals and distinctive characteristics. Aspects such as learning that promotes skills that teachers should possess, implementation strategies, and evaluation will be considered. Models and strategies that will be more appropriate for the different needs of the secondary student will be identified including: high- risk, accelerated and average.

### **EDCI/RELB 511 - TEACHING METHODS OF JESUS 3**

Study of Jesus as a teacher, his teaching methods, and their application to the growth of the student and the process of teaching-learning. A comparison and contrast of the most relevant theories will be made.

### **EDCI 515 - EVALUATION OF LEARNING 3**

The study of the theory, function, range and forms of evaluation of learning and the development of the student. This includes learning evaluation techniques as well as the planning of the evaluation, preparation, administration, and correction of tests and other alternative instruments of evaluation. Emphasizes statistical analysis of the results of tests and their interpretation and application to the teaching process. Open laboratory for the use of the microcomputer for the analysis of data.

**EDCI 520 - THEORIES OF LEARNING AND THEIR APPLICATION IN THE DESIGN AND IMPLEMENTATION OF CURRICULUM**

**3**

Analyzes the theories of learning that stem from their psychological foundations, such as: behavioral, cognitive development, humanistic phenomenology; their proponents, qualities, criticisms that are made, and the perspective they provide of the student. The study of the ways that these perspectives affect the design and implementation of curriculum, including goals, objectives, activities, materials, and evaluation, among others. Evaluation of the curriculum that is used in the schools of Puerto Rico to identify prevalent theories by how the curriculum is planned and implemented in the classroom.

**EDCI 521 - PSYCHOSOCIAL THEORIES OF BEHAVIOR AND HEALTH**

**3**

Studies the psychosocial theories that support the prevention of illness. Analyzes theories that explain the adoption of behavioral patterns that are associated with health and wellbeing. Emphasizes theoretical analysis of scientific research of health risk behavior and the quality of life of students and the community.

**EDCI 617-METHODS OF SPECIAL EDUCATION AT THE ELEMENTARY LEVEL**

**3**

Designed for the teacher of a regular classroom who receives students participating in the Special Education Program in grades K-6.

**EDCI 618 - METHODS OF SPECIAL EDUCATION AT THE SECONDARY LEVEL**

**3**

Designed for the teacher of a regular classroom who receives students participating in the Special Education Program in grades 7-12.

**EDCI 619 - CURRICULAR INTEGRATION**

**3**

Familiarization with the theories that support curricular integration and its advantages for the teacher and the student, and the interconnection that exists between the different subjects, topics, content, and standards. Examines how to extend and integrate learning experiences within daily life. This includes the development of integrated educational units and the preparation of instruments of evaluation for integrated curriculums. Pre-requisite EDCI 505 Principles of Curricular Development.

**EDCI 620 - MULTIPLE INTELLIGENCES AND LEARNING STYLES 3**

The study of the theories of multiple intelligences and learning styles. Emphasizes the integration of both theories and their application in the classroom.

**EDCI 622 - TEACHING AND VALUES CLARIFICATION 3**

This course provides a general view of the concepts of education and values. It emphasizes the importance of the development of values as a fundamental part of individual development and the implication of these in social life.

**EDCI 630 - ELEMENTARY SCHOOL CURRICULUM 3**

The student analyzes and evaluates elementary school curriculum, its goals, objectives, content, and how they correspond to cognitive, psychomotor, emotional, and physical development of the elementary school student as well as their interests and needs. Prerequisite EDUC 505 Principles of Curricular Development.

**EDCI 631 - SECONDARY SCHOOL CURRICULUM 3**

The student analyzes and evaluates secondary school curriculum, its goals, objectives, content, and how they correspond to cognitive, psychomotor, emotional, and physical development of adolescents to the demands of society, as well as their interests and needs. EDCI 501 - Fundamentals and Principles of Curricular Development.

**EDCI 632 - CURRICULAR DESIGN 3**

The effective design, development, and evaluation of curriculum to improve the teaching-learning process. Topics included are: thematic units, curricular map, diversified curriculum, and integrated curriculum, among others. Prerequisite: EDCI 505 - Principles of Curricular Development.

**EDCI 633 - PROGRAM EVALUATION 3**

Analysis of the models, phases, and principles of curricular evaluation. Emphasis is placed on the functions and responsibilities of the curriculum specialist in curriculum evaluation from an ethical standpoint. Includes practice in the design and construction data collection instruments prior to the curriculum evaluation among different academic levels. Prerequisite: EDCI 505 - Principles of Curricular Development.



**EDCI 634 - ONLINE INSTRUCTION DESIGN 3**

The course is designed for effective and efficient study of the theories and paradigms of teaching online using a variety of software. The final project of the course is the creation of an online course. Laboratory activities are included. Prerequisite: EDUC 301 - Educational Technology or its equivalent.

**EDCI 635 - CURRICULUM DESIGN AND EVALUATION 3**

To improve the teaching-learning process. Topics included are: thematic units, curricular map, diversified curriculum, and integrated curriculum, and the analysis of the principles and models of curricular evaluation. Emphasis is placed on the functions and responsibilities of the curriculum specialist in curriculum evaluation from an ethical standpoint. Includes practice in the design and construction data collection instruments prior to the curriculum evaluation among different academic levels. Prerequisite: EDCI 501 - Fundamentals and Principles of Curricular Development

**EDCI 636 - EDUCATIONAL TECHNOLOGY AND ONLINE INSTRUCTIONAL DESIGN 3**

This course will analyze the following concepts: Educational Technology and Distance Education. The theories and trends of long-distance education will be studied and analyzed. Free and commercial programs for designing educational materials will be researched. There is also an emphasis in practicing with technology applications in class and online. The principles of design for developing courses in online settings and the integration of technology in the classroom will be considered. Includes designing an online course and the components of evaluation. The student is required to participate in 15 additional hours in the laboratory for this project. Prerequisite: EDCI 501.

**EDCI 639 - IMPLICATIONS OF MULTICULTURAL EDUCATION 3**

Focuses on social factors in the design and implementation of multicultural education in Puerto Rico, the United States, and other countries. Demographical implications, intercultural communication, racial relations, freedom, and the involvement of parents and the community in education will be discussed.

**EDCI 645 - EDUCATIONAL INNOVATIONS AND THEIR IMPLEMENTATION IN CURRICULUM** 3

The concept of innovation will be analyzed: how innovations arise, what their characteristics are, and their function within the educational system. Emphasizes the steps towards the implementation of innovative change and the leader's role. Examines successfully implemented innovations in Puerto Rico and other countries, the problems they confronted, and the trajectory followed until the present. Analyzes recent innovations from a cost/benefit, integration capability with the educational system, acceptance, pros and cons, availability of necessary technology, physical facilities, personnel, among others.

**EDCI 650 - CLINICAL PRACTICE AND RESEARCH IN CURRICULUM AND INSTRUCTION** 3

Candidates are immersed in the learning community and are given opportunities to demonstrate skills in their role as professionals. Course requirements include collaboration with other researchers and the department faculty, as well as an evaluation from an administrator. The research proposal completed in EDUC 509 provides the framework for the research carried out during the practicum. Prerequisites: EDUC 509 - Research in Education, and the authorization of the Graduate Studies Coordinator of the School of Education. The course requires a laboratory fee.

**EDUC 500 - FOUNDATIONS OF EDUCATION**

Systematic and integrated study of the philosophical, historical, psychological, and sociological foundations of Education. Also the analysis of concepts such as culture, society, education, religion, and how these interact.

**EDUC 506 - STATISTICS APPLIED TO EDUCATION** 3

Statistical methods applied to research in education. Application of descriptive and inferential statistics in the interpretation of data. Principles of the analysis of regression and linear variables, probability theory, and significance test. Use of computers for these analyses.

**EDUC 509 - RESEARCH IN EDUCATION** 3

Analyzes the importance and function of research in education and social sciences. The student is familiarized with basic skills and techniques of qualitative and quantitative research that can be used to carry out, for example, research in action. Practical applications will be included. The creation of a proposal is required. Individual follow-up meetings with the course professor are required. The course consists of three (3) hours of theory and one (1) credit hour, equivalent to three (3) hours of weekly laboratory. Corequisite: EDUC 506.

**EDUC 648 - COMPREHENSIVE SPECIALTY SEMINAR 3**

Provides the student with a unifying experience where knowledge, skills and abilities acquired may be incorporated during the course of their studies in preparation for the comprehensive exam. The three most important sections of the program are reviewed: fundamentals of education, curriculum and instruction and the specialty area.

**EDUC 651 - THEORETICAL RESEARCH 3**

Preparation of a thesis based on the research of a topic of interest for the student in the field of education, and relevant to the area of concentration. Includes literature analysis, preparation and defense of the proposal, collection of information, the use statistical analysis methods, and the final defense of the thesis. The research is for the purpose of increasing knowledge, formulating and developing a hypothesis that can lead to the development of theories and laws without immediate practical interest. The entire process is directed by the Thesis Committee. Prerequisite: EDUC 509 - Introduction to Research. The course requires a laboratory fee.

**EDUC 671 - INDEPENDENT STUDIES 1-3**

Individual research of topics suggested by the professor. May be repeated up to 3 credits. Registration for this course requires the authorization of the director of the department.

**Specialty: School Administration and Supervision**

**EDAS 600 - PRINCIPLES OF SCHOOL ADMINISTRATION 3**

Analysis of the basic principles, theory and practice of school administration. The different focal points in the performance of these functions at the individual level of the scholar, as well as the system are studied. Applies principles such as: strategic planning, Quality Management, and Management by Objectives.

**EDAS 610 - FINANCIAL RESOURCE MANAGEMENT 3**

A study of the development and management of the budget, its importance, its effect on personnel, and its function within an educational institution at the school level as well higher organizational levels. Discusses the relationship that should exist between the objectives, goals of education and the budget. Examines models and perspectives and their application in practical situations.

**EDAS 612 - INTRODUCTION TO SCHOOL SUPERVISION 3**

Familiarizes the student with all of the basic aspects that educational supervision involves and the role of the supervisor in each of these. Emphasizes supervision in the 21st Century according to the educational reform of Law Number 149; known as the Organic Law of the Department of Education. The candidate will design a comprehensive plan for professional growth for the school personnel.

**EDAS 613 - HUMAN RESOURCE MANAGEMENT AND EDUCATIONAL ORGANIZATION MANAGEMENT 3**

Focuses on human resource management in schools and their effective use. Includes a study of how to improve human relations in general, emphasizing the development, evolution, and most recent models and theories of organizational behavior. Emphasizes the analysis of individual, interpersonal, and group conduct in the context of educational organizations, taking into consideration the social and cultural environment surrounding school administration and supervision.

**EDAS 616 - LEGAL ASPECTS OF EDUCATION 3**

Analyzes federal and state laws, and the regulations of the private and public educational systems that relate to the school, its personnel, and functions. Among the concepts included in this course are: the powers, duties, and procedures related to the management of property, decision making, students, and working conditions. Emphasizes the issues involved, teacher responsibilities, their evaluation and future needs. Also analyzes the effects of the application of the law to religious institutions.

**EDAS 617 - INDEPENDENT STUDY IN SCHOOL ADMINISTRATION AND SUPERVISION 3**

This course is a project in the area of School Administration and Supervision in consultation with the course professor.

**EDAS 621 - MANAGEMENT LEADERSHIP IN EDUCATION 3**

Analyzes contemporary trends in the field of applied leadership to education management. Evaluates theories, models, competencies, skills and implications; in an effort to assist the educational administrator in transcending as an administrative leader and become a promoter of the processes of change and educational innovation.

Examines the role of the efficient school administrator geared towards the reaching of the mission, vision, goals and objectives of the institution.

**EDAS 650 - PRACTICUM IN SCHOOL ADMINISTRATION 3**

This course consists of a practicum in a school in the concentration area. A minimum of 60 hours of practicum are required. Innovative resources will be used to collect evidence of the practicum. Necessary required arrangements must be made with the appropriate administrative authorities before initiating the practicum.

**Specialty: Biology**

**BIOL 620 - ADVANCED CELLULAR - MOLECULAR BIOLOGY 3**

Studies most recent advances in cellular and molecular biology. Presents details of the relationships between the structural elements and functions of a living cell. The topics discussed can include the structure of DNA and its function, the organization of the genome, the main tenets and regulation of genetic expression in eucaryotes and procaryotes, synthesis and organization of the cellular membrane, mitosis and meiosis, the cytoskeleton, routes of biosynthesis, cytoplasmic transport and cellular secretion, enzymology, cellular communication, translation of signals, and cellular metabolism. The course includes a laboratory. Prerequisite: The permission of the professor.

**BIOL 625 - TROPICAL MARINE BIOLOGY 3**

This course is an overview of the biota of marine environments. The ecological and functional structure of costal habitats and estuaries are studied. Includes the physical, chemical, and geological aspects of oceanography as they relate to the marine communities and ecosystems studied. The class includes conferences and seminars, demonstrations, and compulsory field work during some weekends. The course includes a laboratory.

**BIOL 630 - HUMAN PHYSIOLOGY 3**

This course covers the function and integration of the human body systems, emphasizing the role played by each of them in the maintenance of homeostasis.

**BIOL 635 - DEVELOPMENTAL BIOLOGY****3**

This class is a study of the changes at the molecular, cellular, and morphological levels that occur during the processes of development. Emphasizes the modern concepts and mechanisms of development at the molecular level that have revolutionized the understanding of developmental processes. The concepts of classic embryology are presented for a comprehensive understanding of the processes that cause a unicellular fertilized egg to develop into a complex multicellular organism. Conferences, demonstrations, and simulations of modern techniques, and a laboratory will be included. The course includes a laboratory.

**BIOL 636 - EMBRYOLOGY****3**

A comparative study of the development of the organs and systems of vertebrates.

**BIOL 640 - DIDACTICS OF SCIENCE INSTRUCTION****3**

This course emphasizes the study of epistemology and appropriate methodology for teaching biological sciences. Includes demonstration of techniques and practices.

**BIOL 644 - BIOINFORMATICS FOR BIOLOGISTS****3**

The comprehension and management of information that is obtained by determining the sequence of the genome or the amino acids of macro molecules. The focus of bioinformatics is to identify the coded and non-coded sequences, and regulators in different species. The course emphasizes the different applications of the internet for obtaining maximum information from the DNA sequences possible in order to understand their function. Special emphasis is placed on understanding our genetic predisposition to illness as is associated with the available information on the human genome or that of other organisms. Prerequisite: Computer skills.

**BIOL 645 - SPECIAL TOPICS IN BIOLOGY****3**

Critical analysis of current topics in biology in a conference/seminar format. Oral presentations and intense group discussions of topics selected by the course professor. Content includes emphasis in recent advances in the selected area (this may vary every time the course is offered) and the analysis and comprehension of scientific literature. The seminars will be presented by the student following the criteria previously given and modeled by the course professor. Prerequisite:

The permission of the professor.

## **Specialty: Teaching English as a Second Language**

**HUEN 601 - METHODOLOGY OF BILINGUAL EDUCATION IN K-12** 3 This course analyzes the various teaching methodologies, perspectives, strategies, and models of bilingual education. It provides a panorama of historical and modern tendencies that affect the bilingual student. Discussion of theories of language learning, various instructional strategies for teaching languages, and conflicting points in teaching bilingual students in the United States and Puerto Rico.

### **HUEN 621 - LANGUAGE ACQUISITION AND ASSESSMENT**

3

This course analyzes the theories, strategies, assessments, and approaches of language acquisition in both the first and second languages. It also analyzes the cognitive and affective factors that affect language development and practice. Contributions from the fields of linguistics, psycholinguistics, sociology, psychology, and anthropology are also discussed. This course consists of 45 hours of lecture.

### **HUEN 622 - BILINGUAL EDUCATION RESEARCH METHODS**

3

This course prepares students competent in the area of bilingual education research in the teaching of English and Spanish as a second language. It focuses on research design, conceptual framework, and ways to analyze data. Students will apply the material discussed in previous courses while carrying out a research project related to teaching English and Spanish in a classroom setting. This course consists of 45 hours of lecture and 15 hours of laboratory.

### **HUEN 635 - HISTORICAL AND LEGAL FUNDAMENTALS OF BILINGUAL EDUCATION**

3

The historical and legal fundamentals of bilingual education are described in a variety of cultural settings. It will include the study of state and federal legal requirements for bilingual programs, such as related court rulings.

### **HUEN 636 - THEORETICAL FRAMEWORK OF LANGUAGE ACQUISITION**

3

Study of the theoretical framework that supports the process of language acquisition and learning a second language.

**HUEN 637 - APPLIED LINGUISTICS****3**

Provides a review of basic linguistic components. It will include an emphasis on the phonology, morphology, and syntax of English, and how the structural and sociocultural aspects of the language affect learning a second language.

**HUEN 638 - COMPARED LINGUISTICS: ENGLISH AND SPANISH****3**

This course provides a comparative study of the phonology, morphology, and syntax of English and Spanish. Attention given to the history, development, and trends of each language. Cognates and inference skills will also be discussed.

**HUEN 639 - ADVANCED WRITING****3**

Offers students a space for learning writing, understanding it as a process of work and reflection on personal practice applied to the production of academic texts.

**HUEN 640 - METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE AT THE SECONDARY LEVEL: ORAL COMMUNICATION****3**

Uses basic principles from the theory of learning English to help teachers of grades 7-12 in the development of strategies and methods for effective teaching in a variety of multicultural settings. Emphasizes research, methods, and materials used in teaching oral expression, with diagnosis of difficulties and remedial techniques.

**HUEN 641 - METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE AT THE ELEMENTARY LEVEL: ORAL COMMUNICATION****3**

This course uses basic principles from the theory of learning English to help teachers of grades K-6 in the development of strategies and methodologies for effective teaching in a variety of multicultural settings. Emphasizes research, methods, and materials used in teaching oral expression, with diagnosis of difficulties and remedial techniques.

**HUEN 643 - METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE AT THE SECONDARY LEVEL: READING AND WRITING****3**

An exploration of the theories and styles of learning to write English as a second language. Includes an analysis of the teaching process from the establishment of objectives, selection of content, design of strategies



for teaching writing and reading, with particular emphasis in the reading and writing workshop for grades 7-12.

**HUEN 644 - METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE AT THE ELEMENTARY LEVEL: READING AND WRITING** 3

An exploration of the theories and styles of learning to write English as a second language. Includes an analysis of the teaching process from the establishment of objectives, selection of content, design of strategies for teaching writing and reading, with particular emphasis in reading and writing workshop for grades K-6.

**HUEN 645- SPECIAL TOPICS IN BILINGUALISM** 3

Analyzes select topics in the area of bilingualism not emphasized in other courses. May include literature, sociocultural aspects, and evaluation of linguistic abilities, among others.

**HUEN 646 - ANALYSIS OF CHILD AND ADOLESCENT LITERATURE** 3

A study of the selection, interpretation, analysis, and uses of quality literature for children and adolescents. The course emphasizes helping teachers develop, extend, and refine their knowledge and skills in identifying appropriate literature for children and adolescents based on literary and social merits.

**HUEN 647 - TEACHING SPANISH AS A SECOND LANGUAGE METHODOLOGY** 3

This course will discuss various basic principles and theories for teaching and learning Spanish as a second language. The purpose of the course is to help teachers in the development and implementation of appropriate strategies and methods. There is also an emphasis in research, methods and materials used for teaching language arts. This course consists of 45 hours of lecture and 15 hours of laboratory.

**Specialty: History**

**HUHI 615 - HISTORICAL PANORAMA OF THE FAR EAST** 3

Explores historical occurrences in the Far East from the end of the 19th Century, with a focus on the triumph of communism in China and Japanese expansion.

**HUHI 620 - HISTORY OF EUROPE** 3

An interpretive study of the history of Europe from 1860 until the present time. Analysis of the reasons for the unification of Italy and Germany and the worldwide consequences of said unification. Topics such as the world wars, the current attempt to unify Europe, terrorism, and the growing importance of Europe in the modern world are studied.

**HUHI 630 - HISTORICAL CONTEXT OF PUERTO RICO 3**

The class presents an analytical view of the history of Puerto Rico from 1898 until the present day, through a thorough study of the causes of historical events, and their influences on occurrences in modern day Puerto Rican society.

**HUHI 635 - HISTORY OF LATIN AMERICA 3**

This course includes a study of the historical processes of Latin American countries. It covers the period from the colonial era to neocolonialism, and their consequences.

**HUHI 640 - HISTORY OF THE UNITED STATES 3**

Based on a study of the historical process of the USA from 1607 until the present. Emphasis is given to the colonial period, the ideal of political freedom, movements, important events and the consequences of the Revolutionary War, Civil War, and the participation of the US in both world wars. The reasons for the nation's prominent position in the modern world will be studied.

**HUHI 641 - GEOGRAPHY I - NEW WORLD (FROM ALASKA TO ARGENTINA AND CHILE) 3**

Based on a study of cosmography and the physical and political world with an emphasis in the human and economic aspects of the New World, from northern Alaska to the extreme south of Argentina and Chile.

**HUHI 642 - GEOGRAPHY II - EUROPE, MIDDLE EAST, AFRICA, ASIA, AND OCEANIA 3**

Based on a study of cosmography and the physical and political world with an emphasis in the human and economic aspects of Europe, the Middle East, Africa, Asia, and Oceania.

**HUHI 645 - SPECIAL TOPICS IN HISTORY**

**3**

Analysis of select topics in history that are not emphasized in other courses. Possible inclusions are: analysis and development of historical thought and methodology of teaching history and the problems faced by the historian, among others.

**Specialty: Spanish**

**HUSP 620 - HISPANIC-AMERICAN LITERATURE OF THE 20TH CENTURY**

**3**

This course is a study of Hispanic-American literary production from Modernism to Magic Realism and the novelists of the "boom". This is a comprehensive analysis of representative works of different literary trends.

**HUSP 624 - ADVANCED SPANISH GRAMMAR FOR TEACHERS**

**3**

A study of the concepts already established in structural grammar in contrast with the traditional, such as: human communication, the language system, techniques of written expression, phonology, literary theory, and deeper study in the area of morphosyntax. This course presents educational strategies that teachers can use to teach grammar in a manner that is interesting and attractive to the students.

**HUSP 625 - WRITING, SPELLING, AND STYLE OF MODERN SPANISH**

**3**

This class provides a knowledge and mastery of the writing process. It is a study of the strategies that permit effective communication. Expounds on basic and efficient methods while stressing the necessary steps for learning to write a specific type of text in a clear, direct, precise style. Spelling rules are carefully studied as a means to improve communication. With repeated practice from exercises and careful analysis, writing will be emphasized as intrinsic and necessary to its cultural background.

**HUSP 630 - CRITICAL AND CREATIVE APPROACH TO POETRY AND THE HISPANIC NARRATIVE OF THE 20TH CENTURY**

**3**

Critical study of representative examples of poetry and the Hispanic American narrative of the 20th century, using the creation of original pieces as an example for the purpose of preparing teachers that can, in turn, inspire creativity among their students in the use of these genres.

**HUSP 635 - LITERARY ANALYSIS AND CRITICISM 3**

The course is built around the reflection on and debate of different literary schools that developed during the 20th century and other eras. Texts will be analyzed, contrasting different Latin American and European authors. Discussion of assigned readings.

**HUSP 636 - DIDACTICS OF SPANISH INSTRUCTION 3**

Emphasizes the study of epistemology and appropriate methodology for teaching the Spanish language. Includes demonstrations of techniques and practicums.

**HUSP 645 - SPECIAL TOPICS IN SPANISH 3**

Analysis of selected topics in the area of Spanish that are not emphasized in other courses. May include linguistics as an applied science, new approaches to teaching Spanish and literature of specific areas in Hispanic-America, among others.

**Specialty: Special Education**

**EDSE 512 - AUTISM, INTERVENTION AND TRANSITION 3**

This course is introductory in nature and studies the definition of the autistic spectrum disorders, the prevalence and incidence and federal and state legislation. We analyze the causes and characteristics of the child and the young person with autism. Analyzes the role of the family, teacher and the school community and their responsibilities with the student and the management of financial, human and physical resources of the educational core. Also studies the types of collaborations, as they are indispensable for the well-being of the minor; along with the processes for pipeline, evaluation and alternative placement. The following interventions are also studied: conduct, sensory processing, communication, social skills and the academic area. Studies transition of a child or young person with autism and the valid documentation of the Special Education Program. Requires the student to visit a classroom where a child with autism is taught.

**EDSE 525 - EVALUATION OF SPECIAL NEEDS STUDENTS 3**

The course defines the terms and statistical measures used in the evaluation process. Studies the legal basis of the role of evaluation in offering special education services. Also, analyzes public policy

regarding the Special Education process for evaluation. Focuses on the administration and analysis of instruments of formal and informal assessments related to performance and behaviors that may be used to collect data related to the progress of students with special needs. Other considerations are the administering the instruments and interpretation of the results as a base for the writing of the Individualized Education Program. This course requires 45 hours of theory.

**EDSE 622 - BEHAVIORAL AND EMOTIONAL INTERVENTION TECHNIQUES 3**

This course studies the terminology and foundations of behavior and emotions, and the theories and models of intervention. Analysis and interpretation of the emotional and behavioral problems of children and exceptional young people; especially those diagnosed with autism, emotional disturbances, and attention deficit with hyperactivity. Also studies intervention strategies, the development of a plan of intervention and also works with the IEP of the student with emotional or behavioral disorders. Prerequisite: ESDE 512.

**EDSE 623 - APPROPRIATE INSTRUCTION FOR THE DEVELOPMENT OF THE CHILDREN WITH SEPECIAL NEEDS 3**

This course analyzes the aspects related to the inclusion of the exceptional child in the regular flow, multiculturalism, differentiated instruction and the importance of collaboration. Studies teaching methods and strategies appropriate for meeting the needs of the curriculum of exceptional students in the areas of Spanish and Math. Analyzes the integration of technology and the design of the Individualized Education Program. Focuses on the design of the individualized education plan (IEP) and systematic planning that is aligned with the State requirements that regulate teaching. This course requires 45 hours of theory. Prerequisite: EDSE 512, 525.

**EDSE 624 - DIAGNOSTIC AND EDUCATION INTERVENTION IN READING AND WRITING 3**

Study of the disorders of communication and the theories related to language. It analyzes theories related to language, the informal and formal methods for the diagnosis of problems in the areas of reading and writing, and intervention methods and strategies are also analyzed so as to address the problems in reading and writing. Technological tools are evaluated and software as a means to support the instruction

and facilitate the development of the communication skills of the exceptional students. Includes case studies for the analysis and design of teaching plans that address reading, writing and communication. Prerequisite: ESDE 512.

**EDSE 625 -LEGAL AND ETHICAL CONTROVERSY IN SPECIAL EDUCATION 3**

This course is focuses on the analysis of existing legislation and federal state and its legal involvement in the Special Education Program, in a manner that promotes ethical values and morals. Analyzes the tendencies and challenges related to the Special Education Program. Also includes trends and controversies related to the integration of technology into the education of the exceptional student.

**Specialty: School Health Education and the Community**

**EDSH 501 - SEMINAR: ASPECTS OF HOLISTIC HEALTH 3**

Study, analysis and discussion of research concerning problems involving student and community health in Puerto Rico and worldwide. Identification of scientific and practical alternatives for intervention, preservation, and promotion of holistic health, from a Biblical, comprehensive, and preventative perspective.

**EDSH 502 - BASIC EPIDEMIOLOGY 3**

Systematic study of epidemiological research on the distribution of chronic and infectious illnesses and trends in the population. Studies the nature of illness and evaluation of risk factors that contribute to its increase or decrease. Analyzes alternatives to prevent, detect, and treat illness, and handicaps.

**EDSH 601 - HUMAN SEXUALITY 3**

Study of sexuality from the perspectives of health, illness, pleasure, anatomy and physiology, legality, religious, and preventative education. Evaluates behaviors relating to the satisfaction of needs and sexual desire as well as the risk behaviors implicated in infectious diseases.

**EDSH 602 - NUTRITION, DIETETICS, AND THE PROMOTION OF STUDENT AND COMMUNITY HEALTH 3**

Analyzes the results of scientific research in nutrition related to the preparation of food, planning menus and diets, and eating disorders. Studies different preventative techniques associated with the most

common nutritional problems in school-aged kids and the community at large. Provides practical experience in the creation of menus and diets, anthropometrics, and technology for estimation and mathematical calculations.

**EDSH 603 - VIOLENCE, MENTAL HEALTH, AND SUBSTANCE ABUSE 3**

Covers violence from theoretical, social, legal, and public health perspectives. Scientific analysis of patterns of violent behavior, its association with mental health, substance abuse, and its impact on the quality of individual and collective life. Different approaches for the prevention of risk behaviors are discussed.

**EDSH 604 - BEHAVIORAL RISK COUNSELING 3**

Studies concepts, models, strategies, and techniques for individual and group intervention in risk behaviors in topics of holistic health. Emphasis is placed on the practice of techniques and skills through simulations, recordings, and other practical experiences, taking the ethical and legal aspects into consideration.

**EDSH 605 - BIOETHICS 3**

Studies the ethical and moral aspects of the biological sciences and medicine, and their relationships with humans as living beings. Evaluates the ethical principles that should direct human conduct in the biomedical field in situations where ethical considerations conflict with other interests.

**EDSH 606 - PHYSIOLOGY AND PSYCHOLOGY OF STRESS 3**

Evaluates the physical and psychological demands that provoke different responses in the human organism when exposed to stressors. Researches alternative methods to prevent stress and create healthy environments. Provides practical experiences in promoting holistic health.

**EDSH 607 - ENVIRONMENTAL HEALTH 3**

Analyzes the way the natural, artificial, and social environments impact human health and illness. Identification, control, and prevention of environmental factors that affect the health of people, plants, and animals.

**EDSH 645 - SPECIAL TOPICS IN HEALTH****3**

Reading and analysis of different topics in areas of health that are not emphasized in other courses. May include research in student health and new approaches in the area of health education, among others.

**EDSH 691 - PROJECT FOR PROMOTION OF HEALTH AND PREVENTION OF ILLNESS****3**

Integration of knowledge and skills in the identification, diagnosis, and treatment of a health problem. Evaluation and design of interventions that include the creation of modules, workshops, materials, educational campaigns, activities, and the use of strategies that promote physically active lifestyles and behavioral changes favorable to health and that prevent illness through the reduction of risk factors. Requires the completion of a minimum of 350 hours (20 hours a week) in intervention in the community or schools under the supervision of a faculty member or administrator of the graduate program.



## **CERTIFICATION: SPECIAL EDUCATION**

### **EDSE 501 - NATURE AND NEEDS OF STUDENTS WITH SPECIAL NEEDS 3**

An introductory course that offers the participant the opportunity to know and understand students with special needs. Centers upon the exploration of etiology, characteristics, identification, and educational intervention according to the needs of the exceptional population. Topics explored include a historical perspective of Special Education, ethical and legal considerations, definitions, prevalence, causes, and identification of students with special needs, intervention, and educational models. This course requires 45 hours of theory.

### **EDSE 511 - CURRICULUM AND METHODS OF TEACHING SPECIAL EDUCATION (K-12) 3**

This course offers the student an opportunity to learn appropriate teaching methods for meeting the individual needs of exceptional students. Studies legal documents of the Department of Education of Puerto Rico, such as the Standards and Requirements in the areas of Spanish and Mathematics, and the Procedural Manual of Special Education, as well as the curricular implications. It also analyzes the Adventist education curriculum. Emphasis is made on techniques and strategies to attend to special education students, particularly any deficiencies in Spanish and mathematics. The student will also be exposed to the knowledge, analysis, and development of an Individualized Education Program (IEP). This course requires 45 hours of theory and 15 hours of laboratory.

### **EDSE 523 - EMOTIONAL AND BEHAVIORAL PROBLEMS IN CHILDREN 3**

The focus of this course is on the analysis of emotional and behavioral problems in students with special needs. It includes the functional analysis of child behavior and development. Emphasis is made on the processes or methods of identifying emotional and behavioral disorders. This course requires 45 hours of theory. Prerequisite: EDSE 501

### **EDSE 524 - ASSISTIVE TECHNOLOGY: MATERIALS FOR TEACHING STUDENTS WITH SPECIAL NEEDS 3**

This course offers information on current legislation dealing with assistive technology. It includes theoretical and practical aspects of assistive technology for handicapped persons. An overview is given of

the study of assistive technology from what is established in the Procedural Manual of Special Education. The student will acquire knowledge of the identification, use, and management of equipment that adjusts to the individual needs of each child with impediments. Also, the student is required to design and build or adapt materials that contribute to the independence and maximum potential of development in students with limitations. This course requires 45 hours of theory and 15 hours of laboratory. Prerequisite: ESDE 501.

**EDSE 525 - EVALUATION OF SPECIAL NEEDS STUDENTS 3**

The course focuses on the administration and analysis of instruments of formal and informal evaluation that may be used to collect data related to the progress of students with special needs. Analysis of various tests, including intelligence, perception, motor skills, among others. Also, the tests relating to academic achievement such as Puerto Rican Academic Achievement Tests and alternative Evaluation will be analyzed. Definitions of terminology used in the evaluation process are provided. Furthermore, the course analyzes the Procedure Manual, specifically content relating to the process of evaluation, performance indicators and the preparation of the Individualized Education Program for students with special needs. Also, the legal basis of the role of evaluation in offering special education services will also be studied. This course requires 45 hours of theory. Prerequisites: EDSE 501.

**EDSE 526- MODIFICATION OF CLASSROOM BEHAVIOR 3**

The course focuses on the implementation and evaluation of programs for managing the behavior of children and youth. Emphasis is made on the application of strategies, methods, and techniques of intervention appropriate for the individual needs of each student. Behavioral theories and laws in effect that support the special needs population are also emphasized. The areas of the IEP related to behavior and modification are studied as well. This course requires 45 hours of theory and 15 hours of laboratory. Prerequisites: EDSE 501 and 523.

**EDSE 527 - INTEGRATION AND INCLUSION OF SPECIAL NEEDS STUDENTS IN THE REGULAR CLASSROOM 3**

The course focuses on the processes of integrating special needs students in the regular classroom. It includes a description of the multidisciplinary team involved in this process. The course also specifies the roles and responsibilities of the regular classroom teacher and resource room with regards to the integration of special needs students in the regular classroom. Also explains how to adapt the

curriculum to the individual needs of the students of special education that are integrated into the regular classroom. This course requires 45 hours of theory and 15 hours of laboratory. Prerequisites: EDSE 501, 511, 525 and 526.

# POSTBACCALAUREATE CERTIFICATIONS IN SPECIAL EDUCATION AND BILINGUAL EDUCATION



## Postbaccalaureate Certification: Special Education and Bilingual Education

The School of Education, Humanities, and Psychology, offers two post-baccalaureate certifications in special education, and bilingual education. Each certification consist of 21 credits. It is designed to be offered primarily as a distance program with few face-to-face meetings. The length of each certification program is one (1) year. There is financial assistance, if the student qualifies.

### Requirements for Admissions for Postbaccalaureate Certifications

Any candidate interested in enrolling in a Postbaccalaureate Certification must meet the following requirements:

1. Complete a graduate studies application.
2. Pay a non-refundable admissions fee.
3. Submit official transcripts of all universities or colleges attended.
4. Present two (2) letters of recommendation.
5. Write an essay explaining professional purpose and objectives for pursuing graduate studies (maximum two-pages long).
6. Sign the life style document as evidence of making a commitment to adhere to Antillean Adventist University life-style.
7. If the student has a Title II grant from the Department of Education of Puerto Rico, they must sign a release of academic information.
8. Have a Bachelor's degree in Education degree from an accredited US university or its equivalent.
9. Demonstrate evidence of having completed the following courses or its equivalent at the undergraduate level, with a grade not lower than C:

EDUC	104	Philosophy of Education
EDUC	203	Social Fundamentals of Education
EDUC		Specific Methods in respective areas of teaching <ul style="list-style-type: none"><li>▪ Elementary - 12 credits</li><li>▪ Secondary - 3 credits</li></ul>
EDUC	201	Growth Psychology and Human Development

EDUC	301	Educational Technology
EDUC	231	Statistics I

10. Interview with the Dean of the School of Education.
11. Demonstrate, by way of diagnostic exam that is offered on the course platform, the knowledge and skills necessary in the use and management of a computer and internet search skills.

## **Special Education Certification**

### **EDSE 501 - NATURE AND NEEDS OF STUDENTS WITH SPECIAL NEEDS**

**3**

An introductory course that offers the participant the opportunity to identify and understand students with special needs. Centers upon the exploration of etiology, characteristics, identification, and educational intervention according to the needs of the exceptional population. Topics explored include a historical perspective of Special Education, ethical and legal considerations, definitions, prevalence, causes, and identification of students with special needs, intervention, and educational models. This course requires 45 hours of theory.

### **EDSE 511 - CURRICULUM AND METHODS OF TEACHING SPECIAL EDUCATION (K-12)**

**3**

This course offers the student an opportunity to learn appropriate teaching methods for meeting the individual needs of exceptional students. Studies legal documents of the Department of Education of Puerto Rico, such as the Standards and Requirements in the areas of Spanish and Mathematics, and the Procedural Manual of Special Education, as well as the curricular implications. It also analyzes the Adventist education curriculum. Emphasis is made on techniques and strategies to attend to special education students, particularly any deficiencies in Spanish and mathematics. The student will also be exposed to the knowledge, analysis, and development of an Individualized Education Program (IEP). This course requires 45 hours of theory and 15 hours of laboratory.

### **EDSE 523 - EMOTIONAL AND BEHAVIORAL PROBLEMS IN CHILDREN**

**3**

The focus of this course is on the analysis of emotional and behavioral problems in students with special needs. It includes the functional analysis of child behavior and development. Emphasis is made on the processes or methods of identifying emotional and behavioral disorders. This course requires 45 hours of theory. Prerequisites: EDSE 501.

## **EDSE 524 - ASSISTIVE TECHNOLOGY: MATERIALS FOR TEACHING STUDENTS WITH SPECIAL NEEDS**

**3**

This course offers information on current legislation dealing with assistive technology. It includes theoretical and practical aspects of assistive technology for handicapped persons. An overview is given of the study of assistive technology from what is established in the Procedural Manual of Special Education. The student will acquire knowledge of the identification, use, and management of equipment that adjusts to the individual needs of each child with impediments. Also, the student is required to design and build or adapt materials that contribute to the independence and maximum potential of development in students with limitations. This course requires 45 hours of theory and 15 hours of laboratory. Prerequisites: EDSE 501.

## **EDSE 525 - EVALUATION OF SPECIAL NEEDS STUDENTS**

**3**

The course focuses on the administration and analysis of instruments of formal and informal evaluation that may be used to collect data related to the progress of students with special needs. Analysis of various tests, including intelligence, perception, motor skills, among others. Also, the tests relating to academic achievement such as Puerto Rican Academic Achievement Tests and alternative Evaluation will be analyzed. Definitions of terminology used in the evaluation process are provided. Furthermore, the course analyzes the Procedure Manual, specifically content relating to the process of evaluation, performance indicators and the preparation of the Individualized Education Program for students with special needs. Also, the legal basis of the role of evaluation in offering special education services will also be studied. This course requires 45 hours of theory. Prerequisites: EDSE 501.

## **EDSE 526- MODIFICATION OF CLASSROOM BEHAVIOR**

**3**

The course focuses on the implementation and evaluation of programs for managing the behavior of children and youth. Emphasis is made on the application of strategies, methods, and techniques of intervention appropriate for the individual needs of each student. Behavioral theories and laws in effect that support the special needs population are also emphasized. The areas of the IEP related to behavior and modification are studied as well. This course requires 45 hours of theory and 15 hours of laboratory. Prerequisites: EDSE 501 and 523.



## **EDSE 527 - INTEGRATION AND INCLUSION OF SPECIAL NEEDS STUDENTS IN THE REGULAR CLASSROOM**

**3**

The course focuses on the processes of integrating special needs students in the regular classroom. It includes a description of the multidisciplinary team involved in this process. The course also specifies the roles and responsibilities of the regular classroom teacher and resource room with regards to the integration of special needs students in the regular classroom. Also explains how to adapt the curriculum to the individual needs of the students of special education that are integrated into the regular classroom. This course requires 45 hours of theory and 15 hours of laboratory. Prerequisites: EDSE 501, 511, 525 and 526

# **Bilingual Education Certification**

## **HUEN 601 - METHODOLOGY OF BILINGUAL EDUCATION 3**

This course will examine and analyze various methodologies, approaches, strategies, and program models for teaching bilingual education. It provides an overview of the historic and current trends that affect bilingual student. The course will also discuss language learning theories, various instructional strategies for teaching language, and selected issues in bilingual teaching students in the United States and Puerto Rico. This course consists of 45 hours of conference.

## **HUEN 621 - LANGUAGE ACQUISITION AND ASSESSMET 3**

This course analyzes the theories, strategies, assessments, and approaches of language in both first and second language acquisition. It also analyzes the cognitive and affective factors that affect language development and practice. Contributions from the fields of linguistics, psycholinguistics, sociology, psychology, and anthropology are also discussed. This course consists of 45 hours of conference.

## **HUEN 622 - RESEARCH METHODS OF BILINGUAL EDUCATION 3**

This course intends to prepare competent students in the area of bilingual education research in the teaching of English and Spanish as a second language. It focuses on research design, conceptual framework, and ways to analyze data. Students will apply the material discussed in previous courses while carrying out a research project related to the teaching of English and Spanish in a classroom setting. This course consists of 45 lecture hours and 15 of labs.

**HUEN 635 - HISTORICAL, SOCIO-CULTURAL AND LEGAL FOUNDATIONS OF BILINGUAL EDUCATION**

**3**

This course provides an analysis and an overview of the historical, legal, political and socio-cultural foundations of bilingualism and bilingual education in the US, including critical educational issues arising from language diversity and their possible solutions through appropriate teaching and learning strategies programs. This course will provide an opportunity to deal with the realities of the classroom embedded in a larger historical, legal and sociological context. Not only will it trace the historical development of bilingual programs, but it will include a study of federal and state compliance requirements for bilingual programs, as well as relevant body of court cases on related issues. This course consists of 45 hours of conference.

**HUEN 641 - METHODS FOR TEACHING ENGLISH AS A SECOND LANGUAGE: ELEMENTARY**

**3**

This course will discuss various basic principles and theories for the learning and teaching of English as a second language. The purpose is to help elementary teachers in grades K-6 to develop and implement adequate strategies and methodologies for using effective teaching tools in various multicultural environments. Methods and materials used in the teaching of oral communication, listening, reading, and writing at the elementary level with a diagnosis of difficulties and remediation techniques are emphasized. This course consists of 45 lecture hours and 15 of labs.

**HUEN 643 - METHODS FOR TEACHING ENGLISH AS A SECOND LANGUAGE: SECONDARY**

**3**

This course will discuss various basic principles and theories for the learning and teaching of English as a second language. The purpose is to help elementary teachers in grades 7-12 to development and implement adequate strategies and methodologies for using effective teaching tools in various multicultural environments. Methods and materials used in the teaching of oral communication, listening, reading, and writing at the elementary level with a diagnosis of difficulties and remediation techniques are emphasized. This course consists of 45 lecture hours and 15 of labs.

**HUEN 646 - ANALYSIS OF CHILDREN AND ADOLESCENT'S LITERATURE**

**3**

This course focuses on children and adolescents literature, with emphasis on selecting, interpreting, critiquing, and using quality

literature with children. The course is primarily intended to help teachers develop, extend, and refine their own literary understanding, as well as to recognize and value good children's literature for its literary and social merits. This course consists of 45 hours of class. This course consists of 45 hours of conference.

**HUEN 647 - METHODOLOGY OF TEACHING SPANISH AS A  
SECOND LANGUAGE**

**2**

This course will discuss various basic principles and learning theories for the teaching and learning of English as a second language. The purpose of the course is to help teachers in the development and implementation of adequate strategies and methodologies. There is also an emphasis in research, and methods, and materials used in the teaching of language arts. This course consists of 45 lecture hours and 15 of labs.

**SCHOOL OF HEALTH SCIENCES  
GRADUATE PROGRAM**



# School of Health Sciences

## Mission

To promote a holistic formation of health professionals who can respond as effective change agents and facilitators in a complex health care system, motivated by Christian values.

## Vision

To be recognized for academic excellence through a variety of comprehensive health programs based on Adventist Christian values and caring health services.

## School Goals

1. Facilitate transference of AAU core values to the practice of health care delivery.
2. Maintain effective communication with program communities of interest, stakeholders, and students to develop strategies to foster achievement of the expected program outcomes.
3. Integrate technology in all administrative and academic activities.
4. Promote an evidence-based practice setting.
5. Maintain a systematic improvement plan in our programs to ensure their relevance and applicability.
6. Promote a high degree of professionalism as health care providers within an interprofessional perspective.
7. Develop highly competent health care professionals prepared to serve individuals, families, and populations of diverse cultural, social, and economic backgrounds.

## **Graduate Nursing Program Mission**

To promote advanced nursing education based on professional standards and Christian values to have a positive impact on health outcomes through evidence-based practice.

### **Program Goals**

**The MSN program of study is design to prepare nurses who:**

1. Influence on the profession of nursing by engaging in professional activities embracing the core values of AAU.
2. Provide excellent nursing care within a variety of environments with the goal of reducing health disparities and improving individual and population health outcomes.
3. Integrates evidence-based scientific findings to nursing practice to improve individual person and populations within the complexity of the health care system.
4. Use the latest technological innovations to enhance access to data and to drive complex decision making to improve healthcare quality and safety.
5. Assume leadership and promotes interprofessional collaboration in managing and evaluating continuous quality improvement process and patient safety.

### **Program Learning Outcomes**

1. Clinical Expertise: Apply best practices and nursing knowledge to improve health care outcomes for individuals, families, populations, or systems.
2. Health Promotion, Disease Prevention, and Human Diversity: Create comprehensive action plans that address the health promotion and disease prevention needs of individual, family, and community populations.
3. Evidence-Based Practice: Critique current scientific research for application of findings to initiate change and to improve

practice.

4. Informatics, Technology, Quality and Safety: Integrates informatics and appropriate technologies for knowledge management, coordination of care, and complex decision making to improve quality and safety in individuals and systems of health care.
5. Interprofessional Collaboration: Use effective communication, collaborative strategies, and leadership knowledge within the interprofessional team to achieve collective goals.
6. Health Care Policy, Organization, and Finance: Formulate a plan for ongoing contributions to improvement of equitable health care delivery and development of health policy in a cost-effective manner.
7. Professional Role Development: Apply professional leadership role emphasizing Christian values and ethics and supports scholarly activities to enhance lifelong learning.

## **Admission Requirements of the Institution**

All candidates interested in studying in the graduate program of Master's in Nursing of AAU must meet the following requirements:

1. Complete the application for graduate studies.
2. Pay the admissions fee, nonrefundable.
3. Submit official transcripts of all universities and colleges attended.
4. Submit Professional Curriculum Vitae.
5. Submit a purpose essay.
6. Present two letters of recommendation. These should be from supervisors where the applicant has had work experience, from an immediate supervisor, or from a professor from undergraduate studies.
7. Sign the institution's Lifestyle Contract, agreeing to accept and abide by it.
8. Sign the AAU permanent document.



9. All students must take the Graduate Studies Admission Exam (EXADEP) or GRE (only applies to students of the Anesthesia specialty).
10. Interview with the MSN program Admission Committee. If the student resides outside of Puerto Rico, an interview by telephone can be granted.
11. Every non-resident international student must, beside the admission requirements, make a deposit of \$4,000. This requirement must be met before the I-20 form is sent, which is necessary for obtaining the Student Visa. If entrance into Puerto Rico is not possible, the original I-20 must be returned in order to reimburse the deposit.

### **Program Admission Requirements**

1. Have a Bachelor of Science in Nursing from an accredited University.
2. Have a minimum GPA of 2.80 at the undergraduate level in the specialty areas of Critical Care and Care of Older Adults and a 3.00 at the undergraduate level for the specialty in Anesthesia.
3. Have an interview with the MSN program Admission Committee or designated official. If the student resides outside of Puerto Rico, an interview by telephone can be granted.
4. Be fluent in Spanish and be able to read and understand English.
5. Present an original of each of the following documents:
6. Evidence of Health Certificate.
7. Evidence of a background check from the last six months.
8. Evidence of Hepatitis B vaccines.
9. Evidence of having completed the certification in Cardiopulmonary Resuscitation (CPR).
10. A color copy of personal identification.

Other Institutional admission requirements can be seen in the Institutional Graduate Catalog.

## **Additional Requirements for the Specialty of Anesthesia**

1. Evidence of a minimum of one year of work experience as a professional nurse in critical care. Submit three letters of recommendation using the Reference Form provided with the Application for Graduate Studies. One of these letters must be completed by the applicant's direct supervisor from the critical care area of practice and dated no more than three (3) months from the deadline to submit documents.
  - a. Critical Care Experience: During this experience, the registered professional nurse has developed critical decision-making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (such as pulmonary artery catheter, CVP, arterial); cardiac assist devices; mechanical ventilation; and vasoactive infusions. Examples of critical care units may include but are not limited to: Surgical Intensive Care, Cardiothoracic Intensive care, Coronary Intensive Care, Medical Intensive Care, Pediatric Intensive Care, and Neonatal Intensive Care. Those who have experiences in other areas may be considered if they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.
2. Provide evidence of having taken the Standardized English test, LOEP or TOEFL test. If the student holds a bachelor's degree from an English speaking institution, they will be exempt from presenting the test evidence.
3. Present originals of the following documents:
  - a. Proof of Hepatitis B, Influenza, and Varicella vaccinations or titles.
  - b. Current certifications in BLS, ACLS and PALS (they must be valid at the time of registration).
4. Interview with the Anesthesia Program Admissions Committee (upon submission of all required documents by the deadline and

only if selected among the 40 strongest applicants). A total of 25 students will be admitted per year.

5. Present any other document requested by the hospital or assigned area clinic.

### **Expected Program Outcomes: Student Outcomes**

1. Completion Rates:
  - a. MSN Programs: 80% of students will complete the MSN program within five years after enrollment in the first nursing course.
  - b. MSN Anesthesia Program: 80% of students will complete the program within 29 months after enrollment in the first nursing course.
2. Certification Rates: MSN Anesthesia Specialty students must obtain a pass rate of 80% in the NCE within ninety days of program completion for first-time takers or for the most recent three consecutive years.
3. Employment Rates:
  - a. MSN Program: 70% of students will be employed within 12 months upon successful completion of the program.

### **Faculty Outcomes**

1. Educating: 100% of MSN faculty will maintain 85% average and above on the Student Evaluations, annually.
2. Scholarship: 100% of MSN faculty will be engaged in at least one area of scholarship, annually.

### **Other Outcomes: Program Satisfaction**

1. Student Program Satisfaction: 80% of MSN students will be satisfied with the MSN program as determined by use of using quantitative and qualitative assessments.

2. Employers satisfaction with program graduates: 80% of employers will be satisfied with program graduates within a year of program completion. (Anesthesia program)

## **Graduation Requirements**

Every candidate for graduation must request an interview with the Dean of the School of Health Sciences and the Specialty Program Coordinator six months in advance in order to evaluate their academic record. The student must submit the official application for graduation to the office of Registration. There will be a formal evaluation and the student will be notified in writing what requirements they must fulfill. This should happen with enough time to allow the student to make the necessary adjustments to their program of studies. The student has the ultimate responsibility for fulfilling all the graduation requirements and making every effort possible to obtain adequate academic assessment.

In order to graduate, the student must:

- a. Complete the entire Master of Science in Nursing with Specialty in Critical Care or Care of Older Adults (44 credits).
- b. Have a minimum GPA of 3.00 with a minimum grade of "B" in every course.
- c. Complete all the academic and financial requisites of AAU.
- d. Fill out an application for graduation and pay the fee one semester in advance. The graduation fee will be paid when the application is submitted to the Registrar's Office.
- e. Payment of any graduation fees or listing the students, as a candidate for graduation on any document should not be interpreted as an offer of graduation or a promise to that effect.
- f. Upon applying for graduation, the student commits to contribute to the activities for the graduating class, and to attend all of the official programs planned by the Institution as part of the graduation exercises.

## **Additional Graduation Requirements for the Specialty in Anesthesia**

- a. Complete the entire Master of Science in Nursing with a Specialty in Anesthesia Program (65 credits).
- b. Take the Self-Evaluation Examination (SEE) as part of the NURS 694-Internship II and score a minimum of 430 points. The exam can only be repeated once. If the exam is not passed for a second time, NURS 694-Internship II must be repeated. If the student does not pass the course for the second time, they may be removed from the program.
- c. Fill out an application to take the National Certification Examination within 90 days after completing the Master of Science in Nursing with a Specialty in Anesthesia.

## **Academic Progress Standards and the Maximum Term for Completing the Degree**

The Academic Progress Policy includes a quantitative measurement (number of credits passed) of the progress of the student and the average obtained. The grade point average (GPA) is not a sufficient measurement to determine academic progress. Therefore, the following guidelines have been established:

**Drop for academic average.** A student with a GPA less than 3.00 after completing 12 credits in the program will be evaluated by the Dean of the School of Health Sciences and/or Program Coordinator and reconsidered as a regular student according to the merits of the case. A student with a GPA less than 3.00 after having completed 21 credits in the program will be given an academic drop.

Students in the MSN Anesthesia specialty must pass NURS 521-Advanced Pharmacology I and NURS 531-Basic Anesthesia I in their first attempt with a (B) to remain in the program of study.

**Suspensions.** Students who have been suspended because of deficient academic work may be readmitted after one or more semesters from the date of suspension have passed. The Graduate Nursing Program Admissions Committee is the institutional entity that will decide how much suspension time to impose on the student. Readmission granted under these circumstances will be probationary.

Students who are suspended for disciplinary reasons will be reinstated in the academic session after the end of the period of suspension. The student will not be reinstated if they have incurred any additional violations of institutional regulations during the period of suspension. University studies that have been carried out in other institutions during this period will not be accredited.

**Dropout.** A student may drop out of the University at any moment up until the date indicated in the Academic and Activities Calendar without affecting the grade average. The total drop is effective when the corresponding form has been filled out, signed, and is submitted to the Registrar's Office. The student who decides to leave the University and does not follow the official procedure will receive an "F" in all of their courses. The form is available in the Registrar's office.

**Repeated Courses.** Any course whose grade does not satisfy the student or is less than the standard required for graduation may be repeated; with the exception of NURS 521-Advanced Pharmacology I and NURS 531-Basic Anesthesia I which must be passed on the first attempt with a (B). No course may be repeated more than two times. Drops are not taken into account in the repetition of courses. The Permanent Record only computes the highest grade. In special cases, the student must submit a petition to the Academic Standards Committee.

## **Maximum Term to Complete the Degree**

The graduate program establishes a maximum term of five (5) years to complete the Master's degree, with the exception of the specialty in Anesthesia. This includes the date that the student registered in the program until all requirements are met. If the student does not finish the research project, and requests to extend the term, up to one-year maximum may be granted if convincing evidence is presented. These evidences must be presented and evaluated by Dean of the School of Health Sciences, who will approve the extension of the term.

Nonetheless, students in the Anesthesia specialty have a maximum of four (4) years to complete the masters.

## **Credit Transfers**

The Graduate Nursing Program Admissions Committee may, at their discretion, accept for credit courses taken in other accredited universities up to a maximum of one third of the total requirements. Credits should be at an equivalent level. Core and specialty courses will not be accepted after four years have passed from completion.

## **Objectives of the Graduate Nursing Program**

Upon completion of the postgraduate program of Nursing, the graduate will be prepared to:

1. Promote an Adventist educational philosophy with a clear perspective of integration of faith, values, and learning as an essential component of education.
2. Develop a competent postgraduate nursing professional with appropriate advanced knowledge, abilities and attitudes, and the skills to promote evidence-based nursing practice.
3. Contribute to community improvement by providing highly qualified professionals in trained in different areas of specialty, who possess the competences to stimulate innovation, positive changes, and professional development in church educational institutions, and in society.
4. Provide opportunities for the nursing graduate students to integrate innovations into their areas of specialty, including modern technology and communications, as well as service-learning strategies.
5. Develop in the graduate student a positive attitude towards learning, encouraging a sense of responsibility and intellectual curiosity for independent study, and continued education, and/or doctoral studies.
6. Reach a higher level of program effectiveness by promoting habits of continuous assessment and self-evaluation.
7. Efficiently manage financial, human, and physical resources to ensure the fulfillment of program goals.
8. Promote effective communication and positive interpersonal relationships among faculty and students.

## **Objectives of the Graduate Nursing Program**

1. Prepare nurses in a variety of specialty areas and different professional roles to obtain successful employment and pursue doctoral studies.
2. Foster a high degree of professionalism as a key member of the interdisciplinary team advocating for excellence in nursing in a variety of settings.
3. Produce graduates with the ability to apply evidence-based interventions in the workplace and willing to continuously develop advanced nursing knowledge and skills throughout their nursing carrier.
4. Produce graduates with the ability for apply specialized competencies and provide pertinent interventions maintaining a holistic approach to health.

## **Graduate Profile**

After completing the MSN program, the graduate will be prepared to demonstrate the following competencies, in addition to other specific competencies according to the selected specialty and role:

1. Provides direct and indirect care components in nursing practice interventions recognizing the human being as a child of God and demonstrating advanced level of understanding of nursing and relevant sciences.
2. Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, and quality improvement for the continual improvement of nursing care across diverse settings.
3. Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care.
4. Demonstrates leadership skills that emphasize spiritual and ethical values and critical decision-making, with a focus on effective working relationships from a systems perspective.
5. Demonstrates to be articulate in the methods, tools, performance measures, and standards related to quality; and applies quality and excellence principles within an organization.



6. Applies research outcomes within the practice setting, resolves practice problems, works as an agent of change and disseminates results.
7. Utilizes patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.
8. Intervenes at the systems level through policy development processes and employs advocacy strategies to influence health and health care.
9. Applies and integrates organizational concepts, centered on culturally-appropriate planning, delivery, management, and evaluation of evidence-based clinical prevention and services to individuals, families and others/identified populations.

### **Professional Profile of the Critical Care Specialty Graduate**

Upon completion of Critical Care Specialty Program, the graduate will:

1. Demonstrate knowledge and skills in providing excellent service to clientele to whom services are offered.
2. Establish effective interventions based on nursing diagnostics.
3. Use critical-thinking in decision-making and the solution of problems by offering care to the critically ill patient.
4. Visualize the patient as a unique being created in the image of God.
5. Incorporate the scientific research method focused on care for the critically ill patient.
6. Reflect ethical and professional values in offering services to the patient.
7. Actively participate in professional associations to keep informed of current trends in their area of specialty.
8. Collaborate with teams of public or private agencies in the search for solutions for the critical care patient of our society.

## **Professional Profile of the Care of Older Adults Specialty Graduate**

Upon completion of Care of Older Adults Specialty Program, the graduate will:

1. Reflect Christian values in offering services to the older adult patient and their family.
2. Contribute to the improvement of services and education of older adults.
3. Apply knowledge of methodology in the preparation of programs and services directed at caring for older adults.
4. Offer quality care to older adults, families and groups in a variety of situations including the promotion of health and self-care.
5. Develop programs directed at the community to bring about participation and acceptance among older adults.
6. Carry out research studies related to the different areas of intervention of older adults.
7. Collaborate with teams of public or private agencies in the search for solutions for the older adult patients of our society.
8. Actively participate in professional associations to keep informed of current trends in their area of specialty.

## **Nurse Anesthesia Specialty Competencies**

### **Critical thinking**

1. Apply practical knowledge in decision-making and problem-solving.
2. Provide attention in nursing anesthesia based on solid principles and research tests.
3. Carry out a preanesthetic evaluation and formulate an anesthetic care plan for assigned patients, in order to administer anesthesia.
4. Identify and take appropriate measures when facing anomalies related to the anesthetic equipment.

5. Interpret and utilize data obtained from invasive and noninvasive therapy.
6. Calculate, initiate and administer fluid therapy and blood components.
7. Pass the certification exam of the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) in accordance with the policies and procedures of the NBCRNA.

### **Communication skills:**

1. Communicate effectively from a systems perspective with influential people in patient care.
2. Use appropriate verbal, nonverbal and written communication in the delivery of perianesthetic care.
3. Demonstrate leadership skills that emphasize spiritual, ethical and critical decision-making and effective work relationships.

### **Professional responsibility**

1. Participate in activities that improve anesthetic care.
2. Operate within the appropriate legal requirements as a professional registered nurse, accepting the responsibilities of the practice.
3. Interact at a professional level with integrity.
4. Provide support, education and appropriate resources to others.
5. Participate in continual education activities to acquire new knowledge and improve one's practice.
6. Demonstrate knowledge of well-being and chemical dependence in the anesthesia profession by finishing the content in well-being and chemical dependence.
7. Intervenes at the systems level through policy development processes and employs advocacy strategies to influence health and health care.
8. Demonstrate commitment to the provision of appropriate services to individuals, families and others/populations identified.

## **Nurse Anesthesia Professional, Intellectual, and Clinical Competencies**

It is the policy of Antillean Adventist University that no student shall be denied access to or participation in the services, programs, and activities of the University solely on the basis of their disability. However, all students must be able to perform all of the didactic and clinical requirements of the curriculum as well as the physical competency standards with or without reasonable accommodations. Didactic and clinical professional and physical competency standards include:

1. **Ability to observe and communicate.** Nurse anesthetists must be able to observe, hear, and understand evidence about a patient's status quickly and accurately as well as communicate rapidly and clearly with patients, members of the healthcare team, and others.
2. **Physical capabilities and motor skills.** Nurse anesthetists are required to move, transfer, and position patients and to locate and arrange equipment as needed; they must be sufficiently mobile to provide care to several patients at a time, and to have sufficient dexterity, hand/eye coordination, and stamina to operate complicated instruments and perform proceedings for prolonged periods as necessary.
3. **Cognitive skills and intellectual capacities.** Nurse anesthetists are able to understand complex medical information related to patient needs and care; to transcribe and communicate that information quickly and accurately; and to distinguish standard from nonstandard patterns of patient behavior and response.
4. **Decision making skills.** Nurse anesthetists are expected to demonstrate the capacity to gather, organize, assess, prioritize, make decisions, and then act on information appropriately so as to facilitate the prompt and timely delivery of patient care.
5. **Behavioral and social attributes.** Nurse anesthetists should exhibit professionally appropriate behaviors at all times with patients, members of the healthcare delivery team, and the public. These behaviors include capacities to establish rapport and trust including respect for team roles and norms; to preserve confidentiality; to communicate clearly with patients, other health care providers and the public; to complete work

in a timely manner; and to demonstrate commitment to ensuring the quality of an upgrade the practice of nurse anesthesia.

6. **Ability to complete above competencies in the work environment.** The operating room environment (including all anesthetizing areas) is loud and often chaotic. A nurse anesthesia provider, both CRNA and student, must be able to block out the confusion and maintain their patients' safety. This requires the nurse anesthesia provider to remain focused on the tasks at hand, evaluate and act in a timely fashion and communicate effectively with the other operating room personnel. At times of extreme stress, when the patient requires the full attention of the nurse anesthesia provider, additional time and a quiet environment cannot be given.

**COURSE REQUIREMENTS BY SPECIALTY  
SPECIALTY IN CRITICAL CARE**

<b>PROGRAM REQUIREMENTS</b>			<b>CREDITS</b>
<i>Core Courses</i>			<b>7</b>
BIOE	521	Introduction to the Practice of Biostatistics	<b>3</b>
RELB	601	Biblical Perspectives on Health	<b>2</b>
RELT	501	Christian Social Ethics	<b>2</b>
<b>Specialty Courses</b>			<b>28</b>
NURS	505	Advanced Pharmacology	3
NURS	511	Advanced Pathophysiology	3
NURS	512	Nursing Process and Theories	3
NURS	513	Adult Health History and Assessment	3
NURS	618	Nursing Policy and Procedures	2
NURS	621	Nursing Interventions with Critically Ill Persons I	3
NURS	622	Nursing Interventions with Critically Ill Persons II	3
NURS	631	Nursing Research	4
NURS	681	Evidence-Based (EBP) Research Project	3
<b>Role Courses</b>			<b>9</b>
Educational			
NURS	614	Principles and Theory of Nursing Education	3
NURS	616	Principles of Nursing Curriculum Design	3
NURS	638	Practicum in Nursing Education	3

**COURSE REQUIREMENTS BY SPECIALTY**  
**SPECIALTY IN CRITICAL CARE**  
Continuation

*Role Courses* **9**

**Administrative**

NURS 613      NURS 613- Theory and Principles of Nursing Administration **3**

NURS 627      Essential Aspects of Administration **3**

NURS 628      Nursing Education Practicum **3**

**TOTAL CREDITS** **44**

**Role Courses**

Administrative

NURS            613      Theory and Principles of Nursing Administration **3**

NURS            627      Essential Aspects of Administration **3**

NURS            628      Practicum in Nursing Administration **3**

**TOTAL CREDITS** **44**

**COURSE REQUIREMENTS BY SPECIALTY  
SPECIALTY IN CARE OF OLDER ADULTS**

<b>PROGRAM REQUIREMENTS</b>			<b>CREDIT S</b>
<i>Core Courses</i>			<b>7</b>
BIOE	521	Introduction to the Practice of Biostatistics	<b>3</b>
RELT	601	Biblical Perspectives on Health	<b>2</b>
RELT	501	Christian Social Ethics	<b>2</b>
<b>Specialty Courses</b>			<b>28</b>
NURS	505	Advanced Pharmacology	<b>3</b>
NURS	511	Advanced Pathophysiology	<b>3</b>
NURS	512	Nursing Process and Theories	<b>3</b>
NURS	513	Adult Health History and Assessment	<b>3</b>
NURS	623	Nursing Interventions with Older Adults I	<b>2</b>
NURS	624	Nursing Interventions with Older Adults II	<b>3</b>
NURS	622	Nursing Interventions with Critically Ill Persons II	<b>3</b>
NURS	631	Nursing Research	<b>4</b>
NURS	681	Evidence-Based Practice (EBP) Research Project	<b>3</b>
<b>Role Courses</b>			<b>9</b>
Educational			
NURS	614	Principles and Theory of Nursing Education	<b>3</b>
NURS	616	Principles of Nursing Curriculum Design	<b>3</b>
NURS	638	Practicum in Nursing Education	<b>3</b>



**COURSE REQUIREMENTS BY SPECIALTY**  
**SPECIALTY IN CARE OF OLDER ADULTS**  
 Continuing

*Role Courses* **9**

**Administrative**

NURS	613	NURS 613- Theory and Principles of Nursing Administration	<b>3</b>
NURS	627	Essential Aspects of Administration	<b>3</b>
NURS	628	Practicum in Nursing Administration	<b>3</b>

**TOTAL CREDITS** **44**

**Role Courses**

Administrative

NURS	613	Theory and Principles of Nursing Administration	3
NURS	627	Essential Aspects of Administration	3
NURS	628	Practicum in Nursing Administration	3

**TOTAL CREDITS** **44**

## REQUIREMENTS IN THE SPECIALTY OF ANESTHESIA

PROGRAM REQUIREMENTS		CREDITS
<b>Core Courses:</b>		<b>4</b>
RELT 501	Christian Social Ethics	2
RELB 601	Biblical Perspectives on Health	2
<b>Specialty Courses:</b>		<b>61</b>
NURS 500	Advanced Anatomy and Physiology	3
NURS 502	Biochemistry and Physics	3
NURS 510	Advanced Health Assessment	3
NURS 521	Advanced Pharmacology I	3
NURS 522	Advanced Pharmacology II	3
NURS 530	Introduction to Teaching	3
NURS 531	Basic Anesthesia I	3
NURS 532	Basic Anesthesia II	3
NURS 533	Regional Anesthesia and Pain Management	2
NURS 534	Obstetric and Pediatric Anesthesia	2
NURS 541	Advanced Pathophysiology I	3
NURS 542	Advanced Pathophysiology II	3
NURS 591	Clinical Practice I	2
NURS 592	Clinical Practice II	1
NURS 593	Clinical Practice III	1
NURS 620	Evidence-Based Research and Practice	3

<b>PROGRAM REQUIREMENTS</b>		<b>CREDITS</b>
NURS 625	Advanced Principles of Anesthesia I	3
NURS 632	Advanced Principles of Anesthesia II	3
NURS 691	Clinical Practice IV	4
NURS 692	Clinical Practice V	4
NURS 693	Internship I	3
NURS 694	Internship II	3
<b>TOTAL CREDITS</b>		<b>65</b>

## COURSE DESCRIPTIONS



# Course Descriptions

**BIOE 521- INTRODUCTION TO THE PRACTICE OF  
BIOSTATISTICS 3**

Application of statistical analysis using the scientific method to perform the research process and contribute to evidence-based practice of the profession of nursing and other health professions. Emphasis on practice while learning about different content such as tests applicable to health situations hypotheses, descriptive analysis of qualitative and quantitative variables, principles of linear regression analysis and correlation, probability theory and significance tests. Emphasis on the testing of hypotheses relevant to health situations. Three (3) hours of theory.

**NURS 505- ADVANCED PHARMACOLOGY 3**

Pharmacodynamics, pharmacokinetics, pharmacotherapeutics, and toxicology will be discussed. An emphasis will be made on adverse reactions and the clinical implications of the drugs of the adult and older adults. Three (3) hours of theory.

**NURS 511- ADVANCED PATHOPHYSIOLOGY 4**

Analysis of the concepts and theories of pathogenesis as a base for clinical interventions. Pathophysiology, prevention and management of illness in the adult are studied. Emphasis is placed on the following concepts and theories: nursing process, psychological components of disease, regulation and maintenance of vital processes, effects of harmful agents at the cellular level, and regulatory mechanisms for control and support. Four (4) hours of theory.

**NURS 512- NURSING PROCESS AND THEORIES 3**

Explores the philosophies and theories of nursing, social sciences, natural sciences, and behavior. Emphasizes the comparison and contrast of various theories in the field of nursing and the development of a conceptual framework for nursing intervention at the primary, secondary, and tertiary levels. Three (3) hours of theory.

**NURS 513- ADULT HEALTH HISTORY AND ASSESSMENT 3**

Emphasis on the application of the nursing process and the development of assessment skills of adults on all levels of intervention. Includes diagnosis, nursing intervention, and health strategies to the individual. Two (2) hours of theory, one (1) credit hour equivalent to three (3) hours of laboratory.

**NURS 613- THEORY AND PRINCIPLES OF NURSING ADMINISTRATION 3**

Theories, concepts, and principles of administration applied to nursing services are studied and applied in greater depth. Theories of leadership and human behavior in organizations are examined. In depth study of the administrative process and its use in the field of nursing. Three (3) hours of theory.

**NURS 614- PRINCIPLES AND THEORY OF NURSING EDUCATION 3**

Analysis of principle philosophical trends and theories of teaching and learning applied to nurse education. Discussion and application of some models and contemporary teaching strategies to prepare the students with the knowledge and skills needed to fulfill the role of professor of nursing in institutions of higher education. Three (3) hours of theory.

**NURS 616- PRINCIPLES OF NURSING CURRICULUM DESIGN 3**

Emphasizes the principles that guide the selection of goals, objectives, design, development, implementation, and evaluation of curriculum, as well as the models of curricular development that have elaborated through the years. Experiences are provided for the development of skills for the design, selection, and modification of units of teaching, courses, and nursing programs in higher education. Three (3) hours of theory. Prerequisite: NURS 614.

**NURS 618- NURSING POLICY AND PROCEDURES 2**

Study of topics such as labor law, penal code, laws regulating the nursing profession, the legislative process in nursing, and the nurse as an expert witness in a court of law. Two (2) hours of theory.

**NURS 621- NURSING INTERVENTIONS WITH CRITICALLY ILL PERSON I** **3**

This course builds on previous theoretical and clinical knowledge to prepare the student in the management of culturally diverse patients and families with complex health problems. Also, the course enables students to integrate, at an advanced level, pathophysiology, assessment, diagnosis, and current research findings for the collaborative management of adult with life-threatening problems using advanced technology. Content includes pulmonary, cardiovascular, renal, and fluid and electrolyte disorders. Emphasis is on prioritizing the care of patients and families with acute and complex health problems. Two (2) hours of theory, one (1) credit hour for a total of 45 hours per trimester. Pre-requisites: NURS 505, NURS 511, NURS 512, NURS 513.

**NURS 622- NURSING INTERVENTIONS WITH CRITICALLY ILL PERSONS II** **3**

Provides intensive practice based on concepts and theories within the context of the role of the clinical specialist. Emphasizes the management of plans for intervention at the secondary and tertiary levels in the care of patients with complicated health problems in Puerto Rico and throughout North America, such as cardiovascular and neoplastic problems, and others. Opportunity is given to apply clinical specialist roles. The clinical phase of the course is carried out in units of clinical and intensive care in secondary and tertiary hospital areas. Two (2) hours of theory, one (1) credit hour equivalent to three (3) hours of laboratory weekly. Prerequisites: NURS 505, NURS 511, NURS 512 and NURS 513.

**NURS 623- NURSING INTERVENTIONS WITH OLDER ADULTS I** **3**

Principles, concepts, and theories of biopsychosocial sciences regarding the aging process and health alterations in the Older Adult and their care under varied circumstances. Two (2) hours of theory, one (1) credit hour equivalent to three (3) hours of laboratory weekly. Prerequisites: NURS 505, NURS 511, NURS 512 and NURS 513.

**NURS 624- NURSING INTERVENTIONS WITH OLDER ADULTS II** **3**

Intensive practicum based on principles, concepts, and theories within the context of the clinical specialist's role. It emphasizes the management of plans for intervention at the secondary and tertiary

levels in the care of patients with complicated health problems in Puerto Rico and throughout North America, such as cardiovascular and neoplastic problems, mental problems, and others. Opportunity is given to apply clinical specialist roles. The clinical phase of the course is carried out in different secondary and tertiary hospital agencies. Two (2) hours of theory, one (1) credit hour equivalent to three (3) hours of laboratory weekly. Prerequisites: NURS 505, NURS 511, NURS 512 and NURS 513.

**NURS 627- ESSENTIAL ASPECTS OF ADMINISTRATION 3**

Emphasizes the essential aspects of nursing leadership and administration. Points are considered regarding organizational culture, time and stress management, motivation, teamwork, persuasion, cultural diversity, organizational structure, case management, among other themes. Three (3) hours of theory.

**NURS 628-NURSING ADMINISTRATION PRACTICUM 3**

Practicum in nursing administration that provides for the application of concepts and the development of skills in the management of care. Opportunity to apply and test administrative theories through problem-solving that arise when providing health services in select health agencies. The student is expected to actively participate in the planning of conferences, meetings, supervision of personnel, and development of budgets, problem solving projects, and decision making situations. One (1) hour of seminar, two (2) credit hours equivalent to six (6) hours laboratory weekly. Prerequisites: NURS 613 and NURS 627.

**NURS 631- NURSING RESEARCH 4**

Thorough examination of the research process in nursing. Critical analysis of scientific studies that use various methodologies. Discussion of the moral ethical principles involved in the research process. The student will be able to prepare a research proposal of a problem in nursing. Three (3) hours of theory, one (1) credit hour equivalent to three (3) hours of laboratory per week. Prerequisite: BIOE 521.

**NURS 638- NURSING EDUCATION PRACTICUM 3**

Provides for the professional practice as a student-teacher in educational programs of schools of nursing and institutions of health. Emphasis is placed on the application of concepts, theories, and instructional models while teaching in the classroom and clinical



settings. One (1) hour of seminar, two (2) credit hours equivalent to six (6) hours laboratory weekly. Prerequisite: NURS 616.

**NURS 681- EVIDENCE-BASED PRACTICE (EBP) RESEARCH PROJECT 3**

Opportunity to complete a research project implementing the scientific method under the supervision of an advisor. The student will write and present a research project on a problem related to nursing, according to their clinical specialty and personal interest. Two (2) hours of seminar, one (1) credit hour of preparation of thesis, that each student will work on with the director of their project. Pre-requisite: NURS 631.

**RELB 601-BIBLICAL PERSPECTIVES ON HEALTH 2**

This course will explore the dominant themes and perspectives of health and healing found in the Bible. Our study will promote an understanding of the concepts of health, healing and disease within the historical, theological, cultural and terminological context of Scripture. Particular interest will be place to the concept of physicality from a Biblical perspective and its impact on the concepts of health and healing.

**RELT 501 CHRISTIAN SOCIAL ETHICS 2**

Human existence may be considered essentially rational in nature. In the context of this fundamental perspective we interact with other humans, our God, and with our past, present and future. Ethics is a philosophical science that includes a consideration of these relationships from a moral perspective. Social ethics focuses on the social sphere of human existence. This course also includes basic principles of bioethics from a Christian perspective. Three (3) hours of theory.

## **Additional Graduation Requirements for the Specialty in Anesthesia**

### **NURS 500 – ADVANCED ANATOMY & PHYSIOLOGY 3**

Anatomy and Physiology focused on understanding the cellular functions, cellular metabolism, and transportation of the cell membrane and cell receptors with their markers in the human body. Homeostatic mechanisms of the body are discussed to maintain the necessary functions to sustain life and its relationship with the anesthetic management. It focuses on the body fluids, including blood volume, osmosis, constituents of the compartments of the body's fluid and changes in the volume of these. Systematic study of the human body with emphasis on the respiratory system, musculoskeletal, renal, cardiovascular, endocrine, liver, gastrointestinal, genitourinary, central nervous system, peripheral and autonomic.

### **NURS 502 – BIOCHEMISTRY & PHYSICS 3**

The class presents the principles of physics and chemistry emphasizing its relationship and integration to the practice of anesthesia in nursing. It explains the pharmacological meaning of biochemistry and organic compounds. Concepts such as: gas laws, solubility, vaporization, fluids, analysis of anesthetic gases, acid-base balance, among others are discussed.

### **NURS 510 – ADVANCED HEALTH ASSESSMENT 3**

Advanced skills in physical health assessment are developed through the basic history and physical examination. Theory and the clinical base of physical assessment in the advanced practice of nursing develop in relation to anesthesia care. The course will have clinical practicums to evaluate the physical findings in the different phases or ages of the patient. Critical thinking, diagnostic reasoning and communication skills will be perfected through case presentations.

### **NURS 521 – ADVANCED PHARMACOLOGY I 3**

This course introduces basic principles of pharmacology and focuses on those drugs most often used in the practice of anesthesia. The course provides an overview of drug actions, interactions, metabolism, methods of administration, dosages, side effects, precautions, and contraindications. Co-requisite: *NURS 531*

## **NURS 522 – ADVANCED PHARMACOLOGY II**

**3**

This course focuses on the pharmacokinetics and pharmacodynamics of major drug classifications. Science applied to the use, action and effect of non-anesthetic drugs and their interaction with drugs related to anesthesia. The class is designed so that the student is exposed to the accessory drugs used and the physiological and biochemical effects. This includes prescription (narcotics, muscle relaxants or vasoactive drugs) and nonprescription drugs that interact with medication in the intravenous induction phase. Prerequisite: *NURS 521*

## **NURS 530 – INTRODUCTION TO ANESTHESIA**

**3**

This course provides the graduate nurse anesthesia specialty student an opportunity to focus on a variety of professional practice components. This course presents the history of nursing anesthetists in the United States and their value to the profession. Furthermore, this course presents material concerning issues surrounding the discipline of Nurse Anesthesia as a profession. Reading and discussion topics include the qualifications and capabilities of the nurse anesthetist, professional roles and responsibilities, commitment to professional involvement, the American Association of Nurse Anesthetists as a professional organization, governmental and non-governmental regulation of Nurse Anesthesia practice, assessing and selecting CRNA practice settings, the American Legal System and its impact on CRNA practice, the anatomy of malpractice litigation, clinical competency, continuous quality improvement, cultural competency, ethical issues and decision making. Professional resources and maintaining wellness are also discussed.

## **NURS 531 – BASIC ANESTHESIA I**

**3**

Art and science of nurse anesthesia and basic principles of anesthesia practice. The course introduces the preoperative evaluation, medication, and choice of anesthetic technique. It describes physics and mechanisms of anesthesia delivery systems. Studies related equipment to anesthesia, its appropriate function, operation and maintenance. Educates on monitoring of the anatomical and physiological variables during anesthetic procedures to promote patient safety and to establish standards of care. Safety and effectiveness in the anesthetic patient are integrated with the theory and practice of preanesthesia, anesthesia and postanesthesia management.

Co-requisite: *NURS 521*

## **NURS 532 – BASIC ANESTHESIA II**

**3**

Basic concepts in the management of anesthesia during surgical procedures. The course discusses anesthesia methods for cardiac, vascular, laparoscopic, thoracic, renal, hepatobiliary, and central nervous system disease. Describes the administration of anesthesia to patients with obesity, the elderly, and the treatment of complications.

Prerequisite: NURS 531, Co-requisite: NURS 591

## **NURS 533 – REGIONAL ANESTHESIA AND PAIN MANAGEMENT**

**2**

The course is designed to provide the student with the knowledge and skills necessary for effective, safe practice of regional anesthesia. Regional blocks used in daily practice and methods of administration are described and demonstrated. Also included are spinal anesthesia, epidural anesthesia, and the introduction of blocks in the upper and lower extremities. The systemic effects that local anesthesia produces when absorbed into body circulation and the management of toxicity by local anesthesia are considered. This course also focuses on the study and management of acute and chronic pain. Its objective is to develop the knowledge necessary for pain management in the anesthesia specialist. Emphasizes the role of the anesthesia in the management of pain associated with medical-surgical procedures, traumas, cancer, and pediatric patients. The specialist in anesthesia will be able to classify pain according to its pathophysiology, etiology, or the affected region and provide the most effective treatment method.

Prerequisite: NURS 532, Co-requisite: NURS 592

## **NURS 534 – OBSTETRIC AND PEDIATRIC ANESTHESIA**

**2**

The course is designed to explain the physiological changes during pregnancy and birth, the benefits and risks of various anesthesia techniques, and the management of anesthesia complications. It also discusses the physiological and pharmacological differences in neonatal, infants, children, and adults to adapt safe principles for the administering anesthesia and managing complications.

Prerequisite: NURS 533, Co-requisite: NURS 593

## **NURS 541 – ADVANCED PATHOPHYSIOLOGY I**

**3**

Analysis of the concepts and theories of pathogenesis as a foundation for clinical interventions in the field of anesthesia. The course introduces respiratory anatomy and physiology and includes basic physiological concepts such as: pulmonary mechanisms, ventilation control, diffusion, and oxygen transport. These concepts apply to the

clinical practice of anesthesia because they involve respiratory physiology. Also, the course discusses the anatomy and physiology of the central nervous system, including the brain, spinal cord, peripheral nervous system, and cerebral blood flow; the autonomic nervous system, including the anatomy of the nervous system, neurotransmitters, receptors, and synapses; the physiology of skeletal muscle contraction, neuromuscular contraction, and smooth muscle contraction. The physiology of pain transmission is also discussed. Prerequisite: NURS 500

### **NURS 542 – ADVANCED PATHOPHYSIOLOGY II 3**

Analysis of the concepts and theories of pathogenesis as a foundation for clinical interventions in the field of anesthesia. The course covers concepts related to the physiology of the heart, pulmonary and systemic circulation, microcirculation, immune inflammatory system, hematologic system, homeostasis, and the renal system. It also focuses on concepts related to pH balance, regulation of blood pressure, endocrine system, gastrointestinal system, absorption and digestion of nutrients, the liver, and the pancreas.

Prerequisite: NURS 541

### **NURS 591 – CLINICAL PRACTICE (405 HOURS) 2**

Individualized instruction in the management of patients receiving anesthesia, guided by clinical staff. Security, means of monitoring, management of airways and clinical simulation experiences are emphasized. The role of nurse anesthetist is introduced and basic nursing skills are developed. Progressive experience that will develop on the knowledge from previous courses, emphasizing critical thinking and decision-making.

Prerequisite: NURS 531, Co-requisite: NURS 532

### **NURS 592 – CLINICAL PRACTICE II (180 HOURS) 1**

Individualized instruction in the management of patients receiving anesthesia, guided by clinical staff. The management of operating rooms, sterilization techniques, arterial and venal cannulation, and simulated clinical experiences. Anesthesia management plan, documentation and ethical considerations in the practice of anesthesia are included. The progressive experience builds on the knowledge gained from previous courses emphasizing critical thinking and decision making. Students provide supervised care in a variety of settings and specialty rotations to demonstrate competency in advanced anesthetic techniques.

Prerequisite: NURS 591, Co-requisite: NURS 533

## **NURS 593 – CLINICAL PRACTICE III (144 HOURS)**

**1**

Individualized instruction in the management of patients receiving anesthesia, guided by clinical staff. Experiences include the application of advanced skills specific to the role of nurse anesthetist. The skills necessary for designing an anesthesia management plan, documentation and progression towards self-direction and the independent practice of anesthesia are strengthened. The experience is progressive, building on knowledge gained in previous courses, emphasizing critical thinking and decision-making. Students provide supervised care in a variety of settings and specialty rotations to demonstrate competency in advanced anesthetic techniques.

Prerequisite: NURS 592, Co-requisite: NURS 534

## **NURS 620 – EVIDENCE-BASED RESEARCH AND PRACTICE**

**3**

This course is designed to prepare the student to understand, analyze, evaluate and use research as fundamentals of evidence in the practice of anesthesia. Introduction to the process of investigation: methodologies, techniques and statistical analysis. The student will use a systematic approach to study a nurse anesthesia problem identified through their practice setting. The student will carry out an evidence-based project that describes a problem, the methodology, findings and recommendations to improve the practice of nurse anesthesia. Furthermore, the course is designed to introduce the student to major nursing theorists and their work. The various work of the theorists presented in this course have enriched the professional nurse role by guiding nursing research and practice.

## **NURS 625 – ADVANCED PRINCIPLES OF ANESTHESIA I**

**3**

This course is designed to examine the components related to general anesthesia. Studies the management of intraoperative patients in accordance with physiology, pathophysiology and anesthetic management according to the system involved. Explains surgical procedures and the complications that anesthetists face during the administration of anesthesia. Discusses the endocrine, musculoskeletal, hematology, ophthalmology, otolaryngology, immune, and orthopedic systems, and anesthesia considerations for each system.

Prerequisite: NURS 534, Co-requisite: NURS 691

**NURS 632 – ADVANCED PRINCIPLES OF ANESTHESIA II** 3

The course is designed to practice the anesthesia knowledge and skills in areas such as critical care, traumatology, organ transplant units, and burn patients. The components related to general anesthesia are studied. The management of intraoperative patients according to the physiology, pathophysiology and the management of anesthetic in accordance with the system involved are studied.

Prerequisite: NURS 625, Co-requisite: NURS 692

**NURS 691 – CLINICAL PRACTICE IV (540 HOURS)** 4

Individualized instruction in the management of patients receiving anesthesia, guided by clinical staff. Experiences include the application of advanced skills specific to the role of nurse anesthetist, geriatric patient care, laser surgery, and the effects of anesthesia on the immune system. Skills in designing an anesthesia management plan and documentation are reinforced, and the progression towards self-direction and the independent practice of anesthesia is encouraged. Progressive experience, builds on knowledge from previous courses, emphasizing critical thinking and decision-making. Students provide supervised care in a variety of settings and specialty rotations to demonstrate competency in advanced anesthetic techniques.

Prerequisite: NURS 593, Co-requisite: NURS 625

**NURS 692 – CLINICAL PRACTICE V (540 HOURS)** 4

Individualized instruction in the management of patients receiving anesthesia, guided by clinical staff. Experiences include the application of advanced skills specific to the role of nurse anesthetist. Anesthesia in diagnostic procedures, and post anesthesia recovery are included. Emphasizes safe practice and progression toward self-direction and the independent practice of anesthesia. A progressive experience, builds on the knowledge from previous courses, emphasizing critical thinking and decision-making. Students provide supervised care in a variety of settings and specialty rotations to demonstrate competency in advanced anesthetic techniques.

Prerequisite: NURS 691, Co-requisite: NURS 632

**NURS 693 – INTERNSHIP I (204 HOURS)** 3

Clinical experience focused on the administration of anesthesia care in a variety of clinical scenarios of patients with multiple systematic problems. Teaching emphasis on the perfection of decision-making skills and the practice of the rapid evaluation of health status in patient management. Collaborative practice in a teamwork setting is

emphasized. Collaborative practice in a teamwork setting is emphasized. Along with direct patient care experience, other strategies such as clinical cases and presentations of professional seminars to a multidisciplinary audience will be used to maximize the student's role as a nurse specializing in anesthesia.

Prerequisite: NURS 692

### **NURS 694 - INTERNSHIP II (168 HOURS)**

**3**

Clinical experience focused on the administration of anesthesia care in a variety of clinical scenarios of patients with multiple systematic problems. Teaching emphasis on the perfection of decision-making skills and the practice of the rapid evaluation of health status in patient management. Collaborative practice in a teamwork setting is emphasized. Along with direct patient care experience, other strategies such as clinical cases and presentations of professional seminars to a multidisciplinary audience will be used to maximize the student's role as a nurse specializing in anesthesia.

Prerequisite: NURS 693



## Fees and Other Costs

<b>Fees/Charges</b>	<b>Cost</b>
Admission Application	\$25.00
Readmission to Graduate Program	\$15.00
<b>Registration Fees</b>	
Master's Level (per credit)	\$200.00
Audited Classes. <i>No academic credit or grade will be given.</i>	50% of the cost
Registration Fee	\$60.00
Late Registration	\$25.00
<b>Other Fees</b>	
Technology	\$50.00
Development	\$100.00
Medical Insurance Plan (optional). <i>Cost may vary depending on insuring agency (Institutional Medical Plan, if student doesn't have one)</i>	\$250.00
Dispensary	\$25.00
Distance Education	\$15.00 for each virtual course registered
Dropping classes (after the deadline)	\$5.00
Credit Transcript	\$4.00
Translation of Credit Transcript	\$25.00
Transcript in less than 24 hours	\$15.00
Returned check	\$15.00
Application for lodging	\$10.00
Class Laboratory	\$60.00
<b>Thesis, Practicum and Comprehensive Exam Fees</b>	
Thesis approval request	\$50.00
Binding of Thesis	According to cost
Thesis consultation and revision	\$125.00
Research or Project Deferral	Cost of the course for each semester without registration

	fees
Practicum supervision	\$150.00
<b>Graduation Fees</b>	
Graduation ( <i>Includes robe, diploma, and invitations</i> )	\$200.00
Graduation in absentia	\$25.00

<b>Fees and Other Charges</b>	
<b>Fees and Other Charges</b>	Cost
Admission Application	\$25.00
Readmission to Graduate Program	\$15.00
<b>Registration Fees</b>	
Master's Level (per credit)	\$200.00
Anesthesia Master's Level (per credit)	\$250.00
Audited Classes. <i>No academic credit or grade will be given.</i>	50% of the cost
Registration Fee	\$60.00
Late Registration	\$25.00
<b>Other Fees</b>	
Technology	\$50.00
Development	\$125.00
Medical Insurance Plan (optional). <i>Cost may vary depending on insuring agency (Institutional Medical Plan, if student doesn't have one)</i>	\$250.00
Dispensary	\$25.00
Distance Education	\$15.00 for each virtual course registered
Dropping classes (after the deadline)	\$5.00

<b>Fees and Other Charges</b>	
Credit Transcript	\$4.00
Translation of Credit Transcript	\$25.00
Transcript within 48 hours	\$15.00
Returned check	\$15.00
Lodging Application	\$10.00
Class Laboratory	\$60.00
Graduation ( <i>Includes robe, diploma, and invitations</i> )	\$200.00

Research, Practicum and Electronic Portfolio (Education)	
Description	Cost
<b>Binding of Thesis</b>	According to cost
<b>Research Consultation and Revision</b>	\$125.00
<b>Research or Project Deferral</b>	Cost of the course for each semester without registration fees

<b>Nursing Laboratory Fees</b>	
Description	Cost
<b>Laboratory of the following courses: NURS 631, NURS 638 and NURS 681</b>	\$400.00

<b>Nursing Laboratory Fees</b>	
<b>Laboratories of other courses</b> <b>NURS 513, NURS 621, NURS 622, NURS 623,</b> <b>NURS 624 and NURS 628</b>	\$200.00
<b>Anesthesia (APEX, SEE EXAM, MEDATRAX,</b> <b>Membership AANA, National Certification</b> <b>Examination)</b>  <b>*Costs are subject to change without prior notice</b> <b>according to the different agencies.</b>	Approximately \$2,175.00

<b>Education Laboratory Fees</b>	
<b>Description</b>	<b>Cost</b>
<b>EDCI 650</b>	\$400.00
<b>EDUC 509</b>	\$400.00
<b>EDUC 648</b>	\$200.00
<b>EDUC 651</b>	\$125.00
<b>EDSE 511</b>	\$35.00

**Note:** *The student must comply with any other fees included in the regular UAA catalog that applies to their graduate program.*

## Board of Trustees

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Efraín Velázquez	Representative of the SETAI

# Administration

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Sigfredo Morales	Vice President of Student Affairs
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Yolanda Pérez	Associate Vice President of Academic Affairs
Madeline Cruz	Associate Vice President of Financial Affairs

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Aixa Vega	Librarian
Alfa Lizardo	Registrar
Ana I. Pérez	Counseling and Orientation
Awilda Matos	Financial Aid
Damaris Pérez	Women's Dormitory
Aixa Vega	Aixa Vega
Alfa Lizardo	Registrar
Ana I. Pérez	Counseling and Orientation
Awilda Matos	Financial Aid
Damaris Pérez	Women's Dormitory
Digna Williams	Institutional Effectiveness
Fabiola Falto	Student Support Services (ESL)
Frances Izquierdo	Human Resources
Francisca Faña	Health Services
Giselle Rivera	Student Finances

Guillermo García	Men's Dormitory
Heber Vásquez	Information and Technology Services
John Chaparro	Senior Pastor
Legna Varela	Environmental Affairs
Lorell Valera	Advertising and Recruiting
Frances Izquierdo	Human Resources
Francisca Faña	Health Services
Giselle Rivera	Student Finances
Guillermo García	Men's Dormitory
Heber Vásquez	Information and Technology Services
John Chaparro	Senior Pastor
Legna Varela	Environmental Affairs
Lorell Valera	Advertising and Recruiting
Luis E. Guadalupe	Chaplain
Nikole Falto	Student Support Services (Regular)
Ruth Lizardo	Chaplain
Silvia Schimpf	Resource Center for Graduate Studies
Yolanda Ferrer	Admissions
Yolanda Ferrer	Admissions

## Teaching Faculty

<b>Names</b>	<b>Degree</b>	<b>Area of Specialty</b>
<b>Name</b>	<b>Degree</b>	<b>Area of Specialty</b>
Álvarez, Evelyn	DNP	Nursing
Cardona, Yoalis	DNAP	Anesthesia
Carlo, Elizabeth	PhD	Clinical Psychology
Colón, Myrna	PhD	Curriculum and Instruction
Dos Santos, Alberto	EdD	Educational Psychology
Fernández, Aida	MS	Anesthesia

Cardona, Yoalis	DNAP	Anesthesia
Carlo, Elizabeth	PhD	Clinical Psychology
Colón, Myrna	PhD	Curriculum and Instruction
Dos Santos, Alberto	EdD	Educational Psychology
Fernández, Aida	MS	Anesthesia
Heredia, Keily	PhD	Chemistry
Lamboy, Maritza	EdD	Curriculum and Instruction
Lamboy, Maritza	EdD	Curriculum and Instruction
Lorenzo, Carmen	EdD	Education
Matos, Abigail	PhD	Nursing
Méndez, Miguel	PhD	Biology
Nieto, Miriam	PhD	Nursing
Nieves, Antonio	PhD	History
Santiago, Zilma E.	PhD	Curriculum and Instruction
Nieves, Antonio	PhD	History
Santiago, Zilma E.	PhD	Curriculum and Instruction
Schimph, Silvia	EdD	Curriculum and Instruction
Villanueva, Raúl	PhD	Biology
Villanueva, Raúl	PhD	Biology



# Directory

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Phone: (787) 834-9595

Fax: (787) 834-9597

<b>Offices and Departments</b>	<b>Extension</b>
Admissions	2208
Financial Aid	2200
School of Education, Humanities and Psychology	2961
Student Finances	8011
Dean of Men	2239
Dean of Women	2259
Church	2217
President	4004
Advertising and Recruiting	2327
Registrar	2237
Vice President of Academic Affairs	4002
Vice President of Financial Affairs	1550
Vice President of Student Affairs	2213
Vice President of Planning and Development	2375

## Offices and Departments

Aixa Vega	Librarian
Alfa Lizardo	Registrar
Ana I. Pérez	Counseling and Orientation
Awilda Matos	Financial Aid
Damaris Pérez	Women's Dormitory
Admissions	2208
Financial Aid	2200
School of Education, Humanities and Psychology	2961
School of Nursing and Health Sciences	2225
Student Finances	8011
Dean of Men	2239
Dean of Women	2259

Church	2217
President	4004
Advertising and Recruiting	2327
Registrar	2237
Vice President of Academic Affairs	4002
Vice President of Financial Affairs	1550
Vice President of Student Affairs	2213
Vice President of Planning and Development	2375
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Heber Vásquez	Information and Technology Services
John Chaparro	Senior Pastor
Legna Varela	Environmental Affairs
Lorell Valera	Advertising and Recruiting
Yolanda Ferrer	Admissions

### **Library Hours**

Monday through Thursday	7:30 a.m. - 8:30p.m.
Friday	7:30 a.m. - 1:00 p.m.
Saturday	Closed
Sunday	3:00 p.m. - 8:00 p.m.

In the case of holidays that fall on a Monday, Sunday will be closed and will open on the Monday with Sunday's normal schedule.