

# Graduate Catalog 2016-2017

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## **Keep In Mind...**

This catalog is one of the most important documents of your university studies. It has information about the graduate level programs, the 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 assure 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 designation of professors are subject to change or elimination without forewarning. 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)

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 3 graduate level programs, 25 Bachelor level programs (BA/BS), 5 associate level programs (AA/AS) and two certifications at a level higher than a bachelor degree. The Institution belongs to the educational system of the Seventh-day Adventist Church and forms a part of a consortium composed 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 (with headquarters in Cuba) in order to develop 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 office in Mayagüez, PR), and the Interamerican Division (with headquarters in Miami, FL, USA). The University receives accreditation from the Adventist Accreditation Association of the General Conference of Seventh-day Adventists.

## Philosophy

The educational philosophy of the AAU is based on the premise that human beings, because they were created in the image of God, must be treated equally without distinction of age, sex, race, nationality, creed, or social position.

Based on this relation of man to his Creator, the education offered by our teachers is defined as a comprehensive process, which covers all facets of the human personality and prepares the student for the present life and the hereafter. AAU is interested in the spiritual, moral, intellectual, physical, social, and professional aspects of the human being.

We understand that the academic preparation of students must be offered within a Christian framework, being the Word of God, the revelation of God, the basis of the Christian faith, and the primary source of knowledge, wisdom, and truth, therefore, the education we provide is guided by the Christian concept of the human being. This idea places value on the person and his or her submission to the will of his Creator, through faithful obedience to God's Word and acceptance of Christ as the Son of God and the Savior of the world.

In addition, our philosophy establishes that the education we offer is an evolutionary process that responds to some social changes. Therefore, it prepares the person to become an agent of change, motivated by Christian values, and a facilitator in a complex world. The University has a great interest in providing students with the necessary opportunities to acquire a broad knowledge in various areas of knowledge thus, they can develop their critical thinking and analytical skills.

Within this philosophy, the teacher is not only a facilitator of knowledge but also a communicator of God's truths and of the social and natural sciences. Moreover, its major objective is to develop a balanced student spiritually and cognitively to serve God and the community.

## Vision

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

### *Expanded Vision*

- *Spirituality* - AAU will be a campus where knowledge of God is reaffirmed and a religious experience is valued.
- *Excellence* - AAU will be a campus where institutional effectiveness is fomented and a high quality education is offered that satisfies the expectations and needs of the student body.
- *Service* - AAU will be a campus that fosters the development of an altruistic attitude that inspires empathy and compassion, and results in a higher quality of life for both the church and the world at large.

## Mission

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

## Institutional Goals

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

1. Promote the knowledge of God as a foundation for a religious experience of salvation, modeled in a professional and academic environment.
2. Develop an educational experience in which the student participates actively in discovery learning based on an Adventist philosophy of education.
3. Improve financial stability indexes through responsible management of resources in order to meet institutional goals.

4. Foster an organizational climate for optimal institutional effectiveness by integrating best practices of administration of higher education.
5. Foster growth in institutional sustainability.
6. Optimize student services to develop students wholistically and in leadership skills for serving the church and humanity.

## 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 for reasons of 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 destroyed after two (2) years 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.

The applications will be considered complete when all of the required documents have been received. From this date the application will begin to be processed. The Office of Admissions will have ten workdays from this date to officially accept or reject the application. Notification will be sent 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 by hand.
2. Fulfill 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 an educational institution due to debt owed to the institution 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 Office of Admissions. Students admitted under Conditional Admission do not qualify to receive federal aid. The assigned academic advisor will give follow-up to the student's academic progress. Students may

register for courses in the next academic period only after the corresponding academic evaluation at the end of the period under which they have been admitted.

- c. Students admitted that have not completed the admission requirements in 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 applies.
- f. Students who have been denied admission or readmission to AAU will have the right to appeal to the Admissions Committee again 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.

**Admission to the Graduate Program.** For the candidate to be evaluated for the Graduate Program, the applicant must meet the requirements of 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:

- Admission Application
- A minimum GPA of 3.00 or higher based on the 4.00 point scale of the United States
- Admission Fee (\$25)
- Color copy of ID (Passport or current driver's license). Voter's registration will not be accepted. The ID will only be used for student records.
- Lifestyle Contract
- Student Contract
- Official credit transcripts of all universities previously attended
- References (2) as required by the program
- EXADEP results (not required for students with a GPA of 3.50 or greater)
- 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, he/she will only have to complete the following requirements for admission to the program:

- Application for Graduate Program
- Interview with Dean/Program Coordinator
- Fee of \$25.00

The student will have up to one year to apply for admission to the graduate program. If the students register in another educational institution during this year, he or she will also have to

present an official credit transcript. Once more than a year has passed since graduation from the University, the student must complete all of the requirements for admission to the program.

### Student Categories

#### 1. International Students

All international students who apply for admission to the graduate program must meet the following additional requirements corresponding to this category of student:

- 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. Fill out the documents required by the Office of Student Affairs to apply for the I-20 and process 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 his or her country of origin, a copy of the record will be kept. The student will have to complete the file again to reactivate admission.[All of the papers must be resubmitted in order to be readmitted.]

#### 2. Readmitted Students

Any student who has discontinued studies for a year or more must apply for readmission in 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 the payment of any outstanding debt.

The requirements for readmission are the following:

- a. Fill out the Readmission Application for the graduate program.
- b. Submit credit transcripts if the student studied in 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 Pay-pal (nonrefundable).

- d. Be interviewed by the dean or coordinator of the desired graduate program.
- e. If the readmitted student has ceased studies at AAU for a year or more, 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.

### Admission Categories

#### 1. Regular Admission

Regular admission applies to all students that have met the admission requirements before the registration process of the semester entering AAU.

#### 2. Conditional Admission

- a. *Missing Documents or Admission Requirements.* In case a student is unable to submit the official or original documents required for admission, the student may be considered for conditional admission with copies of the documents. If the student does not meet the established deadline to fulfill the requirements, he or she will not be able to finish the admission process and register in AAU.
- b. *GPA.* Any student who does not meet the GPA requirements for a particular program should submit a letter to the Admissions Committee for evaluation. Furthermore, the student must be interviewed by the academic advisor assigned from 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 academic session after signing the Conditional Contract in the Admissions Office and demonstrating satisfactory academic progress at the end of that academic session. Students will not be able to select classes for the next semester until they have met this requirement. If unable to fulfill the signed contract, the student may be suspended from the program or unable to study at AAU. The program coordinator will be responsible for evaluating the academic progress of these students. Students admitted to the graduate program under conditional admission will not have the right to receive federal aid.

#### 3. Admission of a Special Student

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 to satisfy requirements of the institution of origin.



- b. Persons not interested in obtaining an academic degree, but want to take classes for professional or personal growth.
- c. Admission of Auditing Student - A person who applies for admission as an auditing student must qualify
- d. As a university student, the auditing student will take courses without academic credit and will not receive grades. He or she 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 will not be accepted.
- Lifestyle Contract
- Official credit transcripts from the previous university.
- Authorization for studies (students of other institutions)

Due to their status, special students will not have the right to receive federal financial aid. If the student decides to continue studies in order to obtain a degree from the graduate program he or she must meet all of the requirements and complete the process for regular admission to AAU.

**Additional requirements after admission.** Once the student has been admitted to AAU, he or she must meet the following requirements before proceeding with registration:

*Financial Aid Office: ([finaid@uaa.edu](mailto:finaid@uaa.edu))*

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

*Office of Student Affairs: ([stdaff@uaa.edu](mailto: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](mailto:registrar@uaa.edu))*

- Provide the course descriptions of transferred credits for evaluation before registering for the corresponding academic session.

*Department or School:*

- Complete additional requirements of respective school or department.

**Student Responsibilities.** It is the student's duty to fulfill the requirements of the Academic Catalog, Student Manual and the regulations published by the academic departments, as well as, meeting the deadlines and instructions published in the Academic and Activities Calendar. **Also, it is the student's responsibility to provide a description of the university courses to be approved for transfer, and 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 is situated in a three-story building, the first two floors being about 14,000 square feet. It contains a collection of over 66,000 books and over 90 titles of printed magazines.

The services and collection have the following layout: on the first floor are the Reference, Periodicals, Puerto Rican, and Juvenile collections, the computer area known as Cyberlab with 33 computers for student use are located here. Also, the Reserve area, where books are loaned out for immediate circulation is found here. This floor has three photocopiers and provides tables for group study.

On the second floor are found the Circulation collection and the Eloy Acosta Muñoz Historical Archive collection that contains historical material on the University and the Church in Puerto Rico. This floor also has an area for individual study with a capacity of 41 students and two rooms for group study.

The Library offers access to over 30 book and magazine databases as part of our collection. With these, the students have access to more than 14,000 magazines and over 147,630 electronic books from EBSCO, OCEANO, Pro Quest and Gale companies.

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).

Also the library page, catalog, and Internet databases may be accessed through the University's page, [www.uaa.edu](http://www.uaa.edu). Look for the final section "Dennis Soto Library".

Among the services we offer are the following:

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

Library hours are as follows:

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

The University's Office of Orientation and Counseling has been established to offer students the help they need to improve their resources and opportunities. This office advises the student to available academic, social, financial, professional, and personal services. Also, in compliance with the ADA Law, it processes students' requests for reasonable accommodation. It also administers vocational and personality tests, among others.

## Alumni Association

The Ex Alumni Association (EAAAAU) is an independent organization of students who 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

### Stafford Loans

There are various alternatives for economic assistance among which we have the Stafford Loan. These Loans may be subsidized and/or unsubsidized.

The first step in the process is to fill out the Free Application for Federal Student Aid (FAFSA). Next, complete the loan application where the school certifies that the student registers for no less than 3 credits, has satisfactory academic progress, the costs of study, and an analysis of financial 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 is \$20,500. The student may receive an unsubsidized loan for the same academic period, provided the total loans do not exceed the yearly limit. The student is unable to take a loan for more than what the analysis of the financial need reflects.

Unsubsidized Stafford loans are offered to the graduate students. The loan depends on costs of study (COA).

In cases of unsubsidized loans the accrued interest must be paid from the moment the loan is disbursed until the debt is totally repaid. The interest may be paid during the period of studies and also during the periods of deferment and "indulgence". The interest may be left to accumulate (for example, during the period of studies) and later capitalized, that is, added to the capital of the loan. It is important to point out that if the interest accumulates, the grand total that will be paid will be greater than the total that would have been paid if the interest had been paid when it was due.

The money from the student loans must be used to pay for the registration, fees, living, and eating expenses. If there is surplus loan money, the student will receive a check for that money, unless the student gives written authorization to the Institution to retain the funds until a later date during the academic period.

The interest rate is variable, but will never exceed 8.25%. The student has the opportunity to reject the loan up until the time the check is signed.

The banking institution can inform the student of the date of the first day of the payment period.

## Other Aid

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 have the intention of working 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.

## Refunds

**Dormitory.** There will be no refunds for lodging.

**Classes.**

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

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

**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 Dropout form, obtain all the required signatures, and submit it to the office of the Registrar.

## Regulations and Responsibilities

1. The cost of the semester should be paid on the day of registration. Students who are unable to pay the total amount may follow the following payment plan (**does not apply to student with an I-20**):

50% the day of registration  
25% thirty days after registration  
25% sixty days after registration

2. If the payments cannot be met, the student will receive administrative suspension, and is responsible for the semester's debt. If it is not paid, it will go to a collection agency (these fees and expenses will be paid by the student and/or legal guardian). Pending balances on student accounts can be reported to the Credit Bureau.
3. The student who drops or adds a course should make the corresponding arrangements: fill out the official forms for this process and submit them to the Registrar's office. If this is not done, the charge will continue without right of appeal. This will also happen to the student who drops out without following the corresponding procedure.
4. Lodging is charged from the first day of registration until the last day of final exams and does not include regular vacations (Christmas and summer).
5. The medical plan that the University contracts is obligatory for every student who does not obtain other medical insurance. If the student has a personal medical plan, he or she should present proof of it upon registration. This charge is subject to change, according to the contract made by the insuring company. The insurance covers from the day of registration until that last day of final exams.
6. If the student has credit from grant money in the student account, it will be reimbursed.

## 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 fulfill the requirements of the Catalog, the Student Manual, 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 and Activities Calendar.

#### Registration

The registration office is responsible for:

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

## Registration Process

AAU does what it can 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 to select the recommended courses and insure that there is no scheduling conflict. The student has the option to pre-register the courses online through the student portal on the website <http://ecams.uaa.edu/student>. Each student must communicate with the Admissions Office to acquire the 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 which have a hybrid or totally online format, as deemed appropriate by the Institution when designing the course.

Distance Education has the objective of promoting 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>.

Every 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 his or her 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 documents attached, and the ethical use of this resource.

The student is responsible to make the necessary arrangements to have access to a computer or technological equipment connected with a high speed internet connection (DSL or better). The student may use the computers found on the first floor of the Dennis Soto Library if he or she does not own a computer, and the graduate student may utilize the graduate studies center annexed to the library.

The student who intends to take a long distance course must officially register in an academic program offered by AAU, and meet all of the requirements before registering. Afterward the student should meet with the Academic Advisor assigned by the Department or School of the program to which the student wishes to enter or continue studies to receive an orientation of the courses in accordance with the program of studies.

Every student registering for the first time in a long distance course must visit or communicate with the Coordinator of Distance Education or the Undergraduate or Graduate program to take an aptitude test and survey on technology 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 be. If the student does not attend, he or she should access the information provided on the main page of the virtual classroom to receive 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 timeframe established in the Academic and Activities 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.

## Late Registration

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

## Changes in Registration

If necessary, changes in the academic program are allowed until the date indicated in the Academic and Activities 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 and Activities Calendar specify the last day to add and drop classes. After this period of adding and dropping, 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 handed in to the Registrar's Office.

## Graduate Studies Committee

The student who believes there are extraordinary circumstances that justify an exception to the established academic regulations can 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 should be submitted in writing, and any other document or material supporting the appeal, 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 have a graduate level, will be invited. The committee will give its final response to the appeal within three weeks, or sooner if necessary.

## Readmission

A student who has discontinued studies for one summer or more should apply for readmission in the Office of Admissions. The University reserves the right to accept or reject any application. The applicant for readmission must make the necessary financial arrangements for readmission to the Institution, including returning any excess grant money and the payment of any pending debt.

The following are the requirements for readmission:

1. Have a minimum accumulative GPA of 3.00 from credits acquired in this Institution.
2. Pay the readmission fee of \$15.00 (nonrefundable).
3. Submit the Readmission Application with the pertinent documents.
  - ❖ Complete and sign the Lifestyle Contract.
  - ❖ Complete and sign the Student Contract.
  - ❖ A letter of recommendation.
  - ❖ Interview with the academic advisor.
  - ❖ If the student has studied in another university, an official credit transcript must be included.
4. If the student applies for readmission at the end of a suspension due to academic probation, he or she must comply with the admission requirements of the Admissions Office.

## Provisional Admission

A student who for any reason does not meet all of the requirements for admission as a regular student to the Master's Program may be admitted under the provisional category with permission to take up to a maximum of 12 credits.

## Special (Non-Degree) Students

The classification of "special student" will be given to those students of other university institutions or graduate programs who apply for permission to take graduate courses (up to a maximum of 18 credits) to complete requirements of some other program, without meeting the requirements for regular admission. If the special student wants to continue and be accepted to the requested graduate program, he or she must submit all of the information required by the Admissions Committee.

## International Students

International students that are accepted to the graduate program must:

- a. Complete all of the previously mentioned admission documents required by their status as a newly enrolled or transfer student.
- b. If the credit transcript is in a language beside Spanish or English, it must be translated into one of these languages by an official translator, certified by a lawyer, and legalized by the State Department.
- c. If the student is transferring from another university, an Official Transcript and a recommendation from the Dean of Students of the previous university must be submitted.
- d. Copy of current passport.
- e. Complete the documents required by the Office of Student Affairs for the I-20 application and student visa process (Visa F1).

## 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%

\*The minimum to pass a graduate course is B.

Other symbols that are 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 the 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: Thesis, Project and Practicum.
- W** Authorized drop. A student may drop a course with a grade of "W" in the dates assigned for this in the Academic and Activities 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, he or she must be readmitted. The GPA is not affected, but it is taken into consideration to determine the percentage of courses passed.

## Drop for GPA

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.

## Dropout

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

## Repeated Classes

Any course may be repeated whose grade does not satisfy the student or is lower than the requirement established for graduation. 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. For special cases, the student must submit a petition to the Academic Standards Commission.

## Grade Reports

At the end of each semester and summer session, the Registrar will send grade reports by mail to students who request them. If the student thinks an error was made on the report, he or she should notify the Registrar's office no later than two months after the reports were sent out. Students with debt will not receive their grade reports until the debt has been paid.

## Grade Changes

A grade will only be changed when the professor has committed an error in the calculation of the grade. The petition for the change of grade will have a maximum of six months from the last day of the final exam period of the semester the course was taken. This claim must be made through the professor who offered the course; who will then follow the corresponding procedure for these cases in the Registrar's office.

## Class Attendance Regulations

1. Attendance to class and laboratories is obligatory. Professors have the duty to keep a record of the students' attendance.
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 part of the system of student evaluation, therefore frequent absences affect the final grade.
4. It is the professor's responsibility to drop a student who is absent from classes more than twice the number of times the course meets per week during the semester (or more than three times during summer sessions). The student will be dropped from the course with a "WA" until the deadline for drops, and will be notified of the drop. If the WA was by reason of



serious illness or other uncontrollable circumstances, the student may petition the Academic Standards Commission to have the case considered.

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. The student who arrives late will be considered absent unless at the end of class he or she notifies the professor. The student should recognize that arriving late will affect the total number of permitted absences. Three tardiest equal one absence.

### **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 requirements to be met for each work to be accepted.

### **Diplomas**

The graduating student must pick up the diploma from the Registrar 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 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.

### **Credits Transfers and Residency Requirements**

Students who have studied in other accredited universities can receive academic credit in conformance with 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 procedure followed in the transfer process is as follows:

1. The Admissions Office sends the Registrar a copy of the admitted student's transcripts. The freshman or transfer student section indicates that it is the responsibility of the student with the Registrar's office.
2. The corresponding department director, in coordination with the official in charge of transfers in the office of the registrar, establishes the equivalency of the courses using the catalog and official course descriptions of the previous university. The student must provide the official descriptions and the catalog of the university.
3. The Registration office will inform the student and the department as to what courses will be transferred.

### **Transcripts**

The registration 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.

Official transcripts will be sent directly to the Registration 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 given out. 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. Official credit transcripts of students with documents and/or debts pending with the University will not be processed (see special charges for the cost).

Normally, transcripts should be requested at least two weeks before being sent. During periods of registration, graduation, final exam and grade processing, the time required to send them may be longer. (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 Registration office must be informed of all changes of address. All official notifications or anything else that is sent to the address of a student by mail, is sent to the address that appears in our records or databases, and 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 or classes in order to graduate that are not offered during the semester or summer the student will graduate.
2. Special circumstances exist. In such a case, a petition 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:

1. The student's convenience.
2. 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 insure that an official transcript of grades received in the other institution is sent to the Registration Office.

### **Academic Load**

One master's credit is equivalent to 15 hours of contact of 50 minutes, not including final exams. The academic load for full time students is six (6) credits or more. Students should consult with their academic advisor to plan their courses.

### **Academic Advising**

The professors of the program will fulfill the office hours announced at the beginning of each summer and semester. Students may also make 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 in the process of developing his or her maximum potential of studies. The student should consult with the academic advisor to plan the program of studies to be followed. However, it is the student's responsibility to plan the program of studies.

## STUDENT RIGHTS AND RESPONSIBILITIES



## Students Rights and Responsibilities

### Students 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 advisement by trained personnel in whatever areas that the student requests of those offered by 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 the option of all the courses necessary to complete the program of studies in the set timeframe.

### Students Obligations

1. Know the academic regulations that direct the Graduate Program and the policies announced by the professors in each class and the class 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



## Course Codes Used In the Graduate Catalog

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

## School of Education, Humanities, and Psychology

### Graduate Program

## SCHOOL OF EDUCATION, HUMANITIES, AND PSYCHOLOGY GRADUATE PROGRAM



### 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 offered to teachers is defined as a wholistic process that encompasses all facets of human personality. It 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 Graduates Program

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 providing 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 innovations into their areas of specialty, including modern technology and communications.
5. Develop in students positive attitudes towards learning, encouraging a sense of responsibility, and intellectual curiosity for independent study, and continued education, and/or postgraduate's 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 himself/herself to be both 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 maximum potential of development.
  - d. Using technology to improve teaching, classroom management, communication with students' families, and student evaluation.
3. The candidate/graduate will, though knowledge, skills, and dispositions, show himself/herself to be a reflective decision-maker:
  - a. Using formal and informal evaluations to make decisions based on this information.
  - b. Reflecting on his/her professional practice.
  - c. Use research to demonstrate the impact on learning and improve professional and pedagogical performance.
  - 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 scholarly personnel to support the student's 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's of Arts in Education in the following specialties:

- ❖ School Administration and Supervision
- ❖ Elementary Curriculum and Instruction
- ❖ Elementary Curriculum and Instruction in Teaching English as a Second Language (ESL)
- ❖ Secondary Curriculum and Instruction
- ❖ Secondary Curriculum and Instruction:
  - Specialty in Biology
  - Specialty in Spanish
  - Specialty in History
  - Teaching English as a Second Language (ESL)
  - Concentration in Student and Community Health

The specialties consist of 19 core class credits, 18 specialty class credits, and 3 credits of capstone requirement for a total of 40 semester credits.

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 through a quality education just as expected from the leaders that complete the graduate program of the School of Education, Humanities and Psychology.

### Degree Organization

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

Curricular Design	Credits
Core Courses	22
Specialty Courses	18
Capstone Requirement	3
<b>TOTAL</b>	<b>43</b>

## 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 admission fee, nonrefundable.
3. Submit official transcripts of all the universities and/or colleges attended.
4. Present two letters of recommendation.
5. Sign the Lifestyle Contract, committing to accept the lifestyle of our Institution.
6. Complete and sign the Student Contract.
7. Submit an updated Certificate of Criminal Records for Service Providers Care to Children and Older Adults.
8. If the student receives a grant from Title II federal funds of the Department of Education of PR, the academic information release form must be signed.
9. In the case of candidates of the Administration and Supervision concentration, the student must have one year of work experience teaching in an accredited school before applying to the Master's Program.
10. Possess a US accredited Bachelor's (degree), or its equivalent, in the area of concentration, or a Bachelor's in Education specializing in the area of concentration.
11. 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 year to complete the concentration prerequisites.

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 214 - General Methods of Teaching
  - ❖ EDUC 309 - Classroom Assessment
  - ❖ EDUC 337 - Classroom Management
- b. History
  - ❖ HUIHI 200 - Summary of Puerto Rican History

- ❖ HUIHI 204- Summary of European History II
- ❖ HUIHI 103 - Ancient and Medieval History I or HUIHI 104 - Ancient and Medieval History II
- ❖ HUIHI 312 - Latin-American History I
- ❖ HUIHI 313 - Latin-American History II
- ❖ HUIHI 323 - Contemporary World Problems
- ❖ HUIHI 324 - Contemporary History of the Far East
- ❖ HUIHI 431 - Renaissance, Reformation, and the Emergence of the State
- ❖ EDUC 332- Secondary History Curriculum and Instruction

- c. Spanish
  - ❖ 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- Secondary Spanish Curriculum and Instruction
- d. 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 and II
  - ❖ PHYS 221-221- College Physics Laboratory I and II
  - ❖ EDUC 323- Biology Curriculum and Instruction
- f. Health
  - ❖ EDUC 105- Philosophy and Fundamentals of Health Education
  - ❖ BIOL 111-122- Anatomy and Physiology I and II
  - ❖ EDUC 260- Environmental Health Education

- ❖ NURS 110- Nutrition I
- ❖ PSYC 284- Psychology of Health
- ❖ PSYC 351- Introduction to Human Sexuality
- ❖ HESH 116- Student Health
- ❖ EDUC 328- Student Health Curriculum and Instruction

12. Give 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 203	Social Foundations of Education
EDUC	Specific methods of teaching level <ul style="list-style-type: none"> <li>❖ Elementary - 12 credits</li> <li>❖ Secondary - 3 credits</li> </ul>
EDUC 200	Human Growth and Development
EDUC 301	Education Technology
MATH 231	Statistics I

13. Have a minimum GPA of 3.00 at the undergraduate level.
14. Every student must take the Graduate Record Examinations (GRE). Transfer students with 12 transferable credits and a GPA of 3.50 will be exempt from taking the exam.
15. Have an 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.
16. All non-resident international students, beside the admission requirements, must deposit \$4,000. This requirement must be met before the I-20 Form is sent in order 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.
17. A maximum of 15 semester credits, passed with a B (3.00) or higher in an accredited university can be transferred. Of the 15 credits, only 9 can be Specialty Courses. The Coordinator of the Studies Department 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 651- Clinical Practicum and Research in School Administration / EDCI 650- Clinical Practicum and Research in the Area of Concentration.

### 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. The student who does not finish all of the requirements in this amount of time will be given an administrative drop without opportunity to apply for readmission.
4. The student who does not fulfill the admission requirements in the indicated time will be given an administrative drop and will be able to apply for readmission for the following summer, provided he or she has met 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 and will be dropped from the program for poor academic performance for one semester. If the student is placed on academic probation on two occasions he or she will be permanently dropped from the program in which he or she is 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.

### Admission to Candidacy

Students of the Master of Arts in Education will be able to go beyond the 24 credits when they meet the following requirements for admission to candidacy:

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 Registration Office. A formal evaluation will be made and written notification will give of what requirements must be completed. This process should be completed enough time before hand to allow the student to make any necessary adjustments to the program. The student has the final responsibility to fulfill all the necessary graduation requirements and make every effort possible to obtain adequate academic advising.

To graduate the student:

1. Must 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.
3. Submit a self-evaluation of the skills specified in the Student Profile. The School of Education provides this form.
4. Fill out a program evaluation survey. The School of Education provides this form.
5. Obtain an evaluation of proficient or better in each of the areas specified on the attitudes instrument. The School of Education provides this form.
6. Receive a score of proficient or better in each of the clinical practice components that include the application of research.

7. 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 have a score of proficient or better for each of the components.
8. Submit the diversity form. The School of Education provides the form.
9. Successfully respond to the comprehensive questions. The answers to the questions are incorporated in the professional portfolio. They consist of three parts that include the following areas: (1) psychological, sociological, historical and philosophical Foundations of Education, (2) curriculum and instruction, and (3) the area of concentration.
10. Complete all of the academic and financial requirements of the University. Every student that receives grants from the Department of Education of the Free Associated State 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 from studies for up to as much as the amount of grant funds received.
11. Fill out a graduation application and pay the application fee two semesters in advance (see the Academic and Activities Calendar) and pay the graduation fees (\$200.00, nonrefundable). The applications can be obtained in the School of Education and must be turned in to the Registration 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 Graduation Exercises.

### **Certification of 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 (residential students).

3. Their names have been recommended to the Vice-president of Academic Affairs who will confirm the bestowal of the honor.

## Professional Profile of the Graduate by Specialty

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

### Administration and Supervision

1. Promotes an Adventist educational philosophy with a clear vision of integration of faith, values, and learning as an essential element of the educational process.
2. Promotes the success of all students, facilitating the development, articulation, implementation, administration, and evaluation of a vision of learning that is shared and supported by the scholarly community.
3. Fosters the success of all students through the promotion, care, and maintenance of a student culture and instructional program that develops critical thinking and integrates technology and information literacy.
4. Promotes the success of all students, guaranteeing the management of the organization, operations, and resources for an effective learning environment.
5. Promotes the success of students through collaboration with the families and members of the community, responding to the interests and needs of a diverse community, and the management of resources.
6. Promotes the success of students, demonstrating positive interpersonal relationships that include integrity, justice, empathy, and ethical conduct.
7. Promotes the success of the students in understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

### 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. Use linguistic concepts for oral and written expression in Spanish.
4. Plans short-term and long-term instruction on the bases of the student's performance.
5. Applies critical thinking skills in the analysis of classic works of Spanish literature.
6. Uses a variety of instructional strategies for Spanish to handle the different learning styles and cultural perspectives.

7. Identifies educational scenarios that require technological assistance and investigates, evaluates, designs, and adapts equipment that can be used to help the student in the teaching-learning process.
8. Values continued education and personal reflection to improve professional practice.
9. Uses information literacy effectively for professional performance in the work field.
10. Participates in activities that promote the proper use of Spanish in the community.
11. Uses tools for formal and informal evaluation to make decisions based on the results of this information.
12. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.
13. Models empathy by attending to the needs of the members of the student 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 the history content and pedagogy.
4. Designs history curriculums 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 continued education and personal reflection to improve professional performance.
7. Uses information literacy effectively for professional practice in the work 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. Correctly 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 personal and professional life.
3. Models Christian values and principles through affective and professional relationships with the students and members of the student body.
4. Employs 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 for performance as a professional in the field of labor.
7. Uses oral and written communication skills effectively when working.
8. Plans the teaching of curricular content according to the educational needs of each student.
9. Differentiates instruction to attend to diverse learning styles.
10. Values continued education as a means to acquire new knowledge that allows the educator to stay informed of new trends in his or her specialty.
11. Uses a variety of evaluations to make decisions based on valid and 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-term and long-term instruction based on student performance.
5. Uses a variety of strategies to teach Spanish to attend to different learning styles and cultural 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 professional performance in the field of labor.
9. Values the importance of professional development in the 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 of this information.
12. Correctly manages diverse resources and technological equipment to reach educational goals for the pupil.
13. Models empathy by meeting the needs of the members of the student community.

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

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-term and long-term instruction based on student performance.
4. Uses a variety of teaching strategies to attend to different learning styles and cultural 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. Uses oral and written communication skills effectively in work performance.
7. Uses information literacy effectively in professional performance in the field of labor.
8. Values continued education and personal reflection to improve professional performance.
9. Uses formal and informal evaluation tools to make decisions based on the resulting information.
10. Correctly manages diverse resources and equipment to reach the educational goals of the pupil.

11. Models empathy by meeting the needs of the student community.

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

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 personal and professional life.
4. Models Christian principles and values through affective and professional relationships with the students and members of the school community.
5. Uses a variety of teaching strategies to attend to different learning styles and cultural perspectives.
6. Employs critical thinking skills in decision making and problem solving.
7. Uses information literacy effectively in professional performance in the work field.
8. Uses oral and written communication skills effectively in professional performance in the work field.
9. Effectively plans the teaching of curricular content according to the educational needs of each student.
10. Values continued education for keeping up-to-date with new trends in his or her area of expertise.
11. Uses a variety of evaluations to make decisions based on valid, reliable data.
12. Correctly manages diverse resources and technological equipment to reach the educational goals of the pupil.

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

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-term 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 the quality of life.
5. Uses a variety of strategies to teach student health in order to attend to different learning styles and cultural 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 for professional performance in the work field.
8. Values continued education and personal reflection to improve professional performance.
9. Uses formal and informal evaluation tools to make decisions based on the results of this information.
10. 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: Special Education**

After completing the program of study of the new specialty in Special Education at Antillean Adventist University, all graduates of the program will be able to display and demonstrate proficiency in the following competencies:

#### **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 IDEA Law 2004 to serve people with special needs.

#### **Skills**

1. Use critical thinking skills in decision-making and problem-solving.

2. Use effectively information literacy information for professional performance in the work place.
3. Use effective communication and writing skills.
4. Identify educational environments that require technological assistance, research, assessment, design, and adaptation of equipment that help students in the teaching-learning process.
5. Use assessment instruments to measure learning in order to provide help to special education students based on their needs.
6. Manage adequately materials and technological equipment to help special education students reach their educational goals.
7. Demonstrate mastery of the professional competencies of its work force through its educational practice.
8. Analyze assessment results to determine eligibility and the development and implementation for exceptional students programs.
9. Guide parents and the community school concerning their responsibilities in managing of fiscal, human and physical resources to the welfare of exceptional students.
10. Teach according the educational needs of each student.
11. Use technology as a means to help the exceptional student.
12. Analyze trends and controversies in the legal, ethical, and technological area of the Special Education Program.
13. Participate actively in commissions related to support services for students with special needs.

#### **Affective**

1. Model values and Christian principles through emotional and professional relationships with students, parents, and members of the school community.
2. Exhibit an attitude of service to meet the individual needs of special education students.
3. Promote 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. Value continuing education as a means of acquiring new knowledge, to be informed about new trends in your area of expertise.
5. Encourage respect, and aid attention to the educational needs of each student and consider multiculturalism.

## Course Specifications

### Administration and Supervision

PROGRAM REQUIRMENTS	CREDITS
<b>Core Courses</b>	<b>22</b>
EDUC 500      Foundations of Education	3
EDUC 506      Statistics Applied to Education	3
EDUC 509      Educational Research	4
EDCI 510      Teaching Models and Strategies	3
EDCI/RELB 511      Jesus' Methods of Teaching	3
EDCI 635      Curriculum Principles and Design	3
EDCI 636      Educational Technology and Online Instruction Design	3
 <b>Specialty Courses</b>	 <b>18</b>
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 620      Principles of Administration in Higher Education	3
 <b>Final Graduation Requirement</b>	
EDAS 650      Practicum in School Administration	3
 <b>TOTAL CREDITS</b>	 <b>43</b>

## Curriculum and Instruction: 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 Educational Research	4
EDCI 510 Models and Strategies of Teaching	3
EDCI/RELB 511 Jesus' Methods of Teaching	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 Teaching and Exposition of Values	3
EDCI 630 Elementary School Curriculum	3
EDCI 645 Educational Innovations and Implementation	3
<b>Final Graduation Requirement</b>	
EDCI 650 Clinical Practice and Research in Curriculum and Instruction	3
<b>Total Credits</b>	<b>43</b>

*\*Select 18 credits*

## Curriculum and Instruction: 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 Models and Strategies of Teaching	3
EDCI/RELB 511 Jesus 'Methods of Teaching	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 for Secondary Level	3
EDCI 619 Curricular Integration	3
EDCI 620 Multiple Intelligences and Learning Styles	3
EDCI 622 Teaching and Exposition of Values	3
EDCI 631 Secondary School Curriculum	3
EDCI 645 Educational Innovations and Implementation	3
<b>Final Graduation Requirement</b>	
EDCI 650 Clinical Practice and Research in Curriculum and Instruction	3
<b>Total Credits</b>	<b>43</b>

*\*Select 18 credits*

## 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	Jesus' Methods of Teaching	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	Spanish-American Literature of the 20th Century	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	Clinical Practice and Research in Curriculum and Instruction	3
<b>Total Credits</b>		<b>43</b>

\*Select 18 credits

## 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	Jesus' Methods of Teaching	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	Clinical Practice and Research in Curriculum and Instruction	3
<b>Total Credits</b>		<b>43</b>

\*Select 18 credits



## 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	Models and Strategies of Teaching	3
EDCI/RELB 511	Jesus' Methods of Teaching	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	Clinical Practice and Research in Curriculum and Instruction	3
<b>Total Credits</b>		<b>43</b>

\*Select 18 credits

## 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	Jesus Methods of Teaching	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 Fundamentals of Bilingual Education	3
HUEN 636	Theoretical Framework of Language Acquisition	3
HUEN 637	Applied Linguistics	3
HUEN 638	Compared 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 Teaching English as a Second Language	3
HUEN 646	Analysis of Child and Adolescent Literature	3
<b>Capstone Requirement</b>		
EDCI 650	Clinical Practice and Research in Curriculum and Instruction	3
<b>Total Credits</b>		<b>43</b>

\*Select 18 credits

**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	Models and Strategies of Teaching	3
EDCI/RELB 511	Jesus' Methods of Teaching	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 Fundamentals of Bilingual Education	3
HUEN 636	Theoretical Framework of Language Acquisition	3
HUEN 637	Applied Linguistics	3
HUEN 638	Compared 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 Teaching English as a Second Language	3
HUEN 646	Analysis of Child and Adolescent Literature	3
<b>Capstone Requirement</b>		
EDCI 650	Clinical Practice and Research in Curriculum and Instruction	3
<b>Total Credits</b>		<b>43</b>

\*Select 18 credits

**Curriculum and Instruction: Student and Community Health 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	Models and Strategies of Teaching	3
EDCI/RELB 511	Jesus' Methods of Teaching	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	2
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
EDHS 606	Physiology and Psychology of Stress	3
EDSH 607	Environmental Health	3
EDCI 521	Psychosocial Theories of Behavior and Health	
<b>Capstone Requirement</b>		
EDCI 650	Clinical Practice and Research in Curriculum and Instruction	3
<b>Total Credits</b>		<b>43</b>

\*Select 18 credits

## Curriculum and Instruction: Special Education

### 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	Models and Strategies of Teaching	3
EDCI/RELB 511	Jesus' Methods of Teaching	3
EDCI 635	Curriculum Principles and Design	3
EDCI 636	Educational Technology and Online Instruction Design	3

**Specialty Courses 18\***

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
EDSDE 625	Legal and Ethical Controversy in Special Education	3

#### Capstone Requirement

EDCI 650	Clinical Practice and Research in Curriculum and Instruction	3
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**Total Credits 43**

*\*Select 18 credits*

## COURSE DESCRIPTION



## Course Descriptions

### Core Courses

**EDUC 500 - FOUNDATIONS OF EDUCATION** 3  
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** 4  
The importance and function of research in education and social sciences is analyzed. 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.

**EDUC 648 - COMPREHENSIVE SEMINAR OF CONCENTRATION** 3  
Provides the student with a unifying experience that integrates the knowledge, skills, and abilities acquired over the course of study as preparation for the comprehensive exam. In the course the three important segments of the program of studies will be reviewed: Foundations of Education, curriculum and instruction, and the area of concentration.

**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 - JESUS' METHODS OF TEACHING** 3  
Study of Jesus as a teacher, his teaching methods, and their application to the growth of the student. Jesus' teaching methodology and its application to the classroom of the teacher of the 21st century will be studied. A comparison and contrast of the most relevant theories will be made.

**EDCI 515 - EVALUATION OF LEARNING** 3  
Theory, function, range and forms of evaluation of learning and the development of the student are studied. 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. Emphasis is in statistical analysis and interpretation of test results, and their application to the teaching process. Open laboratory for use of microcomputer in data analysis.

**EDCI 520 - THEORIES OF LEARNING AND THEIR APPLICATION IN THE DESIGN AND IMPLEMENTATION OF CURRICULUM** 3  
The most common Theories of learning and their psychological fundamentals are analyzed: behavioral, cognitive development, humanistic phenomenology; their proponents, qualities, criticisms that are made, and the perspective they give 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. Emphasis is placed on the theoretical analysis of scientific research of behaviors that put health and quality of life at risk in 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, contents, and standards. How to extend and integrate learning experiences with daily life will be examined. 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. Emphasis is placed on the integration of the two theories and their application in the classroom.

**EDCI 622 - TEACHING AND EXPOSITION OF VALUES** 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 in life in society.

**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 his or her 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. Prerequisite 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 from an ethical perspective of curricular evaluation. Includes practice in the design and construction of instruments to collect data for curriculum evaluation at different student 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  
 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, 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 of instruments to collect data for evaluation of curriculum in diverse student 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 log at least 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. Emphasis is made on the steps to implement an innovation (change), and the role played by a leader. Innovations successfully implemented in Puerto Rico and other countries, the problems they confronted, and the trajectory followed to the present will be examined. Recent innovations will be analyzed from the perspective of their cost/benefit, capacity to integrate with the educational system, acceptance, pros and cons, availability of necessary technology, physical facilities, personal technique, as well as other factors.

**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 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 within the area of concentration. Includes literature analysis, preparation and defense of the proposal, collection of information, use of methods of statistical analysis, and the final defense of the thesis. The research is for the purpose of increasing knowledge and formulating and developing a hypothesis that 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. The course can be repeated until three credits have been earned. Registration for this course requires the authorization of the director of the department.

## **Specialty: 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. Principles such as: strategic planning, Quality Management, and Management by Objectives are applied.

**EDAS 610 - FINANCIAL RESOURCE MANAGEMENT** 3  
A study of the development and management of the budget, its importance, its effect on the personnel, and its function within an educational institution at the school level as well higher organizational levels. The relationship that should exist between the objectives and goals of education and the budget is discussed. Models and perspectives are examined and carried out in practical applications.

**EDAS 612 - INTRODUCTION TO SCHOOL SUPERVISION** 3  
The relationship between the student and all of the basic aspects that educational supervision involves, and the role of the supervisor in each of these. Emphasis is placed on supervision in the 21st Century according to the educational reform of Law Num. 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 how to manage human resources in schools and how to use them effectively, including a study of how to improve human relations in general, emphasizing the development, evolution, and most recent models and theories of organizational behavior. Emphasis is placed on 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  
This course analyzes Federal and state laws, and the regulations of the private and public educational systems that relate to the school, its personnel, and functions. Some of the concepts included in this course are: the powers, duties, and procedures related to the management of property, decision making, students, and working conditions. An emphasis is made on the issues involved, the teacher's responsibilities, and their evaluation, and future needs. The possible effects of the application of the law in the case of a religious institution is analyzed.

**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 620 - PRINCIPLES OF ADMINISTRATION IN HIGHER EDUCATION** 3  
This course is a study of the fundamentals of organization, government, management, leadership, and the process of change in higher education. Also, the role of the leader in successfully carrying out the process of change in an institution is investigated. Other topics discussed are: the roles and responsibilities of officials and constituents of colleges and universities, opportunities and challenges of administrators, and conflicts within the organization, regulations, and policies that are confronted when managing universities and colleges.

**EDAS 650 - PRACTICUM IN SCHOOL ADMINISTRATION** 3  
This course consists of a practicum in a school in the area of concentration. There will be at least 60 hours of practicum. Innovative resources will be used to collect evidence of the practicum. Necessary arrangements must be made with the appropriate authorities before beginning the practicum.

## Specialty: Special Education

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

This course is introductory in nature, by what has been studied 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 man with autism and the alternatives for the location. As well as the processes prior to the pipeline, the related to the pipeline, assessment and intervention. Discusses how it affects the family of the child with autism and its collaboration with the staff of the educational core for the welfare of the child. It includes the study of the following types of intervention: behavior, sensory processing, communication, social skills, and academic area. Analyzes the PEI and the transition plan for a child or young person with autism. It is required that the student carry out a visit to the classroom for a child with autism.

### **EDSE 525 – ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS** 3

The course focuses on the administration and analysis of instruments of formal and informal assessments that may be used to collect data related to the progress of students with special needs. Various tests, including intelligence, perception, motor skills, and others will be analyzed. Also, the tests related to academic achievement such as Puerto Rican Academic Achievement Tests and alternative Evaluation will be analyzed. The terminology used in the evaluation process is defined. The Procedural Manual will be analyzed, specifically what relates to the evaluation process, execution indicators, and the preparation of the Individualized Education Program (IEP) for the special needs student. 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 622 –BEHAVIORAL AND EMOTIONAL INTERVENTION TECHNIQUES** 3

This course is aimed at analysis and intervention of the emotional and behavioral problems of children and exceptional young people; especially those diagnosed with autism, emotional disturbances, and attention deficit with hyperactivity. Analyzes theories related to behavior and technology as a means of intervention. We are also studying the areas of PEI relating to conduct and modification. Prerequisite: ESDE 512.

### **EDSE 623 – APPROPRIATE INSTRUCTION TO THE DEVELOPMENT OF THE CHILDRENS WITH SEPECIAL NEEDS** 3

The course focuses on the study and analysis of teaching methods and strategies appropriate to the attention of the curriculum needs of exceptional students in the areas of Spanish and Math. Discusses the relevant aspects related to the inclusion of the exceptional child in the regular flow and the integration of technology into the design of an educational program that meets the needs of each student. Special attention is paid to the design of the individualized education plan (IEP) and systematic planning that takes into account the differentiated education, modification of instructional materials, reasonable accommodations, assistive technology, least restrictive environment and that in turn are aligned with the standards and expectations of the Puerto Rico Department of Education and the technology standards. Prerequisite: EDUC 501, EDSE 512, 525, 622.

### **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 the informal and formal methods for the diagnosis and care of the deficiency in the area of reading and writing of exceptional students; especially those who have problems with speech and language and children with autism. 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. Prerequisite: EDSE 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. It analyzes trends and dilemmas related to legislation, multiculturalism, definitions of different disabilities, the provision of services and processes of the special education program. It also, it includes trends and controversies related to the integration of technology into the education of the exceptional student.

## Specialty: Biology

- BIOL 620 - ADVANCED CELLULAR - MOLECULAR BIOLOGY** 3  
This course is a study of recent advances in cellular and molecular biology. It is a detailed presentation 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: 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 trips to the field 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. Emphasis is made on 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.
- 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 getting the 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. The content that the course emphasizes is 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. Theories of learning languages, various instructional strategies for teaching languages, and conflicting points in teaching bilingual students in the United States and Puerto Rico are discussed.
- 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 - RESEARCH METHODS OF BILINGUAL EDUCATION** 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 of hour's 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 court rulings.
- HUEN 636 - THEORETICAL FRAMEWORK OF LANGUAGE ACQUISITION** 3  
The theoretical framework that supports the process of language acquisition and learning a second language is studied.
- 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. It will also give some attention 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. Emphasis is on the 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. Emphasis is on the 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 TEACHING ENGLISH AS A SECOND LANGUAGE** 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 - METHODOLOGY OF TEACHING SPANISH AS A SECOND LANGUAGE** 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, and the 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, making an emphasis 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. The reasons for the unification of Italy and Germany and the worldwide consequences of this unification is analyzed. Topics such as the world wars, the current attempt to unify Europe, terrorism problems, 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 neo colonialism, 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 selected themes in the area of 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 that have been established in structural grammar in contrast with 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. It makes offers basic and effective methods, stressing 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. Assigned readings will be analyzed.
- 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 themes 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: Student and Community Health Education**

### **EDSH 501 - SEMINAR: HOLISTIC HEALTH ISSUES**

2

Based on a study, analysis and discussion of research of current problems in 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. Study of the nature of illness and evaluation of risk factors. 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, religion, 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 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.

## POST BACCALAUREATED CERTIFICATIONS IN 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. They are designed in a distance education mode with some face-to-face meetings. The length of each certification program is one year. There is financial assistance, if the students qualifies. Students also have academic support in a cutting-edge technology office.

### Requirements for Admissions for Post Baccalaureate Certifications

Students interested in obtaining a post-baccalaureate certification need to comply with 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 three 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, he or she has to sign a consent form to grant permission to publish his or her information.
8. Have a Bachelor's in Education degree from an accredited US university or its equivalent.
9. Have a current teacher certificate from the Department of Education of Puerto Rico or US.
10. 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 Foundations of Education; EDUC --- Teaching Methods (elementary – 12 credits and secondary -3 credits); EDUC 200 Human Growth and Development; EDUC 301 Technology in Education; MATH 231 Statistics I.
11. Have an undergraduate grade point average (GPA) of 3.00.
12. All student that have a GPA of 3.00 – 3.49 should take the Graduate Record Examination (GRE) in English or the Post Graduate Admissions Exam (EXADEP) in Spanish and obtain 450 points or more. Students who have a 3.50 or more undergraduate GPA are exempt of taking the graduate exam.
13. Have an interview with the Dean of the School of Education.
14. Demonstrate in a diagnostic test computer literacy skills.

## POST BACCALAUREATE CERTIFICATIONS IN SPECIAL EDUCATION AND BILINGUAL EDUCATION



## **Post Baccalaureate Certification: Special Education**

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

This course offers the participant the opportunity to know and understand students with special needs. This course is introductory. The emphasis is centered in an 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, Adventist school 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: 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. Various tests, including intelligence, perception, motor skills, and others will be analyzed. Also, the tests relating to academic achievement such as Puerto Rican Academic Achievement Tests and alternative Evaluation will be analyzed. The terminology used in the evaluation process is defined. The Procedural Manual will be analyzed, specifically what relates to the evaluation process,

execution indicators, and the preparation of the Individualized Education Program (IEP) for the special needs student. 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 50.

### **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 the special needs student 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 teacher of the regular classroom and resource room toward special needs students integrated into the mainstream classroom, and to adapt the curriculum to the individual needs of these students. This course requires 45 hours of theory and 15 hours of laboratory. Prerequisites: EDSE 501, 511, 525, and 526.

## **Post Baccalaureate Certification: Bilingual Education**

### **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 lecture.

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

### **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 program. 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 legal compliance requirements for bilingual programs, as well as relevant body of court cases on related issues. This course consists of 45 hours of lecture.

### **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 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 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 lecture. This course consists of 45 hours of lecture.

### **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 NURSING AND HEALTH SCIENCES GRADUATE PROGRAM



## School of Nursing and Health Sciences

### **Mission**

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

### **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.

### **Vision**

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

### **Goals**

1. Respond to the health needs of our communities within an Adventist Christian perspective.
2. Provide a Christian educational setting with balance efforts between academic offerings, clinical services, and research.
3. Establish a continuous improvement system in our programs to ensure their relevance and applicability.
4. Develop highly trained health professionals prepared to serve individuals and groups from diverse cultural, social and economic backgrounds.
5. Develop health professionals with high Christian values.
6. Integrate technology in all of our administrative, academic, research and clinical activities.
7. Facilitate transference of Christian values to the practice of health care delivery.
8. Establish national and international alliances for faculty development, resources exchange, and students exchange programs.
9. Foster a high degree of professionalism as health care providers within an interdisciplinary perspective.
10. Establish innovative health programs prepared with the collaboration of community stakeholders, students, patients and accreditation agencies.
11. Promote an evidence-based practice setting.
12. Utilize Christian values as the primary educational methodology for all academic programs.

## Description of Master of Sciences in Nursing

The Master of Science in Nursing (MSN) offers the option of three specialties: Critical Care, Care of the Older Adult and Anesthesia. The role options offered through the MSN are: Advanced Practice Role in Nurse Anesthesia, Nursing Education, and Nursing Administration. The program of studies consists of 44 credits for Critical Care and Care of the Older Adult and 65 for Nurse Anesthesia.

The educational philosophy of the MSN program is in accordance with the University philosophy, which is based on the premise that human beings, because they were created in the image of God, must be treated equally without distinction of age, sex, race, nationality, creed, or social position. Based on this relation of man to his Creator, the education offered by our MSN teachers is defined as a comprehensive process, which covers all facets of the human personality and prepares the graduate student for the present life and the hereafter. The MSN faculty is interested in the spiritual, moral, intellectual, physical, social, and professional aspects of the human being. We understand that the academic preparation of graduate students must be offered within a Christian framework, being the Word of God, the revelation of God, the basis of the Christian faith, and the primary source of knowledge, wisdom, and truth, therefore, the advanced nursing education we provide is guided by the Christian concept of the human being.

Additionally, the philosophy of the graduate Nursing Program focuses upon the conceptualization of excellence in nursing care according to recognized professional standards by areas of specialties and nursing roles. The faculty believes that nursing is an art and a science; a discipline oriented towards the diagnosis and treatment of actual or potential health problems. Nursing involves observations, interactions, and analysis of interventions with families, groups and communities. These interventions take place in a variety of scenarios and at primary, secondary, and tertiary prevention levels. The nursing professional assumes different roles according to the time and situation. Therefore, the necessary knowledge, skills, and attitudes are essential, according to the role assumed to ensure quality and safety. All nurses must demonstrate excellent decision-making, problem-solving, and critical thinking skills in order to be able to impact the health care delivery systems.

## Admission Requirements of the Institution and the Program of Study

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

1. Fill out 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. Submit 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. Evidence of current nursing license for Puerto Rico and current membership of the College of Nursing Professionals of Puerto Rico (CPEPR).
8. Be fluent in Spanish and have the capacity to read and understand English.
9. Sign the institution's Lifestyle Contract, agreeing to accept and abide by it.
10. Sign the AAU permanent document.
11. Have a Bachelor of Science in Nursing from an accredited University.
12. Have a minimum GPA of 3.00 at the undergraduate level.
13. All students must take the Graduate Studies Admission Exam (EXADEP) or (GRE).
14. Have an interview with the MSN program Admission Committee. If the student resides outside of Puerto Rico, an interview by telephone can be granted.
15. 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 to Puerto Rico is not possible, the original I-20 must be returned for the reimbursement of the deposit.
16. Present an original of each of the following documents:
  - a. Evidence of Health Certificate.
  - b. Evidence of a background check from the last six months.
  - c. Evidence of Hepatitis B vaccines.
  - d. Evidence of having completed the certification in Cardiopulmonary Resuscitation (CPR).
  - e. A color copy of personal identification.

## 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. *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.
3. Present originals of the following documents:
  - a. Proof of Hepatitis B, Influenza, and Varicella vaccinations or titles.
  - b. Current CPR, ACLS, and PALS certifications (certifications must be current during enrollment in the program).
4. Attend an interview with the NAP Admissions Committee upon submission of all required documents by the deadline and if selected among the 40 strongest applicants. A total of 25 students will be admitted per year.

## Graduation Requirements

Every candidate for graduation must request an interview with the Dean of the School of Nursing and Health Sciences and the Specialty Program Coordinator six months in advance to evaluate his or her 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 he or she must fulfill. This should happen with enough time to allow the student to make the necessary adjustments to his or her 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 the Older Adult (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 charged directly to the student's account. The application can be obtained in the Registrar office, where the student will be given instructions about the procedures to follow.

- 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 effort.
- 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) during the month of June of their senior year and pass it (Second Examination- June). A passing score is considered to be a cumulative score at or above the national average for students in their second year as reported by the NBCRNA. If a student fails to achieve a passing score they must re-take the exam, at their own expense, until they achieve a passing score. Failure to pass the SEE may result in a delayed graduation date.
- c. Fill out an application to take the National Certification Examination within 120 days after finishing 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 Nursing and 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.

**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 he or she has 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 his or her 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. 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 eight (8) years to complete the Master's degree. 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 Nursing and Health Sciences, who will approve the extension of the term.

### **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.

### **Goals of the Graduate Nursing Program**

Upon completion of the program of graduate studies in 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 graduate nursing education.
2. Develop a competent graduate level nursing professional with the appropriate advanced knowledge, skills and attitudes, and the competencies in order 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 career.
4. Produce graduates with the ability for apply specialized competencies and provide pertinent interventions maintaining a wholistic 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 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 a change agent 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 the policy development process 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 aggregates/identified populations.

## Competencies for the Specialty in Critical Care

### Assessment

The nurse caring for the acutely and critically ill patient collects comprehensive data pertinent to the patient's health or situation.

1. Collects data from the patient, family, other healthcare providers, and the community, as appropriate, to develop a holistic picture of patient needs.
2. Prioritizes data collection based on patient characteristics related to the immediate condition and anticipated needs.
3. Uses valid evidence-based assessment techniques, instruments, and tools.
4. Documents relevant data in a clear and retrievable format.

### Diagnosis

The nurse caring for the acutely and critically ill patient analyzes and synthesizes data from the assessment in determining nursing diagnoses or conditions relevant to care.

1. Derives diagnoses or relevant conditions from the assessment data.
2. Validates diagnoses with the patient, family, and other healthcare providers.
3. Documents diagnoses and relevant issues in a clear and retrievable format.

### Outcomes Identification

The nurse caring for the acutely and critically ill patient identifies expected outcomes for the patient.

1. Identifies outcomes from assessments and diagnoses.
2. Respects patient and family perspectives and values in formulating culturally appropriate outcomes in collaboration with the patient and family, and with the interprofessional team.
3. Considers associated risks, benefits, current evident, clinical expertise, and cost when formulating expected outcomes.
4. Modifies expected outcomes based on changes in patient condition and situation.
5. Documents outcomes as measurable goals in a clear retrievable format.

### Planning

The nurse caring for the acutely and critically ill patient develops a plan that prescribes strategies and alternatives to attain outcomes.

1. Employs critical thinking and judgment in developing an individualized plan using best evidence.
2. Collaborates with the patient, family, and inter-professional team to develop the plan.
3. Establishes priorities and continuity of care within the plan.
4. Includes strategies for health promotion and prevention of further illness or injury within the plan.
5. Considers associated risks, benefits, current evidence, clinical expertise, resources, and cost when developing the plan.
6. Documents the plan in a clear and retrievable manner.

### Implementation

The nurse caring for the acutely and critically ill patient implements the plan.

1. Employs strategies to promote and maintain safe environment.

2. Coordinates implementation of the plan with the patient, family, and inter-professional team.
3. Intervenes to prevent and minimize complications and alleviate suffering.
4. Facilitates learning for patients, families, and the community.
5. Documents implementation in a clear and retrievable format.
6. Provides age and developmentally appropriate care in a culturally and ethically sensitive manner.

### **Evaluation**

The nurse caring for the acutely and critically ill patient evaluates processes and outcomes.

1. Conducts systematic and ongoing evaluations using evidence-based techniques, tools, and instruments.
2. Collaborates with the patient, family, and inter-professional team in the evaluation process.
3. Revises the assessment, diagnoses, outcomes, and interventions based on the information gained during the evaluation process.
4. Documents the results of evaluation in a clear and retrievable format.

### **Competencies for the Specialty in Care of the Older Adult**

1. Recognizes gerontological nursing as a sub-specialty within nursing and the importance of addressing the unique challenges of caring for older adults from a systems perspective.
2. Applies a wellness philosophy to the care of older adults guided by a health promotion framework, with emphasis on evidence-based guidelines to help older adults develop health promotion behaviors.
3. Integrates the concepts of wellness and aging, recognizing the uniqueness and diversity of each older adult as created in the image of God.
4. Incorporates the Functional Consequences Theory framework and other theories that are pertinent to aging well and for wellness-oriented nursing care of older adults.
5. Demonstrates advanced knowledge on cognitive and psychosocial function of the older adult and utilizes professional guidelines in conducting a comprehensive nursing assessment of psychosocial function with emphasis on healthy older adults.
6. Demonstrates the necessary advanced nursing knowledge and skills to address multifaceted topics of assessment, medications and legal/ethical concerns relevant to older adults.

7. Recognizes elder abuse and neglect as a serious problem, which needs to be addressed from a systems perspective and utilizes advanced knowledge and skills performing the nursing role to prevent, identify, and address this importance issue.
8. Applies research outcomes within the practice setting to address delirium, dementia, and depression, recognizing these as the three most commonly occurring pathologic conditions that affect the functioning and have serious psychosocial consequences for older adults.
9. Provides nursing care demonstrating an advanced level of understanding of nursing and relevant sciences in order to effectively address aspects of functioning in older adults and common pathologic conditions that affect particular aspects of physical functioning.
10. Performs nursing care responsibilities reflecting excellence, according to quality and safety standards, (QSEN) and providing holistic services for older adults to promote wellness, during illness, when experiencing pain, and at the end of life.

### **Competencies for the Specialty in Nurse Anesthesia**

#### **Patient safety**

1. Be vigilant in the delivery of patient's anesthesia care focusing on quality and safety.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, e-mailing, etc.)
3. Protect patients from iatrogenic complications.
4. Participate in the positioning of patients to prevent injury.
5. Conduct a comprehensive and appropriate equipment check.
6. Utilize standards precautions and appropriate infection control measures.

#### **Individualized perianesthetic management**

1. Provide care throughout the perianesthetic continuum recognizing the human being as a child of God.
2. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
3. Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
4. Provide anesthesia services to all patients, including trauma and emergency cases.
5. Administer and manage a variety of regional anesthetics.
6. Function as a resource person for airway and ventilator management of patients.
7. Possess advanced cardiac life support, ACLS, recognition.
8. Possess pediatric advanced life support, PALS, recognition.
9. Deliver culturally competent perianesthetic care throughout the anesthesia experience.

### **Critical thinking**

1. Apply knowledge to practice in decision-making and problem solving.
2. Provide nurse anesthesia care based on sound principles and research evidence.
3. Perform a preanesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.
4. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
5. Interpret and utilize data obtained from noninvasive and invasive therapy.
6. Calculate, initiate, and manage fluid and blood component therapy.
7. Recognize and appropriately respond to anesthetic complications that occur during the perianesthetic period.
8. Pass the Council on Certification of Nurse Anesthetists' (CCNA) certification examination in accordance with CCNA policies and procedures.
9. Perform a comprehensive history and physical assessment.

### **Communication skills:**

1. Effectively communicate with individuals influencing patient care from a systems perspective.
2. Utilize 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 working relationships.

### **Professional Responsibility**

1. Participate in activities that improve anesthesia care.
2. Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice.
3. Interact on a professional level with integrity.
4. Provide appropriate support, education and resources to others.
5. Participate in continuing education activities to acquire new knowledge and improve his or her practice.
6. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.

7. Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care.
8. Demonstrate commitment to the provision of appropriate services to individual, families, and aggregates / identified populations.

### **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 her or his 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; to 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 behaviors and responses.
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 his or her 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.

### **Competencies for the Education Role Option**

1. Acknowledges that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.
2. Creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
3. Remains knowledgeable about the educational environment and recognizes how political, institutional, social, and economic forces influence their role.
4. Recognizes the responsibility for helping students develop as nurses and integrates the values and behaviors expected of those who fulfill that role.
5. Uses a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning.
6. Recognizes that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.
7. Functions as a change agent and leader to create a preferred future for nursing education and nursing practice.

### **Competencies for the Administration Role Option**

1. Demonstrates Christian ethical values in personal and professional life by promoting respect for human dignity.
2. Engages in scholarly activities in nursing practice and models professionalism in clinical, educational, and leadership settings.
3. Implements professionalism in decision-making as a rational process using critical thinking for evaluating alternatives for reaching goals.
4. Collaborates with colleagues, consumers of health care, medical staff, community leaders, and other parties interested in advancing the nursing practice and transforming health care.
5. Motivates, communicates, and solves interpersonal conflicts facilitating leadership within any nursing group setting.
6. Demonstrates leadership in serving with integrity, responsibility, professionalism, competence, empathy, and humbleness.
7. Demonstrates knowledge of clinical practice, roles, functions of all members of patient care team, and laws/policies that regulate the nursing practice, in order to provide patient quality service.

8. Develops strategic evidence-based administration skills, in order to establish measures for nursing practice that are of high quality, effective, and financially responsible.
9. Demonstrates a disposition for innovation as a change agent within a professional context in nursing administration, in order to advance nursing practice and the transformation of health care.

## Course Specifications by Specialty

### Specialty in Critical Care

PROGRAM REQUIREMENTS	CREDITS
<b>Core Courses:</b>	<b>7</b>
BIOE 521 Introduction to the Practice of Biostatistics	3
RELT 501 Christian Social Ethics	2
RELB 601 Biblical Perspectives on Health	2
<b>Specialty Courses:</b>	<b>28</b>
NURS 505 Advanced Pharmacology	3
NURS 511 Advanced Pathophysiology	4
NURS 512 Nursing Process and Theories	3
NURS 513 Health Assessment and History Taking in Adults and Older Adults	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 Research Project	3
<b>Role Courses:</b>	<b>9</b>
<b>Education</b>	
NURS 614 Principles and Theory of Nursing Education	3
NURS 616 Principles of Nursing Curriculum Design	3
NURS 638 Practicum in Nursing Education	3

PROGRAM REQUIREMENTS	CREDITS
<b>Role Courses:</b>	<b>9</b>
<b>Administration</b>	
NURS 613 Theory and Principles of Nursing Administration	3
NURS 627 Essential Aspects of Administration	3
NURS 628 Practicum in Nursing Administration	3
<b>Total Credits</b>	<b>44</b>

## Specialty in Care of the Older Adult

PROGRAM REQUIREMENTS	CREDITS
<b>Core Courses:</b>	<b>7</b>
BIOE 521 Introduction to the Practice of Biostatistics	3
RELT 501 Christian Social Ethics	2
RELB 601 Biblical Perspectives on Health	2
<b>Specialty Courses:</b>	<b>28</b>
NURS 505 Advanced Pharmacology	3
NURS 511 Advanced Pathophysiology	4
NURS 512 Nursing Process and Theories	3
NURS 513 Health Assessment and History Taking in Adults and Older Adults	3
NURS 618 Nursing Policy and Procedures	2
NURS 623 Nursing Interventions with the Older Adult I	3
NURS 624 Nursing Interventions with the Older Adult II	3
NURS 631 Nursing Research	4
NURS 681 Research Project	3
<b>Role Courses</b>	<b>9</b>
<b>Education</b>	
NURS 614 Principles and Theory of Nursing Education	3
NURS 616 Principles of Nursing Curriculum Design	3
NURS 638 Practicum in Nursing Education	3
<b>Role Courses</b>	<b>9</b>

PROGRAM REQUIREMENTS	CREDITS
<b>Administration</b>	
NURS 613 Theory and Principles of Nursing Administration	3
NURS 627 Essential Aspects of Administration	3
NURS 628 Practicum in Nursing Administration	3
<b>TOTAL CREDITS</b>	<b>44</b>



## Specialty in Nurse 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 Anesthesia	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	Research and Practice Based on Evidence	3
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	Clinical Practice VI	3
NURS 694	Clinical Practice VII	3
<b>TOTAL CREDITS</b>		<b>65</b>

## Course Descriptions

### Core Courses

**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 placed on the concept of physicality from a Biblical perspective and its impact on the concepts of health and healing. Two (2) hours of theory.

**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. Two (2) hours of theory.

### Specialty Courses

**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.

**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 patient of advanced age. 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**  
 This class explores the philosophies and theories of nursing, social sciences, natural sciences, and behavior. Emphasis is placed on 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.

<b>NURS 513- HEALTH ASSESSMENT AND HISTORY TAKING IN ADULTS AND OLDER ADULTS</b>	<b>3</b>
Emphasis is placed on the application of the nursing process and the development of assessment skills of adult and Older Adult on all levels of intervention. Includes diagnosis, nursing intervention, and strategies to the health of the individual. Two (2) hours of theory, one (1) credit hour equivalent to three (3) hours of laboratory	
<b>NURS 613- THEORY AND PRINCIPLES OF NURSING ADMINISTRATION</b>	<b>3</b>
Theories, concepts, and principles of administration applied to nursing services are studied and applied in greater depth. Theories of human leadership and behavior in organizations are examined. The administrative process and its use in the field of nursing are studied in depth. Three (3) hours of theory.	
<b>NURS 614- PRINCIPLES AND THEORY OF NURSING EDUCATION</b>	<b>3</b>
Analysis of principle philosophical trends and theories of teaching and learning applied to nurse education. There is 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.	
<b>NURS 616- PRINCIPLES OF NURSING CURRICULUM DESIGN</b>	<b>3</b>
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. Pre-requisite: NURS 614.	
<b>NURS 618- NURSING POLICY AND PROCEDURES</b>	<b>2</b>
Study of topics such as labor law, the 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.	
<b>NURS 621- NURSING INTERVENTIONS WITH CRITICALLY ILL PERSONS I</b>	<b>3</b>
Study and advanced intervention in the holistic care of the critically ill patient. Nursing intervention in attention to patient responses to monitoring, hemodynamic, and support systems. Emphasis is placed on the spiritual and emotional dimensions, and critical care skills based on scientific knowledge. The clinical phase of the course is conducted in units of critical 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. Pre-requisites: NURS 505, NURS 511, NURS 512, NURS 513.	
<b>NURS 622- NURSING INTERVENTIONS WITH CRITICALLY ILL PERSONS II</b>	<b>3</b>
Provides intensive practice based on concepts and theories within the context of the role of the clinical specialist. 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, 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, NURS 513.	

<b>NURS 623- NURSING INTERVENTIONS WITH THE OLDER ADULT I</b>	<b>3</b>
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. Pre-requisites: NURS 505, NURS 511, NURS 512, NURS 513.	

<b>NURS 624- NURSING INTERVENTIONS WITH THE OLDER ADULT II</b>	<b>3</b>
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. Pre-requisites: NURS 623.	

<b>NURS 627- ESSENTIAL ASPECTS OF ADMINISTRATION</b>	<b>3</b>
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. Pre-requisites: NURS 613.	

<b>NURS 628- PRACTICUM IN NURSING ADMINISTRATION</b>	<b>3</b>
Practicum in nursing administration that provides for the application of concepts and the development of skills in the management of care. Opportunity is given to apply and test administrative theories through solving problems that arise while providing health services in selected 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. Pre-requisites: NURS 613, NURS 627.	

<b>NURS 631- NURSING RESEARCH</b>	<b>4</b>
Thorough examination of the research process in nursing. Critical analysis of scientific studies that use various methodologies. Discussion of the moral ethics involved with the research process. The student will be able to prepare a budget for the research of a problem in nursing. Three (3) hours of theory, one (1) credit hour equivalent to three (3) hours of laboratory weekly. Pre-requisites: BIOE 521. Co-requisites: BIOE 521	

<b>NURS 638- PRACTICUM IN NURSING EDUCATION</b>	<b>3</b>
Provides for professional practice as student-teacher in the 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. Pre-requisites: NURS 614, NURS 616.	

**NURS 681- RESEARCH PROJECT****3**

Opportunity to complete a research project implementing the scientific method under the supervision of a Dean in consultation. The student will write and present a research project on a problem related to nursing, according to his or her 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 his or her project. Pre-requisite: BIOE 521, NURS 622 or NURS 624, NURS 631. Co-requisites: NURS 622 or NURS 624.

**Specialty Courses in Nurse 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 and nonprescription drugs that interact with medications in the intravenous induction phase, narcotics, muscle relaxers or vasoactive drugs. *Pre-requisite: NURS 521*

**NURS 530 – INTRODUCTION TO ANESTHESIA****3**

This course provides the graduate nurse anesthesia student an opportunity to focus on a variety of professional practice components. This course presents the history of America's nurse anesthetists and their value to our profession. Besides, 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, committing to professional involvement, the American Association of Nurse Anesthetists as a professional organization, the governmental and non-governmental regulation of Nurse Anesthesia practice, Standards of Care, professional reimbursement, health care marketplace

trends, influencing health care policy, 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. The related equipment to the anesthesia, its appropriate function, operation and maintenance are studied in this course. Education on monitoring of the anatomical and physiological variables during anesthetic procedures to promote patient safety and to establish standards of care will be provided. Safety and effectiveness in the anesthetic patient are integrated with the theory and practice of pre-anesthesia, anesthesia and post-anesthesia 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. Managements of anesthesia of patients with obesity, the elderly, and the treatment of complications are described. *Pre-requisite: 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. *Pre-requisite: 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. *Pre-requisite: 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. *Pre-requisite: 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 discusses concepts related to the physiology of the heart, pulmonary and systematic 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. *Pre-requisite: NURS 541*

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

Individualized instruction in 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. *Pre-requisite: NURS 531, Co-requisite: NURS 532*

**NURS 592 – CLINICAL PRACTICE II (180 CLOCK 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. *Pre-requisite: NURS 591, Co-requisite: NURS 533*

**NURS 593 – CLINICAL PRACTICE III (144 CLOCK 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. *Pre-requisite: NURS 592, Co-requisite: NURS 534*

**NURS 620 – RESEARCH AND PRACTICE BASED ON EVIDENCE 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 his/her practice setting. The student will realize a capstone project that describes a problem, methodology, findings and recommendations to improve the practice of nurse anesthesia. Besides, the course is designed to introduce the student to

major nursing theorists and their work. The works of the theorists presented in this course have been 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. Management of intraoperative patients in accordance with physiology, pathophysiology and anesthetic management according to the system involved are studied. Surgical procedures and the complications that anesthesiologists face during the administration of anesthesia are explained. The endocrine, musculoskeletal, hematology, ophthalmology, otolaryngology, immune, and orthopedic systems, and anesthesia considerations for each system are discussed.  
*Pre-requisite: 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.

**NURS 691 – CLINICAL PRACTICE IV (540 CLOCK 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 of 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.  
*Pre-requisite: NURS 593, Co-requisite: NURS 625*

**NURS 692 – CLINICAL PRACTICE V (540 CLOCK 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. Safe practice and progression toward self-direction and the independent practice of anesthesia are emphasized. 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.  
*Pre-requisite: NURS 691, Co-requisite: NURS 632*

**NURS 693 – INTERNSHIP I (204 CLOCK HOURS)** 3  
Clinical experience focused on the administration of anesthesia care in a variety of clinical scenarios of patients with multiple systematic problems. Teaching the 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. *Pre-requisite: NURS 692*

**NURS 694 – INTERNSHIP II (168 CLOCK HOURS)** 3  
Clinical experience focused on the administration of anesthesia care in a variety of clinical scenarios of patients with multiple systematic problems. Teaching the 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. *Pre-requisite: NURS 693*

## Fees and Other Charges

Fees/Charges	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>Fee subject to change, as determined by the insurer (Institutional Medical Plan, if the student does not have a personal one).</i>	\$250.00
Dispensary	\$25.00
Long-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
Graduation ( <i>Includes robe, diploma, and invitations</i> )	\$200.00

RESEARCH, PRACTICUM, AND ELECTRONIC PORTFOLIO FEES (EDUCATION)	
Description	Cost
Binding of Thesis	According to cost
Research Consultation and Revision	\$125.00
Research or Project Deferral	Price of the course for each semester without registration fees
Electronic Portfolio and Editing	\$200.00

NURSING LABORATORY FEES	
Description	Cost
Laboratory of the following courses: NURS 631, NURS 638, NURS 681 and EDCI 650	\$400.00
Laboratories of other courses	\$200.00

ANESTHESIA LABORATORY FEES	
Description	Cost
APEX	\$310.00
SEE EXAM	\$135.00 (twice)
MEDATRAX	\$7.00 (monthly)
AANA Membership	\$200.00
National Certification Examination	\$725.00

Note: The student must also pay any other fees listed in the regular Catalog of AAU that apply to the graduate student.

## Teaching Staff

Names	Degree	Area of Specialty
Araújo, Áurea	PhD	Curriculum and Instruction
Cardona, Yoalis	CRNA	Anesthesia
Carlo, Elizabeth	PhD	Clinical Psychology
Colón, Myrna	PhD	Curriculum and Instruction
Collazo, Víctor	PhD	Anesthesia
Cruz, Miguel	MD	Student Health
Dos Santos, Alberto	EdD	Educational Psychology
Fernández, Aida	CRNA	Anesthesia
Gómez, José D.	EdD	Administration and Supervision
Heredia, Keily	PhD	Chemistry
Lambo, Maritza	EdD	Curriculum and Instruction
Nieves, Antonio	PhD	History
Rosa, María	PhD	Nursing
Santiago, Zilma	PhD	Curriculum and Instruction
Schimpf, Silvia	PhD	Curriculum and Instruction
Tejada, Esperanza	PhD	Curriculum and Instruction
Villanueva, Raúl	PhD	Biology

## Board of Trustees

José A. Rodríguez, <i>President</i>	President of the Puerto Rican Union
Victor Valles, <i>Vice-president</i>	Secretary of the Puerto Rican Union
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Juan Milián	Lay Representative of APN
Gladys Segarra	Lay Representative of APN
Juan Rivera	Lay Representative of APS
Julianés Ortiz	Lay Representative of APS
Efraín Velázquez	SETAI

## Administration

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Myrna Colón	Vice-president of Academic Affairs
Misael Jiménez	Vice-president of Financial Affairs
Jaime López	Vice-president of Student Affairs
José D. Gómez	Vice-president of Planning and Development
Yolanda Pérez	Associate Vice-president of Academic Affairs
Madeline Cruz	Associate Vice-president of Financial Affairs

## Support and Service Personnel

Abel Rodríguez	Maintenance
Abiezer Rodríguez	Head Pastor
Aixa Vega	Librarian
Ana D. Torres	Registrar
Ana I. Pérez	Orientation and Counseling
Rygo Santiago	Men's Dormitory
Awilda Matos	Financial Aid
Felícita Cruz	Ladies' Dormitory
Heber Vásquez	Information and Technology Services
Francisca Faña	Health Services
Legna Varela	Environmental Affairs
Lorell Valera	Advertising and Recruiting
Gisel Rivera	Student Finances
Omar Rodríguez	Chaplain
Wilma Torres	Human Resources
Yolanda Ferrer	Admissions

## Telephone Directory

Tel: (787) 834-9595

Fax: (787) 834-9597

Offices and Departments	Extension
Admissions	2208
Financial Aid	2200
School of Education, Humanities, and Psychology	2961
Student Finances	8011
Men's Dean	2239
Ladies' Dean	2259
Church	2217
President's Office	4004
Advertising and Recruitment	2327
Registration	2206
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

### LIBRARY HOURS

Monday - Thursday	7:30 a.m. - 9:30 p.m.
Friday	7:30 a.m. - 1:00 p.m.
Saturday	Closed
Sunday	3:00 p.m. - 8:00 p.m.

On holidays that fall on a Monday, the Sunday before will be closed and will open on Monday with regular Sunday hours.

**"All glory comes from daring to begin."**

Eugene Ware