

GRADUATE CATALOG



2023-2025



ANTILLEAN ADVENTIST UNIVERSITY

MAYAGÜEZ, PR

**GRADUATE PROGRAM
CATALOG**

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Keep in mind that...

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

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

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

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

Antillean Adventist University

History

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

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

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

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

Services for Veterans, Military Personnel and Dependents

The University is approved by the Puerto Rico State Approving

Agency to provide academic training to the students under the various different “GI Bill®” programs. This is a registered trademark of the Department of Veterans Affairs (VA). Veterans who wish to enroll and receive the educational benefits available must file their application through the Registrar’s Office.

As of May 13, 2021, the use of recruitment tactics that exert undue pressure on students or future students who are recipients of study aid from the United States military services is prohibited. In addition, participation in same-day student recruitment and registration for securing the enrollment of members of the military is prohibited.

Section 103 PL 115-407: The provision established by PL 115-407, Sec 103, ends 90 days after tuition and fees are billed to VA whether or not VA has issued payment to the University. At that time, the University can hold the student liable for the billable tuition and fees unpaid by VA, place a registration hold for any outstanding amount billed to VA, per withdraw the student for non-payment of the billable tuition and fees not paid by VA. Ultimately, the student does agree to assume and pay any and all costs associated with said enrollment not paid by VA directly to the University.

As of August 1, 2019, no institution may deny a student (CH31 and CH33) access to classrooms, the library, or other institutional facilities. Also, make the student borrow money to cover the cost while waiting for the VA payment or charge the student a late fee or impose a penalty.

(For more information, see Financial Information section, other aid, page 21.)

Educational Philosophy

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

Knowledge of God isn't obtained solely by reason; God has communicated his nature, purposes and plans through divine revelation. The Holy Scriptures were inspired by God and are the vital source of wisdom, reality, truth, ethics and aesthetics. This

biblical foundation determines the end goal of education and our notion of the nature of the student, the role of the teacher, the curriculum, the teaching methodology, and the university's role in society.

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

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

Mission

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

Vision

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

- *Spirituality*
 - Exemplified Adventist Christian principles and values
 - Bible-based curriculum
 - Christ-centered programs and activities

- *Excellence*
 - Human capital that his highly qualified and competent
 - High quality educational opportunities that are geared towards the needs of the labor market
 - A sustainable campus with the integration of high technology
 - Exceptional and innovative education that incorporates teaching modalities adapted to the new educational tendencies
 - Research geared towards problem solving, development and innovation
 - Internalization of initiatives
 - Highly competent graduates

- *Service*
 - Leaders committed to God
 - Service culture of excellence
 - Community work initiatives
 - National and international mission programs

Goals

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

1. Promote an environment in which every student and employee has the opportunity to live and share Christian Adventist principles and values.
2. Attract and retain students from all socio-economic levels, cultures and nations.
3. Expand the academic offerings in diverse modalities according to quality standards and market demand.
4. Encourage research and its application in the entire academic community.
5. Apply generally accepted administrative better practices for each unit.
6. Develop relationships that create opportunities for community service and mission work.

STUDENT SERVICES

Student Services

Admission

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

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

The steps to complete the admission process are as follows:

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

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

General information:

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

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

Graduate Program Admission

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

The applicant must meet the following admission requirements:

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

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

- Graduate Program Application
- Interview with Dean/Program Coordinator

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

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

Student Categories

1. *International Students*

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

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

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

2. Readmitted Students

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

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

The requirements for readmission are the following:

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

Admissions Categories

1. *Regular Admission* - Applies to all students that have met the admission requirements before the registration process of the semester entering AAU.
2. *Provisional Admission* - Student with missing documents or admission requirements.

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

3. *Conditional Admission - GPA*

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

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

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

4. *Admission of a Special Student*

“Special Student” status will be granted to students from other university institutions or graduate programs that request permission to take graduate courses (up to a maximum of 18 credits) in order to complete the requirements of another program, without completing the regular admission requirements. If the special student decides to continue and is accepted into the graduate program of choice, they must submit the required information to the Admissions Committee.

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

Applicants will be considered Special Students in the following cases:

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

The special student must complete the following documents:

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

- university
- Authorization for studies (students of other institutions)

5. *International Students*

International students accepted into the graduate program must:

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

Additional Requirements After Admission

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

Financial Aid Office: (finaid@uaa.edu)

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

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

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

Student Affairs.

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

- Provide a description of the credit transcript courses taken at university institutions so as to evaluate the acceptance (validation) of credits before registering for the corresponding academic session.

Departments or Schools:

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

Student Responsibilities

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

Financial Aid

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

Health Services

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

Dennis Soto Library

The Dennis Soto Library of Antillean Adventist University occupies the first two floors of a three-story building and consists of about 14,000 square feet. It contains a collection of over 64,915 books and over 18 titles of printed magazines.

The services and collections have the following layout: on the first floor are the Reference, Periodicals, Puerto Rican, and Juvenile collections. The computer area, also known as the Center for Learning and Technological Resources (the acronym CART in Spanish) has 33 computers available for student use. The Reserve area, where books are loaned out for immediate circulation can be found here as well. This floor has three photocopiers and provides tables for group study.

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

The Library offers access to over 28 databases of books and magazines as an important part of our collection. Through these databases, students have access to more than 6,000 magazines and more than 7,000 electronic books from the following companies: EBSCO, EBRARY, GALE, OCEANO and WILSON.

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

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

Among the services we offer are the following:

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

Library hours are as follows:

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

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

Counseling and Orientation

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

Resource Center for Graduate Studies (CREG in Spanish)

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

Alumni Association

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

Social Regulations

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

Privacy of Academic Records

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

for the following rights of registered student:

1. The right to the privacy of educational records.
2. The right to have access to educational records.
3. The right to question the content of these records.
4. The right to know what personnel work in and outside of the Institution and have access to the records.
5. The right to be informed by the Institution about student rights.
6. The right to appeal to the Federal Government if the Institution violates the law.

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

Policies for Making Changes to the Catalog

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

FINANCIAL INFORMATION



Financial Information

“Direct Loans” (William D. Ford)

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

Eligible students:

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

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

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

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

Eligible students:

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

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

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

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

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

Other Aid

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

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

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

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

Veteran's Services

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

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

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

Veterans, Social Security, and Vocational Rehabilitation

Antillean Adventist University is duly recognized by the agencies that bestow these aids. Students that understand they qualify to receive one of them must apply through corresponding agency.

Apply for Veterans Benefits

Veterans Administration (VA) students can apply online at <https://www.va.gov/education/how-to-apply/> If students do not have access to the online application, they can call 1 -888- 442-4551 and request that an application be mailed to them.

All VA students must apply at the beginning of their college studies in order to receive benefits. Initial application to VA for Education benefits.

Academic Calendars

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

Refunds

Lodging

There will be no refunds for lodging.

Classes

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

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

Total drop

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

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

The effective date of withdrawals for students with "GI Bill®" benefits is the last day of class attendance

Rules and Responsibilities

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

50% the day of registration
25% at 30 days of registration
25% at 60 days of registration

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

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

3. Students that choose to add or drop a course must make the necessary arrangements: complete the official forms and submit them at the Registrar's Office. By not doing so, charges will apply without the right to an appeal. The same will occur with students that drop or withdraw completely yet do not follow the corresponding process.
4. Lodging charges cover the first day of registration to the last day of final exams and do not include regular vacations (Christmas and summer).
5. The University's medical plan is mandatory for students that do not have medical insurance. In the case that the student

their own medial plan, they must present evidence thereof at the time of registration. The cost is subject to change according to the contract made with the insurance company. Said insurance covers from the first day of registration to the last day of final exams.

6. If the student has any credit resulting from grants in their student account, the amount will be refunded to the student.

Academic Information



Academic Information

Student Responsibilities:

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

Registration

The Registrar's Office is responsible for:

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

Registration Process

AAU will do what is possible to offer programs and/or courses as

stipulated, but reserves the right to modify or cancel student registration.

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

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

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

Distance Education

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

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

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

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

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

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

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

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

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

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

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

Registration and Prerequisites

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

Late Registration

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

Changes in Registration

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

Adding and Dropping Classes

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

Graduate Studies Committee

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

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

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

Process for the Presentation of a Complaint

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

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

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

Grading/Scoring System

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

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

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

Other symbols used are:

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

TR- Transferred courses for approval.

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

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

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

W-Authorized drop. A student may drop a course with a grade of "W" within the assigned time period according to the Academic Calendar. A "W" does not affect the GPA, but it is considered to determine the percentage of courses passed. The effective date of withdrawals for students with "GI Bill®" benefits is the last day of class attendance

WA-Administrative drop. This is assigned when the University drops a student for reasons such as excessive absences, debt, or any other reason that makes their stay in the University unfruitful or inconvenient. If the student desires to return to study at the University, they must be readmitted. The GPA is not affected, but it is taken into consideration to determine the percentage of courses passed. The effective date of withdrawals for students with "GI Bill®" benefits is the last day of class attendance

Drop due to Grade Point Average

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

Total Drop

Students may dropout from the University at any moment until the date indicated in the Academic Calendar without it affecting their GPA. The dropout is effective when the appropriate form has been completed, signed and submitted to the Registrar's Office. The student who decides to leave the University and does not follow the official procedures will receive a "WA" in all their courses. The form is available at the Registrar's Office. The effective date of withdrawals for students with "GI Bill®" benefits is the last day of class attendance.

Repeated Classes

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

Grade Reports

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

Change of Grades

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

Class Attendance Regulations

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

Academic Dishonesty

Any student found using fraudulent and/or dishonest methods in their work will receive an "F" in the course, be suspended, or dropped from the University. All projects, research papers and research projects done by the students must be submitted for plagiarism analysis through the

program E-phorus that is found among the online options of the courses of each professor. At the beginning of each semester, the faculty will determine the minimum parameters to be met for each task to be accepted.

Diplomas

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

Catalog

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

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

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

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

Credit Transfers and Residency Requirements

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

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

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

The transfer of credits process is as follows:

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

Transcripts

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

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

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

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

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

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

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

Discrepancies in Admission Documents

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

Privacy of Academic Records

Antillean Adventist University is committed to complying with the Buckley Amendment (Family Education Rights and Privacy Act 1974, as amended). This law applies to all educational agencies and institutions, public or private, that receive federal funds from the Federal Education Office, or whose students receive such funds to pay for their studies. The Buckley Amendment addresses the rights of registered students and establishes the following:

1. The right to privacy of academic records.
2. The right to have access to their academic records.
3. The right to question the content of these records.

4. The right to be informed as to what personnel who work inside and outside of the Institution and have access to their records.
5. The right to have the Institution keep them informed of their rights.
6. The right to appeal to the Federal Government if the Institution violates the law.

Solomon-Pombo Act

AAU established its Institutional Policy on the Disclosure of Directory Information in compliance with the Federal Law known as the Solomon-Pombo Act. This federal law allows third parties to make requests of the Institution for all personal information AAU | Undergraduate Catalog 2022-2025 87 that is included by the University in the directory.

AAU establishes the following as directory information:

- Name
- Postal Address
- Telephone
- Email
- Degree program

Change of Address

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

Permission to take Classes in other Universities

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

1. The student needs a class(es) in order to graduate that are not offered during the semester or summer that the student will graduate.
2. Special circumstances exist. In such a case, a request must be

submitted to the Graduate Studies Committee.

3. The student must be registered in AAU in order to be authorized to take classes at another university.

Permission will not be granted for reasons of:

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

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

Credit Hours

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

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

Semester. An hour at the graduate level represents (50) minutes of instruction per week during the academic term. The academic year is divided into two (2) semesters of fifteen-sixteen (15-16) weeks each. Summer consists of two (2) sessions, June and July.

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

Academic Advising

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

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

Students Rights and Responsibilities

STUDENT RIGHTS & RESPONSIBILITIES



PARTNERSHIP

Conflict resolution

EDUCATION



SUPPORT

Students and parents

Student Rights

Student Rights

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

Students Obligations

The graduate student must:

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

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

COURSE CODES

| Courses | Acronym |
|---------------------------------------|----------------|
| School Administration and Supervision | EDAS |
| Biology | BIOL |
| Curriculum and Instruction | EDCI |
| Education | EDUC |
| Special Education | EDSE |
| Nursing | NURS |
| Spanish | HUSP |
| History | HUHI |
| English | HUEN |
| Biblical Studies | RELB |
| Theology | RELT |
| Autism | EDAU |
| Educational Leadership | EDLE |

School of Education, Humanities and Psychology
Graduate Program

GRADUATE PROGRAM



GRADUATE PROGRAM

School of Education, Humanities and Psychology

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

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

Educational Philosophy

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

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

Goals of the Graduate Programs

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

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

Master of Education with Specialty in Educational Leadership

Program objectives

1. Facilitate the development, advocacy, and promulgation of a shared mission, vision, and core values of high-quality education and the academic success and well-being of every student.
2. Promote the Christian-Adventist philosophical vision.
3. Develop in candidates the knowledge to develop intellectually rigorous and coherent curriculum, instruction and assessment systems that promote academic success.
4. Emphasize effective management of school operations and resources.
5. Promote in candidates the development of the professional capacity and practice of school personnel.
6. Foster a professional community that promotes academic success and well-being.
7. Emphasize the development of inclusive, caring, and supportive school communities that promote academic success and well-being.

8. Emphasize equity of educational opportunities and culturally sensitive practices.
9. Foster the integration of families and the community in meaningful, reciprocal, and mutually beneficial ways to promote academic success.
10. Promote ethical conduct in accordance with professional standards.
11. Encourage candidates to conduct continuous improvement to promote academic success and the well-being of the school community.

Conceptual Framework

The main objectives of the conceptual framework are the following:

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

3. The candidate/graduate will, through knowledge, skills, and dispositions, show themselves to be a reflective decision-maker:
 - a. Using formal and informal evaluations on which to base decision-making.
 - b. Reflecting on their professional practice.
 - c. Use research to demonstrate the impact on learning and improve professional and pedagogical practice.
 - d. Use creative and critical thinking in making strategic decisions.

4. The candidate/graduate will demonstrate collaboration and commitment through knowledge, skills, and dispositions by:
 - a. Collaborating with peers, the community, professionals and other scholars to support the student learning.
 - b. Participating in continued education to improve performance.
 - c. Using appropriate communication skills.
 - d. Perform legal, ethical, and professional responsibilities.

Degree Description

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

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

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

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

Program Description

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

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

Study Programs

❖ Master of Arts in Education

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

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

- ❖ Postbaccalaureate Certificate (21 credits)
 - Special Education
 - Bilingual Education
- ❖ Graduate Education Certificate (24 credits)
 - Autism

Master's Program Admission Requirements

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

1. Complete the application for graduate studies.
2. Pay the non-refundable admission fee of (\$25.00).

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

As part of the educational mission of the Seventh-Day Adventist Church, applications will be accepted from Bachelor of Arts in Pastoral Theology candidates interested in leadership positions within the Adventist Educational System, for the specialty of Educational Leadership.

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

- a. *Elementary or Secondary Education*
- ❖ EDUC 101 - Introduction to Teaching
 - ❖ EDUC 201 - Educational Psychology
 - ❖ EDUC 202 - Introduction to Exceptional Child Studies
 - ❖ EDUC 309 - Classroom Assessment
 - ❖ EDUC 337 - Classroom Management
- b. *History*
- ❖ HUHI 200 - Historic Process of PR
 - ❖ HUHI 204- Social, Political and Economic History of the US
 - ❖ HUHI 103 - Ancient World History
 - ❖ HUHI 104 - Medieval History
 - ❖ HUHI 312 - Latin American Colonial History
 - ❖ HUHI 313 - Contemporary History of Latin America
 - ❖ HUHI 324 - Contemporary History of the Far East, 20th-21st century
 - ❖ HUHI 431 - Renaissance, Reformation and the Rise of the State
 - ❖ EDUC 332- Secondary History of Curriculum and Instruction
- a. *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- Spanish Curriculum and Instruction at the Secondary Level
- a. *English*
- ❖ HUEN 231- College Grammar and Composition
 - ❖ HUEN 233- Literary Genres Analysis
 - ❖ HUEN 250- ESL/Foreign Language Acquisition
 - ❖ HUEN 336- Child and Adolescent Literature
 - ❖ HUEN 337- Introduction to Linguistics
 - ❖ HUEN ___- American or English Literature (Elective)
 - ❖ EDUC 322- Teaching and Assessment of

- ESL/Foreign Language
- ❖ EDUC 343 -Teaching Reading and Writing in ESL/Foreign Language 7-12
- ❖ HUEN 499- Academic English Instruction

e. *Biology*

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

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

| Course Title | |
|--------------|---|
| EDUC 104 | Philosophy of Education |
| EDUC 202 | Introduction to Exceptional Child Studies |
| EDUC 203 | Social Foundations of Education |
| EDUC | Specific methods of teaching area ❖ Elementary - 12 credits ❖ Secondary - 3 credits |
| EDUC 200 | Human Growth and Development |
| EDUC 301 | Education Technology |
| MATH 231 | Statistics I |

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

12. Have a minimum GPA of 3.00 at the undergraduate level.
13. Interview with the Graduate Studies Program Coordinator of the School of Education. If the student resides outside of Puerto Rico, a virtual or telephone interview may be granted.

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

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

The following courses are not transferable:

- ❖ EDUC 500- Foundations of Education
- ❖ EDUC 509- Educational Research
- ❖ EDAS 650- School Administration Practicum

Academic Progress

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

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

1. Have a GPA no less than B (3.00).
2. Pass 75% of the courses in each academic section.
3. The maximum time period to finish the Master's Program is six

academic years. Students who do not finish all of the requirements within said time period will be dropped administratively without the opportunity to apply for readmission.

4. The student who does not fulfill the admission requirements in the indicated time will be dropped administratively without the opportunity to apply for readmission for the following summer, provided that they've submitted all pending admission requirements. The Admissions Committee will evaluate the merits of the application. The decision of the Committee will be final.
5. The student who does not meet the requirement of maintaining the GPA or 75% of the credits passed in each academic session, will be placed on academic probation. If the student is placed on academic probation on two consecutive occasions, they will be permanently dropped from the program in which they are enrolled.
6. A student is considered full-time when enrolled in six (6) credits and a student is part-time when enrolled in five (5) credits or less in the semester or the intensive periods of the summer.

| GRADUATE PROGRAM | | |
|---|---------------------------------------|---------------------------------|
| Minimum Index Accumulated by Credits | | |
| % Attempted Credits | % of Required Credits Approved | Required Retention Index |
| 25% | 75% | 3.00 |
| 50% | 75% | 3.00 |
| 75% | 75% | 3.00 |
| 100% | 75% | 3.00 |

Admission to Candidacy

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

1. Submit a candidacy application.
2. Receive acceptance for admission to candidacy from the Graduate Studies Committee of the School of Education.

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

Graduation Requirements

Every candidate for graduation must apply two semesters in advance for an interview with the Graduate Program Coordinator of the School of Education to evaluate his or her academic records. The student must submit the official graduation application to the Registrar's Office. A formal evaluation will be conducted and the student will be informed in writing of the necessary requirements to complete. This process should be completed with enough time in advance so as to allow the student to make any necessary adjustments to the program. It is ultimately the student's responsibility to meet all of the necessary graduation requirements and make every effort possible to obtain adequate academic advising.

To graduate, the student must:

1. Complete the minimum of required credits for the concentration.
2. Have a minimum GPA of 3.00 with a grade no less than "B" in each course. Approve/pass all courses with a minimum grade of "B".
3. Obtain a minimum grade of 85% in each of the questions in the comprehensive exam. The three areas are as follows: (1) Psychological, sociological, historical and philosophic foundations of education, (2) curriculum and instruction and (3) specialty area. If the student does not pass one (1) of the areas, it may be repeated within the following two weeks. If

the student does not pass two (2) of the areas, the exam should be repeated in the following year. The comprehensive exam cannot be failed more than two (2) times. In the event that the student fails the comprehensive exam on two occasions, they will be required to take courses (6 credits) in the areas that were not passed before being allowed to take the exam for a third time. The request for comprehensive exams can be obtained in the School of Education, Humanities and Psychology. The request may be submitted at the Registrar's Office after paying the \$200 at the Cashier.

4. Submit a self-evaluation of the skills specified in the Graduate Profile. The School of Education provides this form.
5. Complete an evaluation survey of the program. The School of Education provides this form.
6. Receive a score of proficient or better in each of the signaled areas in the attitude instrument. The School of Education provides this form.
7. Receive a score of proficient or better in each of the components of clinical practicum that includes the implementation of the research.
8. Submit and receive approval for the professional portfolio that includes the evidences specified in the Professional Graduate Portfolio Manual. For the Portfolio to be approved, it must obtain a score of proficient or better in each component. Submit the diversity form. The School of Education provides the form.
9. Approve, as the final requirement, EDCI 650- Clinical Practice and Research in Curriculum and Instruction or EDUC 648 Comprehensive Seminar by Specialty Area. For School Administration and Supervision students, the course EDAS 650- School Administration Practicum can be validated by experience through evidence of effective development in the workplace through the evaluation of the Superintendent of Schools in which a minimum grade of 85% is required. Also, evidence in the form of a Professional Portfolio that lists the responsibilities is also required, and must obtain a minimum grade of 90%.

Credit by Experience Cost

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

Grading of the Course

- P (Pass)

10. Complete all of the academic and financial requirements of the University. Every student that receives grants from the Department of Education of Puerto Rico, the Department of Education of the Adventist Church of Puerto Rico or other funding from outside of the University, will be responsible for all of the costs incurred of their studies until grant funds are received.
11. Fill out a graduation application and pay the application fee two academic sessions in advance (see the Academic Calendar) and pay the non-refundable graduation fee (\$250.00). The applications may be obtained in the School of Education and must be turned in to the Registrar's Office after being completed.
12. Payment for any type of graduation fees and inscription of the student as a candidate for graduation in any document must not be interpreted as an offer or commitment for the student's graduation. Only after completing all of the requirements specified in the Catalog or other official directives of the University, will the student have the right to graduate.
13. When applying for graduation, the student commits to contribute to the activities of the graduating class, and attend all of the official programs planned by the Institution as part of the Graduation Exercises.

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

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

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

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

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

Professional Graduate Profile by Specialty

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

School Administration and Supervision

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

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

Educational Leadership

1. Analyze the development and implementation of a school vision focused on the principles of Adventist educational philosophy and psychosocial principles.
2. Evaluate a comprehensive, rigorous and coherent school and instructional (curriculum) program.
3. Understand the management of the school's organization, operation and fiscal resources by monitoring and evaluating the school's management and operation systems.
4. Analyze and efficiently implement fiscal and human resources in the school environment.
5. Develop school capacity for leadership; and promote that faculty and organizational time is focused on supporting the achievement of standards and expectations.
6. Recognize the importance of continuous and sustainable improvement of schools and all staff.
7. Implement an instructional program that leads to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
8. Select and comprehensively implement technology to

advance student achievement.

9. Collaborate with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing relevant information to improve the educational environment from school.
10. Participate in a substantial and sustained educational leadership clinical experience, within a school setting and supervised by a qualified on-site mentor.
11. Comprehensively use research and evaluation for effective decision making.
12. Appreciate the perspectives of others and develop a personal leadership philosophy based on the methods and teaching of Jesus oriented action and service.
13. Promote an understanding, appreciation and use of the diverse cultural, social and intellectual resources within the school community.
14. Foster positive school relationships with families and caregivers; and cultivate productive school relationships with community partners.
15. Create ethical and professional conduct that ensures a school system of responsibility for the academic and social success of each student.
16. Analyze the possible moral and legal consequences of decision-making at school.

Curriculum and Instruction: Spanish

1. Values a Christian educational philosophy as a foundation for teaching Spanish.
2. Models Christian values and principles in carrying out responsibilities as an educator specializing in Spanish.
3. Uses linguistic concepts for oral and written expression in Spanish.
4. Plans short and long-term instruction on the based on the

development standards of the students.

5. Applies critical thinking skills in the analysis of classic works of Spanish literature.
6. Uses a variety of strategies to teach Spanish and address the different learning styles and multicultural perspectives.
7. Identifies educational scenarios that require technological assistance and researches, evaluates, designs, and adapts equipment that can help the student in the teaching-learning process.
8. Values continual learning and reflects on improving their professional practice.
9. Uses information literacy effectively in their professional performance in the labor field.
10. Participates in activities that benefit the community in the appropriate use of the Spanish language.
11. Uses formal and informal evaluation tools to make decisions based on the results.
12. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.
13. Models empathy by meeting the needs of the members of the scholastic community

Curriculum and Instruction: History

1. Values a Christian educational philosophy as a base for teaching history.
2. Models Christian values and principles during performance of responsibilities as an educator specializing in history.
3. Masters history content and pedagogy.
4. Designs history curricula to attend to diverse learning styles and cultural perspectives.
5. Identifies educational scenarios that require technological assistance and researches, evaluates, designs, and adapts

equipment that can help the student in the teaching-learning process.

6. Values continual learning and reflects on improving their professional practice.
7. Uses information literacy effectively in their professional performance in the labor field.
8. Participates in activities that benefit the community in the appropriate use of the Spanish language.
9. Uses critical thinking and different evaluation tools to make decisions.
10. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.
11. Models empathy by meeting the needs of the members of the student body.

Curriculum and Instruction: Biology

1. Knows the philosophies, concepts, and theories that form the foundation of the teaching profession.
2. Acknowledges God as Creator and Sustainer in their personal and professional lives.
3. Models Christian principles and values through affective and professional relationships with the students and members of the scholastic community.
4. Use critical thinking skills in decision-making and problem-solving.
5. Demonstrates mastery of the professional skills of the work field by offering solutions to educational problems.
6. Uses information literacy effectively in their professional performance in the labor field.
7. Effectively uses oral communication and writing skills in their work performance.
8. Plans the teaching of curricular content according to the

educational needs of each student.

9. Differentiates instruction to attend the needs of diverse learning styles.
10. Values continuing education as a means of acquiring new knowledge, to be informed about new trends in their area of expertise.
11. Uses a variety of evaluations to make decisions based on valid, reliable data.
12. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.

Curriculum and Instruction: Teaching English as a Second Language

1. Values a Christian educational philosophy as the base for teaching English.
2. Models Christian values and principles in the performance of responsibilities as an educator specializing in English as a Second Language.
3. Masters linguistic concepts to teach English as a Second Language.
4. Plans short and long-term instruction on the based on the development standards of the students.
5. Uses a variety of strategies to teach Spanish and address the different learning styles and multicultural perspectives.
6. Employs critical thinking skills when making strategic decisions.
7. Identifies educational scenarios that require technological assistance and researches, evaluates, designs, and adapts equipment that can help the student in the teaching-learning process.
8. Uses information literacy effectively in their professional performance in the labor field.
9. Values the importance of professional development in their

area of expertise.

10. Participates in activities that benefit the community as an expert in English as a Second Language.
11. Uses formal and informal evaluation tools to make decisions based on the results.
12. Adequately manages diverse resources and technological equipment to reach the educational goals of the pupil.
13. Models empathy by meeting the needs of the members of the scholastic community.

Curriculum and Instruction: *Elementary*

1. Values a Christian educational philosophy as a foundation for teaching children in grades K-6.
2. Models Christian principles and values when carrying out responsibilities as an educator specializing in grades K-6.
3. Plans short and long-term instruction based on the development standards of the students.
4. Uses a variety of teaching strategies to attend to different learning styles and multicultural perspectives.
5. Identifies educational scenarios that require technological assistance and investigates, evaluates, designs, and adapts equipment that can help the student in the teaching-learning process.
6. Effectively uses oral communication and writing skills in their work performance.
7. Uses information literacy effectively in their professional performance in the labor field.
8. Values continual learning and reflects on improving their professional practice.
9. Uses formal and informal evaluation tools to make decisions based on the results.
10. Adequately manages diverse resources and technological

equipment to reach the educational goals of the pupil.

11. Models empathy by meeting the needs of the members of the scholastic community.

Curriculum and Instruction: *Secondary*

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

Curriculum and Instruction: Special Education

Knowledge

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

Skills

1. Use critical thinking skills in decision-making and problem-solving.
2. Demonstrate mastery of the professional competencies of their work force through its educational practice.
3. Uses information literacy effectively in their professional performance in the labor field.
4. Effectively uses oral communication and writing skills in their work performance.
5. Use assessment instruments to measure learning in order to provide help to special education students based on their needs.
6. Analyze assessment results to determine eligibility, the development and implementation of appropriate educational programs for exceptional students.
7. Guide parents and the community school concerning their responsibilities in managing of fiscal, human and

physical resources that contribute to the welfare of exceptional students.

8. Manage adequately materials and technological equipment to help students reach their educational goals.
9. Plans the teaching of curricular content according to the educational needs of each student.
10. Identifies educational scenarios that require technological assistance and researches, evaluates, designs, and adapts equipment that can assist the student in the teaching-learning process.
11. Demonstrates mastery of the professional skills of the work field through their educational practice and by offering solutions to educational problems.
12. Integrates technology as a means to help exceptional students.
13. Analyzes trends and challenges in the legal, ethical, and technological areas of the Special Education Program.
14. Participates actively in commissions involved in support services and services for students with special needs.

Affective

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

5. Encourage respect and attention to the educational needs of each student and for multiculturalism.

Course Specifications by Specialty

Administration and Supervision

| PROGRAM REQUIREMENTS | | | CREDITS |
|---------------------------------|-----|---|----------------|
| Core Courses | | | 22 |
| EDUC | 500 | Foundations of Education | 3 |
| EDUC | 506 | Statistics Applied to Education | 3 |
| EDUC | 509 | Education Research | 4 |
| EDCI | 510 | Teaching Models and Strategies | 3 |
| EDCI/RELB | 511 | Teaching Methods of Jesus | 3 |
| EDCI | 635 | Curriculum Principles and Design | 3 |
| EDCI | 636 | Educational Technology and Online Instruction Design | 3 |
| Specialty Courses | | | 18 |
| EDAS | 600 | Principles of School Administration | 3 |
| EDAS | 610 | Financial Resource Management | 3 |
| EDAS | 612 | Introduction to Student Supervision | 3 |
| EDAS | 613 | Human Resource Management and Educational Organization Behavior | 3 |
| EDAS | 616 | Legal and Political Aspects of Education | 3 |
| EDAS | 617 | Independent Study in School Administration and Supervision | 3 |
| EDAS | 620 | Principles of Administration in Higher Education | 3 |
| Capstone Requirement | | | |
| EDAS | 650 | Practicum in School Administration | 3 |
| TOTAL CREDITS | | | 43 |

Educational Leadership

| PROGRAM REQUIREMENTS | | | CREDITS |
|--------------------------|-----|---|-----------|
| Core Courses | | | 22 |
| EDUC | 500 | Foundations of Education | 3 |
| EDUC | 506 | Statistics Applied to Education | 3 |
| EDUC | 509 | Education Research | 4 |
| EDCI | 510 | Teaching Models and Strategies | 3 |
| EDCI/RELB | 511 | Teaching Methods of Jesus | 3 |
| EDCI | 635 | Curriculum Principles and Design | 3 |
| EDCI | 636 | Educational Technology and Online Instruction Design | 3 |
| | | | 21 |
| Specialty Courses | | | |
| EDLE | 600 | Principles of Administration in School Leadership | 3 |
| EDLE | 605 | Educational Leadership Models | 3 |
| EDLE | 610 | Planning and Management of the Educational Budget | 3 |
| EDLE | 612 | Organizational and Personnel Behavior in Educational Environments | 3 |
| EDLE | 613 | School Supervision | 3 |
| EDLE | 616 | Ethical and Legal Aspects of Education | 3 |
| EDLE | 650 | Educational Leadership Practice | 3 |
| TOTAL CREDITS | | | 43 |

Curriculum and Instruction: Elementary

| 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 | 3 |
| EDCI/RELB | 511 | Teaching Methods of Jesus | 3 |
| EDCI | 635 | Curriculum Principles and Design | 3 |
| EDCI | 636 | Educational Technology and Online Instruction Design | 3 |
| Specialty Courses | | | 18 |
| EDCI | 617 | Special Education Methods- Elementary Level | 3 |
| EDCI | 619 | Curricular Integration | 3 |
| EDCI | 620 | Multiple Intelligences and Learning Styles | 3 |
| EDCI | 622 | Clarification and Teaching of Values | 3 |
| EDCI | 630 | Elementary School Curriculum | 3 |
| EDCI | 645 | Implementing Educational Innovations in the Curriculum | 3 |
| Capstone Requirement | | | |
| EDCI | 650 | Curriculum and Instruction Research Clinical Practicum or | |
| EDUC | 648 | Comprehensive Seminar | 3 |
| TOTAL CREDITS | | | 43 |

Curriculum and Instruction: Secondary

| 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 | Teaching Methods of Jesus | 3 |
| EDCI | 635 | Curriculum Principles and Design | 3 |
| EDCI | 636 | Educational Technology and Online Instruction Design | 3 |
| Specialty Courses | | | 18 |
| EDCI | 618 | Special Education Methods-Secondary Level | 3 |
| EDCI | 619 | Curricular Integration | 3 |
| EDCI | 620 | Multiple Intelligences and Learning Styles | 3 |
| EDCI | 622 | Clarification and Teaching of Values | 3 |
| EDCI | 631 | Secondary School Curriculum | 3 |
| EDCI | 645 | Implementing Educational Innovations in the Curriculum | 3 |
| Capstone Requirement | | | |
| EDCI | 650 | Curriculum and Instruction Research Clinical Practicum or | |
| EDUC | 648 | Comprehensive Seminar | 3 |
| TOTAL CREDITS | | | 43 |

Curriculum and Instruction: Secondary Level-Spanish

| 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 | Teaching Methods of Jesus | 3 |
| EDCI | 635 | Curriculum Principles and Design | 3 |
| EDCI | 636 | Educational Technology and Online Instruction Design | 3 |
| Specialty Courses | | | 18* |
| HUSP | 620 | 20th Century Hispanic American Literature | 3 |
| HUSP | 624 | Advanced Spanish Grammar | 3 |
| HUSP | 625 | Writing, Style, and Spelling of Modern Spanish | 3 |
| HUSP | 630 | Critical and Creative Approach to Poetry and the Hispanic Narrative of the 20th Century | 3 |
| HUSP | 635 | Literary Criticism and Analysis | 3 |
| HUSP | 636 | Didactics of Spanish Instruction | 3 |
| HUSP | 645 | Special Topics in Spanish | 3 |
| Capstone Requirement | | | |
| EDCI | 650 | Curriculum and Instruction Research Clinical Practicum | |
| | | or | |
| EDUC | 648 | Comprehensive Seminar | 3 |
| TOTAL CREDITS | | | 43 |
| <i>*Select 18 credits</i> | | | |

Curriculum and Instruction: Secondary Level-History

| 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 | Teaching Methods of Jesus | 3 |
| EDCI | 635 | Curriculum Principles and Design | 3 |
| EDCI | 636 | Educational Technology and Online Instruction Design | 3 |
| Specialty Courses | | | 18* |
| 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 |
| Capstone Requirement | | | |
| EDCI | 650 | Curriculum and Instruction Research Clinical Practicum or | |
| EDUC | 648 | Comprehensive Seminar | 3 |
| | | | 43 |
| | | | <i>*Select 18 credits</i> |

Curriculum and Instruction: Secondary Level-Biology

| 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 | Teaching Methods of Jesus | 3 |
| EDCI | 635 | Curriculum Principles and Design | 3 |
| EDCI | 636 | Educational Technology and Online Instruction Design | 3 |
| Specialty Courses | | | 18* |
| 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 |
| Capstone Requirement | | | |
| EDCI | 650 | Curriculum and Instruction Research Clinical Practicum or | |
| EDUC | 648 | Comprehensive Seminar | 3 |
| TOTAL CREDITS | | | 43 |
| <i>*Select 18 credits</i> | | | |

Curriculum and Instruction: English as a Second Language Elementary Level

| 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 | Teaching Methods of Jesus | 3 |
| EDCI | 635 | Curriculum Principles and Design | 3 |
| EDCI | 636 | Educational Technology and Online Instruction Design | 3 |
| Specialty Courses | | | 18* |
| HUEN | 635 | Historical and Legal Foundations of Bilingual Education | 3 |
| HUEN | 636 | Theoretical Framework of Language Acquisition | 3 |
| HUEN | 637 | Applied Linguistics | 3 |
| HUEN | 638 | Comparative Linguistics: English and Spanish | 3 |
| HUEN | 639 | Advanced Writing | 3 |
| HUEN | 641 | Teaching Method of English as a Second Language Elementary Level: Oral Communication | 3 |
| HUEN | 644 | Teaching Method of English as a Second Language Elementary Level: Reading and Writing | 3 |
| HUEN | 645 | Special Topics in Bilingualism | 3 |
| HUEN | 646 | Literacy in Bilingual Environments | 3 |
| Capstone Requirement | | | |
| EDCI | 650 | Curriculum and Instruction Research Clinical Practicum or | |
| EDUC | 648 | Comprehensive Seminar | 3 |
| TOTAL CREDITS | | | 43 |
| <i>*Select 18 credits</i> | | | |

Curriculum and Instruction: English as a Second Language Secondary Level

| 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 | Teaching Methods of Jesus | 3 |
| EDCI | 635 | Curriculum Principles and Design | 3 |
| EDCI | 636 | Educational Technology and Online Instruction Design | 3 |
| Specialty Courses | | | 18* |
| HUEN | 635 | Historical and Legal Foundations of Bilingual Education | 3 |
| HUEN | 636 | Theoretical Framework of Language Acquisition | 3 |
| HUEN | 637 | Applied Linguistics | 3 |
| HUEN | 638 | Comparative Linguistics: English and Spanish | 3 |
| HUEN | 639 | Advanced Writing | 3 |
| HUEN | 640 | Teaching Method of English as a Second Language Secondary Level: Oral Communication | 3 |
| HUEN | 643 | Teaching Method of English as a Second Language Secondary Level: Reading and Writing | 3 |
| HUEN | 645 | Special Topics in Bilingualism | 3 |
| HUEN | 646 | Literacy in Bilingual Environments | 3 |
| Capstone Requirement | | | |
| EDCI | 650 | Curriculum and Instruction Research Clinical Practicum or | |
| EDUC | 648 | Comprehensive Seminar | 3 |
| TOTAL CREDITS | | | 43 |
| <i>*Select 18 credits</i> | | | |

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 | Teaching Methods of Jesus | 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 |
| EDSE | 625 | Legal and Ethical Controversy in Special Education | 3 |
| EDSE | 671 | Special Topics in Special Education | 3 |
| Capstone Requirement | | | |
| EDCI | 650 | Curriculum and Instruction Research Clinical Practicum | |
| | | or | |
| EDUC | 648 | Comprehensive Seminar | 3 |
| TOTAL CREDITS | | | 43 |
| <i>*Select 18 credits</i> | | | |

Course Descriptions



Course Descriptions

Core Courses

EDCI 505 - PRINCIPLES OF CURRICULAR DEVELOPMENT 3

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

EDCI 510 - MODELS AND STRATEGIES OF TEACHING 3

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

EDCI/RELB 511 - TEACHING METHODS OF JESUS 3

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

EDCI 515 - EVALUATION OF LEARNING 3

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

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

3

Analyzes the theories of learning that stem from their psychological

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

EDCI 521 - PSYCHOSOCIAL THEORIES OF BEHAVIOR AND HEALTH 3

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

EDCI 617-METHODS OF SPECIAL EDUCATION AT THE ELEMENTARY LEVEL 3

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

EDCI 618 - METHODS OF SPECIAL EDUCATION AT THE SECONDARY LEVEL 3

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

EDCI 619 - CURRICULAR INTEGRATION 3

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

EDCI 620 - MULTIPLE INTELLIGENCES AND LEARNING STYLES 3

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

EDCI 622 - TEACHING AND VALUES CLARIFICATION 3

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

EDCI 630 - ELEMENTARY SCHOOL CURRICULUM 3

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

EDCI 631 - SECONDARY SCHOOL CURRICULUM 3

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

EDCI 632 - CURRICULAR DESIGN 3

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

EDCI 633 - PROGRAM EVALUATION 3

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

EDCI 634 - ONLINE INSTRUCTION DESIGN 3

The course is designed for effective and efficient study of the theories and paradigms of teaching online using a variety of software. The final project of the course is the creation of an online course. Laboratory

activities are included. Prerequisite: EDUC 301 - Educational Technology or its equivalent.

EDCI 635 - CURRICULUM DESIGN AND EVALUATION 3

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

EDCI 636 - EDUCATIONAL TECHNOLOGY AND ONLINE INSTRUCTIONAL DESIGN 3

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

EDCI 639 - IMPLICATIONS OF MULTICULTURAL EDUCATION 3

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

EDCI 645 - EDUCATIONAL INNOVATIONS AND THEIR IMPLEMENTATION IN CURRICULUM 3

The concept of innovation will be analyzed: how innovations arise, what their characteristics are, and their function within the educational system. Emphasizes the steps towards the implementation of innovative change and the leader's role. Examines successfully implemented innovations in Puerto Rico and other countries, the

problems they confronted, and the trajectory followed until the present. Analyzes recent innovations from a cost/benefit, integration capability with the educational system, acceptance, pros and cons, availability of necessary technology, physical facilities, and personnel, among others.

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

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

EDUC 500 - FOUNDATIONS OF EDUCATION 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 3

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

EDUC 648 - COMPREHENSIVE SEMINAR 3

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

EDUC 650 - COMPREHENSIVE SEMINAR BY SPECIALTY AREA 3

This course provides the student with a unifying experience in which they integrate the knowledge, skills and abilities acquired during the pursuit of their studies in preparation for taking the comprehensive exam in the specialty area.

EDUC 651 - THEORETICAL RESEARCH 3

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

EDUC 671 - INDEPENDENT STUDIES 1-3

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

Specialty: School Administration and Supervision

EDAS 600 - PRINCIPLES OF SCHOOL ADMINISTRATION 3

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

EDAS 610 - FINANCIAL RESOURCE MANAGEMENT 3

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

EDAS 612 - INTRODUCTION TO SCHOOL SUPERVISION 3

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

EDAS 613 - HUMAN RESOURCE MANAGEMENT AND EDUCATIONAL ORGANIZATION MANAGEMENT 3

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

EDAS 616 - LEGAL ASPECTS OF EDUCATION 3

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

EDAS 617 - INDEPENDENT STUDY IN SCHOOL ADMINISTRATION AND SUPERVISION 3

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

EDAS 621 - MANAGEMENT LEADERSHIP IN EDUCATION 3

Analyzes contemporary trends in the field of applied leadership to education management. Evaluates theories, models, competencies, skills and implications; in an effort to assist the educational administrator in transcending as an administrative leader and become a promoter of the processes of change and educational innovation. Examines the role of the efficient school administrator geared towards the reaching of the mission, vision, goals and objectives of the institution.

EDAS 650 - PRACTICUM IN SCHOOL ADMINISTRATION 3

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

Specialty: Educational Leadership

EDLE 600 - PRINCIPLES OF ADMINISTRATION IN SCHOOL LEADERSHIP 3

Analysis of basic principles, theory, and practice of administration in school leadership. Different approaches are studied in the performance of these functions at the school core and system level.

EDLE 605 - EDUCATIONAL LEADERSHIP MODELS 3

Analysis of educational-organizational leadership theories and study of evidence-based practices with application to the challenges faced by educational leaders in complex and changing contexts. Examines the role of the administrative leader toward achieving the institutional mission, vision, goals and objectives.

EDLE 610 - PLANNING AND MANAGEMENT OF THE EDUCATIONAL BUDGET 3

Analyze the basic foundations that govern the development of a school budget at different school levels. Emphasis on relationships, functions of the budget and its implications in educational administration.

EDLE 612 - ORGANIZATIONAL AND PERSONNEL BEHAVIOR IN EDUCATIONAL ENVIRONMENTS 3

Study of theories and models related to personnel management and organizational behavior in educational environments. In addition, it examines current challenges, guides and conducts the work of the school's administrative teacher along with the relationships necessary to influence an environment that promotes continuous improvement.

EDLE 613 - SCHOOL SUPERVISION 3

Examine the importance of effective school supervision. The use of formative and summative models is presented, as well as their role in improving Teaching and Learning processes in accordance with the different functions of the school leader. In addition, it exposes methods, styles, procedures, theories among other components of the supervision of the educational system. Also, it carries out the continuous and comprehensive planned inspection of the different organizational and didactic procedures in the classroom.

EDLE 616 - ETHICAL AND LEGAL ASPECTS OF EDUCATION 3

Federal and state laws and regulations of the private and public educational system that relate to the school, its personnel and its functions are analyzed. Aspects to be studied include: the powers, duties and procedures related to property management, decision making, students and working conditions. Emphasis is placed on the issues involved, the teacher's responsibility, their evaluation, and future needs. It analyzes how it could affect the application of the law in the case of a religious institution.

EDLE 650 - EDUCATIONAL LEADERSHIP PRACTICE 3

Course in which the student will complete a clinical leadership experience together with a mentor. Also, a concurrent orientation and support seminar will be held. Student will perform a minimum of one hundred and forty-five (145) hours of practice in an educational center and will use appropriate resources to collect evidence about the work student performs.

Specialty: Biology

BIOL 620 - ADVANCED CELLULAR - MOLECULAR BIOLOGY 3

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

BIOL 625 - TROPICAL MARINE BIOLOGY 3

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

BIOL 630 - HUMAN PHYSIOLOGY 3

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

BIOL 635 - DEVELOPMENTAL BIOLOGY 3

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

BIOL 636 - EMBRYOLOGY 3

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

BIOL 640 - DIDACTICS OF SCIENCE INSTRUCTION 3

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

BIOL 644 - BIOINFORMATICS FOR BIOLOGISTS 3

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

BIOL 645 - SPECIAL TOPICS IN BIOLOGY 3

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

Specialty: Teaching English as a Second Language

HUEN 601 - METHODOLOGY OF BILINGUAL EDUCATION IN K-12 3

This course analyzes the various teaching methodologies, perspectives, strategies, and models of bilingual education. It provides a panorama of historical and modern tendencies that affect the bilingual student. Discussion of theories of language learning, various instructional strategies for teaching languages, and conflicting points in teaching

bilingual students in the United States and Puerto Rico.

HUEN 621 - LANGUAGE ACQUISITION AND ASSESSMENT

3

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

HUEN 622 - BILINGUAL EDUCATION RESEARCH METHODS

3

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

HUEN 635 - HISTORICAL AND LEGAL FUNDAMENTALS OF BILINGUAL EDUCATION

3

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

HUEN 636 - THEORETICAL FRAMEWORK OF LANGUAGE ACQUISITION

3

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

HUEN 637 - APPLIED LINGUISTICS

3

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

HUEN 638 - COMPARED LINGUISTICS: ENGLISH AND SPANISH

3

This course provides a comparative study of the phonology, morphology, and syntax of English and Spanish. Attention given to

the history, development, and trends of each language. Cognates and inference skills will also be discussed.

HUEN 639 - ADVANCED WRITING 3

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

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

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

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

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

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

An exploration of the theories and styles of learning to write English as a second language. Includes an analysis of the teaching process from the establishment of objectives, selection of content, design of strategies for teaching writing and reading, with particular emphasis in the reading and writing workshop for grades 7-12.

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

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

for teaching writing and reading, with particular emphasis in reading and writing workshop for grades K-6.

HUEN 645- SPECIAL TOPICS IN BILINGUALISM 3

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

HUEN 646 – LITERACY IN BILINGUAL ENVIRONMENTS 3

This course focuses on teaching literature and writing in the bilingual classroom, with an emphasis on selecting and using quality literature in combination with a variety of writing exercises. This course is primarily intended to help teachers understand the correlation between reading and writing in the bilingual classroom. It will help teachers develop, extend, and refine their own literary understanding, as well as techniques for teaching writing to English Learners. Teachers will also learn how to incorporate reading and writing techniques through a range of settings, using a variety of resources. This course consists of 45 hours of lecture.

HUEN 647 - TEACHING SPANISH AS A SECOND LANGUAGE METHODOLOGY 3

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

Specialty: History

HUHI 615 - HISTORICAL PANORAMA OF THE FAR EAST 3

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

HUHI 620 - HISTORY OF EUROPE 3

An interpretive study of the history of Europe from 1860 until the present time. Analysis of the reasons for the unification of Italy and

Germany and the worldwide consequences of said unification. Topics such as the world wars, the current attempt to unify Europe, terrorism, and the growing importance of Europe in the modern world are studied.

HUHI 630 - HISTORICAL CONTEXT OF PUERTO RICO 3

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

HUHI 635 - HISTORY OF LATIN AMERICA 3

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

HUHI 640 - HISTORY OF THE UNITED STATES 3

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

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

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

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

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

HUHI 645 - SPECIAL TOPICS IN HISTORY 3

Analysis of select topics in history that are not emphasized in other courses. Possible inclusions are: analysis and development of historical

thought and methodology of teaching history and the problems faced by the historian, among others.

Specialty: Spanish

HUSP 620 - HISPANIC-AMERICAN LITERATURE OF THE 20TH CENTURY 3

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

HUSP 624 - ADVANCED SPANISH GRAMMAR FOR TEACHERS 3

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

HUSP 625 - WRITING, SPELLING, AND STYLE OF MODERN SPANISH 3

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

HUSP 630 - CRITICAL AND CREATIVE APPROACH TO POETRY AND THE HISPANIC NARRATIVE OF THE 20TH CENTURY 3

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

HUSP 635 - LITERARY ANALYSIS AND CRITICISM 3

The course is built around the reflection on and debate of different literary schools that developed during the 20th century and other eras.

Texts will be analyzed, contrasting different Latin American and European authors. Discussion of assigned readings.

HUSP 636 - DIDACTICS OF SPANISH INSTRUCTION 3

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

HUSP 645 - SPECIAL TOPICS IN SPANISH 3

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

Specialty: Special Education

EDSE 512 - AUTISM, INTERVENTION AND TRANSITION 3

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

EDSE 525 - EVALUATION OF SPECIAL NEEDS STUDENTS 3

The course defines the terms and statistical measures used in the evaluation process. Studies the legal basis of the role of evaluation in offering special education services. Also, analyzes public policy regarding the Special Education process for evaluation. Focuses on the administration and analysis of instruments of formal and informal assessments related to performance and behaviors that may be used to collect data related to the progress of students with special needs. Other considerations are the administering the instruments and

interpretation of the results as a base for the writing of the Individualized Education Program. This course requires 45 hours of theory.

EDSE 622 - BEHAVIORAL AND EMOTIONAL INTERVENTION TECHNIQUES 3

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

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

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

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

Study of the disorders of communication and the theories related to language. It analyzes theories related to language, the informal and formal methods for the diagnosis of problems in the areas of reading and writing, and intervention methods and strategies are also analyzed so as to address the problems in reading and writing. Technological tools are evaluated and software as a means to support the instruction and facilitate the development of the communication skills of the exceptional students. Includes case studies for the analysis and design of teaching plans that address reading, writing and communication. Prerequisite: ESDE 512.

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

**POSTBACCALAUREATE
CERTIFICATIONS IN SPECIAL
EDUCATION, BILINGUAL
EDUCATION AND
A GRADUATE EDUCATION
AUTISM CERTIFICATION**



Postbaccalaureate Certification: Special Education, Bilingual Education and a Graduate Education Autism Certification

The School of Education, Humanities, and Psychology, offers three post-baccalaureate certifications in special education, bilingual education, and autism. These certifications consist of 21 credits, except autism consists in 24 credits. It is designed to be offered primarily as a distance program with few face-to-face meetings. The length of each certification program is one (1) year. There is financial assistance, if the student qualifies.

Requirements for Admissions for Postbaccalaureate Certifications and Graduate Education Autism Certificate

Any candidate interested in enrolling in a Postbaccalaureate Certification and a Graduate Education Autism Certificate must meet the following requirements:

1. Complete a graduate studies application.
2. Pay a non-refundable admissions fee.
3. Submit official transcripts of all universities or colleges attended.
4. Present two (2) letters of recommendation.
5. Sign the life style document as evidence of making a commitment to adhere to Antillean Adventist University life-style.
6. If the student has a Title II grant from the Department of Education of Puerto Rico, they must sign a release of academic information.
7. Have a Bachelor's degree in Education degree from an accredited US university or its equivalent.
8. Have a minimum GPA of 3.00 in the last degree achieved at the undergraduate level (*for Autism certification only*).
9. Demonstrate evidence of having completed the following courses or its equivalent at the undergraduate level, with a grade not lower than C (*except Autism certification*):

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

| | | |
|------|-----|------------------------|
| EDUC | 301 | Educational Technology |
|------|-----|------------------------|

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

Graduate Education Autism Certification

The Graduate Education Autism Certificate is designed for professionals in the area of health, psychology or education who seek to provide their services to the population of people diagnosed with autism. Emphasis is placed on the management of interventions, screening and understanding of the needs of this population based on a philosophical framework that promotes the continuous, harmonious and comprehensive development of the dimensions of character. The certificate develops and strengthens the knowledge, skills and attitudes necessary to interact practically with individuals with autism in both the personal and professional spheres. The curriculum is designed to provide experiences that allow the student to develop skills and competencies that enable them to assume leadership roles in various educational settings for the population with autism and their families.

Program objectives

1. Emphasize the development of Christian and ethical values that allow the educator to apply best practices in various educational settings.
2. Develop skills that allow the professional to provide a comprehensive and educational service according to the needs of the population of people diagnosed with Autism and their families.
3. Emphasize the use of effective strategies to manage the stereotypical and disruptive behaviors presented by children with autism to achieve a healthy and structured environment where they can be directed and redirected for good behavioral management.

4. Develop a professional capable of identifying and effectively addressing educational situations that require analysis, evaluation, design and research of curricular content and technological equipment to achieve the teaching-learning process.
5. Develop a positive attitude towards continuing education.
6. Contribute to the assessment culture through the development of evaluations and alternative evaluations that allow the identification, diagnosis and attention to the educational needs of students with autism.
7. Develop a behavior of service to others and the community that allows attention to the individual needs of students with autism.
8. Develop a professional capable of individually and critically analyzing each situation to make responsible decisions.

Professional Profile of the Graduate

1. Demonstrates mastery of professional skills in the teaching-learning process of children with autism.
2. Designs learning activities according to best practices taking into account individual needs so that the student meets the standards.
3. Develop learning environments that encourage social interaction and commitment to learning.
4. Use critical and creative thinking when designing the individualized educational plan (IEP).
5. Implements instructional strategies in the teaching-learning process directed to students with autism.
6. Identify educational scenarios that require technological assistance to help the student with Autism in the teaching-learning process.
7. Uses evaluation instruments to measure the learning of students with autism and provide them with an educational service tailored to their needs.

8. Models Christian values and principles through emotional relationships between students with Autism, parents and the school community.

Special Education Certification

EDSE 501 - NATURE AND NEEDS OF STUDENTS WITH SPECIAL NEEDS

3

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

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

3

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

EDSE 523 - EMOTIONAL AND BEHAVIORAL PROBLEMS IN CHILDREN

3

The focus of this course is on the analysis of emotional and behavioral problems in students with special needs. It includes the functional analysis of child behavior and development. Emphasis is made on the processes or methods of identifying emotional and behavioral

disorders. This course requires 45 hours of theory. Prerequisites: EDSE 501.

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

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

EDSE 525 - EVALUATION OF SPECIAL NEEDS STUDENTS 3

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

EDSE 526- MODIFICATION OF CLASSROOM BEHAVIOR 3

The course focuses on the implementation and evaluation of programs for managing the behavior of children and youth. Emphasis is made on the application of strategies, methods, and techniques of intervention appropriate for the individual needs of each student. Behavioral theories and laws in effect that support the special needs population are also emphasized. The areas of the IEP related to behavior and

modification are studied as well. This course requires 45 hours of theory and 15 hours of laboratory. Prerequisites: EDSE 501 and 523.

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

3

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

EDSE 671 - INDEPENDENT STUDIES IN SPECIAL EDUCATION

1-3

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

Bilingual Education Certification

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

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

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

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

discussed. This course consists of 45 hours of conference.

HUEN 635 - HISTORICAL, SOCIO-CULTURAL AND LEGAL FOUNDATIONS OF BILINGUAL EDUCATION 3

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

HUEN 641 - METHODS FOR TEACHING ENGLISH AS A SECOND LANGUAGE: ELEMENTARY 3

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

HUEN 643 - METHODS FOR TEACHING ENGLISH AS A SECOND LANGUAGE: SECONDARY 3

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

HUEN 646 – LITERACY IN BILINGUAL ENVIRONMENTS

3

This course focuses on teaching literature and writing in the bilingual classroom, with an emphasis on selecting and using quality literature in combination with a variety of writing exercises. This course is primarily intended to help teachers understand the correlation between reading and writing in the bilingual classroom. It will help teachers develop, extend, and refine their own literary understanding, as well as techniques for teaching writing to English Learners. Teachers will also learn how to incorporate reading and writing techniques through a range of settings, using a variety of resources. 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.

HUEN 648 - COMPARATIVE ANALYSIS BETWEEN ENGLISH AND SPANISH

3

This course analyzes the differences and similarities between the English and Spanish languages, and it focuses on how educators can use those similarities to provide literacy instruction to bilingual students. This course aims to help teachers understand how language works and the benefits of using a student's first language when acquiring a second. It will help teachers develop, extend, and refine their understanding of English and Spanish while providing insight and strategies to promote bilingual literacy development. This course consists of 45 hours of lecture.

Graduate Autism Education Certification

Specialty Specific Courses

| PROGRAM REQUIREMENTS | | CREDITS |
|---|---|-----------|
| Core courses | | 3 |
| EDCI/RELB 511 Teaching Methods of Jesus | | 3 |
| Concentration courses | | 21 |
| EDAU 501 | History, Diagnosis, Characteristic and Prevalence of a Student with Autism | 3 |
| EDAU 502 | Psychosocial Aspects of the Student with Autism | 3 |
| EDAU 511 | Methodology and Curriculum for Students with Autism | 3 |
| EDAU 512 | Communication Methods for Students with Autism | 3 |
| EDAU 601 | Behavior Management of Autism Students | 3 |
| EDAU 602 | Aspects of Evaluation and Alternate Evaluation for students with Autism | 3 |
| EDAU 603 | Technological Assistance: Modify and Adapt the Curriculum for Various Learning Styles | 3 |
| TOTAL CREDITS | | 24 |

COURSE DESCRIPTION

EDAU 501 - HISTORY, DIAGNOSIS, CHARACTERISTICS AND PREVALENCE OF THE STUDENTS WITH AUTISM

3

Candidates acquire the knowledge and skill to teach children with a diagnosis of autism. This course includes: history, characteristics, prevalence, treatments, psychiatric evaluations, family and school context. On the other hand, it will explain what the diagnosis consists of and what it represents from its first appearance until today. It is important that every health and education professional recognize the essential aspects for the good holistic development of the student with autism. The main objective of every professional who works with a student with autism is to be able to impact them in effective ways by managing the stereotypical and disruptive behaviors that these children with their condition present.

EDAU 502 - PSYCHOSOCIAL ASPECTS OF THE STUDENT WITH AUTISM **3**

This course analyzes the social and psychological deficits of children with autism. On the other hand, the interventions that are carried out through the different environments will be introduced. The autistic child's development creates a deterioration in social and psychological skills, communication problems and repetitive behaviors. The severity of autism symptoms varies widely, from mild effects with minimal impacts on functionality to severe effects that interfere with functionality and can prevent independent living. Additionally, practices based on scientific evidence will be provided that help students with autism meet psychosocial needs. This class will take into account the needs not only of the student, but also of the family and the environment that surrounds them. The autism education teacher must be an agent of change, who has the ability to teach, apply instruction and use ideal practices for the good management of behaviors in children with autism, achieve a healthy and structured environment where the teacher can direct and redirect the children for good behavioral management.

EDAU 511 - METHODOLOGY AND CURRICULUM FOR STUDENTS WITH AUTISM **3**

Candidates acquire the knowledge and skill to teach children with a diagnosis of autism. This course includes: Teaching methodology for children with autism, Universal Design for Learning, Curriculum Tools, Modified Curriculum, Alternate Assessment that is used as a measuring instrument for students with a significant and severe disability. It is important that every health and education professional recognize the essential aspects for the good holistic development of the student with autism. The main objective of every professional who works with a student with autism is to be able to impact them in effective ways in the learning processes.

EDAU 512 - COMMUNICATION METHODS FOR STUDENTS WITH AUTISM **3**

This course analyzes communication or non-verbal problems and the educational methods that teachers use to teach the student with autism so that they can communicate effectively. Sometimes they do it inconsistently, other times they use isolated words, others communicate because they have the need, they do so through gestures, they make an effort daily to make themselves understood, others

simply shout and throw tantrums. It is important to analyze the nature of the communication disorders of children with autism so that the professionals who impact them can know the effective ways to communicate and the nature of the communication disorder in children with autism.

EDAU 601 - BEHAVIOR MANAGEMENT OF STUDENTS WITH AUTISM **3**

This course analyzes the techniques, strategies, models and behavioral treatments that are used to properly manage the behaviors of students with autism. On the other hand, it will explain what Applied Behavior Analysis consists of and the ability of children with autism to face the world. Also, researchers offer practical advice on the approach needed for successful implementation of the Applied Behavior Analysis Model. The importance of structuring a Behavior Management Plan for students with autism is to be able to impact them in effective ways by managing the stereotypical and disruptive behaviors that these children present with their condition.

EDAU 602 - ASPECTS OF ASSESSMENT AND ALTERNATIVE ASSESSMENT FOR STUDENTS WITH AUTISM **3**

Candidates acquire the knowledge and skill to teach children with a diagnosis of autism. This course includes: Aspects of Assessment and Alternative Assessment for Students with Autism. This constitutes the following study topics: Evaluation and Assessment Process of the Student with Autism, Instrument for the Evaluation of a Child with Autism, Extensive Evaluation of Autism, Evaluation of Linguistic Development, Didactic Unit Work with Numbers (Curriculum Adaptation), Evaluation for Students with Significant Cognitive Impairment - Goal Puerto Rico - Alternate and Administrative Practices for Alternate Tests. It is important that every educational professional recognizes the essential aspects for the good holistic development of the student with autism. The main objective of every professional who works with a student with autism is to be able to impact them in effective ways in the learning processes.

EDAU 603 - TECHNOLOGICAL ASSISTANCE: MODIFY AND ADAPT THE CURRICULUM FOR DIVERSE LEARNING STYLES

3

This course analyzes technological assistance services for the use of students with autism in the classroom and in their daily lives so that they can communicate and move effectively. Topics will be discussed such as: Technological Assistance Services and Provisions for People with Disabilities, Technological Resources for Working with Children with Autism, Expanding the Use of Technological Assistance in Children with Special Needs, Technological Assistance in Schools, The Use of Devices Generators for Children with Severe Speech Difficulties, Considerations and Effective Practices for the Use of Assistive Technology, Technological Assistance for People with Special Needs, Technological Assistance and Adaptive Tools. It is important that every professional has the necessary skills to work with different devices that allow children with autism greater access to communication and movement in the teaching processes.

SCHOOL OF HEALTH SCIENCES GRADUATE PROGRAM



School of Health Sciences

Mission

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

Vision

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

School Goals

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

Graduate Nursing Program Mission

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

Program Goals

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

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

Program Learning Outcomes

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

management, coordination of care, and complex decision making to improve quality and safety in individuals and systems of health care.

5. **Interprofessional Collaboration:** Use effective communication, collaborative strategies, and leadership knowledge within the interprofessional team to achieve collective goals.
6. **Health Care Policy, Organization, and Finance:** Formulate a plan for ongoing contributions to improvement of equitable health care delivery and development of health policy in a cost-effective manner.
7. **Professional Role Development:** Apply professional leadership role emphasizing Christian values and ethics and supports scholarly activities to enhance lifelong learning.

Admission Requirements of the Institution

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

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

10. Every non-resident international student must, beside the admission requirements, make a deposit of \$4,000. This requirement must be met before the I-20 form is sent, which is necessary for obtaining the Student Visa. If entrance into Puerto Rico is not possible, the original I-20 must be returned in order to reimburse the deposit.

Program Admission Requirements

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

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

Graduation Requirements

Every candidate for graduation must request an interview with the Dean of the School of Health Sciences and the Specialty Program Coordinator six months in advance in order to evaluate their academic record. The student must submit the official application for graduation

to the office of Registration. There will be a formal evaluation and the student will be notified in writing what requirements they must fulfill. This should happen with enough time to allow the student to make the necessary adjustments to their program of studies. The student has the ultimate responsibility for fulfilling all the graduation requirements and making every effort possible to obtain adequate academic assessment.

In order to graduate, the student must:

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

Academic Progress Standards and the Maximum Term for Completing the Degree

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

Drop for academic average. A student with a GPA less than 3.00 after completing 12 credits in the program will be evaluated by the Dean of the School of Health Sciences and/or Program Coordinator and reconsidered as a regular student according to the merits of the case. A student with a GPA less than 3.00 after having completed 21 credits in the program will be given an academic drop. The effective date of withdrawals for students with “GI Bill®” benefits is the last day of class attendance.

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

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

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

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

Maximum Term to Complete the Degree

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

Credit Transfers

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

Objectives of the Graduate Nursing Program

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

1. Promote an Adventist educational philosophy with a clear perspective of integration of faith, values, and learning as an essential component of education.
2. Develop a competent postgraduate nursing professional with appropriate advanced knowledge, abilities and attitudes, and the skills to promote evidence-based nursing practice.
3. Contribute to community improvement by providing highly qualified professionals in trained in different areas of specialty, who possess the competences to stimulate innovation, positive changes, and professional development in church educational institutions, and in society.
4. Provide opportunities for the nursing graduate students to integrate innovations into their areas of specialty, including modern technology and communications, as well as service-learning strategies.

5. Develop in the graduate student a positive attitude towards learning, encouraging a sense of responsibility and intellectual curiosity for independent study, and continued education, and/or doctoral studies.
6. Reach a higher level of program effectiveness by promoting habits of continuous assessment and self-evaluation.
7. Efficiently manage financial, human, and physical resources to ensure the fulfillment of program goals.
8. Promote effective communication and positive interpersonal relationships among faculty and students.

Objectives of the Graduate Nursing Program

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

Graduate Profile

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

1. Provides direct and indirect care components in nursing practice interventions recognizing the human being as a child of God and demonstrating advanced level of understanding of nursing and relevant sciences.

2. Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, and quality improvement for the continual improvement of nursing care across diverse settings.
3. Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care.
4. Demonstrates leadership skills that emphasize spiritual and ethical values and critical decision-making, with a focus on effective working relationships from a systems perspective.
5. Demonstrates to be articulate in the methods, tools, performance measures, and standards related to quality; and applies quality and excellence principles within an organization.
6. Applies research outcomes within the practice setting, resolves practice problems, works as an agent of change and disseminates results.
7. Utilizes patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.
8. Intervenes at the systems level through policy development processes and employs advocacy strategies to influence health and health care.
9. Applies and integrates organizational concepts, centered on culturally-appropriate planning, delivery, management, and evaluation of evidence-based clinical prevention and services to individuals, families and others/identified populations.

Professional Profile of the Critical Care Specialty Graduate

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

1. Demonstrate knowledge and skills in providing excellent service to clientele to whom services are offered.
2. Establish effective interventions based on nursing diagnostics.
3. Use critical-thinking in decision-making and the solution of problems by offering care to the critically ill patient.

4. Visualize the patient as a unique being created in the image of God.
5. Incorporate the scientific research method focused on care for the critically ill patient.
6. Reflect ethical and professional values in offering services to the patient.
7. Actively participate in professional associations to keep informed of current trends in their area of specialty.
8. Collaborate with teams of public or private agencies in the search for solutions for the critical care patient of our society.

Professional Profile of the Care of Older Adults Specialty Graduate

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

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

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

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

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

Continuation

| | | | |
|-----------------------|-----|--|-----------|
| Role Courses | | | 9 |
| Administrative | | | |
| NURS | 613 | Theory and Principles of Nursing Administration | 3 |
| NURS | 627 | Essential Aspects of Administration | 3 |
| NURS | 628 | Nursing Education Practicum | 3 |
| TOTAL CREDITS | | | 44 |

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

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

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

Continuing

| | | | |
|-----------------------|-----|--|-----------|
| Role Courses | | | 9 |
| Administrative | | | |
| NURS | 613 | Theory and Principles of Nursing Administration | 3 |
| NURS | 627 | Essential Aspects of Administration | 3 |
| NURS | 628 | Practicum in Nursing Administration | 3 |
| TOTAL CREDITS | | | 44 |

COURSE DESCRIPTIONS



Course Descriptions

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

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

NURS 505- ADVANCED PHARMACOLOGY 3

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

NURS 511- ADVANCED PATHOPHYSIOLOGY 4

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

NURS 512- NURSING PROCESS AND THEORIES 3

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

NURS 513- ADULT HEALTH HISTORY AND ASSESSMENT 3

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

NURS 613- THEORY AND PRINCIPLES OF NURSING ADMINISTRATION 3

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

NURS 614- PRINCIPLES AND THEORY OF NURSING EDUCATION 3

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

NURS 616- PRINCIPLES OF NURSING CURRICULUM DESIGN 3

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

NURS 618- NURSING POLICY AND PROCEDURES 2

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

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

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

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

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

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

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

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

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

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

NURS 627- ESSENTIAL ASPECTS OF ADMINISTRATION 3

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

NURS 628-NURSING ADMINISTRATION PRACTICUM 3

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

NURS 631- NURSING RESEARCH 4

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

NURS 638- NURSING EDUCATION PRACTICUM 3

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

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

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

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

RELB 601-BIBLICAL PERSPECTIVES ON HEALTH 2

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

RELT 501 CHRISTIAN SOCIAL ETHICS 2

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

| Fees and Other Charges | |
|--|--|
| Fees and Other Charges | Cost |
| Admission Application | \$25.00 |
| Readmission to Graduate Program | \$15.00 |
| Registration Fees | |
| Master's Level (per credit) | \$225.00 |
| Audited Classes. <i>No academic credit or grade will be given.</i> | 50% of the cost |
| Registration Fee | \$75.00 |
| Late Registration | \$25.00 |
| Other Fees | |
| Technology | \$125.00 |
| Development | \$200.00 |
| Medical Insurance Plan (optional). <i>Cost may vary depending on insuring agency (Institutional Medical Plan, if student doesn't have one)</i> | \$250.00 |
| Dispensary | \$50.00 |
| Distance Education | \$15.00 for each virtual course registered |
| Dropping classes (after the deadline) | \$5.00 |
| Credit Transcript | \$4.00 |
| Translation of Credit Transcript | \$25.00 |
| Transcript within 48 hours | \$15.00 |
| Returned check | \$15.00 |
| Lodging Application | \$10.00 |
| Graduation Fees | |
| Graduation (<i>Includes robe, diploma, and invitations</i>) | \$250.00 |
| Graduation in absentia | \$25.00 |

| Fees and Other Charges | |
|---|--|
| Thesis, Practicum, Comprehensive Exam Fees, Research, and Electronic Portfolio (Education) | |
| Description | Cost |
| Binding of Thesis | According to cost |
| Research Consultation and Revision | \$125.00 |
| Research or Project Deferral | Cost of the course for each semester without registration fees |
| Thesis approval request | \$50.00 |
| Thesis consultation and revision | \$125.00 |
| Practicum supervision | \$150.00 |

| Nursing Laboratory Fees | |
|---|----------|
| Description | Cost |
| Laboratory of the following courses: NURS 631, NURS 638 and NURS 681 | \$400.00 |
| Laboratories of other courses NURS 513, NURS 621, NURS 622, NURS 623, NURS 624 and NURS 628 | \$200.00 |

| Education Laboratory Fees | |
|----------------------------------|----------|
| Description | Cost |
| EDCI 650 | \$400.00 |
| EDUC 509 | \$400.00 |
| EDUC 648 | \$200.00 |
| EDUC 651 | \$125.00 |
| EDSE 511 | \$35.00 |

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

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| Alfa Lizardo | Registrar |
| Sigfredo Morales | Counseling and Orientation |
| Awilda Matos | Financial Aid |
| Caleb López | Senior Pastor |
| Damaris Pérez | Women's Dormitory |
| Digna Williams | Institutional Effectiveness |
| Fabiola Falto | Student Support Services (ESL) |
| Frances Izquierdo | Human Resources |
| Francisca Faña | Health Services |
| Giselle Rivera | Student Finances |
| Guillermo García | Men's Dormitory |
| Heber Vásquez | Information and Technology Services |
| Ivelisse Vélez | Librarian |
| Legna Varela | Environmental Affairs |

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|----------------|--------------------------------------|
| Lorell Valera | Advertising and Recruiting |
| Ruth Lizardo | Chaplain |
| Nikole Falto | Student Support Services (Regular) |
| Silvia Schimpf | Resource Center for Graduate Studies |
| Yolanda Ferrer | Admissions |

Teaching Faculty

| Names | Degree | Area of Specialty |
|---------------------|---------------|----------------------------|
| Álvarez, Evelyn | DNP | Nursing |
| Cardona, Yoalis | DNAP | Anesthesia |
| Carlo, Elizabeth | PhD | Clinical Psychology |
| Colón, Myrna | PhD | Curriculum and Instruction |
| Dos Santos, Alberto | EdD | Educational Psychology |
| Fernández, Aida | MS | Anesthesia |
| Heredia, Keily | PhD | Chemistry |
| Lambo, Maritza | EdD | Curriculum and Instruction |
| Lorenzo, Carmen | EdD | Education |
| Matos, Abigail | PhD | Nursing |
| Méndez, Miguel | PhD | Biology |
| Nieto, Miriam | PhD | Nursing |
| Nieves, Antonio | PhD | History |
| Santiago, Zilma E. | PhD | Curriculum and Instruction |
| Schimpf, Silvia | EdD | Curriculum and Instruction |

Directory

Phone: (787) 834-9595

Fax: (787) 834-9597

| Offices and Departments | Extension |
|--|------------------|
| Admissions | 2208 |
| Financial Aid | 2200 |
| School of Education, Humanities and Psychology | 2961 |
| School of Nursing and Health Sciences | 2225 |
| Student Finances | 8011 |
| Dean of Men | 2239/1100 |
| Dean of Women | 2259/1100 |
| Church | 2217/2418 |
| President | 4004 |
| Advertising and Recruiting | 2327 |
| Registrar | 2237 |
| Vice President of Academic Affairs | 4002 |
| Vice President of Financial Affairs | 1550 |
| Vice President of Student Affairs | 2213/2214 |
| Vice President of Planning and Development | 2375 |

Library Hours

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

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