

Page 2 The following information was included at the end of the Catalog Disclaimer:

Information provided on the school website and in the school catalog may be translated to Spanish upon request to Ms. Miley Berríos, Assistant to the VP of Academic Affairs at miberrios@nuc.edu

Page 10 The following information should be included:

VISION

To be recognized as a university community where students receive an education of excellence which promotes their continuous, integral development through innovative and diverse learning modalities.

INSTITUTIONAL LEARNING GOALS

National University College supports its student body and prepares them for the effective achievement of their academic goals. NUC identifies the following basic competencies that are necessary to build a solid foundation for the academic experience at the non-degree, under graduate as well as graduate levels and assures that the students develop the necessary skills, knowledge and attitudes for future employment, to continue graduate studies, responsible citizenship, and a commitment for continuous learning throughout their whole life. These competencies are aligned with the mission, values, and institutional goals, as well as with all the academic offerings of National University College.

Among the expected outcomes for student learning, are the following basic competencies:

Professional competency and technical skills

Capacity to apply creatively the knowledge and skills of their respective field of studies and inserting themselves successfully in the labor market, contributing effectively to the economic, social and political progress of their environment.

Communication skills

Capacity to express and exchange ideas effectively through listening, speaking, reading, writing and other appropriate modes of interpersonal expression and workforce vocabulary.

Critical and Creative Thinking

Capacity to analyze, apply critically and creatively their professional or technical competencies in the management of complex situations, decision making, problem solving, understanding, adapting, and generating changes, while at the same time managing them effectively.

Logical reasoning

Capacity to utilize quantitative and qualitative information in logical the decision making and problem solving process.

Information Literacy and Technological Competency

Capacity to apply in an ethical and critical manner the knowledge and skills related to the development and processes in information and technological environments in an effective and efficient way, considering the personal, professional, technical, and citizen dimensions.

Ethical and moral behavior

Capacity to reason ethically and morally when facing complex situations, making informed decisions, and solving problems, showing respect towards laws and persons, intellectual honesty, social responsibility, ethical judgment, respect to life and environment conservation.

Respect to diversity

Capacity to recognize and value the richness of human experiences, understanding the multicultural, gender, political, and other social differences, the needs of people with functional diversity and the capacities that enrich living together respecting the human experience in a globalized world.

Page 11 The following section should be included:

Programmatic Accreditations:

“National University College's nursing education program (Bachelor's Degree in Science in Nursing; Associate's Degree in Nursing) is accredited by the Accreditation Commission for Education in Nursing” (ACEN), 3343 Peachtree Road NE, Suite 850 Atlanta, GA. 30326;(404) 975-5000.

The Master’s Degree in Education with major in Educational Leadership is accredited by the Teacher Education Accreditation Council (TEAC) / Council for the Accreditation of Educator Preparation (CAEP). <http://www.teac.org/membership/teac-members/?Sort=2&Ref=2>

Page 11 In the Programs with a Status of Candidacy for Accreditation section, the last paragraph was deleted.

Page 12 In the Board of Directors (Corporate Board) section, the Rob MacInnis position was removed.

Page 12 The Executive Committee section, should read as follows:

- Gloria E. Baquero, Ed. D.....President
- Josué MedinaSenior Vice President of Finance, Eduk Group
- Konrad Wittenberg.....Facilities Management, Eduk Group
- Desi López Vice President of Compliance
- María Estrada, Ed. D..... Vice President of Academic Affairs
- Ana Milena Lucumi, Ed.D. Vice President of Student Affairs and Effectiveness
- Aixa Flores, Ed. D. Vice President of the Nursing Program
- Daliana Rivera Chancellor of Bayamón Main Campus
- Gaysi Martínez.....Chancellor of Arecibo Branch Campus
- José Torres, DBA..... Chancellor of Río Grande Branch Campus
- Frances VázquezChancellor of Ponce Branch Campus
- Marisel PagánChancellor of Caguas Branch Campus
- Daisy Ruiz..... Chancellor of Mayaguez Branch Campus
- Ángel AvilésDirector of Research and Development
- Yelitza Gutierrez..... Senior Marketing Manager, Eduk Group

Page 92 In the Admission Requirements for Undergraduate Programs section, the following paragraph should be added after item #2:

3. If the High School Diploma is from an accelerated school, the student should present the Final High School Transcript and, complete the current Accelerated High School Information Form and comply with the established criteria in it.

Page 93 Item #10 in the Admission Requirements for Undergraduate Programs should read as follows:

Home schooled students must present an official certification from the applicable state, recognized agency or from their parents/guardians that they have completed high school through

home schooling. In the event this is not available, they should present evidence that they have passed the high school equivalency exam or GED. Home schooled students will also be required to complete and submit all admission documents required by the institution.

Page 96 In the Undergraduate Transfer Students Admission Requirements section, the information in *italics* was added to item 4.b., should read as follows:

b. If the student has completed a post-secondary university degree, no evidence of High School Completion is needed. Otherwise, if student has an incomplete college degree or a completed post-secondary non-university degree, high school completion evidence is needed. If the college transcript does not include evidence of high school completion, the student must present the final high school transcript, high school diploma, evidence of having passed the high school equivalency test or their recognized equivalence. *If the High School Diploma is from an accelerated school, the student should present the Final High School Transcript and, complete the current Accelerated High School Information Form and comply with the established criteria in it.* If the high school transcript or evidence is from a foreign school, the student should present the certification of its equivalency from the Department of Education of Puerto Rico or an educational credential assessment from a recognized International Credential Evaluation Services organization.

Page 97 In the Transfer Course Procedure for Undergraduate Students, the information in *italics* was added to items 2 and 8, items should read as follows:

- 2. The process request for transferring courses must be generated by the student during the admission process and in a period of not more than forty-five (45) calendar days from the *initial* date of their first academic term; after that deadline no new requests will be accepted.
- 8. All transfer courses must be approved with at least a grade of “C” at least. Courses approved with less than a “C” will not be considered for transfer. *For the Physical Therapy Assistant program, transfer courses must be approved with a grade of “B” at least. Courses approved with less than a “B” will not be considered for transfer. For this program also, courses that are not part of the curriculum, including general*

education courses, will not be considered for transfer. In addition, major courses to be transferred, must come from a CAPTE accredited institution.

Page 124 In the Satisfactory Academic Progress Requirements, the following information was modified:

Program	Credits in Program	Maximum Credit Attempts to Complete Program	Applicable SAP Table
Associate Degree in Physical Therapist Assistant on/after 2016	77	116	SAP Table I

The following program information was included:

Program	Credits in Program	Maximum Credit Attempts to Complete Program	Applicable SAP Table
Master Degree in Business Administration with Major in Planning and Strategy	39	58	SAP Table V
Master Degree in Business Administration with Major in Human Resources	39	58	SAP Table V
Master Degree in Education in Curriculum	39	58	SAP Table V
Master Degree in Education in Assessment and Effectiveness	39	58	SAP Table V
Master Degree in Science in Nursing in Education	36	54	SAP Table V
Master Degree in Science in Nursing in Medical-Surgical and Role in Education	36	54	SAP Table V

Page 124 In the Incompletes (I) section, the last sentence of first paragraph was modified as follows:

This grade must be removed not later than **12 calendar** days after the start date of classes of the following term.

Page 128 In the Graduation Requirements Table for Undergraduate Programs, the following information was included:

Grade Level	Minimum grade point average for graduation	Minimum grade needed to approve courses
Associate’s Degree in Physical Therapist Assistant	GPA 2.00	All general education, core courses and all major courses must be passed with at least a “C” grade, except for the clinical practices that must be passed with at least “B” grade.

Page 137 Following changes should be included:

The three asterisks (***) from the Programs Offered at Bayamón Main Campus header should be deleted.

The following academic programs have been included:

- Business Administration in Human Resources (Master’s)
- Medical Billing and Coding (Associate’s)
- Sciences in Nursing in Education (Master’s)
- Sciences in Nursing in Medical-Surgical and Role in Education (Master’s)

Page 139 The following academic programs have been added to the Bayamón Main Campus (Online Programs):

- Business Administration in Human Resources (Master’s)
- Education in Curriculum (Master’s)
- Education in Assessment and Effectiveness (Master’s)
- Medical Billing and Coding (Associate’s)
- Sciences in Nursing in Education (Master’s)
- Sciences in Nursing in Medical-Surgical and Role in Education (Master’s)

Page 141 The following changes should be included:

The two asterisks (**) from the Programs Offered at Arcibo Branch Campus header should be deleted.

Two asterisks (**) should be included at the end of:

- Education with major in Educational Leadership (Master’s)**

The following academic programs were included:

- Business Administration with major in Digital Marketing (Master’s)
- Medical Billing and Coding (Associate’s)
- Sciences in Nursing in Education (Master’s)
- Sciences in Nursing in Medical-Surgical and Role in Education (Master’s)

The following disclaimer should be included at the end of the page:

******Puerto Rico residents who aspire to be certified as school principals by the Puerto Rico Education Department should contact this agency to familiarize themselves with the requirements needed to obtain this certification. At present, it is a requirement that the candidates be certified as regular teachers, have two years of experience as a teacher, and complete a practicum, for which the student should enroll in the courses EDUC 6015 and EDUC 6025 (Field Experiences in the Educational Scenario I and II).

******Residents from outside Puerto Rico are not required to complete the Field Experiences in the Educational Scenario courses. These students should instead enroll in the courses EDUC 6025 – Leadership for Diversity and EDUC 6045 – Integrated Seminar in Educational Leadership.

Page 142 The following changes should be included:

The two asterisks (**) from the Programs Offered at Río Grande Branch Campus header should be deleted.

Two asterisks (**) should be included at the end of:

- Education with major in Educational Leadership (Master’s Degree)**

Asterisk (*) should be removed from the end of:

- Electrical Engineering Technology with major in Renewable Energy (Associate’s Degree)

The following academic programs were included:

Business Administration with major in General Business (Bachelor’s)

Business Administration with major in Digital Marketing (Master’s)

Business Administration in Human Resources (Master’s)

Medical Billing and Coding (Associate’s)

Sciences in Nursing in Education (Master’s)

Sciences in Nursing in Medical-Surgical and Role in Education (Master’s)

The following disclaimer should be included at the end of the page:

******Puerto Rico residents who aspire to be certified as school principals by the Puerto Rico Education Department should contact this agency to familiarize themselves with the requirements needed to obtain this certification. At present, it is a requirement that the candidates be certified as regular teachers, have two years of experience as a teacher, and complete a practicum, for which the student should enroll in the courses EDUC 6015 and EDUC 6025 (Field Experiences in the Educational Scenario I and II).

******Residents from outside Puerto Rico are not required to complete the Field Experiences in the Educational Scenario courses. These students should instead enroll in the courses EDUC 6025 – Leadership for Diversity and EDUC 6045 – Integrated Seminar in Educational Leadership.

Page 143 The following changes should be included:

The asterisk (*) from the Programs Offered at Ponce Branch Campus header should be deleted.

Criminal Justice with major in Forensic Investigation (Bachelor’s)

Medical Billing and Coding (Associate’s)

Sciences in Nursing in Education (Master’s)

Sciences in Nursing in Medical-Surgical and Role in Education (Master’s)

Page 144 The following changes should be included:

The asterisk (*) from the Programs Offered at Caguas Branch Campus header should be deleted.

Business Administration in Human Resources (Master’s)

Medical Billing and Coding (Associate’s)

Sciences in Nursing in Education (Master’s)

Sciences in Nursing in Medical-Surgical and Role in Education (Master’s)

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

OBJECTIVE

The Master's in Business Administration in Human Resources aims to develop professionals with the knowledge, skills and attitudes necessary for human resources management from a strategic perspective that includes the development, implementation and administration of policies concerning the management of staff in any type of organization.

MINIMUM REQUIREMENTS

24 Credits in Core Courses

15 Credits in Major Courses**39 Total Credits****CORE COURSES**

MBA 5000	ORGANIZATIONAL BEHAVIOR	3
MBA 5010	MARKETING MANAGEMENT	3
MBA 5020	MANAGERIAL ECONOMICS	3
MBA 5040	MANAGERIAL ACCOUNTING	3
MBA 5050	MANAGERIAL FINANCE	3
MBA 6000	BUSINESS ADMINISTRATION INTEGRATING SEMINAR (CAPSTONE)	3
REME 5100	RESEARCH METHODOLOGY	3
STAT 5210	STATISTICS	<u>3</u>
		24

MAJOR COURSES

HURE 6010	ORGANIZATIONAL DESIGN	3
HURE 6020	LABOR LAW	3
HURE 6030	DEVELOPMENT OF HUMAN RESOURCES POLICIES	3
MBA 5030	HUMAN RESOURCES DEVELOPMENT ADMINISTRATION AND MANAGEMENT	3
MBA 5240	PROJECT MANAGEMENT AND ADMINISTRATION	<u>3</u>
		15

TOTAL CREDITS 39

* This program is offered in both fully on ground and online delivery modes.

* All courses must be passed with at least a "B" grade.

**MASTER'S DEGREE IN EDUCATION
IN ASSESSMENT AND EFFECTIVENESS**

OBJECTIVE

The Master's Degree in Education in Assessment and Effectiveness aims to develop competent leaders in their profession, capable of designing and implementing evaluation plans for assessments of the learning outcomes and aspects concerning the effectiveness of the academic process. In addition, it prepares the students with the skills, concepts and attitudes necessary to support the continuous improvement of institutions by assessing and evaluating the effectiveness of their educational and organizational processes.

MINIMUM REQUIREMENTS

21 Credits in Core Courses

18 Credits in Major Courses**39 Total Credits****CORE COURSES**

EDUC 5100	EDUCATIONAL RESEARCH METHODS	3
EDUC 5110	PSYCHOSOCIAL FOUNDATIONS OF EDUCATION	3
EDUC 5120	ORGANIZATIONAL BEHAVIOR AND CHANGE	3
EDUC 5200	THEORIES, PRINCIPLES AND PROCESSES GOVERNING THE DESIGN OF EDUCATIONAL PROGRAMS	3
EDUC 5210	ETHICAL AND LEGAL ASPECTS OF EDUCATION	3
EDUC 5220	HUMAN RESOURCES ADMINISTRATION	3
EDUC 5140	ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS	<u>3</u>
		21

MAJOR COURSES

EDUC 6225	FUNDAMENTALS OF ASSESSMENT AND EFFECTIVENESS	3
EDUC 6230	EFFECTIVENESS IN HIGHER EDUCATION	3
EDUC 6240	EVALUATION OF THE TEACHING-LEARNING PROCESS	3
EDUC 6250	ASSESSMENT OF EDUCATIONAL PROGRAMS AND SYSTEMS	3
EDUC 6060	PLANNING AND EVALUATION	3
EDUC 6040	GRADE PROJECT SEMINAR	<u>3</u>
		18

TOTAL CREDITS 39

* This program is offered online only.

* All courses must be passed with at least a "B" grade.

MASTER'S DEGREE IN EDUCATION IN CURRICULUM**OBJECTIVE**

The Master's Degree in Education in Curriculum aims to develop competent leaders who are highly qualified to develop, implement and evaluate innovative curriculums in public or private educational organizations. In addition, it will prepare the student with the necessary knowledge and skills to be actively involved in the continuous improvement of the academic achievements and as a consequence, of their own professional skills in the education field.

MINIMUM REQUIREMENTS

21 Credits in Core Courses

18 Credits in Major Courses**39 Total Credits****CORE COURSES**

EDUC 5100	EDUCATIONAL RESEARCH METHODS	3
EDUC 5110	PSYCHOSOCIAL FOUNDATIONS OF EDUCATION	3
EDUC 5120	ORGANIZATIONAL BEHAVIOR AND CHANGE	3
EDUC 5200	THEORIES, PRINCIPLES AND PROCESSES GOVERNING THE DESIGN OF EDUCATIONAL PROGRAMS	3
EDUC 5210	ETHICAL AND LEGAL ASPECTS OF EDUCATION	3
EDUC 5220	HUMAN RESOURCES ADMINISTRATION	3
EDUC 5140	ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS	<u>3</u>
		21

MAJOR COURSES

EDUC 6200	CURRICULUM DESIGN AND PLANNING	3
EDUC 6240	EVALUATION OF THE TEACHING-LEARNING PROCESS	3
EDUC 6260	THEORIES AND PRINCIPLES OF CURRICULUM IN CONTEMPORARY EDUCATION	3
EDUC 6265	CURRICULUM AND LEADERSHIP	3
EDUC 6060	PLANNING AND EVALUATION	3
EDUC 6040	GRADE PROJECT SEMINAR	<u>3</u>
		18

TOTAL CREDITS 39

* This program is offered online only.

* All courses must be passed with at least a "B" grade.

MASTER'S DEGREE IN SCIENCE IN NURSING IN EDUCATION**OBJECTIVE**

The Master's Degree in Science in Nursing in Education will prepare students with the abilities and skills needed to efficiently fulfill the nursing education specialty. It also promotes the acquisition of skills on evidence-based research, in which the student will build a solid foundation to pursue continuous professional growth.

MINIMUM REQUIREMENTS

12 Credits in Core Courses

24 Credits in Major Courses**36 Total Credits****CORE COURSES**

NURS 5100	HEALTH AND DEFENSE POLICY TO IMPROVE HEALTH OUTCOMES OF THE POPULATION	3
NURS 5110	INFORMATION TECHNOLOGY USED TO IMPROVE QUALITY IN NURSING SERVICES	3
NURS 5120	EVIDENCE-BASED RESEARCH AND PRACTICE	3
NURS 5130	ORGANIZATIONAL AND SYSTEMATIC LEADERSHIP IN NURSING	<u>3</u>
		12

MAJOR COURSES

NURS 5200	ADVANCED PATHOPHYSIOLOGY	3
NURS 5210	ADVANCED PHARMACOLOGY	3
NURS 5220	ADVANCED PHYSICAL EXAM	3
EDUC 5200	THEORIES, PRINCIPLES, AND PROCESSES GOVERNING THE DESIGN OF EDUCATIONAL PROGRAMS	3
EDUC 6012	TEACHING AND LEARNING STRATEGIES	3
EDUC 6014	LEARNING ASSESSMENT AND EVALUATION	3
NURS 6030	THE ROLE OF NURSING EDUCATOR: SEMINAR	3
NURS 6040P / NURS 6040*	THE ROLE OF NURSING EDUCATOR: INTERNSHIP	<u>3</u>
		24

TOTAL CREDITS 36**For online offering**All courses must be passed with at least a "B" grade.*

OBJECTIVE

The graduates of the Master Degree in Science in Nursing in Medical-Surgical and Role in Education will carry out a professional education process applying leadership, management, critical thinking and assertive communication skills. The Master in Science in Nursing in Medical-Surgical and Role in Education emphasizes the need for education in the profession, human care, teaching and integration of knowledge. The goal is to develop nurse specialists with the following competencies: leadership, creativity, teaching-learning, communication, critical and creative thinking, mathematical and logical reasoning, information literacy, ethical-legal, and respect for diversity. Students will become assertive communicators aware of the importance of distinguishing the needs of different groups, populations and scenarios, be informed of the individual's clinical and psychological development aspects, and work in different teaching scenarios. As graduates, they will also contribute to improve the quality of life in our society.

MINIMUM REQUIREMENTS

27 Credits in Core Courses
9 Credits in Major Courses
36 Total Credits

CORE COURSES

EDUC 6012	TEACHING AND LEARNING STRATEGIES	3
EDUC 6014	LEARNING ASSESSMENT AND EVALUATION	3
NURS 5100	HEALTH AND DEFENSE POLICY TO IMPROVE HEALTH OUTCOMES OF THE POPULATION	3
NURS 5110	INFORMATION TECHNOLOGY USED TO IMPROVE QUALITY IN NURSING SERVICES	3
NURS 5120	EVIDENCE-BASED RESEARCH AND PRACTICE	3
NURS 5130	ORGANIZATIONAL AND SYSTEMATIC LEADERSHIP IN NURSING	3
NURS 5200	ADVANCED PATHOPHYSIOLOGY	3
NURS 5210	ADVANCED PHARMACOLOGY	3
NURS 5220	ADVANCED PHYSICAL EXAM	<u>3</u>
		27

MAJOR COURSES

NURS 6000	ADVANCE SURGICAL	3
NURS 6010	ADVANCED MEDICAL-SURGICAL I	2
NURS 6011P/6011*	ADVANCED MEDICAL-SURGICAL INTERNSHIP I	1
NURS 6020	ADVANCED MEDICAL-SURGICAL II	2
NURS 6021P/6021*	ADVANCED MEDICAL-SURGICAL INTERNSHIP II	<u>1</u>
		9
TOTAL CREDITS		36

**For online offering*

All courses must be passed with at least a "B" grade.

¹*This program is pending approval from the U.S. Department of Education.*

Page 157 In the Master's Degree Programs Admission Requirements, the following information in bold/italic, should be added to the third bullet.

- Submit a transcript from the institution where the student is transferring from. ***An official transcript must be received within a period of no more than forty-five (45) calendar days from the initial date of the first academic term.***

Page 159 The Admission and Transfer Requirements Table for Graduate Programs was modified as follows:

Grade Level	Admission Index	Transfer Admission Index	Other requirements
<i>All Master's Degrees in Business Administration</i>	2.50 points	GPA 2.50 Minimum 6 approved credits Minimum Grade B	1. Have a bachelor's degree from an accredited institution recognized by the US Department of Education or by an official agency from the country of origin. 2. Online students must have computer literacy and a valid e-mail address. 3. Meet all general admission and transfer
<i>All Master's Degrees in Education</i>	3.00 points	GPA 3.00 Minimum 6 approved credits Minimum Grade B	1. Have a bachelor's degree from an accredited institution recognized by the US Department of Education or by an official agency from the country of origin. 2. Two letters of recommendation from professors or other professionals. 3. Interview with the Program Director or Academic Dean. 4. Online students must have computer literacy and a valid email address. 5. Meet all general admission and transfer requirements.
<i>All Master's Degrees in Science in Nursing</i>	2.50 points	GPA 2.50 Minimum 6 approved credits Minimum Grade B	1. Have a bachelor's degree in Science in Nursing from an accredited institution recognized by the US Department of Education or by an official agency from the country of origin. 2. Have and present evidence of active and permanent License of General Nurse (BSN) in U.S. or P.R. The student must maintain the license active during the time of study. 3. Interview with the Program Director, Coordinator or Academic Dean. 4. Two letters of recommendation from teachers or other professionals. 5. Professional resume. 6. Must have computer literacy and a valid email address. 7. Meet all general admission and transfer requirements.

Page 159 The Graduation Requirements Table for Graduate Programs was modified as follows:

Grade Level	Minimum grade point average for graduation	Minimum grade needed to approve courses
All Master's Degrees in Business Administration	GPA 3.00	All courses should be approved with a minimum grade of B.
All Master's Degrees in Education	GPA 3.00	All courses should be approved with a minimum grade of B.
All Master's Degrees in Science in Nursing	GPA 3.00	All courses should be approved with a minimum grade of B.

Page 159 In the Program Disclosure Table for Master's Degree the following programs were included:

Academic Program	Gainful Employment Disclosure Link
Business Administration with Major in Human Resources	http://www.nuc.edu/gedt/MBA_Human_Resources/Gedt.html
Education in Curriculum	http://www.nuc.edu/gedt/MED-Curriculum/Gedt.html
Education in Assessment and Effectiveness	http://www.nuc.edu/gedt/
Master Degree in Science in Nursing in	http://www.nuc.edu/gedt/MSN/Gedt.html
Master Degree in Science in Nursing in	http://www.nuc.edu/gedt/MSN/Gedt.html

Page 159 In the Satisfactory Academic Progress Requirements for the Master's Degree Programs, the following programs were included:

Program	Credits in Program	Maximum Credit Attempts to Complete Program	Applicable SAP Table
Business Administration with Major in Human Resources	39	58	SAP Table IV
Master Degree in Education in Curriculum	39	58	SAP Table IV
Master Degree in Education in Assessment and Effectiveness	39	58	SAP Table IV
Master Degree in Science in Nursing in Education	36	54	SAP Table IV
Master Degree in Science in Nursing in Medical-Surgical and Role in Education	36	54	SAP Table IV

Page 166 The following course descriptions were included:

EDUC 6012: Teaching and Learning Strategies: 3 credits

In this course, students will design and adapt important lessons for multiple learning environments. They will also examine how to effectively integrate technology tools, and design lessons that meet the diverse students' learning needs.

EDUC 6014: Learning Assessment and Evaluation: 3 credits

In this course, students will describe the basic fundamentals of the learning assessment process and its relationship with the educational process; evaluate assessment strategies used to evaluate students' learning; analyze how to use assessment results as a means to improve student learning; design assessment techniques that best respond to the educational objectives and goals planned in the teaching-learning process; and develop a student learning assessment plan.

Page 168 The following course descriptions were included:

EDUC 6060: Planning and Evaluation: 3 credits

In this course the student will examine the operational considerations related to educational planning and development. They will study elements that allow them to properly develop a plan, program or educational project. They will be trained to lead in the exercise of planning and educational development.

EDUC 6200: Curriculum Design and Planning: 3 credits

In this course the student will discuss the fundamentals of instructional design and curricular planning. It will cover the diverse approaches and theoretical models in instructional design. They will apply strategies for the design of lectures through the comparative study of different curricular designers. They will also create and evaluate an instructional module with teaching material that qualifies it for use in a teaching-learning process.

EDUC 6225: Fundamentals of Assessment and Effectiveness: 3 credits

In this course the student will discuss the basic fundamentals of the assessment process and its relationship with the educational process. They will evaluate assessment strategies used to determine the effectiveness in the processes. They will analyze how to use the assessment results as a way to improve student

learning and process effectiveness. They will design assessment techniques that best respond to the academic objectives and goals planned in the teaching-learning process, and also develop a learning assessment plan.

EDUC 6230: Effectiveness in Higher Education: 3 credits

In this course the student will discuss the historical development of higher education as well as the advantages and challenges it represents at the time to evaluate the effectiveness of a higher education institution. They evaluate the effectiveness of the academic, administrative and fiscal structures in higher education institutions. Additionally, they will consider assessment as a tool to evaluate, improve and evidence the effectiveness of higher education.

(Pre-requisites: EDUC 5120, EDUC 5220)

EDUC 6240: Evaluation of the Teaching-Learning Process: 3 credits

In this course the student will analyze the theory fundamentals that support the processes and procedures of an assessment cycle for the teaching-learning process. They will plan and execute assessment activities to identify, modify and promote effective strategies for the teaching-learning process. They will develop measuring, evaluation and assessment instruments and analyze and inform the results obtained. They will also justify the actions to take based on the results and findings obtained in the assessment cycle of a teaching-learning process.

(Pre-requisites: EDUC 6225)

EDUC 6250: Assessment of Educational Programs and Systems: 3 credits

In this course the student will analyze the programmatic and systematic assessment, measuring, evaluation and assessment processes for academic programs or educational systems. It will explain the theories and techniques for the assessment of administrative and management processes and procedures of an academic program or educational systems. They will plan and develop instruments for these that respond to the philosophy and purpose they are based on. Additionally, they will propose corrective measures based on results from the assessment cycle regarding the administrative or management processes of academic programs and educational systems.

(Pre-requisites: EDUC 5200, EDUC 5210, EDUC 5140, EDUC 5100, EDUC 6060, EDUC 6225)

EDUC 6260: Theories and Principles of Curriculum in Contemporary Education: 3 credits

In this course the student will analyze the curricular theories and principles that sustain modern education. They will examine and describe various curricular design models from a philosophical, psychological, historical, scientific and contemporary perspective. They will research educational theories and implications that influence the development of curricular content. Additionally, they will develop a curricular unit that responds to the educational needs and principles of an academic institution.

(Pre-requisites: EDUC 5200, EDUC 6240)

EDUC 6265: Curriculum and Leadership: 3 credits

In this course the student will discuss the curricular development processes and how educational psychology affects said processes. They will examine teaching and curricular evaluation models. They will prepare a curricular evaluation and explain its importance for the process of institutional accreditation. They will also evaluate the relationship between curricular development and leadership in an educational organization to achieve an ideal teaching-learning process.

HURE 6010: Organizational Design: 3 credits

In this course the student will analyze the evolution of the Organizational Design Theory. Additionally, they will evaluate the nature of organizations and their interaction with the elements of a dynamic environment. They will discuss the advantages and disadvantages of the main models of organizational design. They will compare and contrast the organizational change and knowledge management concepts.

(Pre-requisites: MBA 5030)

HURE 6020: Labor Law: 3 credits

In this course the student will judge the rights and duties that exist in employer-employee relationships. They will discuss the legal requirements that prohibit discriminatory practices in the workplace. They will also describe the processes and obligations of each of the parts in the organization of a union and in the process of collective negotiation in private businesses.

(Pre-requisites: MBA 5030)

**HURE 6030: Development of Human Resources Policies:
3 credits**

In this course the student will discuss the fundamental politics for human resources practices. They will evaluate the context and planning of human resources for an organization. They will create, prepare and review the politics applicable to the design of job positions, recruitment and selection processes, training and instruction plans, development assessment and conflict management, among others. Additionally, they will discuss the impact of hiring experts in the development of human resources' politics for an organization.

(Pre-requisites: MBA 5030)

Page 171 The following course descriptions were included:

NURS 5100: Health and Defense Policy to Improve Health Outcomes of the Population: 3 credits

In this course, students will analyze the history and development of Health Services policies globally. They will evaluate the economic impact on policies, procedures and rights in the provision of services in public or private health systems. They will examine the procedures, patterns and paradigms of the new health care models and the role of the nursing professional.

NURS 5110: Information Technology Used to Improve Quality in Nursing Services: 3 credits

In this course, students will discuss how IT competencies and skills have been integrated into the role of the nursing professional; and examine the main topics related to nursing informatics, patient quality and safety, and other topics relevant to the contemporary nursing. They will justify the use of the electronic health record as a tool to promote and improve patient health care. They will analyze the nursing role as an agent of change in the adoption of new technologies.

NURS 5120: Evidence-Based Research and Practice: 3 credits

In this course, students will analyze the role of research in the professional nursing practice, its principles and evidence-based practice models; evaluate several research methodologies used in the clinical scenario and the role of nursing theories in research and practice; explain the importance of fulfilling human rights in a research process; evaluate research studies and use this process and its results as key elements to improve

the quality of evidence-based nursing practice, education, leadership and management. They will elaborate as well a research proposal that responds to a need identified in their practice.

NURS 5130: Organizational and Systematic Leadership in Nursing: 3 credits

In this course, students will learn to exercise effective leadership in a health organization; examine the impact of changes in the health system and the transformation of the nursing profession; evaluate leadership and management theories; and argue about empowerment strategies that help nurses, who have obtained an MSN, to be successful in taking on leadership positions.

NURS 5200: Advanced Pathophysiology: 3 credits

This course allows students to focus on pathological conditions, which are found during the practice throughout the life cycle. It emphasizes the regulatory and compensatory mechanisms related to diseases of higher prevalence, and the development of critical thinking skills that distinguish the relationship between normal physiology and specific alterations caused by injuries or illness.

NURS 5210: Advanced Pharmacology: 3 credits

This course is designed to expand the knowledge of advanced pharmacology in the nursing practice by allowing students to analyze the effects of drugs and examine the general categories of pharmacological agents. Research findings, evidence-based practice, and ethical-legal considerations are discussed. It focuses on the principles of drug action, pharmacokinetics, and pharmacotherapeutics in the context of the advanced nursing practice. The most common drug classifications, indications and evaluation of therapy results are presented.

NURS 5220: Advanced Physical Exam: 3 credits

This course allows advanced practice students to gain the knowledge, skills and ability to provide a safe, proficient, and complete health assessment. It focuses on the advanced knowledge and skills needed for the health assessment and promotion throughout the life cycle. Students will learn to use the advanced diagnostic communication reasoning and physical examination skills to identify changes in acute and chronic health patterns. The emphasis is on a detailed information gathering with a systematic focus on the health assessment and physical examination, and the differentiation, interpretation, and documentation of physical, biological, and psychosocial data throughout the life cycle regarding normal and altered findings.

NURS 6000: Advance Surgical: 3 credits

In this course, the student will analyze pathological conditions which require invasive and noninvasive surgical procedures they encounter in their practice throughout the life cycle. They will discuss surgical anatomy, general nursing perioperative considerations and specific considerations of the operational procedure for each surgical intervention. They will examine technological advances associated with invasive and noninvasive surgical procedures in a hospital, mobile surgical center or medical office. They will explain the guidelines for preoperative and postoperative care, secondary effects and complications, home care, release, follow-up care, psychosocial care and remissions. They will observe particular considerations for pediatric or geriatric patients, traumas and surgeries, as well as for interventions guided through images, complementary and alternative therapies.

**NURS 6010: Advanced Medical-Surgical Nursing I:
2 credits**

In this course, students will discuss and develop the competencies of the medical-surgical nurse specialist in the care of adults and elders with pathophysiological alterations in diverse health scenarios. They will integrate the health assessment, advanced physical examination and diagnostic reasoning skills, and the planning, implementation and evaluation of therapeutic interventions as nurse specialists. They will also analyze cultural and ethical-legal considerations related to adult and elder care; and develop the expertise in advanced nursing management of the following systems: intergumentary, mental health, fluid and electrolyte balance, respiratory and cardiovascular.

(Pre-requisites: NURS 5100, NURS 5110, NURS 5120, NURS 5130, NURS 5200, NURS 5210, NURS 5220, NURS 6000)

(Co-requisites: NURS 6011P, NURS 6011, EDUC 6012)*

**NURS 6011P/6011*: Medical-Surgical Nursing Practice I:
1 credit**

In this course, students will apply the knowledge of medical-surgical nursing. Their performance will be evaluated taking into consideration the application of clinical judgment, regulatory aspects, and the provision of quality health care and safety.

(Pre-requisites: NURS 5100, NURS 5110, NURS 5120, NURS 5130, NURS 5200, NURS 5210, NURS 5220, EDUC 6012, EDUC 6014) (Co-requisites: NURS 6010)

**NURS 6020: Advanced Medical-Surgical Nursing II:
2 credits**

In this course, students will continue to discuss and develop the competencies of the medical-surgical nurse specialist in the care of adults and elders with pathophysiological alterations in diverse health scenarios. They will integrate the health assessment, advanced physical examination and diagnostic reasoning skills, and the planning, implementation and evaluation of therapeutic interventions as nurse specialists. They will develop the expertise in advanced nursing management of the following systems: endocrine, gastrointestinal, renal, immunological, hematological, oncological, neurological, musculoskeletal, and female and male reproductive systems.

(Pre-requisites: NURS 5100, NURS 5110, NURS 5120, NURS 5130, NURS 5200, NURS 5210, NURS 5220, NURS 6000, NURS 6010, NURS 6011P, NURS 6011)*

(Co-requisites: NURS 6021P/NURS 6021, EDUC 6014)*

**NURS 6021P/6021*: Advanced Medical-Surgical Nursing
Practice II: 1 credit**

In this course, students will compare the competencies and expectations as medical-surgical nurse specialists in the role of educator in different scenarios: academic, personal development and patient education. They will apply the knowledge and research findings related to the principles of the teaching-learning process, curriculum development, and the effective use of educational technology to design and implement a teaching session. They will also analyze the ethical and legal aspects related to the role of the nurse as educator. The course includes a 45-hour theoretical teaching practice.

(Pre-requisites: NURS 5100, NURS 5110, NURS 5120, NURS 5130, NURS 5200, NURS 5210, NURS 5220, NURS 6000, NURS 6010, NURS 6011P, NURS 6011)*

(Co-requisites: NURS 6020, EDUC 6014)

**NURS 6030: The Role of Nursing Educator: Seminar:
3 credits**

In this course, the student will select an objective where they will apply their knowledge in a clinical specialty. Their performance will be evaluated considering the use of clinical judgment, regulatory aspects, and providing quality health care and safety. The course includes a 90 hours clinical teaching practice.

(Pre-requisites: NURS 5100, NURS 5110, NURS 5120, NURS 5130, NURS 5200, NURS 5210, NURS 5220, EDUC 5200, EDUC 6012, EDUC 6014)

NURS 6040: The Role of Nursing Educator: Internship: 3 credits

In this course the student will compare the competencies and expectations of the nursing educator's role in various areas: academics, personal development and patient education. They will apply the knowledge and results from research related to principles of the teaching and learning process, curricular development and effective use of educational technology to design and carry out a teaching session. Additionally, they will analyze the ethical and legal aspects associated with the role of the nursing educator. The course includes a 90 hours theoretical teaching practice.

(Pre-requisites: NURS 6030)

Page 183 Second bullet was modified as follows:

- The Practices are equivalent to a total of 570 hours. **THER 2161P** is 190 hours and **THER 2171P** is 380 hours.

Pages 188 Correct title description for Course CHEM 2031 is General Chemistry.

Pages 188, 193 Correct title description for Course PSYC 2510 is Psychology.

Pages 188, 190 Correct title description for Course CHEM 2031 is General Chemistry.

Page 204 Correct title description for Course HURE 1050 is Supervisory Strategies.

Page 216 Course INTE 4010: Networks Security and Auditing should read 3 credits instead of 4. Also, Course ITNA 1040: Advance Network Administration should read 4 credits instead of 3.

Page 266 Course ACCO 3520: Managerial Accounting: 4 credits should be added:

In this course the student will analyze and explain the accounting information to plan, direct and control the operations of a business. Will evaluate the types of costs in companies and perform analysis cost, volume and profit as a tool that facilitate the decision making. The student will also explain the characteristics and advantages of a master budget to facilitate

the planning process and prepare it. In addition, will evaluate and apply appropriate techniques in the decision making, both in the short and long term, as well as perform analysis of financial statements.

Page 318 Additional Pre-requisite information should be added to course JUST 2010.

(Pre-requisites: *ETHI 1010, SPAN 1010*)

(Pre-requisites for the Bachelor's degree in Criminal Justice with majors in Cyber Crimes and Forensic Information: *None*)

Page 338 For course PHAR 1050, repeated pre-requisite PHAR 1000 was deleted.

**Catalog Addendum Mayaguez Campus
Published on June 2016**

Page 8 The following academic programs should be added to the Programs Offered at Mayaguez Branch Campus:

Nursing (Associate's)
Science in Nursing (Bachelor's)
Science in Nursing (RN to BSN)
Sciences in Nursing in Education (Master's)