PROFESSIONAL UNIVERSITY
DR. CARLOS J. BORRERO RÍOS
PUDCJBR

656 Ponce de León Avenue 1st Floor Hato Rey, Puerto Rico 00918

CATALOG

2026-2027

Rev. 10/2026

Joseline López Lebrón

Professional University Dr. Carlos J. Borrero Ríos Catalog 2026-2027.
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OUR PROFILE

The Professional University Dr. Carlos J. Borrero Ríos (PUDCJBR) is a private institution of higher education, operated by Anesthesia al Día LLC., a for-profit corporation established under the laws of the Commonwealth of Puerto Rico and properly registered in the Department of State under the number 5259. Dr. Carlos J. Borrero Ríos is the president of the corporation.

Our physical address is: 656 Ave. Ponce de León, Piso 1, Hato Rey, Puerto Rico 00918

Telephone number: (787) 998.8997

HISTORY OF THE PROFESSIONAL UNIVERSITY DR. CARLOS J. BORRERO RÍOS

The Professional University Dr. Carlos J. Borrero Ríos (PUDCJBR) is an Institution of Higher Learning authorized by the Puerto Rico Board of Post-secondary Institutions (PRBPI) since May 17, 2012; hence, our university follows all legal requirements for an Institution of its category. PUDCJBR was created to fulfill the shortage of Nurse Anesthetists in Puerto Rico. For this reason, the PUDCJBR is backed by distinguished professionals in the field of anesthesia, as well as by institutions renowned in Puerto Rico and the Caribbean. Furthermore, its headquarters are located within the premises of the Auxilio Mutuo Hospital in San Juan, an entity with which agreements are in place for the PUDCJBR to use its advanced practice settings for students' educational processes. There are additional agreements of collaboration with other hospitals.

As part of its inception, PUDCJBR's Nurse Anesthesia program began in August 2012. The Program's Philosophy, Mission, Vision, Goals and Objectives affirm the commitment to offer an education of excellence for the development of professionals of high quality at the level of master's in nurse anesthesia. To accomplish this, the institution recruit's faculty members with the commitment, knowledge, and necessary expertise to lecture in each of the subjects they teach with a high level of excellence. Furthermore, faculty and students are served by an administrative staff with the motivation and genuine commitment to offer the necessary support they need. There is, then, no doubt that the Institution is apt to shape future health professionals able to offer high quality services in the professional field.

In its interest to help maintain Puerto Rico nurse professionals educationally updated and in compliance with nursing continuing education legal requirements, the institution submitted a proposal to become a Nursing Continuing Education Provider, which was approved by the Puerto Rico Board of Nurse Examiners in August 2012. Besides, it submitted three proposals to the Board to offer specialty courses.

The first one is on Intervention with Patients in Critical Condition, second one is on Nursing Management of Clients in the Emergency Room, and the last one is in Nursing Management of the Adult Client with Conscious Sedation, Analgesia & Moderate. All of them were approved; the first one in September 2012, the second one in January 2013 and the last one in April 2013. Critical Care Certificate began its offering in January 2013, Emergency Room began in March of the same year and Nursing Management of the Adult Client with Conscious Sedation, Analgesia & Moderate began its offering in January 2014. The certifications were designed in congruence with the PUDCJBR's mission who states to serve as a learning center for nurse anesthetists, other nursing and health professionals, to help them keep their knowledge up to date with their professional careers.

Ten years later the institution continues to provide high quality education. Today, we offer additional academic programs: Bachelor's degree in sciences of nursing, Master's degree in sciences in nursing with specialty in critical care and our recently accredited doctoral program in Nurse Anesthesia Practice. We are an accredited institution by the Middle States Commission on Higher Education; our master's degree programs are candidates for the ACEN accreditation and our DNAP is accredited by the COA of nurse anesthesia programs. New programs are going to be developed, and new accreditation will be considered. There is no doubt that our institution will continue to go to UP, and because of this we are revising our mission and institutional objectives.

MISSION

To educate and train professionals by providing an evidence-based education of excellence that guides them to perform their responsibilities in a safe, ethical manner and with humane sensitivity. The Professional University Dr. Carlos J. Borrero Ríos (PUDCJBR) wants to aid in the strengthening of a workforce capable of responding and adapting to the rapid social changes and the specific needs of diverse populations with up-to-date knowledge and skills.

We want to offer high-quality academic programs that will help shape professionals with the skills required by the present and future job markets.

We want to serve as a teaching center for excellence professionals to help keep them updated throughout their developing careers.

VISION

To become an excellent institution of higher education recognized for the preparation of professionals renowned for the quality of their practice.

To develop diverse and ample academic offerings to facilitate the development of professionals qualified to perform up to date and ethical services.

OBJECTIVES

1. To prepare professionals with the evidence-based knowledge, skills, and attitudes required to provide full-scope practice services in accordance with their professional standards.

2. To provide extended learning opportunities that promote the development of the skills required for safe professional practice.

3. To develop professionals who are capable of meeting the needs of an increasingly diverse population and of adapting to rapid social and technological change.

4. To develop professionals with the ethical principles and values required in their chosen field.

5. To provide a humanistic framework for service that encourages students to take responsibility for their own development and self-discipline.

6. To competent faculty and student body who apply the critical-thinking tools taught and learned

in our classrooms and laboratories.

7. To continue working with national, regional, and professional accrediting organizations to strengthen the institution's reputation and standing within the professional community.

8. To prepare our graduates to become the leaders of tomorrow.

LICENSURE

Puerto Rico Board of Post-secondary Institutions

P.O. Box 19900, San Juan, Puerto Rico 00910-1900

ACCREDITATIONS

Regional: The Middle States Commission on Higher Education has granted the institution accreditation since 2020. Next Self-Study evaluation: 2031-2032. Additional information regarding the institution may be obtained by contacting MSCHE at:

The Middle States Commission on Higher Education (MSCHE)

1007 North Orange Street

4th Floor, MB #166

Wilmington, DE 19801

E-mail: info@msche.org

Spanish: españolinfo@msche.org or https://www.msche.org/

Professional accreditation for MSA and MSN: The master's nursing programs at Professional University Dr. Carlos J. Borrero Ríos, located in San Juan, Puerto Rico is accredited by the: Accreditation Commission for Education in Nursing (ACEN). 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the Master's degree of Sciences in Anesthesia (MSA) and Master's degree Sciences in Nursing with Specialty in Critical Care (MSN) nursing programs is initial accreditation.

Professional accreditation for BSN: Effective October 21, 2022, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy expires on October 21, 2024. Accreditation Commission for Education in Nursing (ACEN)3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 http://www.acenursing.com/candidates/candidacy. asp

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

Professional accreditation for DNAP: The Professional University Dr. Carlos J. Borrero Rios was granted initial accreditation effective October 12, 2022. The program was found in compliance with the Standards for Accreditation of Nurse Anesthesia Programs – Practice Doctorate. Given this action, the program will be scheduled for its next consideration of continued accreditation for 5 years following the start of the program's first class of students. The COA may change this to an earlier time because of new or additional information, changes in the activities of the program, or changes needed in the accreditation review schedule.

ASSOCIATIONS

All students must possess an active membership of the Puerto Rico College of Professional Nurses. PUDCJBR fosters and supports membership and active participation in assemblies and activities of the Puerto Rico Nurse Anesthetists Association (PRANA). Students who perform at an excellent academic level may request the Program to cover the costs of registration for such activities, including lodging. Requests must be approved by the Program Director.

POLICY STATEMENT

This catalog contains the major points of the current agreement between the students and the Institution. Due to the changing nature of professions, the institution is continuously reviewing and restructuring many of its academic programs to enhance their quality, improve efficiency, or to comply with requirements of professional boards, accrediting agencies, and governmental laws and regulations, among others. If you have questions about a program or course, you should contact the appropriate office or department.

INSTITUTIONAL PHILOSOPHY

- We believe it is necessary to develop dynamic and high-quality programs that contribute to the satisfaction of professional manpower needs within the context of social and economic situations, practices and tendencies in rapid change, and provide a balance between technology and humanism.
- We believe that, to accomplish this, the teaching-learning process must be aimed at the attainment and application of appropriate knowledge, the development of communication skills, clinical judgment and leadership, and to the development of values and humanistic behaviors which will constitute a professional committed with self-development and with the advancement of the discipline.
- The emphasis of this learning paradigm is that learners build and create knowledge while faculty designs, facilitates, guides and serve as mentors.
- According to this, the faculty is responsible for creating the environment and experiences that will lead students to discover and build knowledge by their own experience rather than just reading it from a book. In this paradigm, the learning environment and experience are centered on the learner. The theories and educational frameworks are more consistent with this paradigm, and from which principles are used to guide the process are: Cognitive Theory, Humanistic Theory, Adult Learning Theory and Caring.
- We agree that learning is influenced by the person's multiple intelligence, backgrounds, and experiences, by the type of learning activities and by the degree of participation in the teaching-learning process (Barn & Tagg, 1995; Freire, 1971, cited in Billings & Halstead, 2005, p. 233; Gardner, 1983).
- From the cognitive perspective, learning occurs when a new experience alters some mental processes that cannot be observed and that may or may not be manifested by a change in behavior or performance. The development of clinical judgment and critical thinking skills require strategies of cognitive nature.
- The development of values and attitudes is an essential aspect in the preparation of health professionals. Humanistic theory emphasizes the affective aspects of development, promotes a sense of responsibility, cooperation and mutual respect in students and professionals.
- Honesty and compassion (caring) are considered goals of learning as well as the cognitive and psychomotor domains.

- We believe in the application of adult learning principles. According to Knowles, adults are self-directed and are responsible for their own learning. Adult learners must be conceptualized from the perspective of development (physical, psychosocial). They will give their best when asked to use their experience and apply new knowledge to solve real problems. Their motivation to learn is more practical and problem-centered; internal motivation that sprouts from their curiosity.
- Adopting and applying these beliefs, and providing human and material resources, the university commits itself to preparing nursing professionals with the knowledge, skills and values necessary to offer high quality services with human sensibility.

NON-DISCRIMINATION STATEMENT

Professional University Dr. Carlos J. Borrero Ríos does not discriminate based on race, handicap, national or ethnic origin, creed, color, sex, social condition or political, religious, and social or trade union beliefs.

BOARD OF DIRECTORS

Dra. Erika Carrasquillo, President

Mrs. Myrna Sánchez

Dr. Eric Cancel

Andrés Padilla, RN

PROFESSIONAL UNIVERSITY DR. CARLOS J. BORRERO RIOS

ADMINISTRATION AND STAFF

Dr. Joseline López Lebrón, Chancellor

Dr. Juan L. Sánchez Medina, Dean of Academic Affairs and Administration

Prof. Denisse Rivera, Dean of Student Affairs

Ms. Yajaira Rosario, Registrar

Prof. Jelitza Cintrón Andino, Financial Aid Officer

Dr. David Morganti, Counselor

Dr. Carlos J. Borrero Ríos DNAP, Program Director

Dr. Alexander Morales, DNAP Associates Program Director

Dr. Rafael Moreno, Nurse Administrator

Prof. Jessica Rivera, Clinical Practice Coordinator

Prof. Harsor Rodríguez, MSA Program Director

Prof. Yamille Velázquez, MSN Program Director

Prof. Eduardo Bringas, BSN Program Director

Prof. Enrique Correa, Audio Program Coordinator

Mrs. Milagros Barnés, Finance

Mrs. Florence Trabal, Administrative Assistant

Mrs. Jeanna Sánchez, Administrative Assistant DNAP Program

Mrs. Katelin López, Marketing

Mr. Hector Decos, IT Services

Prof. María Ledesma, Librarian

OFFICE OF OPERATIONS AND PHYSICAL FACILITIES

The administrative offices are in the main building at 656 floor 1, Ponce de Leon Avenue, Hato Rey, Puerto Rico 00918, across the street from Auxilio Mutuo Hospital. The second building is located at 702 Ponce de Leon Avenue, Hato Rey, Puerto Rico 00918. Telephone.787-998-8997.
www.upcjbr.university / www.estamosup.com

Administrative hours: Monday – Friday 9:00am to 6:00pm

ADMISSIONS

The admission procedures are essential steps for establishing a relationship between the student and the institution. For information regarding admission costs, please refer to the **"Tuition Costs, Fees and Other Charges"** table on page 70.

CODE OF CONDUCT – RECRUITMENT AND ADMISSION

The admission and/or recruitment representative must:

1. Be ethical and act with integrity.
2. Admit applicants that: meet the admissions requirements as published in the institution's catalog.
3. Provide the information to access the institution's catalog through the institution's web page and a copy of the enrollment agreement signed by the student.
4. Keep all information provided by the student in a confidential way, according to the FERPA (Family Educational Rights and Privacy Act) law requirements as published in the institution's catalog.
5. Provide the applicant with accurate information regarding the enrollment process without any pressure and refer to the Registrar officer.
6. Participate in training as approved by the institution.
7. Verify the accuracy of the submitted documentation by the applicant to demonstrate compliance with the institution admission's requirements.

The admissions representative must understand that, while performing duties / responsibilities, he/she cannot:

1. Receive a commission/ bonus or other incentive based on the numbers of applicants enrolling in the institution.
2. Fill or sign any document of enrolled students.
3. Provide information contradicting the published in the institution's catalog and enrollment agreement, published by the institution.
4. Provide inaccurate information about the following:
    - Academic offerings, physical facilities, and employment opportunities are available to students.

- The retention and placement rate of the institution.
- The recognition of credit policy exists in the institution.
- License type/ class granted to students upon graduation.
- Available salaries upon graduation.

5. Provide curriculum non approved by state and federal regulatory agencies (such as the USDE).
6. Provide any financial support with the intention of enrolling.
7. Discuss the retention and placement rate without using information approved by the institution.
8. Discredit another institution for the student to enroll in the institution.
9. Provide referrals with incentives or develop a referral system or courses that are not approved by the institution.

In addition, the admission representative **CANNOT:**

1. Share information with the students about the following subjects related to the applicant's eligibility for federal grant programs:
   - Dependency status
   - Financial income levels
   - The amount of Financial Aid assigned.
   - Information about tax forms and any documentation related.
   - Use Financial Aid funds to pay for living expenses.
   - How to earn Financial Aid funds.
   - Financial aid process
   - Ask for student or applicant's FSA ID to fill out their FAFSA application or any official documentation.
2. Suggest to the applicant any FAFSA options for the student to receive more funds to cover educational expenses.

To perform the duties as admissions representative, he/she will:

1. Get familiar with the catalog and Code of Behavior.
2. Contact the immediate supervisor in case of any question concerning the catalog or the code of behavior.
3. Notify the supervisor if any inappropriate behavior from another employee concerning

the code of behavior requirements is observed.

DISTANCE EDUCATION (ONLINE)

Some academic programs that are offered at the Professional University Dr. Carlos J. Borrero Ríos are approved by the Puerto Rico Board of Postsecondary Institutions and accredited by the Middle States Commission on Higher Education to be offered by distance education (online). An online program is defined as one in which the student and the professor are in different spaces.

The learning process is planned and requires an online course design using different information technologies. The teaching-learning process can be synchronous or asynchronous, in which information and communication technologies are used. To be considered an online academic program, 50% or more of the courses are offered through this modality. Currently, all our programs are offered through distance education. Clinical practice courses are face-to-face, while some theoretical courses may require face-to-face interactions. At the beginning of each semester all students will be oriented about the course modality. More information is provided in the Distance Education Manual.

GENERAL REQUIREMENTS FOR ADMISSION

Admission Requirements for the associate degree: Associate Degree in Filmmaking and Video Production, Associate Degree in Coding and Medical Billing Specialist and Associate Degree in Audio Engineering:

1. Complete the official application for admission.
2. High School Diploma or equivalent.
3. Official transcript if a student is transferred.
4. Health Certificate (Less than six months issued). For Coding and Medical Billing Specialist only).
5. Evidence of Medical Plan (copy of card).
6. Immunization Certificate. **Not required for students 21 and older in Audio Engineering and Filmmaking and Video Production programs.**
7. Evidence of Hepatitis B, Varicella and Influenza Vaccine or Titles. **For Coding and Medical Billing Specialist only.**
8. Negative certificate of criminal record.
9. Access to equipment such as a webcam required for administering quizzes and exams.

NOTE: The following programs were authorized by the Office of Registration and Licensing of Educational Institutions in Puerto Rico, be placed on moratorium effective August 1, 2026: Associate degree in Surgical Technology and Associate Degree of Sciences in Respiratory Care.

Admission Requirements for the Bachelor's degree in nursing (BSN)

1. Complete the official application for admission.
2. High School Diploma or equivalent
3. High School Official Academic Transcript
4. Have a minimum of 2.50 GPA.
5. Study in an institution recognized and approved by the Puerto Rico Board of Post- Secondary Institutions.
6. Health Certificate (Less than six months issued). *Original*
7. Evidence of Medical Plan (copy of card)
8. Immunization Certificate (COVID-19, Varicella, Influenza, Hepatitis)
9. Evidence of Hepatitis B Vaccine or Titles
10. Evidence of Varicella Vaccine or Titles
11. Negative certificate of criminal record.
12. Access to equipment such as a webcam required for administering quizzes and exams.

Admission requirements for the Bachelor of Sciences in information systems engineering

1. Complete the official application for admission.
2. High School Diploma or equivalent
3. Official transcript if a student is transferred from another institution.
4. Health Certificate (Less than six months issued)
5. Evidence of Medical Plan (copy of card)
6. Immunization Certificate (COVID-19, Varicella, Influenza, Hepatitis)
7. Negative certificate of criminal record
8. Have at least 2.50 GPA.
9. Evidence of work experience. (please see Transfer Policy)

Admission Requirements for the master's degree in science of Anesthesia (MSA)

1. Complete the official application for admission.

2. Pay a fee of $75.00, non-refundable, with the application for admission.
3. Possess a Bachelor degree of Science in Nursing from an accredited institution, college or university.
4. Possess a minimum specific average of 2.50 (B) courses of concentration in nursing at undergraduate level.
5. Official transcript of credits from the University or accredited schools where the undergraduate nursing studies were completed and the official transcript of all the post-secondary institutions that the student attended.
6. Possess a minimum specific average of 2.50 (B) courses of concentration in nursing at undergraduate level.
7. Evidence of general nurse license issued by the Puerto Rico Board of Nursing.
8. Copy of "Good Standing" of the license or licenses of nursing.
9. Evidence of active nurse license registration
10. Evidence of active membership in the College of Nurse Professionals.
11. Evidence of approved undergraduate statistics courses of three (3) credits.
12. Evidence of an approved undergraduate chemistry course of three (3) credits.
13. Two letters of recommendation (one of Professor (a) nurses and one of the employers) sent by them to the school, via email regularly.
14. Recent health certificate (less than six months of issued).
15. Evidence and title of vaccine for Hepatitis B
16. Evidence and title of vaccine for Chicken Pox.
17. Negative certificate of criminal record.
18. Certification of Law 300 stamped with the seal of the Police of Puerto Rico
19. Updated resume *(Curriculum Vitae)*
20. Evidence of active health plan.
21. Evidence of active ACLS (Advanced Cardiovascular Life Support) issued by American Heart Association.
22. Copy of a valid ID with photo
23. Favorable recommendation of the subsequent admissions Committee to be interviewed and evaluated by the institution.
24. Written analysis of a professional article (during the admission interview).
25. Access to equipment such as a webcam required for administering quizzes and exams.

In addition to the admission requirements indicated above, applicants must meet the following specific requirements for the master's in science of Anesthesia program:

1. Evidence of work experience, minimum of one (1) year or more with hospitalized patients. Preferably critical care in special units such as emergency room, intensive care, surgical or cardiology, rooms for organ transplants and others.

Note: The year of experience in a critical care unit / intensive, can be replaced by a certificate course in specialized area with clinical practice. The student must submit evidence of having taken the certification to be evaluated by the PUDCJBR.

PUDCJBR reserves the right to evaluate the design and other documents of the critical care course to determine their acceptance as a substitute for the experience in these clinical settings.

Admission Requirements for the Master's Degree in Nursing with Specialty in Critical Care

1. Complete the official application for admission.
2. Pay a fee of $75.00, non-refundable, with the application for admission.
3. Possess a bachelor's degree in science in nursing from an accredited institution, college or university.
4. Official transcript of credits from the University or accredited schools where the undergraduate nursing studies were completed and the official transcript of all the post-secondary institutions that the student attended.
5. Possess a minimum specific average of 2.50 (B) courses of concentration in nursing at undergraduate level.
6. Evidence of general nurse license issued by the Board of Nurse Examiners of Puerto Rico.
7. Copy of "Good Standing" of the license or licenses of nursing.
8. Evidence of active nurse license registration
9. Evidence of active membership in the College of Nurse Professionals.
10. Two letters of recommendation (one of Professor (a) nurses and one of the employers) sent by them to the school, via email regularly.
11. Recent health certificate (less than six months of issued).
12. Evidence and title of vaccine for Hepatitis B.
13. Evidence and title of vaccine for Chicken Pox.
14. Negative certificate of criminal record.
15. Cardiopulmonary Resuscitation Training (CPR)
16. Certification of Law 300 stamped with the seal of the Police of Puerto Rico.

17. Updated resume *(Curriculum Vitae)*
18. Evidence of an active health plan.
19. Copy of a valid ID with photo
20. Favorable recommendation of the subsequent admissions Committee to be interviewed and evaluated by the institution.
21. Written analysis of a professional article (during the admission interview).
22. Access to equipment such as a webcam required for administering quizzes and exams.

Process of Admission and Interview with the Graduate Program Admissions Committee

1. The Admissions Committee is formed by three official members and two ex- officials: The Admissions Director, two faculty members from the PUDCJBR. The Program Director, Academic Dean and President will be ex-official members.
2. Once every applicant's documents are received, committee members will initiate the evaluation of each requirement. In this way, there is an individual result for each separate one, and it will be registered in the applicants' report on the criterion cell, in the line corresponding to the name of the applicant/candidate.
3. The candidate is scheduled for an interview as soon as they submit the application form and pays the non-reimbursable application fee.
4. During the admission interview, the candidate will also analyze a brief article from a professional journal. Candidates should also hand in a copy of their CV to be evaluated during the interview process if they have not submitted it previously.

Candidates with the highest competitive results will be selected for admission. This guarantees that our School is conducting the proper admissions process in accordance with the goal of competitiveness and quality in admissions that we set for our School. Once the quota is completed, each admission process will have a list of a maximum of 10 alternate candidates.

Admission Requirements for the Doctor of Nursing Practice

1. Complete the admission application.
2. Pay the admission application fee of $100.
3. Interview with members of the Doctoral Program (DNP) Admissions Committee.
4. Be fluent spoken and written in Spanish.
5. Reading and understanding of the English language.

6. Hold a Master of Science in Nursing:
   Minimum GPA of 3.00 on a 4.00 scale
   Official transcript of credits.
7. License and registration as a Nurse Specialist or Advanced Practice Nurse, issued by the United States or its territories
8. License and registration as a Generalist Nurse, issued by the United States or its territories. Current membership (card and receipt).
9. Criminal background check and validation.
10. Law 300: Verification of credentials and criminal history of providers for children, people with disabilities, and health professionals.
11. Copy of "Good Standing" of the license or licenses of nursing.
12. Provide evidence of having one year of experience as a nurse educator or administrator and one year of practicing as a general nurse (can be a letter, employment verification, or others).
13. Have courses in Statistics, nursing theories, research, and having completed a thesis in your master's program.
14. Letters of recommendation (2) regarding your potential for pursuing a doctorate. These can be from a work supervisor, theory professor, or clinical area instructor.
15. Completion of an essay of at least 400 words.

Admission Requirements for the Doctor of Nurse Anesthesia Practice Program (Online)

1. Prior to a determination regarding acceptance, there will be a brief (10-15 minute) personal interview with the DNAP Admission Committee (3-5 members present). The personal interview helps to provide a realistic evaluation of eligibility for admission into the program, as it may assess oral communication skills, professional behaviors and attitudes, ability to interact in a group, knowledge of the profession, ability to solve problems, and motivation to pursue a career in nurse anesthesia. The Admission Committee membership may consist of CRNA faculty, clinical anesthesia providers (Anesthesiologist and CRNA), PUDCJBR didactic faculty, an SRNA representative, and a public member. The primary requirement for admission into the DNAP program is the applicant's ability to benefit, as appraised by the DNAP Admission Committee, to successfully complete the 36-month curriculum. Applicants should have strong academic records as evidenced by their cumulative grade point average, their demonstrated consistency of academic performance,

and strong clinical experience. The committee is interested in determining the candidates' base knowledge of physiology, invasive monitors, care of ventilated patients, and their knowledge of the drugs they commonly administer in ICU. A firm and clear commitment to the nursing anesthesia profession and to fulfilling the missions of PUDCJBR and the DNAP are additional criteria, which are assessed through the interview process and the personal essay. Qualities such as maturity and effective interpersonal relationships, as determined from the letters of recommendation and the interview, are also important admission criteria. Each member of the DNAP Admission Committee is given the Responsibility to score conscientiously after each applicant's interview. Scores are collected immediately following the interview. Justification by the DNAP Admission Committee for acceptance or rejection of a candidate is not required nor noted in the applicant's file. All applicants should dress in professional attire for the interview with the DNAP Admission Committee. All applicants who are offered letters of acceptance must successfully complete the interview process. (Interviews are by invitation only.)

2. After an admission interview and upon notification of acceptance to the DNAP, each applicant accepted to the DNAP Program must pay a non-refundable deposit of $200.00 to reserve his or her place in the program. The applicant's written acceptance notification will contain a deposit amount and deadline indicating when the deposit must be received by the PUDCJBR. Once the applicant enrolls in the program, this deposit will be applied toward the student's account. Applicants who have paid the deposit, but decide not to enroll in the DNAP, will forfeit the deposit. If that applicant is admitted to the DNAP later, he or she will be required to pay the full deposit amount again.

3. After applicants have interviewed, been accepted, and reserved their positions in the DNAP

   Program, and prior to enrollment, all accepted applicants must:

   a) Continue to meet the mental and physical requirements listed in the Initial DNAP Application – Admission Requirements.
   b) Submit evidence of at least one of the following degrees from a regionally accredited institution.
      - ✓ Bachelor of Science degree (or higher) in Nursing (BSN, MSN, DNP, etc.)
   c) Submit current official transcripts from all undergraduate and/or graduate

institutions attended, in accordance with the guidelines in the current PUDCJBR Academic Catalog, if final official transcript had not been previously available, due to the rationale noted here in italics

d) Submit a current, unencumbered Puerto Rico license to practice as a professional registered nurse (RN) and/or an advanced practice registered nurse (APRN). (This requirement specifically for an RN and/or APRN license through the state of Puerto Rico may be deferred until notification of acceptance to the DNAP, but it must be fulfilled before enrollment to the DNAP Program.

e) Pass satisfactory criminal background checks, as required by PUDCJBR and the DNAP Program.

A student may encounter potential problems with clinical education placement and/or licensure as an Advanced Practice Registered Nurse (APRN) if he or she has a criminal record. For specific information, contact the Puerto Rico Board of Nursing and the Board of Nursing in the state in which the student intends to practice. If a student has a criminal record, it is the responsibility of the student to inquire with the Puerto Rico Board of Nursing, or the Board of Nursing in the state in which the student intends to practice, as to whether a criminal record may limit a graduate's ability to obtain licensure as an APRN in that state.

f) Provide evidence of satisfactory health and immunization requirements.

PUDCJBR and many clinical sites require students to be currently immunized prior to entry into the clinical area. In accordance with the PUDCJBR policy on "Health and Immunizations", students are required to present verification of vaccinations or immunity titers as follows:

- Hepatitis B (3 vaccines)

  -Proof of immunity to Hepatitis B or documentation that the Hepatitis B vaccine immunization series has begun is also required prior to registration.

- Influenza (annually)

- Measles-Mumps-Rubella (MMR)

- Varicella (adequate titer, 2 vaccines, laboratory proof, letter from diagnosing physician, or medical record history of having chicken pox).
- Tetanus/Diphtheria/Pertussis (Tdap) immunization (within 10 years).
- Tuberculosis (TB) screening test (within 60 days of enrollment & at least annually).

  -If the test is positive, refer to the guidelines provided in the "Communicable Disease Policy" in the PUDCJBR Student Handbook.

  -These are not performed by PUDCJBR and must be performed by a private provider. Furthermore, if PUDCJBR or clinical affiliate sites mandate additional or more frequent health tests or immunizations, students are also required to comply with these.

g) Each applicant who is accepted into the program must demonstrate proof of health insurance, via the PUDCJBR Verification of Insurance Form, prior to entry into the program and maintain health insurance throughout enrollment. Health insurance is required for all students in the DNAP program.

h) Access to equipment such as a webcam required for administering quizzes and exams.

DNAP reserves the right to rescind an acceptance offer if the above are not completed prior to the start of program classes.

NOTE: Due to the competitive nature of the admission process, applicants should understand that submitting a complete file or meeting the minimum admission requirements does not guarantee an invitation to interview for admission into the program. Applicants will be screened by the CRNA faculty, and the most qualified individuals will be invited for an interview. Also, meeting the minimum admission criteria and receiving an invitation to an interview does not guarantee admission into the program.

Process of Admission and Interview with the Graduate Program Admissions Committee

1. The Admissions Committee is formed by three official members and two ex- officials: The Admissions Director, two faculty members from the PUDCJBR. The Program Director, Academic Dean and President will be ex-official members.
5. Once every applicant's documents are received, committee members will initiate the

evaluation of each requirement. In this way, there is an individual result for each separate one, and it will be registered in the applicants' report on the criterion cell, in the line corresponding to the name of the applicant/candidate.

6. The candidate is scheduled for an interview as soon as they submit the application form and pays the non-reimbursable application fee.
7. During the admission interview, the candidate will also analyze a brief article from a professional journal. Candidates should also hand in a copy of their CV to be evaluated during the interview process if they have not submitted it previously.

Candidates with the highest competitive results will be selected for admission. This guarantees that our School is conducting the proper admissions process in accordance with the goal of competitiveness and quality in admissions that we set for our School. Once the quota is completed, each admission process will have a list of a maximum of 10 alternate candidates.

READMISSION

A student who has interrupted the established academic program, for one semester or more, and wishes to continue at PUDCJBR, must initiate readmission at the Admission's Office. The student must complete the corresponding form at the specified dates in the Academic calendar and must pay the Readmission Fee. Must present evidence that shows no outstanding debt to the Institution.

- ✓ The student must have satisfactory academic progress at the moment of attrition. If the student left the institution under Non-Satisfactory Academic Progress (NSAP) then the student will be readmitted under the same academic status he had in the last term attended.
- ✓ If the readmission is after having been in academic suspension for a year and the student took courses or approved a degree in another institution at the time, he was absent, we cannot be validated, nor the degree obtained in the other institution will be recognized while is out for suspension.
- ✓ Students must pass an evaluation and have an academic orientation process.
- ✓ They must abide and graduate according to the program's standing Graduate Catalog rules at the moment of application for readmission.
- ✓ Class attendance will be taken into consideration at the moment of readmission.
- ✓ The institution reserves the right to consider for readmission previously admitted

students who have dropped out.

- ✓ The institution reserves the right to consider for readmission previously admitted students who have dropped out.

TRANSFERS

If a student is transferring to PUDCJBR must:

- ✓ Complete Application for Admission and requirements.
- ✓ Request an official transcript from the institution of origin sent to PUDCJBR.A minimum 3.00 GPA.
- ✓ The institution will evaluate individually the official transcripts. The evaluation will consider the number of credits taken at the original institution versus the amount to be taken at PUDCJBR, as well as the equivalence in courses' descriptions, into consideration. Only courses completed with a grade of A or B within the five (5) years prior to the transfer will be validated. A maximum of a third of the total credit required may be validated.
- ✓ The applicant must present a letter of recommendation from the director of the institution of origin.
- ✓ The transferred courses will be reflected in the transcript of our institution with the grade obtained in the institution of origin. These will affect the credits attempted and the cumulative grade point of average of the credit transcript.

POLICY FOR TRANSFER OF CREDITS, CREDITS AWARDED THROUGH PREVIOUS EXPERIENTIAL OR LEARNING, ARTICULATION OR OTHER

The Professional University Dr. Carlos J. Borrero Rios is an institution authorized by the Puerto Rico Board of Postsecondary Institutions is known and is currently accredited by the Middle States Commission on Higher Education (MSCHE) in all its academic programs. Currently, the Doctor of Nurse Anesthesia Practice program (DNAP) is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). BSN, MSN, MSA programs are candidates for ACEN Accreditation. We operate under state and federal laws that apply to all institutions of higher education and administrators of federal funds. Its responsibilities include establishing policies and procedures that ensure compliance with state and federal laws and regulations.

PURPOSE

This policy is developed with the purpose of establishing uniform rules and procedures in the process of validating credits to students in transfers, articulation, and previous learning or experience. It establishes the criteria for the determination of credits to be validated for candidates studying at the PUDCJBR. Tempering ourselves with the needs of the population we serve and various educations in the world, this policy was created to standardize the processes and guarantee the commitment and ethics that distinguish us as a leading university. General Provisions of this policy and the specific procedures to be followed are detailed in the complete policy published in our Student Right to Know section of our institutional web page.

Click here to access the complete policy

POLICY FOR TRANSFER OF CREDITS – DNAP

TRANSFER OF GRADUATE CREDIT POLICY

No transfer credit from other institutions will be accepted toward the Doctor of Nurse Anesthesia (DNAP) program of study. Additionally, no auditing of graduate coursework is permitted.

PROGRAM TRANSFER POLICY

No transfer credit from other institutions will be accepted toward the DNAP program of study. Individuals who have previously been enrolled in another regionally accredited and COA accredited nurse anesthesia educational program may be considered for initial application to the PUDCJBR DNAP but will not be considered for transfer admission. Applicants desiring admission to the PUDCJBR DNAP must meet admission requirements published in the current PUDCJBR Academic Catalog, to include the pre- admission interview during the routine annual applicant interview cycle. Individuals who were previously enrolled in the PUDCJBR DNAP program and were dismissed for academic failure are not eligible to reapply for consideration to join an ongoing DNAP cohort. The MSA program and the DNAP program are different programs at different academic levels, and courses taken as part of the MSA program are not transferrable to the DNAP program. These individuals may apply for initial admission to PUDCJBR's DNAP program for consideration for acceptance to enroll in the DNAP program, as with other applicants to the DNAP program.

Policy for Transfer of Credits - DNAP

SPECIAL STUDENT

An authorization granted to a student to take PUDCJBR courses and comply with the requirements of their university. The students must comply with prerequisites for the interested course (s), present authorization, and an official transcript from their institution. These students are not eligible for financial assistance at PUDCJBR.

FOREIGN RESIDENT STUDENT

Foreign students who are residents in Puerto Rico must comply with admission requirements. They must present evidence of their academic credentials and of their permanent resident status.

Non-Resident Foreign Student

At this time our programs are not registered and authorized by the Department of Homeland Security (DHS) and its Student Exchange Visitor Program (SEVP) to receive foreign students under the F-1 Visa. The Student and Exchange Visitor Program (SEVP) is the Department of Homeland Security (DHS) program that administers the Student and Exchange Visitor Information System (SEVIS). It ensures that government agencies have essential data related to nonimmigrant students and exchange visitors to preserve national security. SEVP provides approval and oversight to schools authorized to enroll F and M nonimmigrant students and gives guidance to both schools and students about the requirements for maintaining their status.

Veterans Education Benefits

PUDCJBR is approved by the Puerto Rico State Approving Agency to provide academic training to the students under the various GI Bill® programs. Our staff will assist veterans stundets and cualified dependants throughout the certification process to help maximize the educational benefits available.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

UNREGISTERED STUDENT / AUDIT STUDENT

An unregistered student is one who takes a course without credit for professional development. The student must pass the registration process and pay the corresponding dues during the designated period. The student must complete the admission process and register as an audit student. The official transcript classification will be AU = audit course.

REGISTRATION – REGISTRAR'S OFFICE

The Office of the Registrar keeps all student academic documents. The Registrar is responsible of the registration process and issues grades, certification, academic progress reports and diplomas to students.

Registration Regulations

Registration is not complete until the student has paid all fees required by the Bursar's Office; registration is the process by which a student class program for the corresponding studies term is formalized. In this process, the students will be assigned to the corresponding courses and will pay the tuition and other services' costs. PUDCJBR has established an Academic Calendar for registration periods for every term. PUDCJBR reserves the right to eliminate courses, consolidate sections, to change schedules and professors, and it may make changes to the academic calendar if extenuating circumstances require it.

General Rules

The Office of the Registrar is responsible for the custody of all students' academic records and is in charge of establishing the registration process. Students must register on the dates and hours established in the academic calendar. To initiate the registration process, the new enrollee needs to complete the admission process. Registration will be official when the student has paid all tuition fees and other charges and deposits required and has the Bursar's official stamp.

Pre-Registration

This is the process in which our students' select courses, with the academic advice of the program's Director.

Official Registration

An officially registered student is the one that (1) was approved by the Director in the pre-registration process; (2) completed the standing admission requirements; and (3) paid fifty percent (50%) of the corresponding term's costs. The Registration must have the official Bursar's stamp. Students who do not complete the registration process during the established period must apply for readmission for the next academic period.

Full-Time Student (Regular)

A full-time student is one who is registered with an academic load as established in the curricular sequence.

Part-Time Student

A part-time student is one who is registered with an academic load less than the one established in the curricular sequence.

CLASS ATTENDANCE

PUDCJBR recognizes class attendance as fundamental for the development of the educational and formative process; hence, class and clinical practice attendance are compulsory. All professors will be responsible for keeping students' attendance up to date in the POPULI system. Professors will submit a report to the Registrar of the students' attendance once 50% of the academic semester has been completed. The report will be evaluated to determine if the students show a pattern of absenteeism. The Registrar will not accept attendance lists with blots or without the professors' signature.

In **theoretical courses**, the students that show an absenteeism pattern of fifteen percent (15%) or more without a justified reason or twenty percent (20%) with justified reason will be given an administrative withdrawal from that course. In that sense, Professors are responsible for the referral of students to the institutions' counselor once the students reach ten percent (10%) of absentee is without justified reason, or fifteen percent of absenteeism with a justified reason.

The policy will help the institution and the students examine the factors that are affecting the students' attendance and identify ways to solve those situations. This will be the only notification that the students will receive.

If the absenteeism pattern continues, the students will be given an administrative withdrawal without further notifications.

If a student misses two consecutive classes without justification, the case will be referred to the Office of the Registrar for an administrative withdrawal. The Counselor or the professor has the authority to justify absences for a student who presents a written excuse, be it reason of illness, death of a relative,

military service, court appointments or other reasons considered legitimate. Student academic progress requires class attendance.

The professor will notify the Office of the Registrar of those students who have never attended class. A newly enrolled student who missed classes for the first two weeks will be classified as "no show". Active students who miss two consecutive classes will be administratively withdrawn (WA). If students present evidence of justification, they will be reinstalled, and the professor will establish a plan for replacement.

In the extreme case that an absence to a theoretical could not have been avoided by a student or previously justified, the professor may assign course work equivalent to the activities held in the class session. Therefore, if a student is unable to attend one or two class meetings, he/she will be responsible for handing in written work related to the instruction missing. This task is designed to provide the learning and contents not taken. A time limit must be established for completion of this special assignment. Absences replaced by special assignments will be considered accrued hours and will not affect the course grade negatively. In case the special work is not handed in, the absence will be marked as unjustified and the attendance grade to the theoretical class will be affected in proportion to the number of unjustified absences.

In the case of the Clinical Practice courses, students should follow the rules for attendance as established in the Clinical Practice Manual.

ATTENDANCE / PARTICIPATION POLICY FOR NON-FACE-TO-FACE COURSES (ONLINE)

Introduction

The attendance / participation policy for students enrolled in courses offered in distance delivery mode is described below. It follows the standards established by the Federal Department of Education in Volume 5 of the Federal Student Aid Manual.

Purpose

- The purpose of this policy is to establish parameters to demonstrate the attendance of students in courses that are offered in distance mode.
- Institutional policy establishes that all students officially enrolled in courses are required

to attend all their classes regularly. This rule also applies to courses offered in a distance mode. To confirm student attendance, the course professor is required to keep the attendance record available through Populi updated.

- According to the Federal Department of Education, in the context of distance education, the fact that a student accesses the institutional platform used to design the course is not enough to demonstrate their attendance. The evidence to confirm attendance must be with their participation in the weekly activities of the course, so it is necessary to comply with the planning of some interaction activity in the weekly lessons of the course.

- Some examples of acceptable evidence of attendance to a course offered in a non-classroom mode are:

  - an assignment performed and submitted by the student, a test,
  - complete a tutorial or instructional module,
  - that the students' participation is registered in a virtual group, participation in a discussion forum, Email or other documentation that evidences the interaction between the professor and the student to answer questions and / or queries related to the course.
  - participate in a synchronous class meeting offered by the professor.

Attendance in courses offered in a non-face-to-face mode

- The federal regulation establishes that the attendance of students in courses offered in a non-face-to-face mode will be confirmed by means of a weekly academic activity, such as the examples presented in the previous section. That is, the student must have turned in some assigned work each week or participate in a synchronous meeting.

- PUDCJBR policy establishes that the student is responsible for having the appropriate equipment and a high-speed internet connection to participate in the course. By being enrolled in a course, the student will not be able to be in extracurricular activities during hours when the class is live. It is not allowed to leave a family member, relative or friend to take notes on behalf of the student.

- From the teacher certifying that the student is not present or is busy with other extracurricular activities, her absence will be recorded. Unless the student has an authorization under Reasonable Accommodation.

- It is required that when connecting to the platform to participate in a course, all students

identify themselves with their name and surname. It is not allowed to use nicknames, make or model of the cell phone or any other name than the students. This is extremely important so that the teacher can identify you and can certify your attendance and participation. The student who connects to the live class must remain in a safe place. It is not allowed to connect while you are driving. PUDCJBR is not responsible for any accident that occurs while connected to the classroom while driving. It is also not allowed to be connected to class while it is in its working hours. We remind you that, although the classes are in a non-face-to-face mode, it requires that you decide to be present and dedicated to the class within the time the course is being offered.

- It is the responsibility of every professor to certify the attendance of their students throughout the semester. The professor will use the attendance tool of Populi platform to take weekly attendance in the courses, both those offered in face-to-face mode and those offered in non-face-to-face mode.
- This policy is effective as of August 2020.

COURSE GRADING SYSTEM SAT

The grade indicates the degree of students' academic performance in each course. The students' academic progress will be a valuable tool to determine the general graduation rate. The Professional University Dr. Carlos J. Borrero Ríos' Grading System is as follows:

Grade and Description	Average	Honor Points
A = Excellent	4.00 – 3.50	**4**
B = Good	3.49 – 2.50	**3**
C = Failed or Suspended	0.00	**0**
D = Failed or Suspended	0.00	**0**
F = Failed or Suspended	0.00	**0**

Also, the Institution will use the following notations:
I = Incomplete

IP = Course in Progress

E = Extended **NR** = Grade Not Reported

R = Repeat Course

T = Transferred Credit

AU = Audit Course **W** = Withdrawal

O = Audit Student

WA = Administrative Withdrawal

Grade System

100%-90% A

89%-80% B

79%-70% C

69%-60% D

59% or less F

Any student must pass with A or B each class, including clinical practice. If the minimum grade (B) if it is not achieved, the student will fail the course and will have to repeat it. "E" corresponds to a clinical practice in which a student has extended beyond the established academic calendar for the semester, to complete a course, but has not failed the course.

Academic Index

The academic index represents the academic success of the student at the institution, and it is calculated dividing the total grade points obtained by the number of credits completed.

General Index

In the general index all graduate courses evidenced in academic history are taken into consideration. In repeated courses, only the highest grades will be taken into consideration.

WITHDRAWAL

1. **Total withdrawal:** A total withdrawal procedure is initiated when the student stops attending classes, regardless of notification. In case a student is failing a course and does not complete the withdrawal within the time frame stipulated in the Registrar's Manual, therefore an "F" will be granted. The student will not receive a grade or credit for the work done for the course or courses from which has been withdrawn. Students have the right to withdraw from any course during the established time in the academic calendar. It is the responsibility of the student to complete the corresponding form and obtain the authorization from the professor and from the Program Director.

Students have the right to total withdrawal at any moment and up to the last day of class of the corresponding academic session. The student will personally submit the corresponding form at the Office of the Registrar, after getting the professor and Program Director signatures.

2. **Partial withdrawal:** All (a) students who file a partial **withdrawal** during one more course before the end of academic semester and during the first two (2) days of summer session. It is the responsibility of the student to complete the corresponding form and obtain the authorization from the professor and from the Program Director. The student will personally submit the corresponding form at the Office of the Registrar, after getting the professor and Program Director signatures.
3. **Non-attendance** (partial or total): According to the institutional refund policy, any student who does not attend an enrolled course will be automatically withdrawn and will be reimbursed seventy-five percent (75%). The cost of the course and fees and the student will be responsible for twenty-five percent (25%). The cost of the course and fees. This type of withdrawal is not covered by Title IV financial aid.
4. **Mid-point:** According to the institutional refund policy, any student who obtains a "WF" in all their courses at the end of the semester will be responsible for fifty (50%) percent of the total cost of their total tuition cost.
5. **Administrative withdrawal:** The institution reserves the right to execute an administrative withdrawal partial or total; temporarily, via exemption or by a decision of a Discipline Councilor another Institutional Committee due to institutional noncompliance from the student. The academic record of the student will reflect a "W" as qualification.
6. **Leave of Absence:** The PUDCJBR establishes students' attendance in class and clinical practice as mandatory. But there are extraordinary situations that affect students to comply with this norm. To deal with situations of prolonged absences, the institution is guided by a leave of absence, it is understood that this policy and these procedures apply to situations in which the student will be absent from the institution for more than five consecutive days, the remainder of a term or longer.

   Definition: Leave of absence (LOA) is permission granted to a student to interrupt the program of study for a specified time. Since the purpose of a leave is to relieve a student of educational obligations, students will not normally be allowed to enroll in courses, audit courses, or continue in scholarly work during the period of leave.

   Criteria for Requesting a Leave of Absence:

   Medical reasons, childbirth, military service, legal reasons under court subpoena, athletic

participation out of state, and other extraordinary circumstances to be evaluated.

If the student requests an extended leave of absence from PUDCJBR, these steps should be followed:

a. The student must be officially enrolled at the time of requesting leave of absence.
b. The student must submit a formal written request to the Program Director. This formal written request must include the start and end date of the leave.
c. The Program Director will issue a written recommendation to the Dean of Academic Affairs no later than five school days after receiving the request.
d. The Dean of Academic Affairs will determine if the request will be granted or denied according to the evidence offered.
e. The Dean of Academic Affairs will issue a letter to the Register's Office (RO) about the necessary procedures. The Register will notify the student no later than five school days after receiving the DAA's certification.
f. If the student does not agree with the decision, they have the right to appeal in writing to the Chancellor no later than five school days after receiving the notification from the RO.
g. If the leave of absence is approved, the student will be responsible for informing his/her Financial Aid Officer about it. In addition, the student is responsible for getting information about how this leave of absence will affect his/her financial aid.
h. If the student does not come back at the established date, he/she must inform the RO. The RO will provide advice to the students about possible alternatives including a total withdrawal. If student does not come back at the established date without proper notification, student will be considered a withdrawal effective from the student's last day of attendance (LDA). Title IV fund participants will be subject to R2T4calculation as applicable according to the 34 CFR 668.22(d).

Veterans Students: In the case of students benefiting from VA educational programs, any administrative withdrawal or termination for institutional noncompliance will be effective from the student's last day of attendance (Last Date of Attendance - LDA), which must be documented in the academic record of the student and will be the date used for certification and notification to the VA, as applicable. These records will be kept at the designed veteran's official's office.

ACADEMIC LOAD POLICY, CLASSROOM CENSUS, AND ACADEMIC ADVISING ACADEMIC LOAD POLICY

For enrollment verification purposes, PUDCJBR defines a student's enrollment status based on the number of credit hours for which he or she is currently enrolled. Courses that are withdrawn from during the semester do not count as enrolled hours. Credit hours needed to be considered for full-time for enrollment verification purposes may differ from those of financial aid. It is the student's responsibility to determine the number of credit hours needed to maintain his or her financial aid eligibility. For more information regarding financial aid eligibility, please contact the Financial Aid Office.

Enrollment Status by Credit Hours / by Semester for the Bachelor's in Nursing

Program	Bachelor of Science in Nursing									
	Semester I (1st year) Aug – Dec	Semester II (1st year) Jan – May	Semester Summer III (1st year)	Semester I (2nd year) Aug – Dec	Semester II (2nd year) Jan – May	Semester Summer III (2nd year)	Semester I (3rd year) Aug – Dec	Semester II (3rd year) Jan – May	Semester Summer III (3rd year)	Semester I (4th year) Aug – Dec
BSN/ Fall Begin in August 121 credits / hours	15/270 theory 0/36 lab. 0/0 Practice 15 credits/ 306 hrs	15/270 theory 0/36 lab. 0/0 Practice 15 credits/ 306 hrs	9/162 theory 0/36 lab. 0/0 Practice 9 credits/ 198 hrs	12/216 theory 0/36 lab. 3/297 Practice 15 credits/ 549 hrs	9/162 theory 0/0 lab. 3/297 Practice 12 credits/ 459 hrs	6/108 theory 0/0 lab. 3/297 Practice 9 credits/ 405 hrs	9/162 theory 0/0 lab. 3/297 Practice 12 credits/ 459 hrs	9/162 theory 0/0 lab. 4/396 Practice 13 credits/ 558 hrs	6/108 theory 0/0 Practice 6 credits/108 hrs	9/162 theory 0/0 lab. 6/594 Practice 15 credits/756hrs

1 credit = 18hrs

1 credit lab = 36hrs

1 credit practice = 99hrs

Enrollment Status by Credit Hours/by Semester for the Associate's degree

Program	Associate's Degree				
	Semester I	**Semester II**	**Semester III**	**Semester IV**	
Associate degree in Audio Engineering	14 credits/ 210 hours	29 credits/ 225 hours	43 credits/ 210 hours	57 credits/ 210 hours	143 credits/ 855 hours
	Semester I	Semester II	Semester III	Semester IV	Semester V
Associate degree in Coding and Medical Billing Specialist	15 credits/ 225 hours	15 credits/ 225 hours	15 credits/ 225 hours	12 credits/ 135 hours	4 credits/ 480 hours
	Semester I	Semester II	Semester III	Semester IV	54 credits/ 810 hours
Associate degree in Filmmaking and Video Production	15 credits/ 225 hours	15 credits/ 225 hours	15 credits/ 225 hours	9 credits/ 135 hours	

Enrollment Status by Credit Hours / by Semester for the Science of Anesthesia Program

Program	Master of Science in Anesthesia							
	Semester I	Semester II	Summer I	Semester III	Semester IV	Summer II		
MSA/Full Time Begin in August (77 credits/ 2,934 hours)	16 credits/ 288 hours	14 credits/ 252 hours	9 credits/ 198 hours	14 credits/ 684 hours	14 credits/ 792 hours	10 credits/ 720 hours		
	Semester I	Summer I	Semester II	Semester III	Summer II	Semester IV		
MSA/Full Time Begin in January (77 credits/ 2,934 hours)	14 credits/ 252 hours	9 credits/ 198 hours	19 credits/ 342 hours	12 credits/ 648 hours	10 credits/ 720 hours	13 credits/ 774 hours		
	Semester I	Semester II	Semester III	Semester IV	Summer I	Semester V	Semester VI	Summer II
MSA/Part time Begin in August (77 credits/ 2,934 hours)	10 credits/ 180 hours	10 credits/ 180 hours	6 credits/ 108 hours	4 credits/ 72 hours	9 credits/ 198 hours	14 credits/ 684 hours	14 credits/ 792 hours	10 credits/ 720 hours
	Semester I	Semester II	Semester III	Summer I	Semester IV	Semester V	Summer II	Semester VI
MSA/Part time Begin in January (77 credits/ 2,934 hours)	10 credits/ 180 hours	10 credits/ 180 hours	4 credits/ 72 hours	9 credits/ 198 hours	6 credits/ 108 hours	14 credits/ 684 hours	10 credits/ 720 hours	14 credits/ 792 hours

Enrollment Status by Credit Hours / by Semester for the Science in Nursing with a Specialty in Critical Care Program

Program	Master of Science in Nursing with Specialty in Critical Care						
	Semester I	Semester II	Summer I	Semester III	Semester IV	Semester V	Semester VI
MSN/Full time Begin in August (41 credits/ 1,026 hours)	5 credits/ 90 hours	7 credits/ 126 hours	3 credits/ 54 hours	8 credits/ 216 hours	8 credits/ 216 hours	6 credits/ 108 hours	4 credits/ 216 hours
	Semester I	Summer I	Semester II	Semester III	Semester IV	Semester V	
MSN/Full time Begin in January (41 credits/ 1,026 hours)	10 credits/ 180 hours	3 credits/ 54 hours	10 credits/ 252 hours	8 credits/ 216 hours	6 credits/ 108 hours	4 credits/ 216 hours	

CREDIT HOUR ASSIGNMENT POLICY

PURPOSE

This Credit Hour Assignment Policy is intended to ensure that the number of credits awarded for the completion of each PUDCJBR course reflects the Middle States Commission on Higher Education (MSCHE) requirements for classroom hours and recommended out of class course work, and is appropriate for the pursuit of identified learning outcomes.

SCOPE

This policy applies to the assignment of credit hours to all current and new master's PUDCJBR programs, as well as related review and assessment processes.

DEFINITION OF A "SEMESTER CREDIT HOUR"

For the purpose of calculating units of credit, one semester credit is equivalent to one hour of lecture plus two hours (120 minutes) of out-of-class course work. This calculation is in theoretical courses and seminars. Except for the course of ANES 5023 Introduction to Clinical Practice of two credits (2 credits), for which each credit is a proportion of 1:2, which is equivalent of four hours of lecture.

For the purpose of calculating units of credit in CLINICAL courses one unit of credit is equivalent to four hours of lecture in the Clinical Practice Courses. The number of assigned practice hours has the purpose of providing students with learning experiences in the diverse areas of the specialty. This will depend on the diversity of types of surgeries and anesthesia's, conditions, patient stages of growth and development. Besides, it is also so that students complete the number of cases required by the professional organization.

The proportion of credit/contact hours in practice courses increases once the student has acquired basic knowledge and skills. The hours in the courses offered in accelerated modality such as summer, trimester or intensive sessions are calculated and offered based on the corresponding number of hours each course has on the semester session, adjusting the schedule as needed. The following is the formula for calculating units of credit:

1 credit of theory is equivalent to 18 contact hours
1 credit of laboratory is equivalent to 36 contact hours
1 clinical practice credit for MSA equals 72 contact hours
1 clinical practice credit for MSN equals 54 contact hours

OUT OF CLASS EFFORT REQUIRED

Consistent with the definition of a semester credit hour set forth in this policy, students in onsite lecture/theoretical courses shall be expected to devote hours outside the classroom on related coursework, such as study, preparation of written assignments, case studies report and course-related projects. Instructors should acquaint students with such expectations clearly at the beginning of each course and thereafter, as appropriate, to foster positive learning outcomes. In addition, standard syllabi shall include a clear notice apprising students of expectations for course-related out of classwork.

CREDITS ASSIGNED TO PARTICULAR TYPES OF COURSES

In assigning credits to courses, PUDCJBR shall maintain consistent standards for courses of different lengths and delivery methods as follows.

Course Type	Credit Requirements
Theoretical Courses and Seminars	One semester credit shall be equal to not less than one hour (60 minutes) of classroom instruction plus two hours (120 minutes) of out-of-class course work over a span of not less than 18 weeks, or the equivalent amount of classroom instruction and out-of-class work over a different span of time. Example: A three-credit course will meet once a week for a session of three hours, and the students will be required to complete two hours of out-of-class work per week.
Clinical Practice Courses	One semester credit shall be equal to not less than five and a half hours (330 minutes) over a span of not less than 18 weeks. These hours can be distributed between the clinical practice hours and out-of-class work over a different span of time. Example: In an eight credits clinical practice course from MSA, the students will complete a minimum of 504 hours of clinical practice, and 72 hours of out-of-class course work or a total of 576 clinical practice hours.

The following table presents how the Nurse Anesthesia program complies with the credit hour policy and with the Council of Accreditation of the American Association of Nurse Anesthetists.

COA Requirements	PUDCJBR Credit Hours	
Pharmacology of anesthetic agents and adjuvant drugs including concepts in chemistry and biochemistry (105 contact hours)	ANES 5213 Pharmacology (6 crs)	108hrs
	ANES 5203 Chemistry and Physics (4 crs)	72hrs
	Total	**180hrs**
Anatomy, physiology, and pathophysiology (135 contact hours)	ANES 5101 Anatomy (5crs)	90hrs
	ANES 5102 Physiology (5crs)	90hrs
	ANES 5111 Physiopathology (3crs)	54hrs
	Total	**234hrs**
Professional aspects of nursing anesthesia practice (45 contact hours)	ANES 5324 Professional Aspects of Nurse Anesthesia (2crs)	36hrs
	ANES 5023 Introduction to Clinical Anesthesia (2crs)	72hrs
	Total	**108hrs**
Basic and advanced principles of anesthesia practice including physics, equipment, technology and pain management (105 contact hours)	ANES 5221 Basic Principles of Nurse Anesthesia (3crs)	54hrs
	ANES 5022 Advanced Principles of Nurse Anesthesia (6crs)	108hrs
	Total	**162hrs**
Research (30 contact hours)	IANES 5351 Evidenced based Research 1 (3crs)	54hrs
	IANES 5452 Evidenced-based Research II (3crs)	54hrs
	Total	**108hrs**

Clinical correlation conferences (45 contact hours)	ANES 5231 Seminar I (1cr)	18hrs
	ANES 5032 Seminar II (1cr)	18hrs
	ANES 5333 Seminar III (1cr)	18hrs
	ANES 5434 Seminar IV (1cr)	18hrs
	Total	**72hrs**
	ANES 5112 Advanced Physical Exam (3crs)	54hrs
	ANES 5341 Clinical Practice I (8crs)	576hrs
	ANES 5442 Clinical Practice II (10crs)	720hrs
	ANES 5043 Clinical Practice III (10crs)	720hrs

Total hours recommended by COA	**465hrs**	**Total hours by PUDCJBR**	**2,934hrs**

ACADEMIC CALENDAR

Consistent with the definition of a semester credit hour set forth in this policy, PUDCJBR academic calendar shall consist of two semesters (Fall and Spring) and summer. For the MSA program each semester shall be 18weeks in duration and one summer of nine weeks and another of 13.5 weeks in duration. For the MSN program, the academic calendar will be quarters and for the DNAP program, two semesters of 15 weeks. The Academic Calendar shall be posted on the College public website, and on POPULI. Students on the Clinical Practice courses should follow the instructions provided by their instructors since they need to continue reporting if it is required.

Note: Academic Calendar is subject to change. The PUDCJBR may make changes to non- regulatory holidays, depending on the institutions need to cover any required emergency service and/or recover school days that have been affected for any reason.

ONGOING ASSESSMENT OF SEMESTER CREDITS

The number of credits assigned to each course shall be considered in course design and syllabi. Expected student learning outcomes for each course shall meet the semester credit hour standard.

Considerations of assigned credits shall be incorporated in the periodic review of syllabi by program director, curriculum committee reviews, and formal program reviews conducted after the first two years for new programs and every five years thereafter. The PUDCJBR Dean shall review credits assigned to courses and submit their recommendations to the Chief Executive Officer for final approval in accordance with the standards prescribed in this policy.

REVIEW AND DOCUMENTATION REQUIREMENTS

The Curriculum Committee, as part of their tasks, reviews the credit hour equivalency throughout the curriculum. The registrar records these for reporting to Federal, State, accreditation, and other entities as required. The registrar determines whether these credit hours should be included on the official transcript. Some common areas that are considered for review are length of academic terms, the number and duration of class meetings per week, and the credit hours assigned to new courses, all these should be reviewed to ensure they comply with the credit hour policy. A periodic review of the Credit Hour Policy should be also incorporated when considered necessary as part of the review and self-study processes. The Curriculum Committee, as part of their tasks, should review this policy when considered necessary.

CENSUS -ADMISSION TO THE CLASSROOM

The professors must verify that each student is officially registered, confirming the Schedule (Student's Program). Students that are not officially registered in the corresponding section will not be admitted to the classroom.

a) Classroom Census

A census is conducted during the two first weeks of each semester at least once during the period of enrollment. This census is made for reporting requirements only. Professors may take into consideration the student's attendance when grading and should explain the possible impact of absences on the student's final grade, if any. The student is also responsible for all material covered during the course.

b) Academic Advising - Counseling Office

This office coordinates general orientation to students in relation to all institutional services. It provides professional assistance in relation to students' academic or personal problems and needs. They work with students with low academic progress. The services of the Counseling Office may be delivered on an individual or group basis; it coordinates lectures and talks on important issues for the study environment and for students' personal, professional, and social

EVALUATION OF STUDENTS' ACADEMIC ACHIEVEMENT

a) Grade Correction

The student has the right to request a grade change in case a student believes that a professor made a mistake when granting a grade. In that case, the student must make an initial claim to the professor. If the student is not satisfied with the results, a second claim can be presented to the Program Director. The Director will request the professor give a grade report and copy of the student's exams to decide whether the grade should remain or needs to be changed. If the student is not satisfied with the results, a third claim can be presented to the Dean of Academic Affairs. The Dean will hold a meeting with the Program Director and the professor to make a final decision in the matter. Once a decision is taken, the Dean will have a meeting with the student to explain the final decision. After one semester passes after the grading (the last date to submit grades in May, December or summer), the student is NOT entitled to a claim in a registered grade.

b) Course Validation

A student who wants credit validation of courses taken at another institution must:

1. Complete the request for validation at the Registrar's.
2. Request an official transcript from the institution of origin to be sent to PUDCJBR. The university will evaluate each candidate's official transcript on an individual basis. In this evaluation, the total amount of credits obtained in the institution of origin versus the credits to be taken at PUDCJBR, as well as the equivalences of courses' descriptions, will be taken into consideration. Only courses with A or B grades

that were taken no longer than five years earlier will be validated. A maximum of a third of the total amount of credits may be validated.

- ✓ Academic evaluations and official transcripts
- ✓ Clinical evaluations
- ✓ Supporting documents of the expulsion (if indicated)
- ✓ Disciplinary or counseling reports (if indicated)
- ✓ The PUDCJBR students' records will be filed permanently.

c) Incompletes

An incomplete is when a student does not complete coursework in the stipulated time period with justified cause. The incomplete will be accompanied by the grading obtained by the student and taking as (0) or an "F" grade for all class works/tasks not completed. In regular courses that do not include internal nor external clinical hours, the removal of the incomplete must be completed within ten (10) working days of the beginning of the next academic term. If it is not done within this period, the Office of the Registrar will proceed to grant the grade accompanying the incomplete, which must be initiated by the course professor or the Program Director. The grade accompanying the incomplete will not be counted for the determination of the student's academic index until it is removed.

d) Course Repetition

A student may repeat a failed course. This will depend on course availability. A course may be repeated only once; hence, a student failing a course twice will be administratively withdrawn from the program.

1. A student that wishes to repeat a course will have the right to do so. The course must be passed with the minimum grade that has been determined according to the rules of the institution.

e) Course Expiration

Academic credits expire as follows: Academic credits expire five (5) years after the interruption of studies for full-time students and six (6) years for part-time students.

f) Policy for Program Revision

At the end of the first year, courses' implementation shall be evaluated, and at the end of the second year of the program, it will be evaluated totally. If needed, adjustments will be made to the program, and the pertinent entities will be notified. From that point on, the

program will be reviewed every five (5) years or at any moment, if necessary, and if there are new requirements or dispositions from the accrediting or professional regulatory bodies. Updates of references or learning resources will take place every year.

g) Maximum Time to Complete the Degree

- ✓ **Full-time students of the AD** will have a maximum of three (3) years to complete the requirements of the associate's degree counted from the date on which they took their first course.
- ✓ **Full-time students of the BSN** and **BS** will have a maximum of five (5) years to complete the requirements of the bachelor's degree counted from the date on which they took their first course.
- ✓ **Full-time students of MSA** will have a maximum of three (3) years to complete the requirements of the master's degree counted from the date on which they took their first course.
- ✓ **Part-time students of MSA** will have a maximum of five (5) years to complete the requirements of the master's degree counted from the date on which they took their first course.
- ✓ **Full-time students of MSN** will have a maximum of three (3) years to complete the requirements of the master's degree counted from the date on which they took their first course.
- ✓ **Full-time students of DNP** will have a maximum of five (5) years to complete the requirements of the doctoral degree counted from the date on which they took their first course.
- ✓ **Full-time students of DNAP** will have a maximum of five (5) years to complete the requirements of the doctoral degree counted from the date on which they took their first course.

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Federal regulations require all schools to establish and apply reasonable standards of satisfactory progress for all students receiving student financial aid funds provided by programs authorized by

Title IV of the Higher Education Act. The standards of satisfactory progress policy must include both qualitative and quantitative measures of a student's progress and must include all periods of the student's enrollment at Professional University Dr. Carlos J. Borrero Ríos students, including those who wish to be considered for financial aid, must maintain satisfactory progress in their selected courses of study as set forth in this policy.

Standards for Satisfactory Progress

I. Determination of Satisfactory Progress

The major components in the evaluation of satisfactory progress are the student's academic performance and the time limit of the degree.

A. Qualitative Component

The academic performance of the student is the qualitative measure of satisfactory progress, including:

- Minimum Cumulative Grade Point Average (CGPA). To be eligible for financial aid, students must maintain a minimum CGPA of 2.00 from the first year to fourth year of studies until graduation at undergraduate level. For graduate level, students must have 3.00 from the first year to third year of studies until graduation.
- Grades of F and NP will be factored into the CGPA and will be considered for qualitative calculations.

B. Quantitative Component

The quantitative component sets the minimum percentage of progression for all enrolled courses. The student must complete a minimum percentage (50%) of all attempted credit during the first year of studies and 75% thereafter before graduation.

"Complete" and "attempted" credits hours are used and are defined below.

- Grades of A, B, C, D, and P will be considered hours completed for bachelor and associated degrees.
- Grades of A, B, and P will be considered hours completed for master and doctorate degrees.
- Grades of No Grade (NG), Incomplete F (IF), F, Administrative Withdrawal (AW), No Pass (NP), and Withdrawal (W) will be considered hours attempted but not completed.
- Repeated courses will count toward all hours attempted.

II. Evaluation Periods

Satisfactory Academic Progress reports are generated and evaluated at the end of each payment period for each student. The Cumulative Grade Point of Average (CGPA / qualitative measure) and Rate of Progression (ROP / quantitative measure) must comply or exceed the benchmark associated with the evaluation interval. If a student fails to meet the Cumulative Grade Point of Average and /or Rate of Progression benchmarks at the end of the term, the student will be placed on a Non-Satisfactory Academic Progress (NSAP) status and suspended from Title IV funds participation until the student achieves the appropriate SAP good standing status.

To provide a reference for the evaluation process PUDCJBR presents to the students the following tables. This document presents an overview of the expectations that the student should have to comply with the institution's SAP policy.

III. Model of Minimum Incremental Progress Requirements

A. Associate's Degree

Term	1	2	3	4	5	6	7
Credits Attempted	1-15	16-30	31-39	40-55	56-67	68-76	77-88
Credits to be Completed	10	20	26	37	45	51	59
GPA	2.00	2.00	2.00	2.00	2.00	2.00	2.00

B. Bachelor's in Nursing Science

Term	1	2	3	4	5	6	7	8	9	10	11	12	13
Credits Attempted	1-15	16-30	31-39	40-55	56-67	68-76	77-88	89-101	102-107	108-122	123-143	144-164	165-182
Credits to be Completed	10	20	26	37	45	51	59	67	71	81	95	109	121
GPA	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

C. **Bachelor of Science in Information Systems Engineering**

Term	1	2	3	4	5	6	7	8	9	10	11	12	13
Credits Attempted	1-15	16-30	31-39	40-55	56-67	68-76	77-88	89-101	102-107	108-122	123-143	144-164	165-182
Credits to be Completed	10	20	26	37	45	51	59	67	71	81	95	109	121
GPA	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

D. Master's in science in Anesthesia Full Time Beginning on FALL or SPRING

Term	1	2	3	4	5	6	7	8	9
Credits Attempted	14	23	42	54	64	77	88	95	103
Credits to be Completed	7	12	21	41	48	58	66	71	77
Cumulative GPA Required	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

E. Master's in science in Anesthesia Part Time Beginning on FALL or SPRING

Term	1	2	3	4	5	6	7	8	9	10	11
Credits Attempted	10	20	26	30	39	53	67	77	85	93	102
Credits to be Completed	5	10	13	23	29	40	50	58	64	70	77
Cumulative GPA Required	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

F. Master's in science in Nursing Critical Care Full Time Beginning on FALL

Term	1	2	3	4	5	6	7	8	9	10
Credits Attempted	5	12	15	23	31	37	41	46	51	54
Credits to be Completed	3	9	11	17	23	28	31	35	38	41
Cumulative GPA Required	3.00	3.	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
		00								

G. Doctorate in Nursing Practice

Term	1	2	3	4	5	6	7	8	9	10
Credits Attempted	1-6	7-12	13-16	17-22	23-32	33-36	37--40	41-47	48-54	55-61
Credits to be Completed	6	12	15	21	31	35	38	44	50	57
Cumulative GPA Required	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

H. Doctorate in Nurse Anesthesia Practice

Term	1	2	3	4	5	6	7	8	9	10	11	12
Credits Attempted	1-15	16-29	30-45	46-60	61-75	76-90	91-105	106-121	122-135	136-145	146-159	160-173
Credits to be Completed	10	21	37	52	66	82	95	110	124	131	152	166
GPA	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

IV. The maximum time to complete degree:

Students must earn a degree within a maximum time frame that does not exceed 150% of the normal time to complete the degree, as measured by all attempted credit hours at the school. New admission students from other accredited institutions, who are interested in applying to validate courses, must present an official transcript of the institution from their origin. The candidate must apply for courses' validation before completing the admissions process. The student also accumulates time for studies for the credit transferred. For students benefiting from VA educational programs, the maximum time to complete degree is established by program in part G of **Evaluation of students' academic achievement** section.

Important notice:

- ✓ Credit hours that are accepted from another institution toward the student, educational record will be counted as both attempted and completed hours.
- ✓ If the student is suspended academically for one year, upon returning to the institution, the student would have the same academic status as when he/she was suspended. The student will

be considered for Title IV participation once he resumes his/her studies and attains SAP status according to the progression tables described above.

- ✓ If in this time outside the institution suspended academically the student passes courses at another institution or acquires another academic degree, neither the courses nor the academic degree will be recognized or validated to our institution under any circumstances.
- ✓ A student who is in Title IV dismissal status is one who has not complied with the Satisfactory Academic Progress Standard (PAS) in any term of studies.
- ✓ For students receiving VA educational benefits, if a student does not meet the minimum standard of satisfactory academic progress at the end of an evaluation period, they may be placed on probation for a maximum of two terms. If, at the end of that second term, the student's academic progress remains below the minimum acceptable level, the SCO must terminate their educational benefits at the institution through Enrollment Manager. The student may apply for recertification after achieving the required progress.

INSTITUTIONAL ACADEMIC AND SATISFACTORY ACADEMIC POLICY DEFINITION

Note the PUDCJBR has two concurrent academic policies for student standing. The Institutional Academic Policy measures the progression of the student in his/her studies and could allow the student to continue his/her studies without Title IV funds. The Student Satisfactory Academic Policy (SAP) measures the academic progression of the student for Title IV eligibility.

RULES FOR SUSPENSION

PUDCJBR holds the right to suspend students for academic, disciplinary or payment reasons. After duly exhausting the corresponding measures stipulated in the Student Handbook or Clinical Practice Manual, PUDCJBR may initiate the suspension process.

RULES FOR ACADEMIC SUSPENSION

Any student who does not qualify for probation will be suspended for academic deficiency and will be subject to the following discipline:

- Suspension from the institution for one semester or one year.
- If students are suspended academically on two consecutive occasions, they will be permanently suspended from the program.

RULES FOR RETENTION

The retention rate is established at 3.00 depending on the number of credits the student has taken. At the end of every semester, students will be informed of their grades and the accrued academic GPA. If the GPA is lower than the corresponding retention index, the student will be notified in writing and the Academic Counselor and Director will be informed. At the end of every academic year the academic GPA of each student will be compared to his corresponding retention index. The amount of tried credits will also be compared to the number of approved credits.

When the cumulative index is lower than the retention index, or when the amount of total approved credits is lesser than half of the tried credits, and it happens for the first time, the Office of the Registrar will notify the student that will be put on academic probation at the end of the academic year (May). If a student fails to comply with the retention rate or to approve at least half of the tried credits for a second occasion, he/she will be suspended for an academic year.

SATISFACTORY ACADEMIC PROGRESS APPEAL

Every student has the right to appeal the decision for the classification of probation period. This by writing to the Academic Dean, which will be given to the Counseling Office within ten (10) workdays from the date the decision was notified. In the appeal request, the student will present the circumstances that affected the academic achievement. Must submit the letter with relevant documents to validate the circumstances set up in its appeal that can be:

a. Prolong illness of the student or their dependents
b. Death or prolong illness in the family
c. Family difficulties
d. Other (to be evaluated according to the merits)

The Academic Dean will convene the members of the Academic Progress Committee to evaluate the students' appeal within a period of fifteen (15) workdays. Final determination will be notified by mail and/or email to the student.

RE-ENTRY AFTER SAP DISMISSAL

If an appeal is granted, the SAP Appeals Committee determines the provisions for re-entry on a

case-by-case basis. Any student who returns based on an appeal of dismissal has SAP evaluated on a term by-term basis until the student is meeting SAP standards. While in an extended enrollment status, students must seek to correct academic deficiencies by taking remedial courses, retaking failed courses, or practicing previously learned skills.

SATISFACTORY ACADEMIC PROGRESS AND THE CHANGE OF PROGRAM

If a student wants to enroll to change in a different academic program, the student must request the approval of the Director of the Program. Only the attempted and approved credits of the program in which the student is enrolled are included in the quantitative measurement and only the grades of the courses of the student's program in which he/she is enrolled are included in the qualitative measure. However, it is recommended that students carefully consider making program changes, because federal regulations limit the total lifetime of eligibility to financial aid. Students are also expected to complete their program within 150 percent (%) of the length of the program as measured in credits. For example, if a student is enrolled in a master's degree program of 77 credit hours, the student may attempt up to 115 credit hours (77 credits x 1.5 = 115 credits).

SATISFACTORY ACADEMIC PROGRESS AND READMISSION

Students who discontinue their studies and subsequently apply for readmission will be readmitted under the current SAP policy and will have the same SAP status that is final according to the last term attended. Students requesting readmission will be referred by the Office of Admissions to the Director of the Program for evaluation. If the student does not comply with the SAP, the University will determine if they can be readmitted, subject to having approved an appeal.

SATISFACTORY ACADEMIC PROGRESS AND THE NEW ADMISSIONS AFTER COMPLETING THEIR PREVIOUS STUDY PROGRAM IN THE SAME INSTITUTION OR OTHER

The students who seek to earn additional credentials he/she needs to apply for admissions to a new academic program after completing their previous study program will begin the new program with a new SAP history. However, if the student is transferred credits from an accredited origin institution to the new academic program, the transfer credits of the previous university will be considered in the SAP measurement. If the student transferability credits are from the same university of the

previous program the credits will be considered in the SAP measurement. The transferred courses will be
reflected in the transcript of our institution with the grade obtained in the institution of origin. These will affect the credits attempted and the cumulative grade point of average of the credit's transcript. (See page 19 for the transferability policy)

SATISFACTORY ACADEMIC PROGRESS (SAP) DEFINITIONS

Good Standing: Students are in good standing when the minimum CPGA and ROP are met or exceeded. Students in good standing are eligible to register for courses and receive financial assistance under Title IV.

Warning: Students are placed on warning status the first term the CGPA and/or ROP falls below the minimum. This status requires students to have their course schedule approved by the program director and meet with him/her monthly. Students under this status will not be eligible for financial assistance under Title IV.

Probation: Students are placed on probation status the second term the CGPA and/or ROP falls below the minimum. This status requires students to have their course Schedule approved by the program director and meet with him/her bi-weekly. Students under this status will not be eligible for financial assistance under Title IV.

Dismissal: Students are placed on dismissal status the third term the CGPA and/or ROP falls below the minimum. Students who are academically dismissed are no longer active students.

Probation - Students who fail to meet financial assistance SAP requirements who have successfully appealed are placed on probation for one term. After probation, the student must meet SAP requirements. Under no circumstances can a student be granted two consecutive probationary periods. However, a student may be placed in a probationary status two or more times during their program if the probationary periods are not consecutive. If a student is withdrawn for any reason during the probationary term, the student is not granted a second probationary term. *For probation due to a disciplinary action, the definition and process of that probation is defined in the Student Handbook.

OTHER DEFINITIONS

1. **Attempted Credits** – all credits in which the students enroll and obtain a grade.
2. **Transfer Credits –** all credits taken at other institutions of higher education recognized by accrediting agencies that were approved with A or B grade. The Dean of Academic Affairs and Administration or Director of the Program must accept these grades. Will be considered in the SAP measurement**.** This will affect the credits attempted and the cumulative grade point average of the credit transcript.
3. **Approved Credits –** credits for courses attempted in which the grade was B or higher.
4. **Grade Point Average** (GPA) – the measure of academic merit carried out by the student. It is computed by dividing the total points earned by the number of credits the student has received final grades, including F's that have not being removed.
5. **Repeating Courses** – it is a practice under which the student is allowed to repeat any courses where they obtain a grade lower than B. In harmony with this permission, only the highest rating will be considered for the overall average. Repeated and approved courses will be considered in terms of measuring the overall average and the percentage of success. Repeated courses will be considered attempted credits. *For students benefiting from VA educational programs, the VA will not pay benefits for a previously approved course unless the student has failed the course or the academic program expressly requires a higher grade than the one obtained in order to continue studying or graduate.*
6. **Academic Progress** – the measure shows whether the student passes the percent of total attempted credits with an academic index at or above the established retention rate.
7. **Academic Year –** consists of two semesters and one summer. Beginning in June and ending in May of each year.
8. **Incomplete –** if a professor gives an incomplete in a course, the student must complete the program requirements within the date specified in the next semester. The professor will remove the incomplete within the deadline. The incomplete is considered in the computation of the average and percentage measure of success.
9. **Courses with a W rating –** these courses will be considered in calculating the percentage of success. It is considered as attempted credits, and it does not affect the cumulative average.
10. **Probation –** a period of one academic semester (or stipulated time) in which the student will be placed on probation because they did not comply with the academic progress policy or

due to a disciplinary action.

11. **Academic Suspension –** classification to be presented to the student who at the end of his/her probation period has not overcome academic deficiencies. The classification will be extended for one semester. *Suspension due to disciplinary action is defined in the Student Handbook.
12. **No Satisfactory Academic Progress (NSAP) –** the classification is granted to the student on the one of the following conditions:
    a. after an academic suspension
    b. does no qualify for probation
    c. did not overcome probation period and continue studying

GRADUATION

Commencement Act

The Professional University Dr. Carlos J. Borrero Ríos celebrates its commencement act once a year, at the end of the second academic semester. All degrees and diplomas are granted only on this occasion. Those students who have complied with degree requirements by the end of the first semester or during the Summer Session may request a certification of studies completion, but the degree will be granted in the next commencement ceremony.

Associate degree Graduation Requirements:

- Comply with all the requirements of the curricular course. Program courses with A or B, Basic courses minimum C or more.
- Have a satisfactory academic average (GPA) of 2.50 or higher.
- Have completed the number of credit hours in courses and clinical areas.
- Complete the graduation application and pay the graduation fee.
- Must comply with the study program within the time established by the institution.
- Approve clinical practice with competencies and skills in a satisfactory manner.
- Complete the Exit Interview with the Director of Financial Aid if the student used a student's loan through the Federal Department, Title IV.

Bachelor's in science nursing Graduation Requirements:

- Comply with all the requirements of the curricular course. Nursing theory courses with A or

B Basic courses (Spanish, mathematics, English, biology) minimum C or more.

- Have a satisfactory academic average (GPA) of 2.50 or higher.
- Have completed the number of credit hours and courses and clinical areas.
- Complete the graduation application and pay the graduation fee.
- Must comply with the study program within the time established by the institution.
- Approve clinical practice with competencies and skills in a satisfactory manner.
- Complete the Exit Interview with the Director of Financial Aid if the student used a student's loan through the Federal Department, Title IV.

Bachelor of Science in Information Systems Engineering graduation requirements:

- Comply with all the requirements of the curricular course. Program courses with A or B, Basic courses minimum C or more.
- Have a satisfactory academic average (GPA) of 2.50 or higher.
- Have completed the number of credit hours in courses and clinical areas (if applicable).
- Complete the graduation application and pay the graduation fee.
- Must comply with the study program within the time established by the institution.
- Complete the Exit Interview with the Director of Financial Aid if the student used a student's loan through the Federal Department, Title IV.

Master Science in Anesthesia Graduation Requirements

- Fulfill all curricular course requirements with A or B.
- Have a satisfactory academic average (GPA) of 3.00 or higher.
- Have completed the number of hours credits and courses required by the grade to be obtained.
- Complete the graduation application and make payment of the graduation fee.
- Must comply with the study program within the time established by the institution.
- Pass the self-evaluation test administered by the institution with at least 80%.
- Officially evidence his/her clinical experience and of having administered anesthesia in 650surgeries in diverse specialties, as specified in the monthly clinical case detailed report.
- Fulfil all financial obligations with the PUDCJBR and satisfactorily complete the Final

Graduation Checklist.

- Complete the Exit Interview, Satisfactory Survey and the complete hours of clinical practice in Medatrax with the Director of Nurse Anesthesia Program.
- Complete the Exit Interview with the Director of Financial Aid if the student used a student's loan through the Federal Department, Title IV.

Master Science in Nursing, Critical Care Speciality Graduation Requirements:

- Fulfill all curricular course requirements with A or B.
- Have a satisfactory academic average (GPA) of 3.00 or higher.
- Have completed the number of credit hours and courses and clinical areas of both specialty and role (education or administration).
- Complete the graduation application and make payment of the graduation fee.
- Must comply with the study program within the time established by the institution.
- Approve clinical and role practice, fulfilling the competencies and skills satisfactorily.
- Complete the Exit Interview with the Director of Financial Aid if the student used a student's loan through the Federal Department, Title IV.

Doctorate in Nursing Practice

- Minimum grade of course approval 80% B.
- Graduation GPA 3.00.
- Complete a capstone practicum for a total of 1,089 hours (1 credit hour is equivalent to 99 contact hours).
- Must comply with the study program within the time of 3 years established by the institution.
- Complete the Exit Interview with the Director of Financial Aid if the student used a student loan through the Federal Department, Title IV.
- Complete the graduation application and make payment of the graduation fee.

Doctor in Nurse Anesthesia Practice Program:

Students will be recommended for graduation and eligibility for the National Certification Examination (through the National Board on Certification and Recertification of CRNA (NBCRNA or Puerto Rico Board) when they:

1. Meet all the requirements of PUDCJBR and the DNAP for the Doctor of Nurse Anesthesia Practice (DNAP) degree, including completion of any extended time due to schedule changes in conjunction with a Performance Improvement Contract or penalties incurred in the program, as assigned by the DNAP.
2. Meet all the requirements of the accrediting/approval bodies to be eligible for licensure and certification.
3. Complete all DNAP-labeled program courses with a grade of 3.0 ("B") or better.
4. Complete the overall sequence of courses with a grade point average of 3.00 or better.
5. Complete non-DNAP-labeled courses with a grade of 3.00 (“B”) or better.
6. Complete all clinical practicum courses with a grade of “Pass”.
7. Administer all required numbers for each category of cases and clinical experiences.
8. Complete the requirements of the DNAP Scholarly Project and professional Portfolio.
9. Possess current BLS, ACLS, and PALS certification.
10. Possess current, unencumbered Puerto Rico RN licensure.
11. Complete all required coursework within 72 months from the first date of entrance into the DNAP program.
12. Obtain a score of 450 on the Self Evaluation Examination (SEE).

Graduation Honors

The Professional University Dr. Carlos J. Borrero Ríos follows the following honor scale:

- Summa Cum Laude: 4.00 – 3.90
- Magna Cum Laude: 3.89 – 3.50
- Cum Laude: 3.49 – 3.00

It is important not to have repeated courses, no must withdraw from any class to be granted honors in the graduation.

Diplomas and Graduation Certifications:

The graduate will claim his/her diploma at the Registrar’s 90 days after commencement if he/she does not have any remaining financial obligations with the Institution. The certification of graduation may

be requested by the student at the Office of the Registrar 30 days after having completed the requirements for graduation provided, he/she does not have any financial obligations with the institution.

Rules for Granting Postmortem Degrees

If a student has complied with all graduation requisites and is deceased before graduation, he/she may be considered by the PUDCJBR Program Director for granting a postmortem degree.

ACADEMIC GOVERNANCE

The structure for academic governance is vital to the life of our university. It is the mechanism by which academic policies are discussed and decisions reached that enable the achievement of the institution's goals. This statement on academic governance is designed to support both these aims. Advice and guidance on academic governance matters may be obtained from the Dean of Academic and Accreditation Affair Office.

STATEMENT ON ACADEMIC GOVERNANCE

The PUDCJBR was established as a higher education institution in May 2012. The reason for its establishment was the need for nurse anesthetists in the operating rooms of all hospitals in Puerto Rico. The situation is really worrying. Due to the reality described before, Dr. Carlos J. Borrero Rios CRNA, MSA, EdD, in close collaboration with the largest and most prestigious hospital of Puerto Rico, Auxilio Mutuo Hospital, created The Professional University Dr. Carlos J. Borrero Ríos (PUDCJBR). On the other hand, our primary focus has always been the service we provide to our students. In accordance with that, we are privileged to have a faculty that not only has the best possible credentials but also has a commitment in helping our institution achieve its objectives and, therefore, help our students to reach their individual goals. It is a real honor to count on their support and passion to teach. Furthermore, all members of our institution understand the primary role of nurses and believe that we can help them reach their full potential.

The PUDCJBR uses an Academic Committee structure for formal decision making. This Committee structure is where the PUDCJBR core academic business is discussed, and academic policy and strategy determined. It is concerned with ensuring the academic rigor, health and vibrancy of the university. The Academic Committee structure is concerned with the effective management, and operational requirements, including the deployment of resources. The members of this Committee are the Dean of Academic Affairs and Administration, Program Director, Registrar and

Admission officers and the faculty.

The Academic Committee has within its responsibilities:

- General issues related to research, scholarships, teaching and courses at the PUDCJBR include criteria for the admission of students.
- Policies and Procedures for assessment and examination of the academic performance of Students.
- The content of the curriculum and its delivery.
- Academic standards and the validation and review of courses.
- The procedures for the award of qualifications and honorary academic titles.
- The procedures for the expulsion of Students for academic reasons.
- Consider the development of the academic activities of the school and the resources needed to support them and the Executive Committee.

On the other hand, the faculty plays an important role in developing the educational program of the institution. The faculty members meet with the Program Director twice a year to discuss how to better the academic program. The insight presented by the faculty then is analyzed by the institution's President and Academic Dean to make sure that the recommendations are plausible and within the reach of the school. Once that analysis has been made, the faculty is informed of the final decision. Then in the second meeting of the year the faculty assess if the changes implemented were of some benefit to the academic program. The meetings also contribute to discussing if new materials, educational resources or other instructional equipment are necessary to improve the academic offer.

The revision of the curriculum is made every two years. For that, we have a Curriculum Committee which is composed of the Program Director, Faculty members, graduates and students. This committee meets every two years to see how we can improve our program. The faculty is a key component in this process because they also are nursing professionals who, in that sense, can provide input in what is happening in the actual field and compare it with the subjects that are taught in the Program.

The assessment of the students' learning outcomes is another component of the academic processes.

Each year, an assessment plan is developed by the Dean of Academic Affairs, considering the courses that are going to be offered. The assessment plan includes the activities that are going to be measured and the specific goals. This plan is presented to faculty members during the first faculty meeting of each year. During the semester, each faculty member uses a rubric to assess the students' learning outcomes. The results of the rubrics are tabulated to identify the areas that need to be strength, and the areas where the students were able to evidence effective learning. These results are also discussed with faculty members as part of the faculty meeting.

One last and important aspect is the evaluation of the institution's effectiveness. For this matter, the Institution has the Assessment Committee, which has the responsibilities to develop, review, revise, implement, and monitor the Institutional and Academic Assessment Plan (IAAP).The Dean of Academic Affairs and Administration, Director of the Program, Director of the Continuing Education Department, Admissions Officer, Administrative Assistant, one Faculty member, and one student are members of this committee.

The Assessment Committee is responsible for the revision of the Annual Report to identify outcomes and complete an evaluation of the IAAP twice a year. The IAAP is shared in Faculty and Staff meetings. After the preparation of the document, the committee meets, at least, twice a year (once every semester), to review the progress, identify the achieved goals, and determine if there are any other steps that need to be followed in terms of any adjustment that could be needed.

FINANCIAL STUDENT AID OFFICE

The Financial Student Aid Office is responsible for processing applications for students who meet eligibility requirements for financial aid.
Email Office: **asistenciaeconomica@eeapr.org**

FINANCIAL AID OFFERING:

1. **Federal Pell Grant:**

   Aid grant awarded to undergraduate students with financial need and enrolled in associate or bachelor's degree. This aid doesn't have to be repaid, and the amounts can change every year. For 2026-2027 academic year, the maximum amount is $7,395. This will depend on the student Student Aid Index (SAI), cost of attendance

and enrollment intensity. The student will have 600.000% of eligibility or six years to qualify for it and may not receive Pell Grant funds from more than one school at a time. *Pell maximum amount may change according to DEF updates.* https://studentaid.gov

2. **Direct Subsidized Loan:**

   - ✓ A William D. Ford Federal Direct Loan Program in which eligible undergraduate students can borrow money from the U.S. Department of Education at participants schools. Under this type of loan, the student must demonstrate financial need to help cover college expenses. For **2026-2027** academic year, the interest rate is **6.52** % and the maximum amount the student can borrow will depend on the year in school and the dependency status, but the ranges are in $3,500 to $5,500 per year. Making a student loan is a serious responsibility, with which debts that must be paid are incurred, so it is recommended that before requesting it, the student exhaust other means of help and requests it as a last alternative. https://studentaid.gov

3. **Direct Unsubsidized Loan:**

   - ✓ Available to undergraduate and graduate students; there is no requirement to demonstrate financial need. PUDCJBR determines the amount you can borrow based on your cost of attendance and other financial aid you receive. The student is responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If choose not to pay the interest while you are in school and during grace periods and deferment or forbearance periods, the interest will accumulate and be capitalized, that increases the principal amount of your loan.
   - ✓ In the case of undergraduates' students, the interest rate is **6.52**% and the maximum amount which the student is eligible will depend on grade level and dependency status between $2,000 to $7,000. For graduates' students, the interest rate is **8.07%** and the maximum amount eligible for up to $20,500. https://studentaid.gov

4. **PLUS Loan:**

   - ✓ In the case of plus loans, the interest is **9.07%**. https://studentaid.gov.

The One Big Beautiful Bill Act of 2025 eliminated the Plus Loan for new students since July 1st, 2026. Active students will be able to participate according to the stablished new provisions.

5. **Federal Supplemental Educational Opportunity Grant (FSEOG)**

   The Federal Supplemental Educational Opportunity Grant (FSEOG) is a grant for undergraduate students with exceptional financial needs. The FSEOG program is administered directly by the financial aid office. Students must complete the FAFSA form for the academic year and will evaluate each case. Funds are limited. https://studentaid.gov

6. **Federal Work Study Program**

   Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. Funds are limited. https://studentaid.gov

REQUIREMENTS:

1. Create a Federal Student Aid Identification (FSA ID) that gives you access to Federal Student Aid's online systems and use it as your legal signature. If a student is enrolled in an undergraduate program and is under 24 years old, their parents will also need an FSA ID account. To create it or update the information go to https://studentaid.gov/fsa-id/create-account/launch.

2. Complete the Free Application for Federal Financial Aid (FAFSA): School Code **042789**. https://fafsa.ed.gov

   ✓ Required documents for the student needed at the time to complete the application:

   - Copy of **2024** Income Tax Return (if applicable) of student, parent, or spouse if the student is married. Please consider that the capitulations **do NOT** apply in this case.
   - Copy of Withholding (W-2)
   - Other evidence of income such as: Veteran's benefits, Social Security, child

support received or paid, money received as family assistant or SNAP benefits.

- ✓ In case of verification by the ED, the Financial Aid Office will require other documents not included in the list. An undergraduate student selected for the verification process will need to complete it before any disbursement can be made.
- ✓ In case of Direct Loans participants:
  - ➢ Complete the institutional process for loan application.

3. Processes required by the ED in https://studentaid.gov
   a. Entrance Counseling
   b. Master Promissory Note (MPN)
   c. Annual Student Loan Acknowledgement
   d. Exit Counseling: if a student leave school, reduce enrollment by less than half time or when applies for graduation.

The PUDCJBR will comply with the new provisions for the funds under the Title IV program provided by the One Big Beautifull Bill Act of 2025 as signed. For more information, please visit: https://fsapartners.ed.gov/knowledge-center/topics/one-big-beautiful-bill-act-information.

BURSAR OFFICE

FISCAL ENROLLMENT POLICY

Introduction

All students enrolled in Professional University Dr. Carlos J. Borrero Ríos must pay the full cost of their studies or guarantee the total payment through their financial aid, private payment, or payment authorization from an agency. Our institutions provide alternatives for the financing of study costs, as applicable.

Requirements

1. All students must ensure they pay all outstanding balances to enroll in a new semester.
2. All students may receive payment plan benefit to pay off the total debt, according to the limits set forth above.
3. All students which avail the payment plan benefit must pay their debt balance on or before the following dates, as the corresponding academic term:
   - Tuition debt must be covered by the end of the current semester.

4. A **$25.00** late fee will be charged to his/her account if the students do not comply with the payment scheduled deadlines. The student will have until the day fifteen (15) of each month to make his payment
5. The official enrollment is not authorized for students who keep debts from previous academic years.
6. All students must pay any outstanding balance for request official documents.
7. The student is responsible for keeping informed about the institution costs and payment rules, reading the Tuition and Fees Bulletin or visiting the institution office.
8. Tuition fees will be calculated based on your enrollment program.
9. All students are required to sign an enrollment contract as of his/her tuition and fees.
10. Veterans Students - The Professional University Dr. Carlos J. Borrero Ríos, in compliance with PL 115-407 Section 103, establishes that student from CH31 or CH33 will not be denied access to classrooms, libraries, or other institutional facilities. Nor will the student be required to borrow money to cover costs while awaiting VA payment, nor will the student be charged a late fee or subject to any other penalty.
11. The Bursar Office and Finance Administrator of Professional University Dr. Carlos J. Borrero Ríos is responsible for the implementation of this Policy.
12. The Professional University Dr. Carlos J. Borrero Ríos reserves the right to review and amend, partially or totally, this Policy, as deemed necessary.
13. The Professional University Dr. Carlos J. Borrero Ríos reserves the right to review and modify the tuition fees of their institutions, as deemed necessary.

INACTIVE STUDENTS WITH DEBT

All inactive students that keep a debt with Professional University Dr. Carlos J. Borrero Ríos must pay 100% of the debt. It cannot be made in payment plans or extensions. The readmission of inactive students after paying the debt will be subject to evaluation. Paying the debt will not represent an automatic pass to enrollment or readmission. Subject to meeting the time frame of the program to be admitted and their courses have not expired. The student's academic progress will be evaluated. A part of the evaluation could be to carry out an interview of the student, validate the documentation of the file and send current documents.

The Finance Office Offers the Following Services:

- ✓ Guidance and collection of tuition fees, fees and other fees approved for the academic year.
- ✓ Payment plans or extension of tuition.
- ✓ Delivery of checks if there were any.
- ✓ Delivery of account statements.
- ✓ Flexibility in the form of payment (Cash, VISA, Master Card, ATH, Check and Money Order)
- ✓ Delivery of payment receipt.

The information contained in this document regarding fees, tuition costs, deposits, reimbursements, etc. applies to all graduate students. Tuition costs are approved by the Board of Directors.

TUITION COSTS, FEES AND OTHER CHARGES

Admission	Cost
Admission Fee – Master Program	$75.00 (Nonrefundable)
Admission Fee – Doctoral Program	$100 (Nonrefundable)
Readmission Fee – Master Program	$37.00
Readmission Fee – Doctoral Program	$37.00
Tuition	**Cost**
Cost per Credit – Associate	$180.00
Cost per Credit – Bachelor	$200.00
Cost per Credit – Master	$290.00
Cost per Credit – DNP Program	$390.00
Cost per Credit – Doctoral	$510.00 (DNAP Program Cohort 2 & 3)
Cost per Credit – Doctoral	$810.00 (new local and U.S. residents' students after August 1st, 2025)
Late Registration Fee	$25.00
Laboratory and Technology Fee	$200.00
Infrastructure Improvements Fee	$200.00
Activities for Students	$200.00
Hearing student	60% of the total course cost

Services	Cost
Certification of Studies	$3.00
Certification of Periods of Studies	$3.00
Transcripts of Credits	$5.00
Graduation Certification	$50.00
Incomplete Remotion	$10.00
ID duplicate	$5.00
Graduation	**Cost**
Graduation Fee	$100.00
Duplicate of Diploma – Bachelor	$100.00
Duplicate of Diploma – Master	$100.00
Duplicate of Diploma – Doctoral	$100.00

For Out-of-State Students, see the Out-of-State Policy available at our institutional web page, Student Right to Know section.

Cost, Fees and other Charges are subject to change Fines:

Subject to changes

- Books or other resources from the library general collection: A fine will be charged every day past the due date for each resource loaned, as stipulated by the institution. Total fines will not exceed $50.00 per resource.
- Resources from the library reserve collection: A fine of $1.00 will be charged per resource per hour to any user that returns a resource after the hour and date past due date/time of the loan. Total fines will not exceed $50.00 per resource.
- Audiovisual and technological resources: The fine to be charged for late return of these resources will be $0.25 (cents) per day/hour past due date/time of the loan. Total fines will be according to the resource type format.
- Lost resources: A fine will be charged in addition to a $20.00 charge for expenses related to technical processing.

REFUNDS POLICY

Withdrawals

All students of the PUDCJBR that file a total withdrawal on or before sixty percent (60%) of the academic term, the formula that governs this policy will be applied. It establishes the balance owed to the institution and the refund as applicable. If the period has ended, the student will be responsible for one hundred percent (100%) of the cost, and the aid will be applied in full.

All students who file total withdrawal by completing the withdrawal within this term, the reimbursement will be calculated based on:

***Formula**

Total days elapsed = % (x) Total cost of study = Balance owed Total days in the term

This formula does not apply to general fees. Fifty percent (50%) of the general fees will be reimbursed to any student who processes total withdrawal within this period (60% of the term academic). After this period, the student will not be reimbursed for general fees.

` All institutional breaks free of five (5) business days or more will be deducted from the computation of the Total days in the academic term.

If the student received financial assistance from federal, state and/ or institutional programs credited to the student's account that is not used will be reimbursed to the program of origin or the student if he has paid his tuition cost.

The amount will depend on the date of the withdrawal.

1. **PARTIAL WITHDRAWALS (W):** Any student who files a partial withdrawal during the first week from the first day of each semester and during the first two (2) days of summer term classes, 75% of the cost of the course will be reimbursed. This does not apply to general fees. After this period, the student will be charged 100% of the cost of the course.
2. **WITHDRAWAL FOR NO ASSISTANCE (WN):** any student who does not attend the enrolled courses, the professor will identify him/ her with N/A in the record of Census Taking and will inform the Registration Office to make the corresponding process of administrative withdrawal for no assistance. The student will be required to reimburses even-five percent (75%) of the cost of the course and fees and the student will be responsible for twenty-five percent (25%) of the cost of the course and dues. This type of withdrawal is not covered by Title IV financial aid.
3. **MIDPOINT:** all (a) students who at the end of the semester obtain an administrative withdrawal (WA) in their grades due to consecutive absences without justification, abandonment of course, for academic deficiency, discipline problems, among other reasons, a 50% of the cost will be adjusted to the scholarship or financial aid. The student will be responsible for any balance after applying 50% of the scholarship or financial aid. If during the semester the student has received a scholarship or financial aid reimbursement, an account will be registered to charge for the refund.

Admission and readmission fees, cost of materials, equipment and books are not part of the enrollment agreement and, therefore, are exempt from adjustments to this policy.

The Professional University Dr. Carlos J. Borrero Ríos will use the last day of attendance to determine the days completed in the term. In case of voluntary and administrative, the institution will consider the date on which it is notified as the last day of assistance.
For administrative dismissals (WA), the last day of attendance will be the last one registered academic activity for the purpose of reimbursement. If the last academic activity day cannot be determined, the institution will use the midpoint of the academic term as last day of attendance.

Note: This policy is designed in accordance with the provisions that govern the programs

of Title IV assistance, and it may be modified by the institution according to the changes in the aid programs and/or low policies.

REGISTRATION CANCELLATION AND REFUND POLICY

Total Cancellation: All money paid for tuition and fees, except for the admission fee, will be refunded if the student decides not to study and officially cancels his or her enrollment before the first day of class.

Partial Cancellation: All money paid for tuition and fees, except for the admission fee, will be refunded for partial cancellations processed before the start of classes.

Once classes have begun: UPDCJB will refund the tuition fee as set forth below:

a. During the first week of classes, 75% of the total tuition fee will be reimbursed.

b. During the second week of classes, 50% of the total tuition fee will be reimbursed.

c. During the third week of classes, 25% of the total tuition fee will be refunded.

d. During and after the fourth week of classes no money will be refunded.

The cancellation and refund policy for summer sections is as follows:

1. Withdrawal before the first day of classes:

   a. A full refund will be processed except for any applicable registration fee.

2. NO refunds will be processed after classes have begun.

COURSE NUMBERING SYSTEM

Each course is identified with a code that includes letters and four digits. In master level courses, the first letters identify in English the discipline the course represents. If the discipline consists of two words, then it includes the first two letters of each word.

DNAP –Nurse Anesthesia Practice

ANES – Science in Anesthesia

NURS - Science in Nursing

IANES -Investigation in Anesthesia

First number of course code:

Technical or associate degree course = 2

Undergraduate course = 3

Master level course = 5 or 6

Doctoral degree course = 7

Second number of course code:

This number identifies the number of terms assigned for the course:

1 for first semester course

2 for second semester course

3 for third semester course

4 for fourth semester course

5 for fifth semester course

6 for sixth semester course

7 for seventh semester course

8 for eighth semester course

Semester course 0 for summer course

Third number of course code:

Identifies the course category assigned by the institution:

0 for natural sciences

1 for advanced practice course

2 for theoretical courses

3 for seminars

4 for clinical practice

5 for research course

Fourth number of course code:

Identifies if there is a sequence of courses, it uses 1, 2, 3, 4, depending on the number of courses on each category.

Courses by Category

(0) Natural Sciences:

ANES 5101 – Human Anatomy for Nurse Anesthetists

ANES 5102 – Integrated Human Physiology

ANES 5203 – Chemistry and Physics of Anesthesia

(1) Three P of the advanced practice in nursing: Pathophysiology, Physical Assessment, Pharmacology

ANES 5111 – Advanced Pathophysiology for Anesthetists

ANES 5112 – Advanced Physical Exam

ANES 5213 – Advanced Pharmacology of Anesthetics Drugs

(1) Theoretical Courses of Concentration

ANES 5221- Basic Principles of Anesthesia Practice

ANES 5022 – Advanced Principles of Anesthesia Practice

ANES 5023 – Introduction to Clinical Anesthesia

ANES 5324 – Professional Aspects of the Nurse Anesthetist

(2) Seminars

ANES 5231 - Seminar I

ANES 5032 – Anesthesia Seminar II

ANES 5333 –Anesthesia Seminar III

ANES 5434 – Anesthesia Seminar IV

(3) Clinical Practice

ANES 5341 – Anesthesia Clinical Practice I

ANES 5442 – Anesthesia Clinical Practice II

ANES 5043 – Anesthesia Clinical Practice III

(4) Research Courses (I, for Investigation/Research)

IANES 5351 – Evidenced-Based Research for Nurse Anesthetists I

IANES 5452 – Evidenced-Based Research for Nurse Anesthetists II

INSTITUTIONAL STUDENT LEARNING OUTCOMES

SLO	DEFINITION
Communication skills	The skill to communicate proficiently, whether through speech or writing, to convey thoughts clearly, logically, and precisely.
Research and Evidence-based Practice	Proficiency in the techniques required to systematically design and conduct an objective and critical analysis, whether qualitative, quantitative, or a combination of both, for exploring scientific inquiries or societal matters. Additionally, the ability to apply research findings in decision-making.
Critical Thinking and Problem Solving	Cognitive ability enabling students to examine and construe the subject of study using comprehensive assessments or constructive

SLO	DEFINITION
	evaluations, facilitating the thorough exploration of diverse viewpoints in a rigorous manner, ultimately leading to the formulation of personal criteria.
Information Literacy and Technological Skills	Acquisition and mastery of competencies related to effectively identifying, evaluating, and utilizing information, as well as proficiently navigating and leveraging various technological tools and resources to enhance learning, problem-solving, and communication abilities.
Professional Role	Development of aptitudes, knowledge, and behaviors that equip students with the capacity to excel in a specific field or occupation. This encompasses the acquisition of relevant expertise, ethical understanding, effective communication, problem-solving abilities, and the cultivation of a strong work ethic, all of which collectively prepare students to succeed and contribute meaningfully within their chosen professional domain.
Human Sensitivity and Ethics	Cultivation of a heightened awareness and understanding of diverse human perspectives, values, and cultures, along with the integration of ethical principles and considerations into decision-making processes. This includes the development of empathy, respect, and social responsibility, enabling students to navigate complex ethical dilemmas, engage in respectful interactions, and make thoughtful choices that positively impact individuals and communities while upholding moral integrity.
Relationships	Acquisition of skills and insights that enable individuals to establish, nurture, and navigate various interpersonal connections effectively. This includes developing effective communication strategies, practicing active listening, fostering empathy, and demonstrating the ability to collaborate and cooperate with others. Additionally, this outcome emphasizes the cultivation of conflict resolution skills, the promotion of inclusivity and diversity, and the fostering of positive and constructive relationships in personal, academic, and professional contexts.

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (SLOs) FOR NURSING PROGRAMS

The End-of-Program Student Learning Outcomes (SLOs) are based on the Quality and Safety Education for Nurses (QSEN, 2012), American Association of Nurse Anesthetists Standards for Nurse Anesthesia Practice (AANA, 2019), Standards of Professional Performance for Progressive and Critical Care Nursing Practice (AACN, 2019) and the Standards of Practice of the Puerto Rico College of Nursing Professionals (CPEPR, 2018):

1. **Patient safety** - The student will demonstrate:
    a. Safe, effective and quality patient care through adequate protective measures, using universal standard precautions before, during and after a procedure.
2. **Clinical management** - The student will demonstrate:
    a. Competencies and skills when performing the comprehensive history, physical assessment of the patient and in the provision of care.
3. **Critical thinking, problem solving and research evidence** – The student will demonstrate:
    a. Knowledge to make decisions and solve problems during the evaluation of the patient, the administration of medications and the use of the equipment, considering the best evidence provided by nursing research.
    b. Critical, analytical and constructive thinking to the various situations that occur in the civic life of their country and humanity.
4. **Communication skills** - The student will:
    a. Communicate effectively with the people involved in the care, including the patient and family.
    b. Demonstrate appropriate verbal, non-verbal and written communication in the provision of care.
5. **Cultural competence** - The student will:
    a. Continually demonstrate cultural competence in caring for patients of all ages and physical conditions, family and peers.
6. **Evidence-Based Practice and Scientific Investigation** - The student will:
    a. Critically analyze current and best practice evidence in nursing research.
    b. Develop an investigative mentality that must be systematic and organized.
    c. Carry out a methodical study approval of a hypothesis, which sets variable in advanced experimental processes.

d. Demonstrate professional practice based on up-to-date knowledge, theories, and skills through continuing education.

7. **Ethical and legal aspects** - The student will:
   a. Apply ethical and legal concepts such as commitment, legal liability, professionalism and citizenship, in the practice nursing for a variety of populations.
8. **Relationships** - The student will:
   a. Apply knowledge of science, humanities and nursing to promote health, prevent disease and collaborate with the interprofessional team to provide health care to individuals, groups, families and population.

ASSOCIATES DEGREE PROGRAM DESCRIPTION

Associate degree In Audio Engineering Description

Program Description

A. Mission, Vision and Goal

1. Mission of the Program

The Audio Engineering program mission is to form highly skilled professionals in the design, production, recording, and mixing of audio, using state-of-the-art technology and creative tools. The program focuses on providing comprehensive education that includes both technical and scientific knowledge, as well as the necessary interpersonal, ethical, and business skills for our graduates to be leaders in the music and entertainment industry, successfully facing the challenges and demands of the profession.

2. Vision of the Program

To be a leading program in the education of highly skilled audio engineers who are committed to technological innovation and creativity in the audio production industry. We aim to stay at the forefront of technological advancements and market trends, preparing our students to successfully navigate an industry that is constantly evolving. Our commitment is to provide an education that allows our graduates to apply their skills and knowledge in different areas of audio production, such as music, television, film, video games, and advertising.

3. Goal

This course is designed to train students in the art of audio recording. It will provide

students with a comprehensive understanding of all areas encompassed in this discipline. Students will be exposed to sound theory, operation of Digital Audio Workstations (DAW), music theory, recording techniques, live sound, mixing and post-production, as well as. entrepreneurship and ethics. All of this will be taught through lectures and labs with an emphasis on giving students a real-world experience of the working environment in this profession.

4. **Program Objectives**

   a. Prepare recording engineers with the knowledge, skills, and attitudes required to provide services according to the profession.
   b. Provide learning opportunities that promote the development of the skills and abilities required by the profession.
   c. Develop professionals capable of responding to the needs of diverse populations and adapting to rapid social and technological changes.
   d. Develop recording engineers trained to integrate and stand out in the local and international sound industry.

COMPETENCES OF THE ASSOCIATE DEGREE IN AUDIO ENGINEERING

After completing the associate degree, the graduate will evidence the following profile:

Knowledge:

1. You will learn the theoretical and practical concepts of the behavior of the sound wave and its components.
2. You will recognize the various types of microphones and speakers and how they convert electrical energy to acoustic energy.
3. Understand and master concepts related to the sound industry.
4. Get to know the components that make up a recording studio for the conceptualization of sound production.

Skills:

1. Use basic DAW editing, mixing, and recording on a variety of musical and non- musical projects.

2. Recognize the inherent merits of various musical genres.
3. Use influences from various musical genres in the creation of their compositions.
4. Record, play, edit, and manipulate audio files in a non-destructive format.

Attitudes:

1. Perform in the industry in a responsible, ethical, and safe manner.
2. Maintain ethical integrity in any professional setting.
3. Develop skills and appropriate behavior to undertake in any scenario.

CURRICULAR SEQUENCE OF THE ASSOCIATE DEGREE IN AUDIO ENGINEERING

Code	Course Title	Credits
SEMESTER I (AUG-DEC)		
AUDIO 2121	Audio Theory	3
AUDIO 2221	Music Theory Fundamentals	3
MUSI 2120	Musica Appreciation	2
ESPA 3161	Basic Spanish I	3
INGL 3161	Basic English I	3
	Total:	**14**
SEMESTER II (JAN-MAY)		
AUDIO 2211	Digital Audio Workstations (DAWs)	3
AUDIO 2220	Acoustics and Psychoacoustics	3
AUDIO 2120	Introduction to the Music Industry	3
ESPA 3162	Basic Spanish II	3
INGL 3162	Basic English II	3
	Total:	**15**
SEMESTER III - SUMMER (8 WEEKS)		
AUDIO 2310	Audio Electronics	3
AUDIO 2321	Fundamentals of Mixing	4
AUDIO 2340	Live Sound Systems	3
AUDIO 2341	Recording Techniques	4
	Total:	**14**
SEMESTER IV (AUG-DEC)		
AUDIO 2420	Audio Business Development	3
AUDIO 2421	Audio Post-Production	3
AUDIO 2422	Advanced Mixing	4
AUDIO 2442	Advanced Recording Techniques	4
	Total:	**14**

ASSOCIATE DEGREE IN FILMAKING AND VIDEO PRODUCTION

Program Description

A. Mission, Vision and Goal

1. Mission of the Program

This video production educational program's mission is to train students to acquire the technical and creative skills necessary for high-quality video production. The program will provide students with an in-depth, hands-on understanding of the basics of video production, from planning and scripting to post-production and distribution.

In addition, the program will encourage the development of interpersonal skills, such as effective communication and team collaboration, as these are essential elements for success in video production. Ultimately, the mission is to prepare students for a successful career in the video industry and provide them with the skills and knowledge to create high-quality, innovative video content.

2. Vision of the Program

To be a leading program in the education of highly skilled audio engineers who are committed to technological innovation and creativity in the audio production industry. We aim to stay at the forefront of technological advancements and market trends, preparing our students to successfully navigate an industry that is constantly evolving. Our commitment is to provide an education that allows our graduates to apply their skills and knowledge in different areas of audio production, such as music, television, film, video games, and advertising.

3. Goal

The program's goal is to prepare future professionals in the world of visual production to elaborate, create and develop visual and general proposals for multimedia and all existing digital platforms.

4. Program Objectives

The video professional in this program will have the preparation required to produce, record, direct, design, narrate, script, score, edit, animate, create content, and create marketing and promotional video experiences, among other additional skills required

in this world, digital and connected by technology and social networks.

COMPETENCES OF THE ASSOCIATE DEGREE IN FILMMAKING AND VIDEO PRODUCTION

After completing the associate degree, the graduate will evidence the following profile:

Knowledge:

1. Understand the fundamentals of video production: planning, pre-production, post-production, and distribution.
2. Learn techniques for handling equipment and video production software.
3. Design and produce visually attractive and create value content for your audience.

Skills:

1. Develop visual proposals for multimedia and digital platforms.
2. Ability to produce, record, and direct videos for the digital world.
3. Develop the skills and knowledge to design, script, and set music for a musical project.

Attitudes:

1. Work in the industry ethically and responsibly.
2. Learn to work as a team and collaborate with other industry professionals.
3. Develop skills and appropriate behavior to undertake in any scenario.

CURRICULAR SEQUENCE OF THE ASSOCIATE DEGREE IN FILMAKING AND VIDEO PRODUCTION

15 CRÉDITOS	EDUCACION GENERAL
	Primer Semestre Agosto – Diciembre
3	INGL 3161 English I
3	Film 2120 Apreciación de Estilos Visuales: Introducción a la Producción de Videos
3	PHIL2120 Ética
3	ESPA 3161 Español I
3	Film 2121 Introducción a la Post Producción / Edición I
15	**Sub-total**

CRÉDITOS	EDUCACIÓN PROFESIONAL
	Segundo Semestre Enero - Mayo
3	FILM 2242 Edición II
3	FILM 2220 Comunicación al Producir: Todo comunica
3	Film 2221 Filmación de Videos I: Introducción a Técnicas y Cámaras
3	Film 2222 Cinematografía Digital: Fotografía Digital
3	Film 2223 Creatividad en la Producción de Videos
	Tercer Semestre Agosto - Diciembre
3	Film 2206 Filmación de Videos II: Técnicas de Iluminación y Gripería
3	Film 2207 Guionización y Realización de Escritos: Cómo escribir para Videos
3	Film 2208 Filmación de Videos II: Técnicas Avanzadas
3	Film 2209 Proyección, Narración y Técnicas de Locución para Videos
3	Film 2210 Creación de Contenido para Videos: Targeting
	Cuarto Semestre Enero a Mayo
3	Film 2420 Dirección de Videos
3	Film 2421 Producción de Videos: Producción, Presupuesto, Marketing, Promoción y Empresarismo
3	Film 2304 Filmación de Videos III: Producción General Final de Video
39	**Sub Total**
54	**Total**

ONLINE BACHELOR'S DEGREE PROGRAM DESCRIPTION

BACHELOR'S DEGREE OF SCIENCES IN NURSING

Program Description

A. Philosophy, Mission, Goals and Objectives

1. Philosophy

The Undergraduate Program in Sciences in Nursing is organized in harmony with the philosophy of PUDCJBR. In addition to meeting the objectives of the institution, the Bachelor Program of Sciences in Nursing promotes the effective development of knowledge and skills in nursing, which allow the care of patients.

2. Mission of the Program

The mission of the Baccalaureate of Sciences in Nursing is to prepare a nurse with a solid training with the knowledge and skills that are necessary for the proper management of patients and for the performance of various roles with a high sense of responsibility, commitment, humanism, and dynamism within health care institutions. The program will train graduates to offer excellent health care, with full mastery of the different types of patients and the various scenarios where they can perform.

3. Program Goals

a. Develop competencies that enable the nursing professional to make significant contributions independently and collaboratively in the provision of health services and in nursing practice.

b. Value the body of knowledge of the theories and models as a basis for contributing to the practice of the nursing discipline.

c. Develop research competence and use of findings in clinical practice.

d. Demonstrate leadership skills to initiate and carry out changes in the nursing field within health care systems.

e. Possess professional-ethical attitudes, communication skills, leadership, critical thinking and use of technology that facilitate intervention with the person, the family and the community.

4. Program Objectives

a. Offer courses leading to obtaining a Bachelor of Science in Nursing to be validated by the Puerto Rico Nurses and Nurses Examining Board as a nurse.
b. Provide ample learning opportunities that promote the development of competencies for nursing practice.
c. Offer clinical practice in critical care and university settings to integrate the teaching- learning process.
d. Develop competencies to conduct nursing research and interpret and use research findings.
e. Train in the use of technology used in managing the health care of patients.
f. Develop a specialist with ethical, legal and moral values to provide a humanistic service and to assume responsibility for his/her development and that of the nursing profession.

COMPETENCES OF THE BACHELOR'S DEGREE OF SCIENCES IN NURSING

After completing the bachelor's degree, the graduate will evidence the following profile:

Knowledge:

1. Demonstrate competence and critical judgment in providing nursing care to sick patients.
2. Will know the theoretical concepts and the principles of caring for patients belonging to different populations.
3. Demonstrate knowledge of clinical practice supported by the best evidence and experience.

Skills:

1. Demonstrate leadership, consultancy, collaboration, and advocacy skills to promote health and healthcare at the individual, family, group, community, and organizational levels.
2. Demonstrate skills in care management and effective communication with the interdisciplinary team.
3. Will use information and communication technologies in the provision of service, care and documentation offered to customers.
4. Use the findings of research and evidence-based practice in providing health care.

5. Will develop critical thinking skills when solving problems that arise in carrying out the nursing responsibilities.
6. Will use the nursing process as an instrument in advanced care practice.
7. Perform nursing roles through the integration of theory, research, and practice.

Attitudes:

1. Demonstrate responsibility and ethical-legal commitment in humanistic care responding to the changing needs of society and health care patterns and cultural sensitivity.
2. Will contribute to the solution of local and national health problems that have implications for nursing practice.
3. Will argue about the importance of staying current in your profession.
4. Recognize the importance of actively participating as a member of professional organizations.

CURRICULAR SEQUENCE OF THE ONLINE BACHELOR'S DEGREE OF SCIENCE IN NURSING

Primer Año Semestre I: agosto a diciembre			
Código	**Curso**	**Créditos**	**Pre-requisitos**
ESPA 3161	Español I	3	
INGL 3161	Inglés I	3	
BIOL 3101	Anatomía y Fisiología Humana	3	
BIOL 3102	Lab. Anatomía y Fisiología Humana	0	
CISO 3161	Ciencias Sociales	3	
NURS 3120	Introducción a la Práctica de Enfermería	3	
	Total	**15**	

Primer Año Semestre II: enero a mayo			
Código	**Curso**	**Créditos**	**Pre-requisitos**
MATE 3161	Matemática básica	3	
ESPA 3262	Español II	3	ESPA 3161
INGL 3262	Inglés II	3	INGL 3161
BIOL 3103	Anatomía y Fisiología II	3	BIOL 3101, BIOL 3102
BIOL 3104	Lab. Anatomía y Fisiología II	0	BIOL 3101, BIOL 3102
NURS 3121	Fundamentos de Informática y Tecnología en Enfermería	3	
	Total	**15**	

Primer Año Verano			
Código	**Curso**	**Créditos**	**Pre-requisitos**
QUIM 3001	Química General	3	Mate 3161
QUIM 3002	Lab. Química	0	Mate 3161
HUMA 3161	Humanidades	3	HUMA 3161
BIOL 3303	Bioestadística	3	
	Total	**9**	

Segundo Año Semestre I: agosto a diciembre			
Código	**Curso**	**Créditos**	**Pre-requisitos**
BIOL 3301	Microbiología	3	
BIOL 3302	Lab. Microbiología	0	
PSIC 3301	Principios de Psicología	3	CISO 3161
NURS 3321	Fundamentos de Enfermería	3	NURS 3320
NURS 3341	Práctica Clínica Fundamentos de Enfermería	3	NURS 3120, NURS 3321
NURS 3023	Conceptos de Nutrición aplicados al cuidado de enfermería	3	NURS 3320
	Total	**15**	

Segundo Año Semestre II: enero a mayo			
Código	**Curso**	**Créditos**	**Pre-requisitos**
NURS 3021	Farmacología y Dosificación	3	BIOL 3101, BIOL 3102, BIOL 3103, BIOL 3104
NURS 3322	Implicaciones espirituales, transculturales y aspectos éticos legales de la profesión de enfermería	3	
NURS 3421	Proceso de Enfermería en el Cuidado de la Enfermería en la Salud Mental y Psiquiatría	3	NURS 3321, NURS 3341, NURS 3120, PSIC 3301
NURS 3441	Práctica Clínica del Proceso de Enfermería en el Cuidado de la Enfermería en la Salud Mental y Psiquiatría	3	NURS 3321, NURS 3341, NURS 3120, PSIC 3301
	Total	**12**	

Segundo Año Verano			
Código	**Curso**	**Créditos**	**Pre-requisitos**
NURS 3422	Cuidado de enfermería centrado en el Adulto y Viejo I con Condiciones Médico Quirúrgico	3	NURS 3120, NURS 3121, NURS 3021
NURS 3442	Práctica Clínica del Cuidado de enfermería centrado en el Adulto y Viejo I con Condiciones Médico Quirúrgico	3	NURS 3120, NURS 3021
NURS 3424	Patofisiología	3	
	Total	**9**	

Tercer Año Semestre I: agosto a diciembre			
Código	**Curso**	**Créditos**	**Pre-requisitos**
NURS 3024	Proceso de Enfermería en el Cuidado del Adulto y Viejo II con condiciones Médico quirúrgicas	3	NURS 3120, NURS 3021, NURS 3023 NURS 3321, NURS 3421, NURS 3422
NURS 3041	Práctica Clínica en Proceso de Enfermería en el Cuidado del Adulto y Viejo II con condiciones Médico Quirúrgicas	3	NURS 3120, NURS 3021, NURS 3321, NURS 3341, NURS 3422, NURS 3442
Electiva	*(Manejo de enfermería en el control de infecciones para la prevención de enfermedades contagiosas)*	3	
Electiva	*Introducción al Cuidado Critico*	3	
	Total	**12**	

Tercer Año Semestre II: enero a mayo			
Código	**Curso**	**Créditos**	**Pre-requisitos**
NURS 3521	Proceso de Enfermería en el Cuidado Materno Infantil	3	NURS 3120, NURS 3121, NURS 3421, NURS 3441
NURS 3541	Práctica Clínica del Proceso de Enfermería en Materno Infantil	2	NURS 3120, NURS 3121, NURS 3421, NURS 3441
NURS 3522	Proceso de Enfermería en el Cuidado del Niño y el Adolescente	3	NURS 3120, NURS 3121, NURS 3421, NURS 3441
NURS 3542	Práctica Clínica Proceso de Enfermería en el Cuidado del Niño y el Adolescente	2	NURS 3120, NURS 3121, NURS 3421, NURS 3441
Electiva	*Introducción a la Salud Pública y Enfermería Comunitaria*	3	
	Total	**13**	

Tercer Año Verano			
NURS 3423	Historial y Estimado de Salud	3	BIOL 3101, BIOL 3102, BIOL 3103, BIOL 3104
NURS 3551	Introducción al Proceso de Investigación en Enfermería para la Práctica Basada en Evidencia	3	NURS 3120, MATE 3161, NURS 3321, NURS 3341
	Total	6	

Cuarto Año Semestre I: agosto a diciembre			
Código	**Curso**	**Créditos**	**Pre-requisitos**
NURS 3601	Proceso de Enfermería en el Cuidado centrado en la Familia y la Comunidad	3	NURS, 3121, NURS 3021, NURS 3321, NURS 3321, NUS 3421, NURS 3422, NURS 3021, NURS 3521, NURS 3522
NURS 3641	Práctica Clínica del Proceso de Enfermería en el Cuidado centrado en la Familia y la Comunidad	2	NURS 3321, NURS 3021, NURS 3341, NURS 3441, NURS 3442, NURS 3441, NURS 3541, NURS 3042

NURS 3621	Liderazgo y administración de los servicios de enfermería	3	NURS, 3121, NURS 3021, NURS 3321, NURS 3321, NUS 3421, NURS 3422, NURS 3021, NURS 3521, NURS 3522
NURS 3642	Práctica Clínica - Liderazgo y administración de los servicios de enfermería	4	NURS 3321, NURS 3021, NURS 3341, NURS 3441, NURS 3442, NURS 3441, NURS 3541, NURS 3042
NURS 3631	Seminario a la Transición a la Profesión de Enfermería	3	NURS, 3121, NURS 3021, NURS 3321, NURS 3321, NUS 3421, NURS 3422, NURS 3021, NURS 3521, NURS 3522
	Total	15	

Electivas		
Código	Curso	Créditos
NURS 3523	Introducción al Cuidado Crítico	3
NURS 3524	Introducción a la Salud Pública y Enfermería Comunitaria	3
NURS 3525	Manejo de enfermería en el Control de Infecciones para la Prevención de Enfermedades Contagiosas	3

Distribución de Créditos	
Educación General	24
Cursos Relacionados	15
Cursos de Enfermería	73
Electivas	9
Total	121

Realizado 2/2020
Rev. 3/2020
Rev. 5/2020
Rev. 2/2021
Rev. 3/2021

COURSE DESCRIPTIONS OF THE ONLINE BACHELOR'S DEGREE OF SCIENCES IN NURSING

ESPA 3161 Basic Spanish I

The course is aimed at developing skills and knowledge related to the Spanish language. The course consists of writing exercises, as well as reading and analysis of narrative literary genres (the short story and the novel) in Spanish, Latin American and Puerto Rican literature. It focuses on developing a critical stance towards reading and creativity, always considering grammar and style rules.

INGL 3161 Basic English I

The course is designed for students that need to further develop their command of the language by strengthening the basic grammatical concepts in the context of practical, oral, and written situations. Integrated reading selections are used to strengthen grammar and vocabulary.

BIOL 3101 Human Anatomy and Physiology

This course provides the student with the study of the structure and function of the cell, the four basic tissues, and the human skeletal, muscular, and nervous systems.

CISO 3161 Social Sciences

This course is geared toward an understanding of the social sciences that have shaped the world we live in. It introduces the student to the analysis of the basic problems of contemporary society such as the incorporation of the individual into society and the social, political and economic problems. Puerto Rico is placed within this process.

NURS 3120 Introduction to Nurse Practice

This course introduces the student to the practice of the nursing profession. It offers a trajectory from the historical and contemporary perspective of the practice, roles and functions of the nursing professional and an introduction to concepts and theories of the discipline to direct care. On the other hand, general concepts of the laws that regulate and affect practice are introduced, as well as ethical-moral aspects and their implications when offering patient care. In addition, the factors that affect health reform, community health, and health care delivery systems are discussed.

MATE 3161 Basic Math

The course is focused on working with elementary algebra, factoring, algebraic fractions, exponents and radicals, complex numbers, equations, and inequalities.

ESPA 3262 Basic Spanish II

This course is the second part of ESPA 3161. The course is aimed at developing skills and knowledge related to the Spanish language in an academic context. The course consists of analysis of the literary genres of essay, theater and poetry in Spanish, Latin American and Puerto Rican literature. It focuses on the study of literary creation, grammatical aspects, and research.

INGL3262 Basic English II

This course is the second part of INGL 3101. It is an intensive course in the fundamentals of the grammatical structures of English. Emphasis is on oral and written skills, reading for comprehension, and vocabulary building.

BIOL 3103 Human Anatomy and Physiology II

The course continues the study of the fundamental principles of the anatomy and physiology of the human body. The interrelation of all systems in the coordination of the functioning of the human body is emphasized. The cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems are studied. Some common pathologies associated with the systems of the human body are also studied.

BIOL 3104 Human Anatomy and Physiology Laboratory II

This laboratory course is offered concurrently with the Anatomy and Physiology II course where complementary and supplementary laboratory practices are offered in which the student is provided with anatomical models and simple experiments. Basic concepts and laboratory techniques related to the cardiovascular, respiratory, digestive, urinary, endocrine, reproductive, and lymphatic systems are studied.

NURS 3121 Fundamentals of Informatics and Technology in Nursing

This course offers basic concepts and skills on the use of computers and information systems management for effective and safer management. It exposes the student to explore competencies in the use of the computer, management of technology and the management of electronic

information. It will make it easier for you to obtain and manipulate data and information to support decision-making related to the care and improvement of patient outcomes by developing a safe and quality practice in the various health services. Ethical, regulatory, and legal aspects related to the handling of confidential information are discussed.

QUIM 3001 General Chemistry I

Study of the fundamentals of Chemistry, with an emphasis on matter and its physical and chemical properties, measurements, atoms, molecules and ions, stoichiometry, reactions, gases, thermochemistry, periodic table, quantum theory, atomic structure, bonds, molecular geometry and hybridization.

QUIM 3002 General Chemistry Laboratory I

This laboratory will complement the QUIM 3001 course. It includes safety techniques in the laboratory, experiments on physical and chemical properties of matter, mass and solution stoichiometry, thermochemistry, periodic table, chemical bonds, molecular geometry and gases.

HUMA 3161 Humanities

The course is aimed at the study of Western culture, especially the cultural contributions of Greece. Epic, tragedy, art and philosophy will be analyzed, identifying important works.

BIOL 3303 Biostatistics

The course focuses on the study of techniques used as applied in biological research. Descriptive and inferential statistics for variant samples and pooled data.

BIOL 3301 Microbiology

The course offers the study of microorganisms and their activities, with an emphasis on bacteria. It includes evolution, classification and identification, reproduction, morphology, physiology, ecology, biochemistry, genetics, and control. Applied aspects such as food, soil, water microbiology and the basic principles of immunology are included.

BIOL 3302 Microbiology Laboratory

The laboratory focuses on the study of morphology, physiology, taxonomy, ecology, and control of the most common microorganisms with an emphasis on cultivation techniques.

PSIC 3301 Principles of Psychology

In this course the basic principles of psychology are discussed taking into consideration the development and evolution of the field of study, research, and the biological bases of behavior. The basic psychological processes are presented, and the different theories of learning development, personality and human behavior are discussed. In addition, the different types of psychological disorders that human beings can present, and their treatment are described.

PSIC 3321 Fundamentals of Nursing

This course is designed to prepare the student with the terminology, knowledge, attitudes, values and competencies required to offer professional nursing care, ensuring the quality, safety and effectiveness of the care of the culturally diverse patient or client. Emphasizes the use of effective

communication techniques and technology as an integral part between the nurse-patient relationship and the interprofessional team. In addition, it provides strategies for the development of critical thinking and health promotion through evidence-based practice.

NURS 3341 Fundamentals of Nursing Clinical Practice

This course is designed to prepare the student with the knowledge, skills, and attitudes necessary to ensure quality and safety care centered on the patient and their family, in various structured and unstructured settings. It begins the phases that describe nursing practice as a guide to direct the holistic care of culturally diverse individuals. Emphasizes the use of effective communication techniques as an integral part between nursing, patient and interprofessional team relationship. In addition, it provides strategies for the development of critical thinking and health promotion through evidence-based clinical practice. It allows the student to join as a member of the interdisciplinary team applying general knowledge about science, culture, and society to discern and solve problems related to the health care of the individual, family, communities, groups or populations in structured and unstructured environments.

NURS 3023 Nutritional Concepts Applied to the Nursing Care

In this course basic concepts of nutrition are discussed as an integral part of nursing care. The student is introduced to the role of nutritional counselor as part of her collaboration within the interdisciplinary patient care team. The necessary tools are offered to assess nutritional needs, identify risks, and modify behavior patterns of the patient and their family for health promotion and disease prevention. Adequate nutrition is particularly vital in all aspects of health care including individual growth and development, health promotion and disease prevention, as well as the management of acute and chronic diseases. The nutritional status of a patient often affects the patient's outcomes during illness and recovery.

NURS 3021 Pharmacology and dosage

This course discusses the basic concepts of pharmacology that facilitate the student to apply principles of pharmacokinetics, pharmacodynamics and pharmacotherapy in the administration of drugs in clinical practice. It incorporates the nursing process in the administration of medications. Emphasizes drugs that affect the functioning of body systems. Integrates the concepts and skills in the calculation and dosage of drugs.

NURS 3322 Implications of spiritual, transcultural, and ethical-legal aspects of the nursing profession

This course emphasizes the professional competencies of the caregiver's role in providing holistic patient care. Integrates the spiritual aspect, respecting the values, beliefs, religious practices, traditions and culture of individuals, families, and the community.

Cross-cultural concepts, phenomena and cultural behaviors that affect health care are discussed through cultural estimation. It examines the different racial and ethnic groups commonly present in the United States and the important aspects to consider for culturally congruent, competent, and sensitive nursing care. Provides basic information on various ethical and legal aspects that affect nursing practice. Dilemmas or ethical decisions are discussed in interaction with the client. Emphasis is placed on effective communication techniques in dealing with clients from different cultures.

NURS 3421 Nursing process in the nursing care in mental health and psychiatry This course provides exploring various trends, theories, and the most common mental health conditions and problems associated with them. Applies the nursing process in comprehensive care to individuals with real or potential mental health problems or with psychiatric disorders, to promote and promote health, safety and evaluate the results in various settings. Emphasizes the use of evidence-based practice and current therapeutic modalities used in psychiatry. It considers the cultural diversity and the use of the nomenclature according to the contents of the DSM-5, to direct the estimation, diagnosis, and planning of nursing care. Promotes the use of effective and therapeutic communication techniques for efficient care.

NURS 3441 Clinical Practice of the nursing process in nursing care in mental health and psychiatry

This course provides various opportunities for clinical learning in various structured and unstructured settings such as those of the community such as rehabilitation centers, homes, hospitals, or others that allow the student to apply theoretical concepts learned in mental health care and psychiatry. Emphasizes cultural values and beliefs; the stage of growth and development; and patient and family education for safe and effective nursing care. The principles are discussed and the skills necessary to carry out therapeutic interventions in various settings are developed. Therapeutic communication techniques, use of technology, practice in evidence and research findings for the promotion of mental health, primary, secondary, and tertiary prevention are

highlighted.

NURS 3422 Nursing care of the adult and elderly with medical-surgical conditions I

This course prepares the student for the performance of their future role and responsibilities in providing nursing care in a complex health system. Physiological, pathophysiological, psychosocial, and spiritual concepts are emphasized, and their implications in the care of patients with common health problems and medical-surgical conditions. Concepts from other disciplines, such as nutrition, pharmacology, and gerontology are integrated to optimize patient outcomes.

Critical thinking and clinical decision-making skills are developed. The focus is to apply the nursing process in the management of patients with acute and chronic health conditions, considering cultural diversity, age, gender and lifestyles. The course includes clinical experience that allows the student to apply theoretical concepts to practice in diverse populations of adults and the elderly with medical-surgical conditions.

NURS 3442 Clinical Practice in nursing care of the adult and elderly with medical- surgical conditions I

This course provides clinical learning opportunities that prepare the student for the practice of the profession in diverse structured, unstructured health care settings of diverse complexity and dynamics. Develops the skills and competencies required to handle current or potential health problems that affect the individual, the family, and the community. It allows the student to relate and apply basic concepts previously learned in the nursing fundamentals course and patient care with medical-surgical conditions.

Emphasizes the role of caregiver to meet the needs of adults and the elderly with problems of pain, fluid balance, electrolytes and acid base, protection and oxygenation, taking into account cultural diversity, age, gender and styles of life. Communication strategies and information technologies are highlighted in interactions with the patient and the interprofessional team.

NURS 3424 Pathophysiology

This course discusses the basic concepts of the most common health problems, how they alter the structure and functioning of the human system and the mechanisms that the body uses in response to health disorders. Biology, genetics, and anatomy aspects that contribute to the development of a disease are integrated. Evidence-based practice and advances in technology are highlighted as tools for decision-making in patient care and disease prevention.

NURS 3024 Nursing care of the adult and elderly with medical-surgical conditions II

This course is the continuation of the Nursing Care in Adults and Elderly I course with medical-surgical conditions. It discusses the management of patients with common problems of the cardiovascular, hematological, nervous system, sensory, musculoskeletal, gastrointestinal, endocrine, renal / urinary and reproductive systems. The importance of critical thinking to make timely, appropriate clinical decisions and prioritize care is highlighted. The nursing process is integrated as a tool to direct patient- centered collaborative care according to the best evidence in current practice. The course includes clinical experience that allows the student to apply theoretical concepts to clinical practice in diverse adult and elderly populations.

NURS 3041 Clinical Practice in nursing care of the adult and elderly with medical- surgical conditions II

This course provides clinical learning opportunities that prepare the student for the practice of the profession in complex, dynamic, structured, and unstructured healthcare settings. Develops the skills necessary to manage current or potential health problems that affect the individual, the family, and the community. It allows the student to execute professional skills, apply previously learned basic concepts when providing care to patients with problems of the system: cardiovascular, nervous, sensory, musculoskeletal, gastrointestinal, endocrine, renal / urinary and reproductive; considering cultural diversity, age, gender and lifestyles, offering them a quality intervention and safe practice. Communication strategies, information technologies and research are highlighted in the interaction with the patient and the interprofessional team. It requires clinical practice.

NURS 3521 Nursing process in maternity and infant health

This course provides concepts and principles of holistic, empathic, and humanistic care for women, the newborn, and the family. Discusses the pathophysiological process of acute or chronic health conditions in various structured and unstructured settings.

Emphasizes nursing care based on evidenced practice and the use of critical thinking when incorporating the nursing process into maternal and childcare, women's health, and the newborn. It promotes the use of effective communication techniques for efficient care, collaboration with the interdisciplinary team and encourages safe practice considering cultural diversity.

NURS 3541 Clinical practice in the nursing process in maternity and infant health This course

offers the student clinical experience to apply the knowledge and theoretical concepts learned in maternal and childcare. It focuses on the application of the nursing process by prioritizing appropriate and holistic care for the mother who experiences complications during pregnancy, intrapartum and postpartum, including the high-risk newborn. Emphasizes cultural values and beliefs, age, and lifestyles for effective nursing care. The skills and competencies will be offered for the student to carry out common procedures in maternal and childcare in a variety of clinical settings and situations. Communication strategies, use of technology and research in interactions with the patient and the interprofessional team are highlighted.

NURS 3522 Nursing process in the childcare and adolescents

Examine concepts of childhood growth and development. Apply the nursing process related to the care of pediatric patients from infancy to adolescence with common health conditions. Fluid and electrolyte, immune, infectious, gastrointestinal, musculoskeletal, genitourinary, respiratory, cardiovascular, hematological, cancer, tissue integrity, endocrine or metabolic, neurological, psychosocial, intellectual, or developmental and sensory alterations are highlighted. It includes the care of the child in emergency situations, chronic conditions, critically ill or dying. Emphasizes the role of nursing in the promotion and maintenance of health with a family-centered approach. Encourage the use of communication techniques for effective care. It includes clinical experience as part of the learning opportunities that allows the student to apply theoretical concepts to practice.

NURS 3542 Clinical practice in the nursing process of childcare and adolescents

It facilitates clinical learning opportunities that allow the student to apply theoretical concepts learned in the care of infants, children, and adolescents. Emphasizes cultural values and beliefs; the stage of growth and development; and patient and family education for effective nursing care. The principles are discussed and the skills necessary to perform common procedures in the care of children in various settings are developed. Communication strategies, use of technology and research are highlighted when applying the nursing process in family-centered patient care.

NURS 3423 History and health estimate

This course offers methods, guidelines for the application, knowledge, skills, and competencies to be able to carry out the health history and physical examination of the systems, considering the growth and development stage of the culturally diverse client. Integrate basic concepts of human anatomy and physiology in the development of estimating skills. Encourage critical thinking when evaluating data for clinical decision making for effective health care. Requires demonstration and

practice in the skills lab to strengthen student learning and provide safe practice on the client.

NURS 3551 Introduction to the research process in nursing for the evidenced- based practice
Introduces the basic concepts of nursing research, practice in evidence, and legal ethical considerations. Aspects of the research process, quantitative and qualitative research designs and methods are discussed. Develops methodological skills to read, interpret and analyze and evaluate articles based on evidence, to improve practices in the nursing profession.

NURS 3601 Nursing process in the care centered in the family and community Discussion of concepts related to community nursing and public health. It explores the social and ecological determinants that affect the health of individuals, communities, and populations. It focuses on the use of evidence-based practice for the development of critical thinking skills and reasoning skills. It integrates the nursing and epidemiological process, as tools for the analysis and solution of problems. Emphasizes the promotion and maintenance of health to individuals, families, and groups in the community. It includes experience in various community settings as part of the learning opportunities that allow the student to apply theoretical concepts to practice.

NURS 3641 Clinical practice in the nursing process in the care centered in the family and community
It offers the application of the nursing process to provide nursing care and apply knowledge with individuals, families, and groups in various settings in the community. Integrates theoretical concepts of public health and epidemiology to the practice and improvement of health. Emphasizes cultural sensitivity and environment when planning nursing care. Demonstrates ability to identify, plan, direct, lead, educate and coordinate interventions and strategies to promote the health and well-being of the population.

NURS 3621 Leadership and administration in nursing services
The course provides the necessary tools to develop the role of administrator and coordinator of nursing care in a constantly changing health system. Discusses the concepts of organizational and leadership theories and structures including their implications in professional practice. Emphasis is placed on developing critical thinking skills, decision making, problem solving, and effective communication within the interprofessional team, as well as delegation and conflict resolution strategies. Resource management and quality improvement activities are highlighted.

NURS 3642 Clinical practice in leadership and administration in nursing services This course offers the student the opportunity to make the transition process of the student to the future work environment. The purpose of this course is to develop the role of leader and administrator by applying the knowledge, skills and attitudes acquired throughout their training career, to assume the function of the professional role and responsibilities in decision-making to various real situations in clinical practice.

Communication, teamwork, critical thinking, and professionalism are promoted to improve the quality of health care. It incorporates clinical skills, current trends in health care, evidence-based practice, and management and leadership methods to ensure that nursing practice is competent, safe, effective, efficient, equitable, timely, and patient- centered.

NURS 3631 Transition to the nursing profession seminar

This course prepares the future nursing professional by promoting analysis, responsibility, and presents the real work scenario that they will face. Various contents of the courses related to nursing occupation are discussed for maintaining health, social and physiological integrity in an effective and safe way. Nursing professionals use skills and knowledge in nursing and related sciences when offering their care to clients in different settings for the provision of health services. In PR and the US, to practice as a nursing professional, it is required to take a board exam that measures that candidate have the minimum competencies necessary to practice effectively and safely while practicing the profession.

BACHELOR OF SCIENCES IN INFORMATION SYSTEMS ENGINEERING (BS)

Mission:

The mission of the Bachelor of Science in Information Systems Engineering program is to equip students with comprehensive knowledge and practical skills in analysis, process improvement, management, administration and data use for decision making. Through a comprehensive curriculum that emphasizes the provision of solutions to organizations, we aim to equip students to excel in demand fields and meet the evolving needs of industry.

Goals:

- Equip students with advanced knowledge and skills in system design, development, and management of technology infrastructures.
- Develop in students the skills in artificial intelligence, machine learning, cybersecurity, and cloud computing to solve challenges.
- Prepare students with critical thinking and problem-solving abilities enabling students to assess and implement solutions in information systems.
- Prepare graduates in high demand fields like cloud computing, telecommunications, computing systems and network.
- Develop in our students an understanding of the importance of ethical, legal and professional standards in the field.

Objectives

Our graduates will:

1. Develop programming skills in databases and web applications to build information systems.

2. Master systems analysis and design methodologies to evaluate, design and maintain both hardware and software systems.

3. Acquire networking skills to design and manage while understanding data privacy and compliance.

4. Develop project management skills to provide solutions for systems optimization.

5. Design and manage cloud-based infrastructures and virtualization technologies.

6. Develop skills in AI and machine learning to integrate solutions in information systems and address challenges.

7. Apply cybersecurity strategies to protect systems and networks.

8. Apply theoretical knowledge in real scenarios.

9. Develop communication skills in both written and oral.

10. Demonstrate knowledge of historical and ethical implications of technology and information.

Learning Outcomes

Communication skills- effectively apply written, oral and interpersonal communication skills to effectively accomplish goals and objectives.

Critical thinking – synthesize and evaluate data to support decision-making when bringing services.

Problem solving demonstrates the ability to design, implement and evaluate technology solutions, programs, tools, or services after completing a thorough analysis.

Professional role – Demonstrate expertise in modern management techniques, information systems, legal and ethical principles in the execution of projects.

Graduate profile

Knowledge

1. Recognize the importance of the history and evolution of technology, its contribution and impact in the field of information systems.

2. Apply the concepts, processes and equipment related to electrical and digital circuits when working with the installation, development, design and proposal of solutions.

3. Apply security, programming, configuration, and flow control processes when designing and implementing computer networks.

4. Apply critical thinking and problem-solving skills.

5. Provide and develop storage, database, networking, information systems and computer solutions.

6. Demonstrate knowledge related to artificial intelligence and automation related to information systems.

7. Combine the appropriate use of equipment and materials related to design, maintenance and diagnostics to offer optimal solutions.

8. Demonstrate knowledge of ethical-legal aspects in the field of information systems.

9. Apply the concepts of the field of science when working in the different areas related to information systems.

Skills

1. Apply project management skills successfully and adapted to the needs of organizations.

2. Demonstrates oral and written communication skills.

3. Design algorithms, pseudo-codes and flowcharts to solve problems related to information systems.

4. Apply appropriate programming skills when developing programs, web applications, and databases.

5. Provide effective information systems solutions and analyze their operation to optimize them according to needs.

6. Assemble computers and apply repair and programming processes.

7. Create solutions to optimize operating systems and hardware.

8. Arranges preventive legal and regulatory processes to prevent cyberattacks.

9. Develop plans to mitigate or respond to incidents related to privacy and compliance in data handling.

10. Design, implement, and evaluate computer networks including protocols and applications.

11. Design efficient computer systems, improve existing ones, and make informed decisions related to resources.

12. Apply management and administrative techniques to monitor and optimize data and networks.

Attitudes

1. Adhere to ethical standards in telecommunications and network.

2. Appreciate the importance of laws and regulations related to cybersecurity.

3. Recognize the impact of technology on individuals and in our society.

4. Recognize the interaction between information systems and organizations.

BACHELOR OF SCIENCES IN INFORMATION SYSTEMS ENGINEERING

Curricular Sequence

Course Code	Course Name	Credits
Year I		
Semester I		
ESPA 3161	Spanish I	3
INGL 3161	English I	3
MATE 3161	Basic Math	3
COMP 3181	Introduction to Programming	4
FISI 3001	Basic Physics Co-Requisite Basic Physics I Lab.	3
FISI 3002	Basic Physics Lab. Co-Requisite Basic Physics I	0
Semester II		
ESPA 3262	Spanish II Pre-requisite Spanish I ESPA 3161	3
INGL 3262	English II Pre-requisite English I INGL 3161	3
MATE 3171	Pre-Calculus I Pre-requisite Basic Math MATE 3161	3
HUMA 3161	Humanities	3
FISI 3201	Basic Physics II Pre-requisite Basic Physics I, Co-Requisite Basic Physics II Lab.	3
FISI 3202	Basic Physics II Lab. Pre-requisite Basic Physics I Lab., Co-Requisite Basic Physics II	0
Summer		
MATE 3072	Pre-Calculus II Pre-requisite Pre-Calculus I	3
Year II		
Semester I		
COMP 3481	Circuits	3
HUMA 3262	Humanities II Pre-requisite HUMA 3161 Humanities I	3
COMP 3281	Object-Oriented Programming Pre-requisite Introduction to programming	4
MATE 3371	Discrete Math Pre-requisite: Pre-Calculus II	3
CISO 3161	Social Sciences	3

Semester II		
CISO 3262	Social Sciences II Pre-requisite Social Sciences I	3
COMP 3482	Circuits II Pre-requisite: Circuits	3
COMP 3581	Introduction to Computer Networks Pre-requisite: Circuits II	3
TECH 3181	History of Technology	2

ESPA 3511	Business Communication in Spanish Pre-requisite: Spanish II	3
Summer		
COMP 3381	Advanced Programming Pre-requisite Object-Oriented Programming	4
Year III		
Semester I		
COMP 3582	Computer Architecture and Operating Systems Pre-requisites: Circuits, Circuits II, Introduction to Programming	3
COMP 3983	Computer Assembly and Repair Pre-requisites: Circuits, Circuits II, Introduction to Computer Networks	2
COMP 3782	Network Protocols and Infrastructure Pre-requisite: Introduction to Computer Networks	3
COMP 3681	Systems Analysis and Design Pre-requisite: Object-Oriented programming, Introduction to Computer Networks	3
BUSI 3121	Project Management	3
Semester II		
COMP 3981	Cloud Computing and Virtualization Pre-requisites: Computer Architecture and Operating Systems	3
COMP 3984	Switches and Routers Pre-requisite: Introduction to Computer Networks	3
COMP 3985	Structured Cabling Pe-requisite Circuits, Circuits II	3
COMP 3881	Cybersecurity Pre-requisite: Network Protocols and Infrastructure	3
COMP 3682	Data Privacy and Compliance Pre-requisite: Systems Analysis and Design	3
Summer		
	Elective	3
Year IV		
Semester I		
COMP 3882	Advanced Network Design Pre-Requisites: Cybersecurity, Network Protocols and Infrastructure	3
COMP 3982	Systems Management and Administration Pre-requisite: Cloud Computing	3

ARIN 3321	Machine Learning Pre-requisites: Introduction to programming, Object-Oriented Programming, System Analysis and Design	3
	Elective	3

Semester II		
PHIL 3120	Ethical and Legal Aspects in Information Systems	2
COMP 3151	Applied Project Pre-requisites: All Specialty courses	3
	Elective	3
Total		120

COURSE DESCRIPTION

ESPA 3161 Spanish I

The course is aimed at developing skills and knowledge related to the Spanish language. The course consists of writing exercises, as well as reading and analysis of narrative literary genres (the short story and the novel) in Spanish, Latin American and Puerto Rican literature. It focuses on developing a critical stance towards reading and creativity, always considering grammar and style rules

INGL 3161 English I

The course is designed for students that need to further develop their command of the language by strengthening the basic grammatical concepts in the context of practical, oral, and written situations. Integrated reading selections are used to strengthen grammar and vocabulary.

MATE 3161 Basic Math

The course is focused on working with elementary algebra, factoring, algebraic fractions, exponents and radicals, complex numbers, equations, and inequalities.

COMP 3181 Introduction to Programming

This course introduces the fundamental concepts of programming languages such as syntax, data types, operator variables, and control structures. The student will be able to develop problem-solving skills through the design of algorithms, pseudo-codes and flow charts to develop solutions. (This is an online course with classroom lab simulations)

ESPA 3262 Spanish II Pre-requisite Spanish I ESPA 3161

This course is the second part of ESPA 3161. The course is aimed at developing skills and knowledge related to the Spanish language in an academic context. The course consists of analysis of the literary genres of essay, theater and poetry in Spanish, Latin American and Puerto Rican literature. It focuses on the study of literary creation, grammatical aspects, and research.

INGL 3262 English II Pre-requisite English I INGL 3161

This course is the second part of INGL 3101. It is an intensive course in the fundamentals of the grammatical structures of English. Emphasis is on oral and written skills, reading for comprehension, and vocabulary building.

MATE 3171 Pre-Calculus I Pre-requisite Basic Math MATE 3161

This course is designed to prepare students for the study of algebra, functions and analytic geometry. The course focuses on understanding and applying concepts related to polyonomies, rational, exponential, and logarithmic functions. Through this course, students will solve problems and apply critical-thinking skills solving equations, inequalities, and graphs. (This is an online course)

HUMA 3161 Humanities

The course is aimed at the study of Western culture, especially the cultural contributions of Greece. Epic, tragedy, art and philosophy will be analyzed, identifying important works.

FISI 3001 Basic Physics Co-Requisite Basic Physics I Lab.

This course provides the student with the opportunity to be introduced to physics and its principles, such as knowing about physics, which is a science that is responsible for studying all the properties of energy and matter. This science analyzes and explains the reason for the phenomena that alter the shape of the molecules of bodies.

FISI 3002 General Physics I Lab. Co-Requisite Basic Physics I

This course provides students with hands-on experience in experimental physics. Students will be conducting hands on activities and experiments in mechanics, motion, forces, energy, and dynamics. (This is an online course with attending activities)

FISI 3201 General Physics II Pre-requisite Basic Physics I, Co-Requisite Basic Physics II Lab.

This course is a continuation of Physics I. The student will continue with the study of electricity, capacitors, resistance, circuits, magnetism, and electromagnetism. Emphasis is placed on practical aspects of the field. (This is an online course)

FISI 3202 Basic Physics II Lab. Pre-requisite Basic Physics I Lab., Co- Requisite Basic Physics II

In this course, it is a continuation of PHYS 3002, which gives the student the opportunity to have lab experience on topics like periodic motion, thermodynamics, and other related subjects.

MATE 3072 Pre-Calculus II Pre-requisite Pre-Calculus I

Pre-calculus II continues with the concepts introduced in part I with a focus on trigonometry, complex numbers, vectors, and sequences. This course prepares students for calculus by introducing advanced topics in analytic geometry, coordinates and parametric equations. (This is an online course).

COMP 3481 Circuits

This course introduces the fundamental principles of digital circuit concepts, such as resistors, capacitors, inductors, diodes, transistors among others. It also covers analysis, design, model and practical applications through hands-on experiments. (This is an online course with lab simulations)

HUMA 3262 Pre-requisite HUMA 3161 Humanities I

This course is a continuation of HUMA 3161, which is aimed at the study of Western culture from ancient Rome, the origins of Christianity, and the transition from the Hellenistic era to the Middle Ages.

COMP 3281 Object-Oriented Programming Pre-requisite Introduction to programming

This course emphasizes the development of programing skills using modern programming languages. Develop understanding and practical mastery of object-oriented concepts such as classes, objects, data abstraction, methods, inheritance and polymorphism. (This is an online course)

MATE 3371 Discrete Math

This course introduces mathematical structures related to combinations, graphs, and logical statements related to various fields. Covers topics such as logic, proofs, sets,

relations, functions, counting and probability with an emphasis on application in computer science. (This is an online course)

CISO 3161 Social Sciences

This course is geared toward an understanding of the social sciences that have shaped the world we live in. It introduces the student to the analysis of the basic problems of contemporary society such as the incorporation of the individual into society and the social, political and economic problems. Puerto Rico is placed within this process.

CISO 3262 Social Sciences II

This course is a continuation of CISO 3161, which introduces the student to the analysis of basic problems in contemporary society, such as the integration of the individual into society and social, political, and economic issues. Puerto Rico is placed within this process. The student will understand what society is and how it works.

COMP 3482 Circuits II

This course continues with advanced analysis of theories and skills gained in Circuits I. This course is focused on alternate and direct current circuits. Students will explore advanced circuit analysis techniques and the behavior of components. In addition, students will build circuits and practice through hands-on lab work and simulations. (This is an online course with lab simulations)

COMP 3581 Introduction to Computer Network

This course introduces students to fundamental concepts in the design and implementation of computers networks, their protocols, and applications. Cover network architectures, applications, programming, flow, control, congestion, IP, routing, data link protocols, multiple access, LAN, Ethernet, wireless networks and network security. Students will apply programming skills to build web clients and servers, algorithms perform analysis and conduct network simulations.

TECH 3181 History of Technology

This course explores the historical evolution of technology from its origins to the present,

emphasizing innovations and their impact on society. Students will discuss technological advancements and how they shaped human civilizations. (This is an online course)

ESPA 3511

In this course, students will develop oral and written communication skills applicable to business environments. They will produce appropriate writing and practice listening and dialogue techniques. (This course is online)

COMP 3381 Advanced Programming

This course provides students with advanced programming techniques applied to engineering problems, design patterns and performance specifications. Developing complex applications explore algorithms and system performance. (This is an online course)

COMP 3582 Computer Architecture and Operating Systems

This course introduces computer architecture, fundamental concepts and advanced topics. It covers data representation, digital logic, circuits, CPU design, instructions sets and pipelining. Students will analyze operating system interactions with hardware to check for performance, efficiency, cost and reliability to apply optimization techniques. (This is an online course)

COMP 3983 Computer Assembly and Repair Pre-requisites: Circuits, Circuits II, Introduction to Computer Networks

This course covers techniques for assembling and identifying computer faults. The internal components of the computer, interactions and configurations are studied, which will allow the diagnosis, repair and assembly of computers. (This is an online course with lab simulations)

COMP 3782 Network Protocols and Infrastructure Pre-requisite: Introduction to Computer Networks

This course focuses on the protocols used for communication within networks, analyzing the structure and functions of various protocols that make up the infrastructure of computer networks. (This is an online course)

COMP 3681 Systems Analysis and Design

This course discusses the techniques and methodologies used to develop information systems in organizations, from their creation to their implementation. It covers types of information systems, methodologies, and the life cycle of information systems. The student will work on a sample project to apply the steps in designing the information system. (This is an online course)

BUSI 3121 Project Management

This class discusses the project management process within the field of Information Systems Engineering. It covers the planning process, the project manager, tools, methodologies and the planning and completion of a successful project that meets the needs of organizations. Students will use technological tools to start, manage and finish successful projects. (This is an online course)

COMP 3981 Cloud Computing and Virtualization

This course discusses the fundamentals of cloud computing, virtualization, infrastructure, security, storage solution, database management, performance assessment and cost optimization. The course covers the design and programming of cloud applications and advanced aspects including security and software performance evaluation applicable to different organizations. (This is an online course)

COMP 3984 Switches and Routers

This course introduces the theoretical and practical aspects of configuring switches. The network model is discussed how to select the equipment, components, protocols, among others to implement wireless virtual local networks. In addition, the corresponding configuration aspects are analyzed, configured, and verified. (This is an online course)

COMP 3985 Structured Cabling Pe-requisite Circuits, Circuits II

This course discusses the principles and fundamentals of structured cabling including the different connection points, planning, types, uses, limitations, infrastructure, standards, and security. (This is an online course).

COMP 3881 Cybersecurity

This course discusses the aspects of cybersecurity focused on the field of information systems. It includes related legal aspects, institutions that regulate cybercrimes, prevention measures and development of contingency plans and attention in case of emergencies. (This is an online course)

COMP 3682 Data Privacy and Compliance Pre-requisite: Systems Analysis and Design

This course discusses data privacy principles, regulations and compliance requirements. Students will explore legal and ethical aspects of data protection. In this course the students will develop a project on data privacy procedures and a plan to mitigate and respond to incidents. (This is an online course)

COMP 3882 Advanced Network Design Pre-Requisites: Cybersecurity, Network Protocols and Infrastructure

This course focuses on the design, implementation, and optimization of large-scale and complex networks, emphasizing scalable and secure solutions for organizations. (This is an online course).

COMP 3982 Systems Management and Administration Pre-requisite: Cloud Computing

This course introduces students to system administration, account management, system updates and security protocols for organizations. Students will develop skills in operating systems, creating and managing accounts, configuring access control for networks, managing monitoring and performance among others. (This is an online course)

ARIN 3321 Matching Learning

This course introduces students to the concept of automation, making predictions, personalization, and continuous improvement in AI. Students will use the appropriate process learned developing a simple model using machine learning. (This is an online course)

PHIL 3120 Ethical and Legal Aspects in Information Systems

This course discusses the legal ethical aspects related to information systems and their applications in the decision-making process. It discusses related legislation, compliance aspects, and ethical aspects. Emphasis is in the importance of responsibility and accountability related to professionals in this field. (This is an online course

COMP 3151 Applied Project

In this course, projects are developed around Information Systems Engineering. Students will work in groups to develop a project where they will apply the development phases and present a proposal. (This is an online course).

MASTER'S DEGREE OF SCIENCES IN ANESTHESIA

DESCRIPTION

Philosophy of the Nurse Anesthesia Program

- We believe that it is a responsibility and an ethical mandate of the anesthetist to offer safe care to all patients. The Anesthesia Program will provide the education of excellence to prepare competent nurse anesthetists that provide safe services with human sensibility.
- We believe a dynamic, high-quality program is needed to contribute to the satisfaction of the needs of the nurse anesthetist workforce within our social and economic context in rapid change and to foster a balance between technology and humanism.
- We believe that the teaching-learning process must be aimed at the attainment and application of the appropriate knowledge, the development of communication skills, clinical judgment and leadership, and the development of humanistic values and behaviors. The result will be the formation of a competent professional, able to offer quality and safe care to patients and committed to self-development in the advancement of the nursing discipline. In order to achieve educational objectives, the program adopts institutional philosophical beliefs about the teaching-learning process.
- We believe that the education of nurse anesthetists must develop competencies for patient care, patient safety, clinical judgment, communication skills and professionalism. The graduate profile and competencies to be developed are defined in such a way that the environment for accomplishing teaching-learning is provided.

MISSION

To offer a dynamic and high-quality master's degree in nursing anesthesia that contributes to the fulfillment of the needs for nurse anesthetists in Puerto Rico through the preparation of competent practitioners. The program will respond swiftly and effectively to tendencies in discipline, medicine and education, to social forces especially in technology and humanism, and to changes in the field.

VISION

PUDCJBR master program will be the leading program in the preparation of anesthetists in Puerto Rico and the Caribbean, recognized by the institutions which we provide services, health care professionals and accreditation agencies. Our institution wishes to contribute to the fulfillment of the needs of service, education, development and improvement of the nursing discipline.

OBJECTIVES

1. To prepare nurse anesthetists with the knowledge, skills and attitudes required to offer safe anesthesia services in compliance with professional standards and state regulations.
2. To provide broad opportunities for learning that promote the development of the competencies for anesthesia nursing practice.
3. To develop nurse anesthetists able to respond to the needs of patients who require anesthesia and to improve the delivery of the anesthesia services.
4. To develop nurse anesthetists with the values to deliver humanistic services and to assume responsibility for self-development in the science of anesthesia discipline.

GOALS

1. To contribute to the fulfillment of needs in the workforce of nurse anesthetists in Puerto Rico.
2. To contribute to the improvement and development of advanced practice in anesthesia nursing in Puerto Rico.

COMPETENCES OF THE SCIENCE OF ANESTHESIA PROGRAM GRADUATE

After completing the requirements of the Master's Degree Program, the graduate will:

1. Demonstrate competence and clinical judgment while administering anesthesia and general anesthesia nursing care, including pediatric, obstetric, cardiovascular, plastic surgery, dental

of neurosurgery, in:

a. Pre-anesthesia evaluation and preparation,
b. Anesthesia induction, maintenance and emergence,
c. Post anesthesia care,
d. Pre-anesthetic functions and clinical support,
e. Monitoring and maintaining patient safety, including transferring the patient to another clinical professional.

2. Effectively perform and document a pre-anesthesia assessment of a patient including:
   a. Request consultations and diagnostic tests,
   b. Select, obtain, order and administer pre-anesthesia medications and fluids, and
   c. Obtain informed consent from the patient before administering anesthesia.
3. Incorporate comprehension of natural, life and medical sciences, when making clinical judgment while administering anesthesia.
4. Develop and implement a plan of anesthesia.
5. Select and initiate a planned anesthesia technique that may include general, regional or local anesthesia, or intravenous sedation.
6. Select, obtain or administer analgesics, complementary and supplementary drugs, and the necessary fluids for the management of the anesthetic, maintenance of the patient's physiologic homeostasis, and to correct abnormal responses to the anesthesia or the surgery.
7. Select, apply or insert invasive and non-invasive monitoring modalities appropriate to the gathering and interpretation of patients' physiologic data.
8. Manage the air passage and pulmonary status of the patient using endotracheal intubation, mechanical ventilation, pharmacologic support, respiratory therapy or removing tubing.
9. Manage the emergence and recovery from anesthesia with the selection, order or administration of medication, fluids or ventilator support with the purpose of maintaining homeostasis, providing pain or unwanted anesthesia effects' relief, or preventing or managing complications.
10. Discharge a patient from a post-anesthesia care area and provide evaluation and follow up care of unwanted effects or complications of anesthesia.
11. Order, initiate or modify therapy for pain relief by administering medication, regional anesthesia techniques or other accepted modalities for pain relief such as epidural analgesia in birthing.

12. Respond to emergency situations by managing the air passage, using emergency fluids or medications or using basic or advanced cardiac resuscitation techniques.
13. To perform evidence-based anesthesia nursing practice in a consistent manner. Demonstrate in all settings appreciation for research findings.
14. Incorporate legal and moral principles in performing anesthesia nursing by means of current knowledge and adherence to standing statutes and observation of expected behaviors in a humanistic care:
    a. The preservation of human dignity, respect for moral and legal principles, and support for the safety and wellbeing of patients in the nurse's care.
    b. Assuming responsibility and accountability for services offered and actions taken.
    c. Endorsing only products or services whose effectiveness and safety are satisfactory; and
15. Maintain ethical professional relations.
16. Be competent in the use and application of current technologies in the practice of nursing anesthesia in the clinical aspects as well as the theoretical spheres.
17. Perform anesthesia nursing practice in traditional operating rooms and in diverse clinical, ambulatory settings, in private medical offices, independent practice and others, including support and consulting in specialized clinical units and services such as intensive care, cardiac catheterization and others.
18. Be a lifelong learner and demonstrate responsibility for the updating and improvement of personal knowledge and professional skills.
19. Advocate for patients' rights, better anesthesia nursing practice and the satisfaction of health needs of the population by exercising leadership in caring, teamwork and to be an active participant in professional and interdisciplinary organizational activities, and,
20. Qualify for the specialty board test and obtain a license to practice anesthesia nursing according to the regulations of the Puerto Rico Board of Nurse Examiners.

Science of Anesthesia Program Design, Curricular Sequence and Contact Hours: Criteria to assign lecture and practice hours:

1. The semester consists of 18 weeks.
2. For the purpose of calculating units of credit, one semester credit is equivalent to one hour of lecture. This calculation is in theoretical courses and seminars.
3. For the purpose of calculating units of credit in clinical practice, for the Master in Sciences

of Anesthesia one semester credit is equivalent to seventy-two (72) hours of clinical practice that is a proportion of 1:4. The number of assigned practice hours has the purpose of providing the students with learning experiences in the diverse areas of the specialty.

This will depend on the diversity of types of surgeries and anesthesia's, conditions, patient stages of growth and development. Besides, it is also so that students complete the number of cases required by the professional organization. The proportion of credit/contact hours in practice courses increases once the student has acquired basic knowledge and skills. The hours in the courses offered in accelerated modality such as summer, trimester or intensive sessions are calculated and offered based on the corresponding number of hours each course has on the semester session, adjusting the schedule as needed.

4. The program has no laboratory hours. Courses will provide learning experiences in simulated labs.

PROGRAM OF STUDY SCIENCE OF ANESTHESIA

Semester I

Course Code	Course Title	Credit Hours	Contact Hours Academic Term
ANES 5101	Human Anatomy for Nurse Anesthetists	5	90 hrs.
ANES 5102	Integrated Human Physiology	5	90 hrs.
ANES 5111	Advanced Physiopathology for Nurse Anesthetists	3	54 hrs.
ANES 5112	Advanced Physical Assessment	3	54 hrs.
Total Credits and Hours		**16**	**288 hrs.**

Semester II

Course Code	Course Title	Credit Hours	Contact Hours
ANES 5213	Advanced Pharmacology of Anesthetic Drugs	6	108 hrs.
ANES 5203	Anesthesia Chemistry and Physics	4	72 hrs.
ANES 5221	Basic Principles of Anesthesia Practice	3	54 hrs.
ANES 5231	Seminar I	1	18 hrs.
Total Credits and Hours		**14**	**252 hrs.**

Summer I (8 weeks)

Course Code	Course Title	Credit Hours	Contact Hours
ANES 5022	Advanced Principles of Anesthesia Practice	6	108 hrs.
ANES 5032	Anesthesia Seminar II	1	18 hrs.
ANES 5023	Introduction to Clinical Anesthesia	2 (1:2)	72 hrs.
Total Credits and Hours		**9**	**198 hrs.**

Semester III 2nd year

Course Code	Course Title	Credit Hours	Contact Hours Academic Term
ANES 5341	Anesthesia Clinical Practice I	8	57 hrs.
ANES 5333	Anesthesia Seminar III	1	18hrs.
ANES 5324	Professional Aspects of the Nurse Anesthetist	2	36 hrs.
ANES 5351	Evidence Based Research for Nurse Anesthetists	3	54 hrs.
Total Credits and Hours		**14**	**684 hrs.**

Semester IV 2nd year

Course Code	Course Title	Credit Hours	Contact Hours Academic Term
ANES 5442	Anesthesia Clinical Practice II	10	720 hrs.
ANES 5434	Anesthesia Seminar IV	1	18 hrs.
ANES 5452	Evidence Based Research for Nurse Anesthetists II	3	54 hrs.
Total Credits and Hours		**14**	**792 hrs.**

Summer II (Trimester-13.5 weeks)

Course Code	Course Title	Credit Hours	Contact Hours Academic Term
ANES 5043	Anesthesia Clinical Practice III	10	720 hrs.
Total Credits and Hours		10	720 hrs.
Total Credits and Hours in the program		**77 crs**	**2, 934 theoretical and practice hours**

COURSE DESCRIPTIONS OF THE SCIENCE OF ANESTHESIA PROGRAM

ANES 5101 Human Anatomy for Nurse Anesthetists

This course provides the student with knowledge of the macroscopic structure of the human body. A detailed explanation of how the respiratory, cardiovascular and neurological systems operate. Anatomic characteristics of the nervous block discussed in depth. Five (5) credits. Five (5) hours per week (90 hours for a semester)

ANES 5102 Integrated Human Physiology

The purpose of this course is that the students acquire knowledge about advanced principles of human physiology with special attention to the cardiovascular, respiratory and neurologic systems. Basic concepts of the normal function of the studied systems will be reinforced using clinical and pathophysiological applications. Five (5) credits. Five (5) hours per week (90 hours for a semester)

ANES 5203 Chemistry and Physics of Anesthesia

This course broadens the basic physics and chemistry concepts in relation to the profession of nurse anesthetists with emphasis on the principles guiding the operation of anesthesia machines. Special attention will be given to the clinical concepts of cardiac, respiratory and metabolic monitoring. Four (4) credits. Four (4) hours per week (72 hours for a semester).

ANES 5111 Advanced Physiopathology for Nurse Anesthetists

This course integrates physiopathology and clinical presentations of the medical conditions important

for the nurse anesthetist with emphasis on cardiovascular and respiratory conditions. Include basic concepts of physiopathology; fluid and electrolyte balance; and the treatment of common conditions discussed. Three (3) credits. Three (3) hours per week (54 hours for a semester).

ANES 5112 Advanced Physical Assessment

In this course the student will perform head to toe physical assessment and will develop the skills of advanced physical examination needed to be competent as a nurse anesthetist. Emphasis will be given to the cardiovascular, respiratory and neurological systems. Also, the students will learn first aid techniques. Three (3) credits. Three (3) hours per week (54hours for a semester).

ANES 5213 Advanced Pharmacology of Anesthetic Drugs

The students will learn about the fundamental principles of drug therapy and specific drugs in the administration of anesthesia and the effects of these drugs in body systems. Each anesthetic is described according to its chemical structure, its pharmacodynamics and its pharmacokinetics. Also, important auxiliary drugs are discussed to allow a full panoramic understanding of pre operatory anesthetic therapy. Six (6) credits. Six (6) hours per week (108 hours for a semester).

ANES 5221 Basic Principles of Anesthesia Practice

This course presents the foundations of the knowledge and practice of anesthesia. How and when should a Nurse administer anesthesia to diverse populations. An introduction to the operating room is performed by making a structured observation. Also, it will show how the processes of anesthesia are performed in nontraditional settings. Three (3) credits. Three (3) hours per week (54 hours for a semester).

ANES 5231 Seminar I

This course is the first of a series of four seminars in which students will be exposed to evidence based clinical practice and problem-based learning. Simulated clinical experiences for discussion; lectures on mortality/morbidity. Familiarization with scientific publications and peer reviewed specialty journals, particularly research findings. The students will have discussion of pertinent and current articles. One (1) credit. One (1) hour per week (18 hours for a semester). Requisite: Concurrent with ANES 5221, Basic Principles of Anesthesia Practice.

ANES 5022 Advanced Principles of Anesthesia Practice

This course covers in-depth anesthesia for different populations: obstetric, pediatric and geriatric; for special surgeries: cardiovascular, peripheral vascular, trauma and congenital cardiac conditions.

Analysis of implications of co-existing conditions: muscle-skeletal, central nervous system, skin conditions, anemia and other pathophysiology's. Six (6) credits. Six (6) hours per week (108 hours for a semester). Pre-requisite: ANES 5221 – Basic Principles of Anesthesia Practice

ANES 5032 Anesthesia Seminar II

Second in a series of four seminars in which students will be exposed to evidence- based clinical practice and problem-based learning. The faculty and students will discuss clinical experiences in the hospitals and lectures on mortality/morbidity. Selections from scientific publications and peer reviewed journals, particularly research findings. Also, there will be discussion of pertinent current articles. One (1) credit. One (1) hour per week (18 hours for a semester). Pre-requisite: ANES 5231 – Seminar I

ANES 5023 Introduction to Clinical Anesthesia

The course introduces the student to the settings where anesthesia is administered. This course includes the patient's preparation for anesthesia, selection of anesthetic agents, clinical applications of anesthetic techniques and the observation of anesthesia administration, and intra and post-operative management. Introduction to pre and post rounds. Two (2) credits. Two (2) hours per week (72 hours for a semester)

ANES 5341 Anesthesia Clinical Practice I

First in a series of three practice courses in which the learners will be exposed, in a guided form, to the application of knowledge, development of skills and abilities, and assuming responsibility, in the administration of anesthetic drugs, prediction of medication interactions and the clinical application of general and spinal anesthesia in general surgery. The student will manage a minimum of six hundred and fifty cases (650) before graduation. Eight (8) credits (576 hours for a semester).

- Pre-requisites:
  - ✓ ANES 5221, Basic Principles of Anesthesia Practice
  - ✓ ANES 5023, Introduction to Clinical Anesthesia.

ANES 5333 Anesthesia Seminar III

It is the third in a series of four seminars in which students are exposed to evidence based clinical practice and problem-based learning. The students and the professor will discuss clinical experiences in hospitals and lectures on mortality/morbidity. Selection, presentation and discussion of pertinent

scientific articles particularly research findings, from scientific publications and peer reviewed specialty journals. One (1) credit. One (1) hour per week (18 hours semester).

- Pre-requisite:
  - ✓ ANES 5032 – Seminar II.

ANES 5324 Professional Aspects of the Nurse Anesthetist

Familiarize the learner with ethical-legal aspects of the practice and regulations of the profession, including licensure, certifications and accreditations. The students will discuss concepts of professional liability, risk management and quality maintenance and improvement. Includes the concepts related to organizations, management, leadership, tendencies and professional issues.
Two (2) credits. Two (2) hours per week (36 hours for a semester).

- Pre-requisites:
  - ✓ ANES 5221, Basic Principles of Anesthesia Practice
  - ✓ ANES 5231, Seminar I
  - ✓ ANES 5023, Introduction to Clinical Anesthesia.

IANES 5351 Evidence Based Research for Nurse Anesthetists I

First of two courses aimed at preparing nurse anesthetists as leaders in evidence- based anesthesia care. Theoretical and scientific foundations of evidence-based practice (EBP) Ethical, legal, economic and cultural issues examined in the development and utilization of research. The students will perform critical analysis on published research articles and their application to anesthesia clinical practice. Design of a guide for evidence-based practice project. Three (3) credits. Three (3) hours per week (54 hours for a semester).

ANES 5442 Anesthesia Clinical Practice II

Continuation of ANES 5341 with special emphasis on prediction, prevention of complications, identification of and problem solution in anesthesia as well as an increase in the skills, abilities and clinical responsibilities in general and obstetric surgery. Management of cases towards a minimum of six hundred and fifty (650) cases required for graduation. Ten (10) credits (720 hours for a semester).

- Pre-Requisites:
  - ✓ ANES 5022, Advanced Principles of Anesthesia Practice
  - ✓ ANES 5341, Clinical Practice I

ANES 5434 Anesthesia Seminar IV

Last of four seminars in which learners will be exposed to evidence based clinical practice and problem-based learning. The students and the professor will discuss experiences in diverse clinical settings and lectures on mortality/morbidity. Evaluation of applicability of pertinent current articles, particularly research findings, from scientific publications and peer reviewed specialty journals. One (1) credit. One (1) hour per week (18 hours for a semester).

- Pre-Requisite:
  - ✓ ANES 5333, Seminar III

IANES 5452 Evidence Based Research for Nurse Anesthetists II

Implementation of the research-based proposal developed in the previous courses Focus on the process of establishing priorities for problem solution and synthesizing best evidence into guides for practice. Sharing of the completed project, three (3) credits. Three hours per week (54 hours semester).

- Pre-Requisite:
  - ✓ IANES 5351, Evidence Based Research for Nurse Anesthetists I

ANES 5043 Anesthesia Clinical Practice III

Continuation to ANES 5442 with special focus on the development of the preparation and management of complex anesthesia cases and problems, assumption of greater responsibility in the management of anesthesia and self-learning in general surgery and specialized surgery such as trauma, cardiovascular, ophthalmic and others. Management of cases toward a minimum of 650 cases for graduation. 10 credits (720 hours for a semester).

- Pre-Requisite:
  - ✓ ANES 5442, Clinical Practice II

MASTER'S DEGREE IN NURSING WITH SPECIALTY IN CRITICAL CARE

Philosophy of the Master's Degree in Nursing with a Specialty in Critical Care

The graduate program in nursing with a specialty in critical care is organized in harmony with the philosophy of the Professional University Dr. Carlos J. Borrero Ríos. In addition to meeting the school's goals, this program promotes competency in critical care, knowledge, and skills to carry out research and development roles in nursing education and management. We believe that each human being is a unique individual with natural trends of self-updating. In addition, it has biopsychosocial and spiritual components that allow humans to interact with its environment. During the trajectory of life, the human being is in search of effective means to maintain or improve its state of health, reaching optimal levels of well-being.

1. We believe in emphasizing knowledge and skills specialized in critical care nursing to help promote and maintain health, gain levels of well-being, and help to fill the basic needs and rehabilitation of the critically ill person.
2. We believe that the skilled nursing professional has the responsibility to contribute to fulfilling the health needs of the person in intensive care units.
3. We believe that the research process contributes to the advancement of knowledge in the nursing profession by conducting research and integrating the findings into nursing practice in critical care.
4. We believe that the teaching-learning process is one of continuous interaction between the faculty and the student and student-student. Through the role of facilitators of the faculty, the students are provided with the curriculum that has the various learning experiences needed to take responsibility for their own learning using their previous knowledge, experience of life and professional ones.

MISSION

The mission of the Master's degree in Nursing with a Specialty in Critical Care is to prepare a specialized nurse for the management of critically ill patients and for the performance of various roles with a high sense of responsibility, commitment, humanism and dynamism within health care institutions. The program will train graduates to fill positions of administration, leadership, and educator in various scenarios. Emphasizing evidence-based practice, research, problem solving, critical thinking, and the use of technology to address the problems of critically ill patients, family, and community

GOALS

1. Develop competencies in the area of critical care specialty that trains the nursing professional to make meaningful contributions independently and collaboratively in the delivery of health services and nursing practice.
2. To evaluate the body of knowledge of the theories and models as a basis to contribute to the practice of the discipline of nursing.
3. Develop research competence and the use of the findings in critical practice.
4. To assess the applicability of theories and management models to coordinate the efficient use of human, material, and fiscal resources in the provision of health services.
5. Acquire knowledge and skills related to functional roles in nursing education and management.
6. Demonstrate leadership skills to initiate and carry out changes in the specialty area within health care systems.
7. Possess ethical-professional attitudes, communication skills, leadership, critical thinking and use of technology to facilitate intervention with the person, the family and the community.

OBJECTIVES

- Offer courses conducive to obtaining a master's degree in nursing with specialty in critical care to be validated by the Puerto Rico nurses examining board as a specialist nurse.
- Provide ample learning opportunities that promote the development of competencies for critical care nursing practice.
- Offer clinical and educational practice in critical and university care scenarios to integrate the

teaching-learning process.

- Train the student to effectively perform the role of nursing educator or manager.
- Develop skills to conduct research in nursing and interpret and use research findings.
- Training in the use of technology used in customer management in critical care scenarios.
- Develop a specialist with ethical, legal and moral values to provide a humanistic service and to assume responsibility for its development and that of the nursing profession.

COMPETENCES OF THE MASTER'S DEGREE IN NURSING WITH SPECIALTY INCRITICAL CARE

Knowledge

1. Demonstrate competency and critical judgment by providing nursing care to critically ill patients.
2. Know the theoretical concepts and principles of care for critically ill patients or with multiple problems in the system.
3. Demonstrate knowledge of clinical practice supported by the best evidence and experience in the area of critical care.

Skills

1. Demonstrate leadership, consultant, collaboration, and advocacy skills to promote health and health care at the individual, family, group, community, and organizational levels.
2. Demonstrate care management skills and effective communication with the interdisciplinary team.
3. Use information and communication technologies in the provision of service, care and documentation offered to customers.
4. Use evidence-based research and practice findings by providing health care, service management, and performing educator role.
5. Develop critical thinking skills by solving problems that arise when you run the care giver, manager, or educator role.
6. The nursing process will be used as an instrument in the advanced practice of care.
7. The nursing roles will be developed through the integration of theory, research and practice.

Attitudes

1. Demonstrate responsibility and ethical-legal commitment in humanistic care responding to

2. the changing needs of society and health care patterns and cultural sensitivity.
3. Contribute to the solution of local and national health problems that have implications for nursing practice.
4. Argue about the importance of staying up to date in the profession.
5. Recognize the importance of actively participating as a member of professional organizations.

PROGRAM OF STUDY MASTER'S DEGREE IN NURSING WITH SPECIALTY IN CRITICAL CARE

FIRST YEAR – FIRST SEMESTER		
COURSE	**TITLE**	**CREDITS**
NURS 5000	Nursing Theories	3
NURS 5011	Epidemiology	2
FIRST YEAR – SECOND SEMESTER		
NURS 5025	Biostatistics	3
NURS 5050	Advanced Physical Exam	4
SUMMER		
	Three (3) elective credits	3
SECOND YEAR – FIRST SEMESTER		
NURS 6011	Critical Care I	3
NURS 6091	Practice in Critical Care I	2
NURS 6080	Research Process in Nursing	3
SECOND YEAR – SECOND SEMESTER		
NURS 6012	Critical Care II	3
NURS 6092	Practice in Critical Care II	2
NURS 6991	Research Project	3
THIRD YEAR – FIRST SEMESTER		
	Three credits (3) prescribed distributives	3
	Three credits (3) prescribed distributives	3
THIRS YEAR – SECOND SEMESTER		
	Four credits (4) prescribed distributives	4
	Core courses	18crs
	Specialty courses	10crs
	Prescribed distributives	10crs
	Electives	3crs
	Total	**41crs**

COURSE DESCRIPTIONS

NURS 5000 Nursing Theories

Analysis of philosophies, theories, conceptual frameworks, models, and history of the nursing profession. The focus of the course is on the critical components of contemporary nursing knowledge; exploration of the nature of the development of theories in nursing; analysis of the relevance of the concepts of basic and applied sciences; Nursing analysis and evaluation and related theories and the relevance of the theory in terms of impact on the professional practice of nursing and individuals, families, groups as clients in the health system. Value the relationship between research, evidence-based practice, and the philosophical, sociological and humanistic foundations. Three (3) hours weekly conference.

NURS 5011 Epidemiology

Analysis of the basic concepts of epidemiology and biostatistics applied to public health problems. Emphasis on the principles and methods of epidemiological research, the collection of appropriate data and the use of classical statistical methods to describe the health of populations. Evaluate the application of the results of the studies in the areas of health services, detection, genetics, and environmental policy. Discuss the influence of epidemiology and biostatistics on legal and ethical issues. Two (2) hours of weekly conference.

NURS 5025 Biostatistics

Develop knowledge about the different statistical methods used as a guide in the interpretation of data from different research studies. Application of descriptive and inferential statistics in the interpretation of data. Use of the computer in the analysis of them. Three (3) hours of weekly conference.

NURS 5050 Advanced Physical Exam

Advanced course in health estimation with emphasis on the comprehensive estimate of the client throughout the life cycle. It includes multidimensional and interactive factors that affect the client's responses in the physical, social, cultural, and biopsychosocial context.

The student develops knowledge and skills of the physicist's estimate and pathophysiology that serve as the basis for the practice of advanced nursing. Critical information is analyzed on the findings of the cephalocaudal physical estimate throughout the life cycle. The practice of health estimation skills

is carried out in structured and unstructured scenarios. It requires fifteen (15) hours of conference and forty-five (45) hours of clinical practice. This is a Four (4) credits course.

NURS 6011 Critical Care I

Assessment of the theoretical concepts and principles related to the care of the critically ill patient. Analysis of the roles, functions of the nursing staff, structure, protocols, standards, rapid response team, processes, and procedures of the Intensive Care Unit.

Reflect on the ethical-legal aspects involved in providing care to critically ill patients. Analysis of the integral care and stabilization of the cardiac, respiratory, and renal functions of the critically ill patient. Examine different educational strategies to be used in the teaching - learning process of the client, family, and others. Three (3) hours of weekly conference.

- Requirements: NURS 5000, 5011, 5025, 5050 and 6080.
- Concurrent: NURS 6091

NURS 6091 Practice in Critical Care I

Advanced nursing care practice for critically ill clients with heart, respiratory and kidney problems. Nursing intervention in response to the patient's response to monitoring, hemodynamic, and support systems. Emphasis on the attention of the spiritual and emotional dimension, the physical estimate, pharmacological, therapeutic strategies, and critical care skills. Application of theoretical concepts, ethical-legal principles, roles and functions and nursing interventions in the context of clinical practice. Analysis and interpretation of laboratory results and Diagnostic tests. It requires six (6) hours of practice per week in clinical critical care scenarios. This is a two (2) credits course.

- Requirements: NURS 5000, NURS 5011, NURS 5025, NURS 5050
- Concurrent: NURS 6011

NURS 6080 Research Process in Nursing

Discussion of the research process and the ethical-legal aspects. Analysis of health problems to develop proposed research in nursing independently using the scientific method and statistical processes. Study of quantitative and qualitative research. Interpretation of the results of research related to health and use the results of research to improve nursing practice. Presentation of written and oral problems, literature review, theoretical framework and methodology to be used during the investigation.

- Requirement: NURS 5025. Three (3) weekly conference hours.

NURS 6012 Critical Care II

To examine the pathophysiology of complex multisystem problems: neurological, hematological, gastrointestinal, trauma, burns and organ transplantation integrating the nursing process and holistic care in the critically ill patient. Use of interventions that help minimize alterations: nutritional, sleep, psychosocial and pain management. Analysis of research findings and their implications in the area of critical care. Three (3) hours of weekly conference.

- Requirements: NURS 6011, NURS 6091
- Concurrent: NURS 6092

NURS 6092 Practice in Critical Care II

Advanced nursing care practice for critically ill clients with neurological, hematological, gastrointestinal, trauma, burn and organ transplant problems. Emphasis on the application of the nursing process and holistic care when intervening with critically ill patients.

Application of advanced clinical skills that include Physical exam, clinical judgment, decision making process, communication, teamwork and coordination of care when intervening with patients with critical health disruptions. Analysis and interpretation of Physical exam findings, laboratory results, Diagnostic tests and investigations. It requires six (6) hours of practice per week in clinical critical care scenarios. This is a two (2) credits course.

- Requirements: NURS 6011, NURS 6091
- Concurrent: NURS 6012

NURS 6991 Research Project

Elaboration of an investigation project applying the research process to a problem in the area ofthe specialty. Use of biostatistics and theories for interpretation and data analysis. Oral presentation and written of the project.

- Requirement: NURS 5025 and 6080. This is a three (3) credits course.

NURS 6065 Evaluation in Education

Design and implementation of evaluation and measurement tools based on the principles, evaluation models and learning theories. Emphasis on OBJECTIVES, contents, Learning activities and Evaluation. Three (3) hours of weekly conference.

NURS 6085 Management Evaluation in Nursing

Application of theories, principles and evaluation models in administration when developing the evaluation instrument. Design evaluation and measurement instrument for the evaluation of a program in a clinical scenario. Three (3) hours of weekly conference.

NURS 6075 Management in Nursing

Analysis of theories, organizations, leadership, human behavior and the administration process that apply to nursing services. Emphasis on the communication process, decision making, conflict management, personnel selection and operational planning. Use of information systems to administer health service organizations, including financial management, budget and productivity measures. Three (3) hours of weekly conference.

NURS 6914 Practice in Nursing

Practice in nursing management in different scenarios of health care services for the application of skills and concepts related to the administration of care under the supervision of the Professor and the preceptor. Application of theories of leadership and administration in the solution of problems that arise in health care institutions. Active student participation in the planning of conferences, meetings, staff supervision, budget development, decision making projects and problem solving. It requires ten (10) hours of practice per week. This is a four (4) credits course.

- Requirements: NURS 6075 and NURS 6085

NURS 6913 Educational Practice in Nursing

Educational practice in a Nursing Program in an institution recognized by the Board of Education of Puerto Rico, under the supervision of the Professor and the preceptor. Application of theoretical concepts, models and principles of education to a real context to develop the role of educator.

Experience is provided for the development of skills for the design, selection and modification of teaching units, courses and nursing programs at the level of higher education. It requires ten (10) hours of weekly practice. This is a four (4) credits course.

- Requirements: NURS 6055 and NURS 6065

NURS 6055 Curriculum in Nursing

Analysis of traditional and contemporary theoretical currents for curriculum planning and design applied to nursing education. Emphasis on the development and application of curricular designs and theories based on the research of adult learning and nursing education to develop in the student knowledge and skills that enable him to carry out the role of educator in nursing. Three (3) hours of weekly conference.

DOCTORATE IN NURSING PRACTICE

Program Description

The Doctor of Nursing Practice (DNP) program is designed to strengthen the professional role through leadership, administration, evidence-based practice, applied research, and the development of a Capstone Project with real impact in academic, organizational, or community settings. Throughout the program, students will be able to identify a problem and develop an evidence-based solution or improvement initiative. During the program, students will develop competencies to analyze complex problems, implement evidence-supported solutions, and communicate professional outcomes through oral presentations, research or problem-solution defense, poster presentations, and publication in a professional journal.

Duration: 3 years, provided the student follows the curricular sequence

Modality: Online (theoretical courses) and Capstone Practicum (hybrid courses)

Total Credits: 38

Design: A curricular structure that allows students to continue their professional work while completing the degree.

Program Mission

The mission of the Non-Clinical DNP Program at UPDCJBR is to prepare doctoral-level nursing professionals with advanced competencies in leadership, administration, communication, critical thinking, ethical-legal analysis, and evidence-based practice. Graduates will be able to design,

implement, and evaluate Capstone projects that improve quality, safety, effectiveness, and equity within healthcare systems, organizations, educational settings, and communities, promoting decision-making grounded in scientific evidence and cultural sensitivity.

Program Goals

Upon completion of the Non-Clinical DNP program, graduates will be able to:

• Demonstrate advanced leadership and management to promote sustainable improvements in healthcare and educational organizations, systems, and programs.

• Apply critical thinking and problem-solving skills to evaluate complex scenarios and design effective, data- and evidence-based strategies.

• Integrate research and scientific evidence into decision-making to improve processes, outcomes, and quality.

• Design, implement, and evaluate a Capstone Project with measurable impact aligned with real practice, system, or organizational needs.

• Communicate findings professionally and effectively, including oral presentations, academic defense, poster presentations, and publication.

• Promote cultural competence and person-/community-centered approaches by integrating equity and cultural sensitivity into initiatives and actions.

• Comply with ethical and legal standards in project development, data management, leadership, and professional decision-making.

• Strengthen professional and interprofessional relationships through effective communication, collaboration, and strategic partnership building.

Student Learning Outcomes (SLO)

Program SLOs include the development of competencies in:

• Patient Safety

• Clinical Management

• Critical Thinking, Problem Solving & Research Evidence

• Communication Skills

• Cultural Competence

• Evidence-Based Practice & Scientific Investigation

• Ethical and Legal Aspects

• Professional Relationships

Capstone Practicum (Hours)

Students will complete a Capstone Practicum for a total of:

- **1,089 hours**
- **Equivalency:** 1 credit hour = 99 contact hours

Details regarding credit validation for graduates of an MSN program are available upon request (validation form required).

CURRICULAR SEQUENCE
DNP: Doctor of Nursing Practice

FIRST YEAR

FIRST SEMESTER				SECOND SEMESTER			
Course Code	**Course Name**	**Credits**	**Prerequisite**	**Course Code**	**Course Name**	**Credits**	**Prerequisite**
DNP 711	Theoretical and Scientific Foundations of Nursing	3	N/A	**DNP 722**	Epidemiology for Nursing Practice	3	DNP 711
DNP 712	Bioestadistics for Nursing Research	3	N/A	**DNP 723**	Ethics and Policy in Advanced Nursing Practice	3	DNP 711
Total credits		**6**		**Total, credits**		**6**	

SUMMER

FIRST TERM OF SUMMER			
Course Code	**Course Name**	**Credits**	**Prerequisite**
DNP 731	Health Care Information System and Technology	3	DNP 723
Total credits		**3**	

SECOND YEAR

FIRST SEMESTER				SECOND SEMESTER			
Course Code	**Course Name**	**Credits**	**Prerequisite**	**Course Code**	**Course Name**	**Credits**	**Prerequisite**
DNP 741	Health in a Global Context	**3**	EPID 722	**DNP 751**	Leadership in Health Organization	3	DNP 723
DNP 742	Nurse Practice Evidence Based Research and Evaluation	**3**	**BIOL 712**	**DNP 752**	Quality Improvement and Risk Management	3	DNP 731
				DNP 753	DNP Captone Practicum I	**4**	DNP 742
Total credits		**6**		**Total, credits**		**10**	

SUMMER

SECOND TERM OF SUMMER			
Course Code	**Course Name**	**Credits**	**Prerequisite**
DNP 761	DNP Capstone Practicum II	4	DNP 753
Total credits		4	

THIRD YEAR

FIRST TERM			
Course Code	**Course Name**	**Credits**	**Prerequisite**
DNP 771	DNP Capstone Practicum Project III	3	DNP 761
Total credits		**3**	

Credit Distribution	
Related Courses	**6**
Nursing courses	**32**
Total	**38**

DNP COURSE DESCRIPTION

DNP 711 Theoretical and Scientific Foundations of Nursing
This course introduces students to the historical evolution of the nursing profession, the theoretical foundations, and contributions to the field. The student will analyze the relationship between theory and practice in contemporary nursing practice. Emphasis is placed on the application of theories in problem solving, evidence-based practice and integration into clinical practice to enhance health outcomes and delivery. (This is an online course)

DNP 712 Biostatistics for Nursing Research
This course covers the statistical methods and principles used by nursing professionals to analyze data. It focuses on developing skills and techniques for statistical data analysis that are essential in nursing practice. By the end of the course, students will be able to analyze and interpret statistical data from different sources, supporting evidence-based practice. (This is an online course)

DNP 722 Epidemiology for Nursing Practice
This course introduces students to the analysis of epidemiological issues related to nursing, with a focus on cultural diversity, inclusion and interventions in various social contexts both in Puerto Rico and globally. It covers methods for addressing a range of situations including diseases, mental health issues, research techniques, documentation, and data analysis and interpretation. The course emphasizes safe epidemiological management while considering ethical and legal considerations. (This is an online course)

DNP 723 Ethics and Policy in Advanced Nursing Practice
This course equips students with essential knowledge to critically articulate, communicate, debate and analyze health policies, legal frameworks, professional ethics and patient advocacy strategies relevant to nursing practice. Students will cultivate professional skills and competencies necessary to serve as effective advocates for diverse patient populations, addressing psychosocial, cultural and inclusion-related challenges within the healthcare system, whether in structured or unstructured environments. (This is an online course)

DNP 731 Health Care Information Systems and Technology
This course discusses and analyzes technological advances related to health care and information systems. In addition, the regulations and ethical-legal aspects applicable to institutions and facilities that provide health services and/or manage patient care are studied. The impact of technology, including artificial intelligence, to improve services, care, and outcomes is discussed. (This is an online course)

DNP 741 Health in a Global Context
This course equips students with strategies to foster collaboration with interdisciplinary teams as well as to build productive international partnerships. The content emphasizes the foundational knowledge of health promotion and disease prevention from a global perspective, addressing economic, cultural, political, ethical, and environmental factors that impact the health of diverse populations. It highlights the importance of clinical management in improving global health by ensuring that health systems are efficient, accessible, and capable of delivering high-quality medical care, even in resource-limited settings. (This is an online course)

DNP 742 Nurse Practice Evidence Based Research and Evaluation
This course prepares students to develop their advanced analysis, skills, and competencies in evidence-based clinical research and evaluation of nursing practices in relation to evidence-based research to improve practices and the quality of health services. Students will be able to improve their techniques for designing, implementing, and evaluating research relevant to clinical practice, using analytical methods and theories grounded in the science of care. Considering findings from a wide range of qualitative and quantitative research, knowledge may be applied to diverse health-related contexts., leadership, systems of care, quality, patient safety, promotion of health-related policies and other topics or problems of interest in which the focus is on the transformation of care through solid evidence, based on scientific evidence and the use of various technologies to research.

DNP 751 Leadership in Health Organization
This course delves into the development of leadership principles, theories, and practices applied to complex healthcare organizations. It focuses on strengthening advanced competencies in transformational leadership, strategic management, evidence-informed decision-making, and organizational direction based on ethical and professional values. The student will analyze leadership models and organizational theories in order to evaluate health systems, propose sustainable changes, and foster evidence-based practice-oriented clinical environments. Likewise, advanced clinical leadership is emphasized to improve the quality of services, promote patient safety and guarantee equity in care, integrate inclusion, cultural factors and ethical management at all levels of the decision-making process.

DNP 752 Quality Improvement and Risk Management
This course provides a comprehensive introduction to the key principles, concepts, and methodologies for continuous improvement of quality and safety in healthcare. Through critical analysis and practical application, students will develop competencies to design, implement, and evaluate initiatives that promote safe, effective, and patient-centered clinical outcomes. Topics such as risk management, prevention of adverse events, safety culture, the use of data for decision-making, and leadership in process improvement will be addressed. The course content gives them

the knowledge to promote ethical, collaborative, and evidence-based decision-making. Likewise, the role of the nursing professional in the promotion of patient safety and quality of care in compliance with the legal, ethical and cultural responsibilities of the profession is integrated. This course prepares you for the successful completion of the capstone project.

DNP 753 Capstone Practicum I
This practicum is designed to guide students in the development of their Capstone project, grounded in their clinical experience and exposure to advanced practice settings. Throughout this experience, students will strengthen their clinical analysis skills by applying scientific principles and current evidence to improve health outcomes.

DNP 761

DNP Capstone Practicum II
This second stage of the doctoral clinical practicum allows students to advance significantly in the development, implementation, and evaluation of their Capstone project, actively integrating the knowledge acquired in advanced practice settings. During this phase, students will directly apply evidence-based interventions aimed at solving clinical problems previously identified and supported by scientific literature.

DNP 771

DNP Capstone Practicum Project III
This final phase of the doctoral clinical practicum is designed for students to complete their Capstone project by consolidating and disseminating their findings, and promoting evidence-based change within their clinical, hospital, community, or other structured or unstructured settings approved by their faculty advisor. Students will submit the final comprehensive document, which includes all chapters of the project, as well as their articles prepared for publication in a professional journal.

DOCTOR IN NURSE ANESTHESIA PRACTICE PROGRAM DESCRIPTION

Philosophy

We believe that it is a responsibility and an ethical mandate of the anesthetist to offer safe care to all patients. The Anesthesia Program will provide the education of excellence to prepare competent nurse anesthetists that provide safe services with human sensibility.

We believe a dynamic, high degree quality program is needed to contribute to the satisfaction of the needs of the nurse anesthetist workforce within our social and economic context in rapid change and to foster a balance between technology and humanism.

We believe that the teaching-learning process must be aimed at the attainment and application of the

appropriate knowledge, the development of communication skills, clinical judgment and leadership, and the development of humanistic values and behaviors. The result will be the formation of a competent professional, able to offer quality and safe care to patients and committed to self-development in the advancement of the nursing discipline. In order to achieve educational objectives, the program adopts institutional philosophical beliefs about the teaching-learning process.

We believe that the education of nurse anesthetists must develop competencies for patient care, patient safety, clinical judgment, preanesthetic management, critical thinking, communication skills and professionalism. The graduate profile and competencies to be developed are defined in such a way that the environment for accomplishing teaching- learning is provided.

MISSION

To offer a dynamic and high-quality doctoral degree in nursing in anesthesia practice that contributes to the fulfillment of the needs for nurse anesthetists through the preparation of competent practitioners. The program will respond swiftly and effectively to tendencies in discipline, medicine and education, to social forces especially in technology and humanism, and to changes in the field.

VISION

PUDCJBR master program will be the leading program in the preparation of anesthetists in Puerto Rico and the Caribbean, recognized by the institutions which we provide services, health care professionals and accreditation agencies. Our institution wishes to contribute to the fulfillment of the needs of service, education, development and improvement of the nursing discipline.

Purpose Statement:

The DNAP degree is a professional practice degree in nursing anesthesia. It provides the foundational sciences, anesthesia specific courses, and clinical practicums geared to prepare the graduate to pass the National Certification Examination (NCE). Additionally, the related scholarship focuses on utilization of research findings for evidence-based clinical practice, education, and/or administration/business management related to nurse anesthesia, and the DNAP curriculum is designed accordingly. In addition to the requisite foundational courses, completion of a Scholarly Project is required. The Scholarly Project is the culminating scholarly work that demonstrates the ability to translate research findings into practice.

PUDCJBR faculty mentors each DNAP student to complete a Scholarly Project that focuses on utilization of research findings to augment evidence-based nurse anesthesia clinical practice, nurse anesthesia education, and/or administration/business management related to nurse anesthesia.

DNAP Goals/Learning Outcomes:

Graduates of the DNAP program are to have acquired knowledge, skills and competencies in patient safety, peri anesthetic management, critical thinking, communication, and the competencies needed to fulfill their professional responsibilities.

Patient Safety – The graduate must demonstrate the ability to:

1) Be vigilant in the delivery of patient care.
2) Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, e-mailing, etc.).
3) Conduct a comprehensive and appropriate equipment check
4) Protect patients from iatrogenic complications.

Peri anesthesia Management – The graduate must demonstrate the ability to:

1) Provide individualized care throughout the peri anesthesia continuum.
2) Deliver culturally competent peri anesthetic care. (See definition: Culturally Competent)
3) Provide anesthesia services to all patients across the lifespan. (See definitions: "Anesthesia services" and "Across the lifespan")
4) Perform a comprehensive history and physical assessment. (See definition: Comprehensive History and Physical Assessment)
5) Administer general anesthesia to patients with a variety of physical conditions.
6) Administer general anesthesia for a variety of surgical and medically related procedures.
7) Administer and manage a variety of regional anesthetics.
8) Maintain current certification in ACLS and PALS.

Critical Thinking – The graduate must demonstrate the ability to:

1) Apply knowledge to practice in decision making and problem solving.
2) Provide nurse anesthesia services based on evidence-based principles.
3) Perform a pre-anesthetic assessment before providing anesthesia services.
4) Assume responsibility and accountability for diagnosis.

5) Formulate an anesthesia plan of care before providing anesthesia services.
6) Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
7) Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
8) Calculate, initiate, and manage fluid and blood component therapy.
9) Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
10) Recognize and appropriately manage complications that occur during the provision of anesthesia services.
11) Use science-based theories and concepts to analyze new practice approaches.
12) Pass the national certification examination (NCE) administered by NBCRNA.

Communication – The graduate must demonstrate the ability to:

1) Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
2) Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.
3) Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
4) Maintain comprehensive, timely, accurate, and legible healthcare records.
5) Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
6) Teach others.

Leadership – The graduate must demonstrate the ability to:

1) Integrate critical and reflective thinking in his or her leadership approach.
2) Provide leadership that facilitates intra professional and interprofessional collaboration.

Professional Role – The graduate must demonstrate the ability to:

1) Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
2) Interact on a professional level with integrity.
3) Apply ethically sound decision-making processes.
4) Function within legal and regulatory requirements.
5) Accept responsibility and accountability for his or her practice.
6) Provide anesthesia services to patients in a cost-effective manner.
7) Demonstrate knowledge of wellness and substance use disorder in the anesthesia profession through completion of content in wellness and substance use disorder. (See definition: Wellness and substance use disorder)
8) Inform the public of the role and practice of the CRNA.
9) Evaluate how public policy making strategies impact the financing and delivery of healthcare.
10) Advocate for health policy changes to improve patient care.
11) Advocate for health policy change to advance the specialty of nurse anesthesia.
12) Analyze strategies to improve patient outcomes and quality of care.
13) Analyze health outcomes in a variety of populations.

14) Analyze health outcomes in a variety of clinical settings.
15) Analyze health outcomes in a variety of systems.
16) Disseminate research evidence.
17) Use information systems/technology to support and improve patient care.
18) Use information systems/technology to support and improve healthcare systems.
19) Analyze business practices encountered in nurse anesthesia delivery settings.
20) Demonstrate characteristics of a Christian professional (See definition: Christian Characteristics).

Definitions:

Across the Lifespan:

Across the lifespan refers to a patient population focus of families and individuals. The continuum of care ranges from the prenatal period to end of life with health statuses ranging from healthy through all levels of acuity including immediate, severe, or life-threatening illnesses or injury.

Advanced Practice Registered Nurse (APRN):

APRN refers to advanced practice nurses in the roles of Certified Registered Nurse Anesthetists, certified nurse- midwives, certified nurse practitioners, and clinical nurse specialists. It is recognized that states vary in the titles they use for the different advanced practice nursing roles. Programs may enroll advanced practice nurses regardless of title authorized by state.

Anesthesia Services:

Anesthesia and anesthesia-related care represent those services that anesthesia professionals provide upon request, assignment, and referral by the patient's healthcare provider authorized by law, most often to facilitate diagnostic, therapeutic, and surgical procedures. In other instances, the referral or request for consultation or assistance may be for management of pain associated with obstetrical labor and delivery, management of acute and chronic mechanical ventilation, or management of acute and chronic pain through the performance of selected diagnostic and therapeutic blocks or other forms of pain management.

Comprehensive History and Physical Assessment:

Comprehensive history and physical assessment include the history, physical, and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of a patient. The assessment includes an evaluation of the body and its functions using inspection,

palpation, percussion, auscultation, and advanced assessment techniques, including diagnostic testing, as appropriate. A complete physical assessment should incorporate cultural and developmental variations and needs of a patient. The results of a comprehensive history and physical assessment are used to establish a differential diagnosis based on assessment data and develop an effective and appropriate plan of care for a patient. Specific assessment related to anesthesia should be stressed in the practical experience of nurse anesthesia students.

Culturally Competent:

Cultural competency is demonstrated by effectively utilizing various approaches in assessing, planning, implementing, and administering anesthesia care for patients based on culturally relevant information.

Wellness and substance use disorder:

Wellness is defined as a positive state of the mind, body, and spirit reflecting a balance of effective adaptation, resilience, and coping mechanisms in personal and professional environments that enhance quality of life. Substance use disorder (SUD), also known as chemical dependency and addiction, is a chronic and progressive disease which threatens physical and mental well-being and is individually characterized by a multiplicity of behaviors from misuse through dependency/addiction to alcohol and/or drugs (legal and illegal). The wellness/SUD curriculum must be an evidence-based program of study that could include but is not limited to the following five key conceptual components:

1. Importance of wellness to healthcare professionals: Describe the integration of healthy lifestyles, adaptive coping mechanisms for career stressors, and an awareness of chemical dependency risk factors and pathophysiology.
2. Healthy lifestyles: Describe attitudes, behaviors, and strategies (i.e., healthy nutrition, exercise, sleep patterns, and critical incident stress management) that create a positive work-life balance for personal wellness.

3. Coping mechanisms: Describe adaptive or maladaptive behaviors employed by individuals to reduce the intensity of experienced stress. Discuss positive stress reduction techniques, such as meditation, deep breathing, and exercise.
4. Identification and intervention of SUD: Describe needed awareness of the symptoms of SUD,

appropriate strategies for successful intervention, evaluation, treatment, and aftercare.

5. Reentry into the workplace after treatment for SUD: Broadly describes components of successfully returning to anesthesia practice. These components include the frameworks for returning to administrative, academic, or clinical anesthesia practice; strategies to reduce the likelihood of relapse; and elements of lifestyle adaptation that lead to a healthy balance of professional work and physical, emotional, and spiritual health.

NOTE:

The DNAP Goals/Learning Outcomes and some definitions are adapted from the Standards for Accreditation of Nurse Anesthesia Educational Programs – Practice Doctorate (2015, Revised 10/2018), D-Graduate Standards 1-51 (pp.17-20) & Glossary (pp. 33-40), by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), which is available at: https://home.coa.us.com/accreditation/Documents/Standards%20for%20Accreditation%20of%20Nurse%20 Anesthesia%20Programs%20-%20Practice%20Doctorate,%20rev%20Oct%202018.pdf

PROFILE OF THE DOCTOR IN NURSE ANESTHESIA PRACTICE GRADUATE

After completing the requirements of the Doctoral Degree Program, the graduate will demonstrate the ability to:

1. Be vigilant in the delivery of patient care.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.).
3. Conduct a comprehensive equipment check.
4. Protect patients from iatrogenic complications.
5. Provide individualized care throughout the peri anesthesia continuum.
6. Deliver culturally competent peri anesthesia care (see Glossary, “Culturally competent”).
7. Provide anesthesia services to all patients across the lifespan (see Glossary, "Anesthesia services" and “Across the lifespan”).
8. Perform a comprehensive history and physical assessment *(see Glossary, “Comprehensive history and physical assessment”).*
9. Administer general anesthesia to patients with a variety of physical conditions.
10. Administer general anesthesia for a variety of surgical and medically related procedures.

11. Administer and manage a variety of regional anesthetics.
12. Maintain current certification in ACLS and PALS.
13. Apply knowledge to practice in decision- making and problem solving.
14. Provide nurse anesthesia services based on evidence-based principles.
15. Perform a preanesthetic assessment before providing anesthesia services.
16. Assume responsibility and accountability for diagnosis.
17. Formulate an anesthesia plan of care before providing anesthesia services.
18. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
19. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
20. Calculate, initiate, and manage fluid and blood component therapy.
21. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
22. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
23. Use science-based theories and concepts to analyze new practice approaches.
24. Pass the national certification examination (NCE) administered by NBCRNA.
25. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
26. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.
27. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
28. Maintain comprehensive, timely, accurate, and legible healthcare records.
29. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
30. Teach others.
31. Integrate critical and reflective thinking in his or her leadership approach.
32. Provide leadership that facilitates intra professional and interprofessional collaboration.
33. Adhere to the *Code of Ethics for the Certified Registered Nurse Anesthetist*.
34. Interact on a professional level with integrity.
35. Apply ethically sound decision-making processes.

36. Function within legal and regulatory requirements.
37. Accept responsibility and accountability for his or her practice.
38. Provide anesthesia services to patients in a cost-effective manner.
39. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency *(see Glossary, "Chemical dependency and wellness").*
40. Inform the public of the role and practice of the CRNA.
41. Evaluate how public policy making strategies impact the financing and delivery of healthcare.
42. Advocate for health policy changes to improve patient care.
43. Advocate for health policy change to advance the specialty of nurse anesthesia.
44. Analyze strategies to improve patient outcomes and quality of care.
45. Analyze health outcomes in a variety of populations.
46. Analyze health outcomes in a variety of clinical settings.
47. Analyze health outcomes in a variety of systems.
48. Disseminate research evidence.
49. Use information systems/technology to support and improve patient care.
50. Use information systems/technology to support and improve healthcare systems.
51. Analyze business practices encountered in nurse anesthesia delivery settings.

DOCTOR IN NURSE ANESTHESIA PRACTICE PROGRAM CURRICULAR DESIGN

The curriculum is designed to award a Doctor of Nursing Practice or Doctor of Nurse Anesthesia Practice to graduate students who successfully complete graduation requirements. The curriculum is designed to focus on the full scope of nurse anesthesia practice including:

- Course(s): Advanced Physiology/Pathophysiology, Advanced Pharmacology, Basic and Advanced Principles in Nurse Anesthesia, and Advanced Health Assessment (See Glossary "Advanced Health Assessment")

The Curriculum attempted to go from basic to advanced studies in each of these areas.

For instance, those courses were revised, the BIOL 700 and BIOL 702 to assure that while anatomy is included, physiology is the focus, and have had BIOL 700 cover Respiratory, Circulatory and Autonomic Nervous system, (with some Central Nervous content as necessary.)

Basic and Advanced Principles follows a similar trajectory: DNAP 730 covering OB, Neonates, Pediatrics and Geriatrics; DNAP 740 covering Cardiac, thoracic, peripheral vascular, neurologic,

trauma, and patients with other co-existing diseases; DNAP 750 covering Renal, Hepatobiliary, Gastrointestinal, Musculoskeletal and Endocrine Systems; and DNAP 760 covering Acute Postoperative Pain & Chronic Pain Management, and Use of Diagnostic Tools [Ultrasound and Radiography])

Standard E 2.2 is about CONTENT in the courses and several of the courses state specific hours necessary:

- Advanced Physiology/Pathophysiology (COA requires 120 contact hours) (**This curriculum has 180 hours**)
- Advanced Pharmacology (COA requires 90 contact hours) (**This curriculum has 105 contact hours**)
- Basic and Advanced Principles in Nurse Anesthesia (COA requires 120 hours) (**This curriculum has 420 contact hours**
- Research (COA requires 75 contact hours) (**This curriculum has 116 contact hours**)
- Advanced Health Assessment (COA requires 45 contact hours**) (This curriculum has 45 contact hours) note** that as we have simulation and have a one academic credit hour lab that adds another 45 contact hours bringing that to 90 contact hours this curriculum would have. (The reason for this is that for each one academic hour credit given for a lab, it is equal to three actual hours in the lab and 3 x 15-week semester gives you another 45 hours).
- Human anatomy (in the curriculum mapping chart I included both BIOL 700 and BIOL 702, as the names of the courses include "functional anatomy" and some of the learning objectives mention anatomy
- Chemistry, Biochemistry, physics, genetics (have included genetics in several of the Advanced Principles courses, and recent textbooks indicate that studies of genomics may be implicated in selected diseases.)
- Acute and chronic pain management (This is covered in the DNAP Principles 760 course)
- Radiology, ultrasound, anesthesia equipment, (these are covered in courses like DNAP 760, and others as indicated in the curriculum map.)
- Professional Role Courses: (Have placed Professional Role courses I – VII throughout the curriculum, and these, among other things, include all of those non-anesthesia specific topics such as: Healthcare Finance, Healthcare Policy and Law; Education; Ethics, Leadership, and Multicultural Healthcare)

- Wellness and substance use disorder, informatics, ethical and multicultural healthcare, leadership and management, health policy, health care finance.
- Integration/Clinical Correlation Clinical experiences:
    - ✓ **The Curriculum has scheduled 7 clinical practicum courses, and these have included 3,015 hours of assigned clinical time.**

The curriculum is designed is 9 semesters (3 years). **At present, it contains a total of 131 semester hours. It also has 3,015 hours of assigned clinical time**. The curriculum is composed of sequential and integrated courses designed to facilitate achievement of the program's terminal objectives. **This Curriculum using the 51 COA Graduate Standards listed on pages 17-20 as program terminal objectives.** All courses have clearly stated objectives/outcomes.

The curriculum requires the student to complete scholarly work that demonstrates knowledge and scholarship skills within an area of academic focus.

The curriculum provides students with experiences in the perioperative process that are UNRESTRICTED and promote their development as competent nurse anesthetists. In the last couple of clinical courses, students will be able to have a 2:1 clinical faculty to student ratio.

The program provides opportunities for students to obtain clinical experiences outside the regular clinical schedule by a call experience, or other mechanism.

Simulated clinical experiences are incorporated in the curriculum. Note that this does not have to be high fidelity simulation, but can include models etc**. listed a couple courses, such as Advanced DNAP 730: Advanced Physical Examination.**

Program Progression

The DNAP Program is a continuous course of study, 36-month "block" program. Students may progress toward the DNAP degree when they have:

- Completed all scheduled DNAP-labeled program courses, thus far, with a grade of 3.00 ("B") or better on a 4.00 grade point scale.
- Completed all scheduled non-DNAP-labeled program courses, thus far, with an average grade of 3.00 ("B") or better.
- Completed all scheduled clinical practicum courses, thus far, with a grade of "Pass".

PROGRAM OF STUDY

DOCTOR IN NURSE ANESTHESIA PRACTICE

Semester 1	Contact Hours/wk.	Credit hours/semester	Clinical assigned Hours/semester
BIOL 700: Advanced Physiology with Functional Anatomy for Nurse Anesthetists I	4-0-0-4	4-0-0-4	
BIOL 702: Advanced Physiology with Functional Anatomy for Nurse Anesthetists II	4-0-0-4	4-0-0-4	
DNAP 700: Advanced Pharmacology for Nurse Anesthetists I	4-0-0-4	4-0-0-4	
RSCH 700: Introduction to Informatics and Evidence-based Investigation I	1-0-0-1	1-0-0-1	
DNAP 732: Professional Role I (Wellness & Substance Use Disorder & Introduction to Professional Standards)	1-0-0-1	1-0-0-1	
ACLS/PALS I	1-0-0-1	1-0-0-1	
Semester hours credit	**15**	**15**	**0**

Semester 2	Contact Hours/wk.	Credit hours/semester	Clinical assigned Hours/semester
BIOL 704: Advanced Pathophysiology for Nurse Anesthetists	4-0-0-4	4-0-0-4	
DNAP 702: Advanced Pharmacology for Nurse Anesthetists II	3-0-0-3	3-0-0-3	
DNAP 720: Basic Principles of Nurse Anesthesia Practice	5-0-0-5	5-0-0-5	
DNAP 734: Professional Role II (History of Nurse Anesthesia, AANA and Affiliates & Practice Standards – continued)	1-0-0-1	1-0-0-1	
DNAP 800: Introduction to Clinical Anesthesia (One 5-hour day/wk. /5 = 1 semester hr.)	0-0-5-5	0-0-1-1	90
Semester hours credit	**18**	**14**	

Semester 3	Contact Hours/wk.	Credit hours/semester	Clinical assigned Hours/semester
DNAP 730: Advanced Principles of Nurse Anesthesia Practice I (Across the lifespan - OB, Neo, Peds, Ger.)	6-0-0-6	6-0-0-6	
DNAP 710 Advanced Physical Examination	3-0-0-3	3-0-0-3	
DNAP 706: Chemistry, Physics & Anesthesia Equipment	4-0-0-4	4-0-0-4	
DNAP 805: Anesthesia Clinical Practice I (3 five (5) hour days/wk.=15/5 =3	0-0-15-15	0-0-3-3	225
Semester hours credit	**27**	**16**	

Semester 4	Contact Hours/wk.	Credit hours/semester	Clinical assigned Hours/semester
DNAP 740: Advanced Principles of Nurse Anesthesia Practice II (CT, PV, Neuro, Trauma, Coexisting)	6-0-0-6	6-0-0-6	
RSCH 710: Research Sequence II: Evidence-based Investigations for Nurse Anesthesia I (Research Methods I)	3-0-0-3	3-0-0-3	
DNAP 736 Professional Role III (Patient safety, quality improvement & introduction to epidemiology)	1-0-0-1	1-0-0-1	
DNAP 802: Integration/Anesthesia Correlation Seminar I	1-0-0-1	1-0-0-1	
DNAP 810: Anesthesia Clinical Practice II (3 five hour days=15/5 =3)	0-0-15-15	0-0-3-3	225
Semester hours credit	**26**	**14**	

Semester 5	Contact Hours/wk.	Credit hours/semester	Clinical assigned Hours/semester
DNAP 750: Advanced Principles of Nurse Anesthesia Practice III (Renal, Hep/Bil, GI, MS, Endo)	6-0-0-6	6-0-0-6	
RSCH 720: Research Sequence III: Evidence-based Investigations for Nurse Anesthesia II (Critical Inquiry)	2-0-0-2	2-0-0-2	
DNAP 738: Professional Role IV: (Healthcare Policies and the Law)	3-0-0-3	3-0-0-3	
DNAP 804: Integration/Anesthesia Correlation Seminar II	1-0-0-1	1-0-0-1	
DNAP 820: Anesthesia Clinical Practice III	0-0-15-15	0-0-3-3	225
Semester hours credit	**27**	**15**	

Semester 6	Contact Hours/wk.	Credit hours/semester	Clinical assigned Hours/semester
DNAP 760: Advanced Principles of Nurse Anesthesia Practice IV (Acute/Chronic Pain, Ultra Sound, Radiography)	5-0-0-5	5-0-0-5	
RSCH 730: Research Sequence IV: Evidence-based Investigations for Nurse Anesthesia III (Research Implementation)	2-0-0-2	2-0-0-2	
DNAP 806: Integration/Anesthesia Correlation Seminar III	1-0-0-1	1-0-0-1	
DNAP 830: Anesthesia Clinical Practice IV (3 ten-hour days=30/5 =6)	0-0-30-30	0-0-6-6	450
Semester hours credit	**36**	**14**	

Semester 7	Contact Hours/wk.	Credit hours/semester	Clinical assigned Hours/semester
RSCH 740: Research Sequence V: Evidence-based Investigations for Nurse Anesthesia IV (Implementation/dissemination I)	2-0-0-2	2-0-0-2	
DNAP 742: Professional Role V: Education in Nurse Anesthesia	2-0-0-2	2-0-0-2	
DNAP 812 Nurse Anesthesia Certification Exam Review/ Prep	2-0-0-2	2-0-0-2	
DNAP 840: Anesthesia Clinical Practice V (4 ten hour days=40/5 =8)	0-0-40-40	0-0-8-8	600
Semester hours credit	**48**	**14**	

Semester 8	Contact Hours/wk.	Credit hours/semester	Clinical assigned Hours/semester
DNAP 744: Professional Role VI: (Healthcare Finance, Anesthesia Business and Practice Management, Reimbursement and Billing Practice)	3-0-0-3	2-0-0-2	
DNAP 808: Integration/Anesthesia/Professional Role Correlation Seminar IV	1-0-0-1	1-0-0-1	
RSCH 750: Research Sequence VI Evidence-based Investigations for Nurse Anesthesia IV (Implementation/dissemination II)	2-0-0-2	2-0-0-2	
DNAP 814 Nurse Anesthesia Certification Exam Review/Prep	1-0-0-1	1-0-0-1	
ACLS/ PALS II	1-0-0-1	1-0-0-1	
DNAP 850 Anesthesia Clinical Practice VI	0-0-40-40	0-0-8-8	600
Semester hours credit	**48**	**15**	

Semester 9	Contact Hours/wk.	Credit hours/semester	Clinical assigned Hours/semester
DNAP 746: Professional Role VII: (Ethics, Leadership, and Multicultural Healthcare)	3-0-0-3	3-0-0-3	
DNAP 816 Nurse Anesthesia Certification Exam Review/Prep	2-0-0-2	3-0-0-3	
DNAP 860: Anesthesia Clinical Practice VII (4 ten hour days=40/5 =8)	0-0-40-40	0-0-8-8	600
Semester Hours Credit		**14**	
TOTAL HOURS		**131 Semester hours**	**3,015 Assigned Clinical hours**

PROGRAM GRAND TOTAL: 131 graduate semester credit hours

(Program length: 9 Semester; 36 months; full time, year-round, continuous course of study; 10 weeks pre-assigned breaks; 2 weeks Project)

DNAP CURRICULUM SEQUENCE

Year 1- Semester 1		Year 1- Semester 2		Year 1 -Semester 3	
BIOL 700: Advanced Physiology with Functional Anatomy for Nurse Anesthetist I	BLS/ACLS/PALS/ (1 WK) & BREAK (2 WKS)	BIOL 704: Advanced Pathophysiology for Nurse Anesthetist	BREAK 2 WEEKS	DNAP 730: Advanced Principles of Nurse Anesthesia Practice I (Across the lifespan- OB-Neo, Peds, Ger)	BREAK 1 WEEKS
BIOL 702: Advanced Physiology with Functional Anatomy for Nurse Anesthetist II		DNAP 702: Advanced Pharmacology for Nurse Anesthetist II		DNAP 710: Advanced Physical Examination	
DNAP 700: Advanced Pharmacology for Nurse Anesthetist I		DNAP 720: Basic Principles of Nurse Anesthesia Practice		DNAP 706: Chemistry, Physics &Anesthesia Equipment	
RSCH 700: Introduction to Informatics and Evidence based Investigation I		DNAP 734: Professional Role II (History of Nurse Anesthesia, AANA and Affiliates &Practices Standars-continued)		DNAP 805: Anesthesia Clinical Practice I (3 five (5) hour days/wk.=15/5=3	
DNAP 732: Professional Role I (Wellness &Substance Use Disorder & Introduction to Professional Standards)		DNAP 800: Introduction to Clinical Anesthesia (one 5 hour day/wk./5= 1 semester hr)		**Total 16 credits**	
ACLS/PALS I		**Total 18 credits** (18 contact hours, avg per week) Study time is additional; est 32 hrs/wk)			
Total 15 credits					

Year 2- Semester 4		Year 2- Semester 5		Year 2 -Semester 6	
DNAP 740: Advanced Principles of Nurse Anesthesia Practice II (CT, PV, Neuro, Trauma, Coexisting)	BREAK 1 WKS)	DNAP 750: Advanced Principles of Nurse Anesthesia Practice III (Renal, Hep/Bil, GI, MS, Endo)	BREAK 2 WEEKS	DNAP 760: Advanced Principles of Nurse Anesthesia Practice IV (Acute, Chronic Pain, Ultra Sound, Radiography)	DNAP PROJECT WEEKS
RSCH 710: Research Sequence II: Evidenced-based Investigations for Nurse Anesthesia 1 (Research Methods I)		RSCH 720: Research Sequence III: Evidence-based Investigations for Nurse Anesthesia II (Critical Inquiry)		RSCH 730: Research Sequence IV: Evidence-based Investigations for Nurse Anesthesia III (Research Implementation)	
DNAP 736 Professional Role III (Patient safety, quality improvement & introduction to epidemiology)		DNAP 738: Professional Role IV: (Healthcare Policies and the Law)		DNAP 806: Integration/Anesthesia Correlation Seminar III	
DNAP 802: Integration/ Anesthesia Correlation Seminar I		DNAP 804: Integration/Anesthesia Correlation Seminar II)		DNAP 830: Anesthesia Clinical Practice IV (3 ten hour days=30/5=6)	
DNAP 810: Anesthesia Clinical Practice II (3 five hour days= 15/5=3)		DNAP 820: Anesthesia Clinical Practice III		**Total 14 credits** (43 contact hours, avg per week) Study time is additional; est 14 hrs/wk)	
Total 14 credits (36 contact hours, avg per week) Study time is additional; est. 18 hrs/wk)		**Total 15 credits**			

Year 3- Semester 7		Year 3- Semester 8		Year 3 -Semester 9	
RSCH: Research Sequence V: Evidence-based Investigations for Nurse Anesthesia IV (Implementation/dissemination I)	BLS/ACLS/PALS/ & PROJECT (1 WKS)	DNAP 744: Professional Role IV: (Healthcare Finance, Anesthesia Business and Practice Management, Reimbursement and Billing Practice)	BREAK 2 WEEKS	DNAP 746: Professional Role VII: (Ethics, Leadership, and Multicultural Healthcare)	GRADUATION
DNAP 742: Professional Role V: education in Nurse Anesthesia		DNAP 808: Integration/Anesthesia/Professional Role Correlation Seminar IV		DNAP 816 Nurse Anesthesia Certification Exam Review/Prep	
DNAP: 812 Nurse Anesthesia Certification Exam Review/Prep		RSCH 750: Research Sequence VI Evidence-based Investigations for Nurse Anesthesia IV (Implementation/dissemination II)		DNAP 860: Anesthesia Clinical Practice VII (4 ten hour days=40/5=8)	
DNAP 840: Anesthesia Clinical Practice V (4 ten-hour days=40/5=8)		DNAP 814 Nurse Anesthesia Certification Exam Review/Prep			
Total credits 14		ACLS/PALS II		**Total 14 credits**	
		Total 15 credits		(18 contact hours, avg per week) Study time is additional; est 32 hrs/wk)	

DNAP COURSE DESCRIPTIONS

YEAR 1

BIOL 700

Description: This course builds on anatomy courses the student has had in their nursing courses prior to admission to the school of anesthesia and provides the student with in-depth information regarding the macroscopic structure of the human body. Respiratory, cardiovascular, renal, gastrointestinal, hepatic, skeletal muscle, and nervous systems will be studied. Nerve and muscle receptors will be described, as they relate to the administration of muscle relaxant in anesthesia. The anatomic characteristics of the nerve origins and pathways will be discussed in depth, as related to the potential for being blocked during regional anesthesia.

DNAP 702

Description:

The course is a continuation of Advanced Pharmacology of Anesthetic Drugs I. It incorporates knowledge of non-specific anesthetic drugs the patient presenting for anesthesia may be receiving for disease processes not necessarily related to the purpose of the surgery. It addresses how these conditions and associated drugs may influence, or interact with, anesthesia drugs and techniques

administered for the intended surgical procedure. Drug categories include antiepileptics, sympathomimetics, sympatholytic, vasodilators, antiarrhythmics, diuretics, lipid- lowering drugs, procoagulants, anticoagulants, gastric motility altering drugs, glucose regulators, other endocrine related drugs, chemotherapeutics, and psychopharmacologic.

DNAP 700

Description:

The course presents a study of the fundamental principles of drug therapy, specific drugs in the administration of anesthesia, and the effects of these drugs in the systems of the body. All currently administered anesthetics are described according to their chemical structure, pharmacodynamics, and pharmacokinetics. In addition, important auxiliary drugs are discussed to permit a global understanding of perioperative anesthetic therapy.

RSCH 700

Description:

This course is the first in a six-section research series. It introduces the field of informatics and describes its use in generating information whereby anesthesia practitioners conduct evidence- based nurse anesthesia investigation to inform practice. The course includes epidemiologic concepts largely due to their focus on design studies and collecting data in the health arena. Topics include computers as electronic information-processing machines, information technology systems, and Internet and computer security management. This course also stresses the ethical, social and legal implications associated with all aspects of informatics. Students will be using information technology in completing their nurse anesthesia practice coursework and the completion of a scholarly project; therefore, this is a foundational course for completing both.

DNAP 732

Description:

This course addresses one of the most disconcerting concepts related to becoming an anesthesia provider, the fact that addicting substances are part of the common drugs administered to patients, and these providers are not immune to substance use disorder. It introduces the epidemiology of substance abuse and chemical dependency. For this reason, this course and this topic is the first in the Professional Role series in the Anesthesia Al Dia, Inc. Doctor of Nurse Anesthesia Practice curriculum, to alert students engaging in anesthesia education of the prevalence and possibility of

substance abuse, and with the hope that becoming educated early will act as a deterrent. Further, this course introduces the student to the American Association of Nurse Anesthetist Practice Documents, used throughout both the academic and clinical curriculum. The first two Policy and Practice considerations introduced are Informed Consent in Anesthesia Care, and Documenting Anesthesia Care. While these were familiar to students engaged as practicing Registered nurses, this course adds expanded meaning as the student prepares to engage in the practice of anesthesia.

BLS/ACLS Recertification & PALS Initial Certification Courses (*week of 8/13-21*) Students are required to take the BLS/ACLS recertification, and the PALS initial certification courses as scheduled and assigned by the DNAP. These courses are arranged by the DNAP in collaboration with the Puerto Rico School of Nurse Anesthetists (PUDCJBR) PUDCJBRA Training Center, which conducts these courses. The registrations for these courses are charged by PUDCJBR as part of the Professional Program fees, and PUDCJBR pays PUDCJBR for these courses. If a student is not successful in completing any one of these courses, s/he must register for that course through PUDCJBR again, as soon as possible. The cost for repeated courses due to student failure will be the student's responsibility.

YEAR 1

BIOL 704

Description:

This course integrates the pathophysiology and clinical presentations of medical conditions of importance for the nurse anesthetist, with emphasis on cardiovascular and respiratory diseases, as well as the neuromuscular system. It includes basic concepts of pathophysiology, the management of fluids and electrolytes, and treatments of common diseases are also discussed. Also included is an overview of concepts related to the genomic basis of disease.

DNAP 702

Description:

The course is a continuation of Advanced Pharmacology of Anesthetic Drugs I. It incorporates knowledge of non-specific anesthetic drugs the patient presenting for anesthesia may be receiving for disease processes not necessarily related to the purpose of the surgery. It addresses how these conditions and associated drugs may influence, or interact with, anesthesia drugs and techniques

administered for the intended surgical procedure. Drug categories include antiepileptics, sympathomimetics, sympatholytic, vasodilators, antiarrhythmics, diuretics, lipid- lowering drugs, procoagulants, anticoagulants, gastric motility altering drugs, glucose regulators, other endocrine related drugs, chemotherapeutics, and psychopharmacologic.

DNAP 720

Description:

This course provides a foundation for students to plan and implement nurse anesthesia care in patients across the lifespan with various disease processes and diagnoses, and diverse populations. Topics in this course include, but are not limited to: developing individualized, evidence-based, quality plans of care; vigilance and anesthesia safety; patient positioning; basic airway management, principles of mechanical ventilation, principles and techniques of anesthesia induction, maintenance of, and emergence from anesthesia, complete a comprehensive check of equipment used in providing anesthesia, interpreting and utilizing data from a variety of monitors, administration and management of fluid and blood products, management of anesthesia-related complications in healthy patients.

The course provides a foundation for safe provision of general and regional anesthesia, and to analyze (examine critically) the implications in diverse populations. The course also addresses and initiates discussions related to anesthesia care for a variety of surgical procedures.

DNAP 734

Description:

This course gives an overview of the proud history of nurse anesthesia, including a synopsis of legal battles to achieve recognition as advanced practices nurses specializing in the administration of anesthesia. It introduces the Code of Ethics for the Certified Registered Nurse Anesthetists (CRNA) relative to the CRNAs responsibility to patients, competence, as a professional, and to society, as well as other aspects. The course introduces the broad scope of CRNA practice, as well as an overview of Practice Standards I – XI.

DNAP 800

Description:

DNAP 800 is an introductory course into clinical anesthesia. Students in this course are not new to nursing, and they will find that clinical anesthesia practice builds on the foundation of nursing practice

they had before enrollment into the anesthesia school. Its purpose is to familiarize students with the environments where anesthesia is administered, and prepare students to incorporate into the clinical area, not only previously learned nursing principles, but also principles of science and pharmacology which were introduced in the anesthesia academics of the first semester, thus building on their own clinical nursing backgrounds. The focus is the preparation of the patient for anesthesia, including selection and application of appropriate monitors, securing intravenous access, the selection of anesthetic agents, appropriate anesthetic induction and maintenance techniques, and emergence from anesthesia. There are elements of this care that, due to their backgrounds in nursing, they are expected to be able to perform in the operating room environment, such as securing intravenous access and application of selected monitors. The course introduces the value of a physical assessment prior to providing anesthesia and creating an acceptable plan of care. Additionally, it introduces the student to the essential need for vigilance in care and avoiding extraneous activities that distract from patient care, as their focus must be patient centered, often from heartbeat to heartbeat. It will introduce students to pre and post anesthesia rounds. The course includes an introduction to electronic health record and clinical informatics of this knowledge to practice in decision making and problem solving related to age related changes, including interpreting and utilizing monitoring data, in the development of the anesthetic evidence-based plan of care for geriatric patients presenting for surgery.

DNAP 730

Description:

This course builds upon previous knowledge of adult anatomy and physiology as well as elements of basic principles of nurse anesthesia, including monitoring and patient safety. It addresses providing nurse anesthesia across the life span for the specific populations of obstetric, neonate, pediatric, and geriatric patients with topics to include the special needs of these populations. The course also highlights the role of the nurse anesthetist in accepting responsibility and accountability for accurate diagnosis of patient issues across the life span. Related to the obstetric population, it is designed to inform the student about major alterations pregnancy causes in the maternal organ systems, and to address issues of any resulting pathophysiology. It guides the application of this knowledge to practice in decision making and problem solving, including interpreting and utilizing monitoring data, with particular emphasis on cardiovascular and hematologic systems, as well as respiratory, nervous, gastrointestinal, hepatic, renal systems and uterine blood flow. Related to the neonatal and pediatric populations, it is designed to inform the student about the developing physiology in neonates related to fetal and transitional circulation, and the effects of pediatric growth on the cardiovascular,

neurological, pulmonary, renal and hepatic systems. It includes interpreting and utilizing monitoring data associated with these systems. It guides the application of this knowledge to practice in decision making and problem solving, with an emphasis regarding differences in the neonatal and pediatric anatomy and physiology compared to adult physiology, and the effects these differences cause in the mechanics and pharmacologic approach to the induction and management of general or regional anesthesia. Considerations of specific pathophysiologic conditions in neonatal and pediatric patients that result in the need for surgical intervention, specific monitoring, and the anesthetic management of these, are included in the course. In relation to the geriatric patient, it is designed to inform the student about the anatomic, physiologic, and often pathophysiologic changes that occur with aging. It guides the application 168 of this knowledge to practice in decision making and problem solving related to age related changes, including interpreting and utilizing monitoring data, in the development of the anesthetic evidence-based plan of care for geriatric patients presenting for surgery.

YEAR 1

DNAP 710

Description:

In this course, the student will be prepared to perform a comprehensive history and physical health assessment of patients across the lifespan. The focus is geared to critical care and peri anesthesia settings. The course includes academic lectures which integrate specific pathologic conditions with assessments using a body system's approach, including developing basic skills in evaluating normal and abnormal radiographs. Students practice and learn to perform a comprehensive physical examination and will develop the advanced physical examination skills needed to function as a competent nurse anesthetist, and to assume responsibility for their findings. Students are expected to select diagnostic and laboratory studies to aid the student in demonstrating reasoning and critical thinking skills. While hands-on practice allows for assessment of all human organ systems, special emphasis will be given to the cardiovascular, respiratory, and neurological systems. The students will also practice cardiopulmonary resuscitation skills.

DNAP 706

Description:

This course will broaden the basic concepts of chemistry and physics concerning to Nurse Anesthesia, emphasizing the principles that guide the operation of anesthesia machines, as well as provides

fundamental information related to fluoroscopy and radiography, and related patient safety. Special attention will be paid to the clinical concepts of cardiovascular, respiratory and metabolic monitoring.

DNAP 805

Description:

This course follows the introductory course and is the first of a series of seven courses of actual patient/case assigned clinical practice. Through these assignments, the students will demonstrate, under appropriate supervision, the application of knowledge covered in DNAP 720 and DNAP 800, with a particular emphasis on introduction to meeting graduate standards related to patient safety, care in the peri anesthetic period, critical thinking, and communication. They will focus on clinical skill and abilities development, and assuming responsibilities, in the administration of anesthetic drugs, predicting the interaction of drugs, and the clinical application of general and regional anesthesia techniques in surgical and obstetrical cases. Cases performed in this course contribute to the goal of a minimum of 650 cases required for graduation, with a preferred goal of 700 or greater number of cases.

DNAP 740

Description:

This course builds upon previous knowledge of adult anatomy and physiology as well as monitoring specific systems. It addresses anesthesia for complex pathophysiologic conditions in these populations, including, in some instances, genomic predictive biomarkers. It addresses anesthesia issues related to coincident pathophysiology of other organs and systems, as well as anesthesia for patients involved in trauma. It addresses monitoring and techniques of anesthesia for surgical procedures involving cardiac, thoracic, neurologic, and major vascular surgery, as well as with surgery involved in patients with other co-existing diseases.

The course is designed to inform the student about pathophysiologic alterations in organ systems due to specific diseases, and conditions or trauma in these populations. The course guides the critical thinking and application of this knowledge to practice in decision-making and problem solving.

YEAR 2

RSCH 710

Description: This is the second of a sequence of six courses, geared to preparing nurse anesthetists as leaders in anesthesia care based on evidence. This course introduces selection of a research approach, by defining quantitative, qualitative, and mixed methods approaches. It helps the student to consider a phenomenon of interest for research and determine which research approach best fits their type of study. It also focuses on advanced practice nursing's quadruple aim of evidence-based practice (EBP) in healthcare. Levels of evidence and rating of evidence is discussed relative to examining research in order to make decisions on applicability to practice. This course discusses EBP competencies 1, 2, 3, 4 and 14, familiarity of which is expected of advanced practice nurse anesthetists in evidence-based research. The student will select a phenomenon of interest and develop an appropriate research question using the PECOT method, in preparation to begin a literature search for their scholarly project. Theory and scientific bases of evidence-based practice (EBP). Ethic, legal, economic, and cultural issues are examined in the way and use of investigation. Critical analysis of published investigation articles and their application in the clinical practice of anesthesia. Design of a guide project of evidence-based practice.

DNAP 736

Description:

This course addresses the professional role expectations for the nurse anesthetist, as well as presenting a framework to support lifelong non-clinical, professional attributes desirable to make each transition within the profession, whether from student to CRNA, or CRNA to various professional roles such as clinician, educator, or administrator. The course addresses the goal of making communication with patients in the entire perioperative period patient centered. It also addresses CRNA fatigue, sleep deprivation and work schedule effects on patient safety, as well as promoting a culture of safety and a healthy work environment. Selected AANA Practice and Practice Considerations complement the course.

DNAP 802

Description:

This course is concurrent with DNAP 740 and is the first of a series of four seminars in which the students will integrate, and correlate information presented in academic courses to date, with actual

clinical practice. It will include presentations and discussion of simulated or actual clinical experiences and mortality and morbidity conferences, and foster learning-based problem solving. During the semester, each student is required to select a case in which they have participated, and present the case as it happened, and compare selected aspects/choices of it, supporting those aspects with evidence from their research in anesthesia related journals. Through these activities, students demonstrate their familiarization with scientific publications and refereed journals in the field and present their investigative findings. As students will have completed RSCH 700, DNAP 802 is concurrent with RSCH 710, where students begin the process of critical inquiry, and selecting a phenomenon of interest to develop a research question for their final scholarly project. DNAP 802 provides an initial forum in which students use informatics to explore questions they may have about practice, and presenting their findings, ultimately preparing them to develop a particular phenomenon of interest and presenting a final scholarly project as part of the graduation requirements.

DNAP765 – PRINCIPLES OF NURSE ANESTHESIA FOR COMPLEX PATIENTS & PROCEDURES (Cardiac, Thoracic, Neuro, Transplant) Credit: 3-0-0-3 (Contact: 3-0-0-3)

Description:

This course builds upon previous knowledge for students to plan and implement nurse anesthesia care for complex patients and procedures. Emphasis is placed on the effects of moderate to severe pathophysiology and their implications for anesthesia administration.

DNAP 810

Description:

This course, the second of a sequence of seven, of actual patient/case assigned clinical practice is a continuation of DNAP 805 with special emphasis in the application of academic knowledge acquired in DNAP 700, DNAP 720, DNAP 730, and currently presented in DNAP 740. It offers 172 a particular emphasis on continuing to meet graduate standards related to patient safety, care in the peri anesthetic period, critical thinking, and communication. It builds on clinical skills gained in DNAP 800 and DNAP 805, applying them to patients across the lifespan, with a particular focus in obstetric, neonatal, pediatric and geriatric populations, including recognizing and managing complications in these

populations. Cases performed in this course contribute to the goal of a minimum of 650 cases required for graduation, with a preferred goal of 700 or greater number of cases.

DNAP 750

Description:

This course builds upon previous knowledge of adult anatomy and physiology as well as monitoring specific systems. It addresses anesthesia for complex pathophysiologic conditions related to renal, hepatobiliary, gastrointestinal, musculoskeletal, and endocrine pathophysiology and anesthesia management. The course is designed to inform the student about pathophysiologic alterations in organ systems due to specific and coincident diseases in these systems, in these populations. It guides the critical thinking and application of this knowledge to practice in decision-making and problem solving, including interpreting and utilizing monitoring data. Further, it is designed to have students, in small groups, assigned to explore and critically examine case studies in databases, related to anesthesia for a particular physiologic system. They will use information systems to gather information, and analyze it regarding outcomes of various techniques, and outcomes in various anesthesia clinical settings and systems. They will disseminate the findings to the larger group.

YEAR 2

RSCH 720

Description:

This is the third in a sequence of six research courses. It focuses on the literature review and aspects of evaluation related to it. It discusses evidence-based practice (EBP) competencies 5, 6, 7 and 15, which are expected of advanced practice nurse anesthetists in evidence-based research. Students perform a literature review related to their PECOT question, and critical appraisal articles related to it, according to the levels of evidence, as well as the validity, reliability, and applicability of the articles. It introduces the general appraisal overview (GAO) form to complete for each research article, relative to the PICOT question. This enables students to document their thinking about a particular study or article they are reviewing and record information, in preparation to evaluate the article for inclusion in their scholarly paper. Students will evaluate the research articles and determine if higher and lower levels of evidence agree, in a quest to find similar information across studies, as well as to identify common differences and gaps in information. Students will begin synthesizing data from across studies using a synthesis table, in an attempt to determine whether the body of evidence supports current practice or does it guide to recommendations for change in practice.

DNAP 738

Description:

This course draws attention to the fact that the practice nurse anesthesia exists in a climate where health policy and law affects their practices. As such, it begins with an overview of health policy and law, introducing three conceptual frameworks for studying it. It defines policy and the public policymaking structure and process and defines law and outlines key features of the legal system as well. The course explores essential issues in health policy and law, including individual rights, social determinants, health insurance, and health reform in the United States. Additionally, the course introduces health services research through triple lenses of effectiveness, efficiency and equity, with a goal of determining how to assess or analyze various healthcare systems.

DNAP 804

Description:

This course is concurrent with DNAP 750 and is the second of a series of four seminars in which the students will integrate and correlate information presented in academic courses to date, with actual clinical practice. It will include presentations and discussion of actual clinical experiences and mortality and morbidity conferences, and foster learning-based problem solving. During the semester, each student is required to select a case in which they have participated, and present the case as it actually happened, and compare selected aspects/choices of it, supporting those aspects with evidence from their research in anesthesia related journals. Through these activities, students demonstrate their familiarization with scientific publications and refereed journals in the field and present their investigative findings. As students will have completed RSCH 700, DNAP 804 provides a forum in which students use informatics to explore questions they may have about practice, and presenting their findings, ultimately preparing them to develop a particular phenomenon of interest and presenting a final scholarly project as part of the graduation requirements.

YEAR 2

DNAP 760

Description:

This course builds upon previous knowledge of adult anatomy and physiology as well as monitoring specific systems. It addresses the management of both acute postoperative pain and chronic pain syndromes. It discusses the anesthesia practitioners' involvement in therapeutic and diagnostic

procedures conducted outside of the conventional operating room, in remote locations. Students will occasionally gather in small groups to research a topic and present the findings to the larger group.

RSCH 730

Description:

This is the fourth in a sequence of six research courses. It discusses the concepts of meta-analysis and meta synthesis. It focuses on writing the final paper, and/or presenting a scholarly, evidence-based poster, which outlines the findings of the literature, the critical appraisal, evaluation, and synthesis of the findings, as well as making recommendations.

DNAP 806

Description:

This course is concurrent with DNAP 760 and is the third of a series of four seminars in which the students will integrate and correlate information presented in academic courses to date, with actual clinical practice. It will include presentation and discussion of actual clinical experiences and mortality and morbidity conferences, and foster learning-based problem solving. During the semester, each student is required to select a case in which they have participated, and present the case as it happened, and compare selected aspects/choices of it, supporting those aspects with evidence from their research in anesthesia related journals. Through these activities, students demonstrate their familiarization with scientific publications and refereed journals in the field and presenting their investigative findings. As students will have completed RSCH 700, DNAP 806 provides a forum in which students use informatics to explore questions they may have about practice, and presenting their findings, ultimately 176 preparing them to develop a particular phenomenon of interest and presenting a final scholarly project as part of the graduation requirements.

DNAP 830

Description:

This course, the fourth of a sequence of seven, of actual patient/case assigned clinical practice, is a continuation of DNAP 820 and previous clinical courses, with special emphasis in the application of academic knowledge gained in DNAP 750 and previous academic courses. It offers a particular emphasis on continuing to meet graduate standards related to patient safety, care in the peri anesthetic period, critical thinking, communication, and leadership, as well as the professional role of an anesthetist. These include the preparation of patients and management of anesthesia in cases

presenting them with complex problems. The supervised student assumes the major responsibility planning and implementing the anesthesia, and in recognizing and managing complications in these populations, which includes anesthesia for specialized surgery such as trauma, cardiovascular, pulmonary, and neurological procedures, as well as for patients with hepatobiliary, gastrointestinal, musculoskeletal and endocrine issues. Cases performed in this course contribute to the goal of a minimum 650 or greater cases for graduation, with a preferred goal of 700 or greater number of cases.

YEAR 3

RSCH 740

Description:

This is the fifth in a sequence six research courses, in which the student will begin the writing of the final paper, and/or a scholarly, evidence-based poster, which outlines the findings of the literature, the critical appraisal, evaluation, and synthesis of the findings, as well as making recommendations.

DNAP 742

Description:

This course, by recognizing that graduates from CRNA programs often become clinical instructors/preceptors, and occasionally classroom instructors, for student nurse anesthetists, offers basic, formal information related to curriculum, evaluation and instruction. Its purpose is so these future anesthesia instructors will be more familiar with current educational concepts, and a constructivist conceptual model, to guide their own current learning and future teaching experiences. This course directs the student to complete the three educational modules provided by AANA Learn in these areas. Further, it utilizes selected chapters from a textbook specific to nurse anesthesia educators, which relate to utilizing the Socratic teaching methods tailored to these adult learners, stages of learning, as well as concepts integrating simulation-based education, and testing students' knowledge.

DNAP 812

Description:

This course is structured to begin a systematic review of the anesthesia related coursework completed to this point, as preparation for taking and passing the National Certification Examination. This course offers a guide to a review of Basic Sciences, which will comprise 25% of the National Certification Examination. Anatomy, Physiology, and Pathophysiology, Pharmacology, Chemistry and Physics

topics are the focus of this section. The time spent in this course is not intended to be the only time students review this material. It is modeled using the using the National Board of Certification and Recertification of Nurse Anesthetists, NCE/SEE Exam Content Outline.

DNAP 840

Description:

This course, the sixth of a sequence of seven, of actual patient/case assigned clinical practice, is a continuation of DNAP 830 and previous clinical courses, with special emphasis in the application of academic knowledge gained in DNAP 760 and previous academic courses. It offers a particular emphasis on continuing to meet graduate standards related to patient safety, care in the peri anesthetic period, critical thinking, communication, and leadership, as well as the professional role of an anesthetist. These include the preparation of patients and management of anesthesia in cases presenting them with complex problems. The supervised student assumes the major responsibility planning and implementing the anesthesia, and in recognizing and 178 managing complications in these populations, which includes anesthesia for specialized surgery such as trauma, cardiovascular, pulmonary, and neurological procedures, as well as for patients with hepatobiliary, gastrointestinal, musculoskeletal and endocrine issues. Students may have supervision at a one to two, (1:2) instructor supervision. Cases performed in this course contribute to the goal of a minimum 650 or greater cases for graduation, with a preferred goal of 700 or greater number of cases.

DNAP 744

Description:

This course provides information as to where funding for healthcare comes from as well as how it is used and introduces the historical development of other countries' provisions for health care. The course discusses third party and out-of-pocket funding arrangements for payment for healthcare services, as well as the distinction between public and private agents in finance and provision of health services. The course discusses the various business practices for payment of nurse anesthesia services.

PALS – Recertifications (week of 8/10-14/2020)

Description: Students are required to take the BLS/ACLS-EP/PALS initial certification through the courses scheduled and assigned by the DNAP. These courses are arranged by the DNAP in collaboration with the Puerto Rico School of Nurse Anesthetists (PUDCJBR) PUDCJBRA Training Center, which conducts these courses. The registrations for these courses are charged by PUDCJBR

as part of the Professional Program fees, and PUDCJBR pays PUDCJBR for these courses. If a student is not successful in completing any one of these courses, s/he must register for that course through PUDCJBR again, as soon as possible. The cost for repeated courses due to student failure will be the student's responsibility.

YEAR 3

DNAP 744

Description:

This course provides information as to where funding for healthcare comes from as well as how it is used and introduces the historical development of other countries' provisions for health care. The course discusses third party and out-of-pocket funding arrangements for payment for healthcare services, as well as the distinction between public and private agents in finance and provision of health services. The course discusses the various business practices for payment of nurse anesthesia services.

DNAP 808

Description:

This course is the fourth of a series of four seminars offered after DNAP 760, the final Advanced Principles of Nurse Anesthesia Practice academic course, has concluded. It is conducted in the curriculum when Professional Role courses are nearing their completion, and where students have the opportunity to integrate information in role breadth courses, (i.e. Healthcare Polices and Law, and Healthcare Finance, Business and Reimbursement/Billing Practices), with continued anesthesia clinical practice. The course will continue to include presentations and discussions of actual clinical experiences and mortality and morbidity conferences, and foster learning-based problem solving. It will also provide a forum to integrate information from topics related specifically to the professional role breadth courses with clinical practice courses.

RSCH 750

Description:

This is the sixth in a sequence of six research courses. In this final course the student will complete the writing and presenting the final paper, and/or complete and present a scholarly, evidence-based poster, which outlines the findings of the literature, the critical appraisal, evaluation, and synthesis of the findings, as well as making recommendations.

DNAP 850

Description:

This course, the sixth of a sequence of seven, of actual patient/case assigned clinical practice, is a continuation of DNAP 840 and previous clinical courses, with special emphasis in the application of academic knowledge gained in DNAP 760 and previous academic courses. It offers a particular emphasis on continuing to meet graduate standards related to patient safety, care in the peri anesthetic period, critical thinking, communication, and leadership, as well as the professional role of an anesthetist. These include the preparation of patients and management of anesthesia in cases presenting them with complex problems. The supervised student assumes the major responsibility planning and implementing the anesthesia, and in recognizing and managing complications in these populations, which includes anesthesia for specialized surgery such as trauma, cardiovascular, pulmonary, and neurological procedures, as well as for patients with hepatobiliary, gastrointestinal, musculoskeletal and endocrine issues. Participation in special techniques such as participation in acute and chronic pain management, ultrasound and radiographic technology are encouraged when available. Students may have supervision at a one to two, (1: 2) instructor supervision. Under supervision, these students assist in teaching incoming anesthesia learners in simulated scenarios. Cases performed in this course contribute to the goal of a minimum 650 or greater cases for graduation, with a preferred goal of 700 or greater number of cases.

YEAR 3

DNAP 746

Description:

This course presents an overview of the philosophical foundations of applied and professional ethics and includes ethical decision-making. Nursing as a profession, and nurse anesthesia as a subspecialty of nursing have within their discipline's statements of ethical promises, which they make to society, and have made over time. Certified Registered Nurse Anesthetist (CRNA) professionals are expected to act according to these promises made to society, which are codified in the American Association of Nurse Anesthetists Code of Ethics. As advanced practice nurses, and leaders, CRNAs care for patients across the lifespan, and this course 181 addresses leadership and ethical issues across the lifespan. While the primary focus in the course is related to issues with nurse anesthesia practice, ethical practice across advanced nursing specialties will be included as well. The course provides a

framework, which encourages students to apply multicultural healthcare principles in their practice, as well as guiding students in discovering and applying their leadership skills.

DNAP 816

Description:

This course is structured to continue a systematic review of the anesthesia related coursework completed to this point, as preparation for taking and passing the National Certification Examination. This course offers a guide to a review of General Principles of Anesthesia, which will comprise 30%, and Anesthesia for Surgical Procedures and Special Populations, which will comprise 30% of the National Certification Examination. The time spent in this course is not intended to be the only time students review this material. It is modeled using the using the National Board of Certification and Recertification of Nurse Anesthetists, NCE/SEE Exam Content Outline.

DNAP 850

Description:

This course, the seventh and last of a sequence of seven, is a continuation of DNAP 850 and previous clinical courses, with special emphasis in the application of academic knowledge gained in DNAP 760 and previous academic courses. It offers a particular emphasis on continuing to meet graduate standards related to patient safety, care in the peri anesthetic period, critical thinking, communication, and leadership, as well as the professional role of an anesthetist. These include the preparation of patients and management of anesthesia in cases presenting them with complex problems. The supervised student assumes the major responsibility planning and implementing the anesthesia, and in recognizing and managing complications in these populations, which includes anesthesia for specialized surgery such as trauma, cardiovascular, pulmonary, and neurological procedures, as well as for patients with hepatobiliary, gastrointestinal, musculoskeletal and endocrine issues. Participation in special techniques such as participation in acute and chronic pain management, ultrasound and 182 radiographic technologies are encouraged when available. Students may have supervision at a one to two, (1:2) instructor supervision. Under supervision, these students may assist in teaching incoming anesthesia learners in simulated scenarios. Cases performed in this course contribute to the goal of a minimum 650 or greater cases for graduation, with a preferred goal of 700 or greater number of cases.

GENERAL INFORMATION AMENDMENTS

The Board of Directors and the Administration have the authority to amend this catalog.

FALSE INFORMATION

Any candidate who submits false information to attain admission to the Graduate Programs will be immediately disqualified for admission. If, after admission, it is discovered that a student furnished false information, he or she will be subject to the appropriate disciplinary measures, including canceling his or her enrollment and losing the credits completed satisfactorily.

DISCIPLINE

The university with graduate students will observe and comply with all the institutional policies, rules, and procedures, and will follow a code of exemplary conduct. Each student should be familiar with the institutional policies regarding plagiarism, attendance, and discipline. Also, course work cannot be used to complete the requirement of more than one course unless both professors have approved it. Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student's Handbook and commit himself to read and become familiar with the Student's Handbook contents, Student's Regulations and Academic Norms and Administrative Procedures Handbook. These requirements cannot be waived or omitted under any circumstances. These documents are available at the institution web site: http://www.upcjbr.university

STUDENTS' RESPONSIBILITY

It will be the responsibility of the students to know and comply with all the academic and institutional norms. The Institution will not accept a declaration of ignorance of a norm to avoid complying with it. Students should familiarize themselves with all rules, norms, and regulations of the institution through the Student Handbook. These publications are available through the web site: http://www.upcjbr.university, these documents provide the information and updates as to program requirements, academic policy changes, as well as other academic and administrative changes that may take place during student's years of study at the institution.

INSTITUTION'S RESPONSIBILITY

This Institution does not exclude participation, does not deny benefits, nor does it discriminate against any person by race, sex, color, birth, social origin or condition, physical handicap, or for political, religious, social or syndicate ideology. The Institution is also responsible for providing the students with a reasonable amount of time to complete his/her degree program. If a specialization or program is placed in moratorium, the school will prepare with the student a phase-out plan to complete the degree within a specific timeframe in accordance with the licensing and accreditation agencies requirements.

VIOLENCE AGAINST WOMEN REAUTHORIZATION ACT

This act (VAWA, Pub. Law 11-4, 2013) requires that higher education institution report their annual statistics about crime, domestic violence incidents, sexual violence and sexual harassment. Also this act requires that the institutions advertise their procedures and preventions programs to deal with all these violent problems.

RESERVED RIGHTS

The Institution, to safeguard its goals and objectives, reserves the right to admit, readmit or enroll any student in any semester, session or class. For the same reason, it reserves the right to: temporarily, partially, totally or permanently suspend any student before a hearing, in accordance with the Rules of Discipline.

STUDENT GRIEVANCE/COMPLAINT POLICY

INTRODUCTION

PUDCJBR expects our students to demonstrate the highest standards of integrity and to conduct as professionals. At the same time, students expect faculty and staff members to demonstrate integrity while applying principles of fairness and respect.

When a student presents any grievance concerning faculty or staff members, they are taken very seriously and are treated with sensitivity and urgency. Students, future students, or alumni may complain about any situation in which they feel their rights have been violated, have NOT received adequate services from the institution on the part of any PUDCJBR staff, and or have NOT been treated with respect, dignity, or justice at PUDCJBR.

The affected person may initiate a complaint process as established in the Student Complaint/Grievance Policy. The aim of this policy is to provide processes that enable concerns to be addressed quickly, without fear of reprisal pertaining to the source of the concern as practicable.

SCOPE OF THE POLICY

The policy will apply to management of grievances arising between the following parties:

1. Student: student
2. Student: faculty or staff member
3. Student: external agency (e.g. Hospitals of clinical practice)

In relation to non-academic grievances, the term "complainant" applies to both, current students of PUDCJBR and persons seeking to enroll with PUDCJBR. At any time, complaints can be discussed with the person involved.

BEFORE A COMPLAINT

Complainants are encouraged, wherever possible, to resolve concerns or difficulties informally with the person(s) concerned. The concern can first be discussed with the Counselor, who can direct and give the complainant some advice. If the concern still has not been resolved, a complaint can be made.

PRESENTING A COMPLAINT

If a person cannot resolve the issue informally and they wish to present a formal complaint, they should:

1. Fill out the Complaint form. It should detail the complaint and the steps that have been taken so far. **Note: Complaints on behalf of someone else will not be accepted, and it is important to understand that it is a serious procedure, and it will be investigated.
2. Be aware that the staff member, faculty, or person involved in the complaint will be informed that a complaint has been made against them or in relation to a decision they have made.
3. The Dean of Students Affair will acknowledge receipt in writing within 5 days.

PROCEDURE

Before describing the procedure of complaints, it is necessary to understand there are two types of complaints:

- Academic complaint – these are the complaints that include issues related to the students' progress, assessment of student learning and curriculum.
- Non-academic' complaint – these are complaints that cover all other issues, including situations that are related to any personal information or situation related to student services, staff and/or any member of the university community.

DURING ALL STAGES OF THIS PROCEDURE PUDCJBR WILL:

- Ensure that the complainant and any respondent will not be victimized or discriminated against.
- Ensure that the complainant has an opportunity to formally present their case and each party to a grievance.
- Ensure that the complainant may be accompanied and assisted by a support person at any relevant meetings
- Ensure that a full explanation in writing for decisions and actions are taken and presented as part of the process
- Immediately implement any decision and/or corrective action because of the complaint process.
- Guarantee that there is no cost to the complainant during the internal process of the complaint.

STEPS FOR A GRIEVANCE/COMPLAINT

- Stage one – informal grievance:
    - The student can discuss with any of the academic or PUDCJBR staff, including the Counselor or the Dean of Student Affairs, their grievance. If the matter is not resolved, then the student

can present a formal grievance.

- Stage two – formal grievance
  - The student should complete the grievance/complaints form and include all supporting documents. The form can be downloaded from the PUDCJBR web site. Formal grievances must be submitted in writing marked with the attention of the Dean of Students Affairs as follows:

    656 Avenida Ponce de León P-1, San Juan, P.R, 00918
    drivera@eeapr.org

Receipt of the grievance will be acknowledged in writing. The grievance handling process will begin within ten (10) working days of receipt of the formal grievance. PUDCJBR will consider all reasonable measures to finalize the process in a timely manner.

If there is a preference to send formal grievance through email, the student must call to confirm the email address where the document must be sent.

Situations may vary and will be evaluate by the time of receiving the grievance by a special Committee as determined by the Dean of Students Affairs and proceed with the formal grievance.

GRIEVANCE/COMPLAINT OF ACADEMIC NATURE

If grievance is of an academic nature the following will be the complaint process:

- Once the grievance is received, the Dean of Student Affairs will inform the Program Director/Coordinator to handle the grievance. The Discipline Committee will be activated as needed for the process.
- The Program Director/Coordinator will seek to clarify the outcome that the complainant hopes to achieve. Such clarification may be sought by written request or by a face-to-face interview with the complainant. When such clarification occurs in a face-to- face interview the complainant or respondent may ask another person to accompany them.
- The Program Director/Coordinator will then seek to resolve the grievance and will provide a written report to the complainant on the steps taken to address the grievance. The report will further advise the complainant of their right to access the internal appeals process if they are not satisfied with the outcome of their formal grievance. Every part will be notified of the complaint outcome.

INTERNAL APPEAL

1. If a complainant is dissatisfied with the outcome of their formal grievance, the student may present an appeal to the Dean of Academic Affairs and Administration within fifteen (15) working days of receiving notification of the outcome of their formal grievance. The student must complete the appeal form (can be downloaded from PUDCJBR web site).
2. The Dean of Academic Affairs and Administration will consult with the complainant and other relevant parties within ten (10) working days. Where possible, such consultations should take the form of face-to-face meetings. The complainant or the respondent may ask another person to accompany them to these interviews.
3. The Dean of Academic Affairs and Administration will provide a written report to the complainant advising further steps to address the grievance, including the reasons for the decision, within ten (10) working days.
4. If a complainant is dissatisfied with the outcome, they may present an appeal to the Chancellor within fifteen (15) working days of receiving notification of the written report to the complainant on the steps taken to address the grievance.

- The Chancellor will consult with the complainant and other relevant parties within ten (10) working days. Where possible, such consultations should take the form of face-to-face meetings. The complainant or the respondent may ask another person to accompany them to these interviews.
- The Chancellor will provide a written report to the complainant advising on the further steps taken to address the grievance, including the reasons for the decision, within ten (10) working days. The report will further advise the complainant of their right to present an appeal to the Board of Directors.
- The Board of Directors will consult with the complainant and other relevant parties within ten (10) working days. Where possible, such consultations should take the form of face-to-face meetings. The complainant or the respondent may ask another person to accompany them to these interviews.
- The Board of Directors will provide a written report for the complainant.

GRIEVANCE/COMPLAINT OF NON-ACADEMIC NATURE

If grievance is of a non-academic nature the following will be the complaint process:

- Once the grievance is received, the Dean of Student Affairs will inform the Dean of Academic Affairs and Administration to handle the grievance.

- The Dean of Academic Affairs and Administration will seek to clarify the outcome that the complainant hopes to achieve. Such clarification may be sought by written or verbal request or by a face-to- face interview with the complainant. When such clarification occurs in a face-to-face interview the complainant or respondent may ask another person to accompany them.
- The Dean of Academic Affairs and Administration will then seek to resolve the grievance and will provide a written report to the complainant on the steps taken to address the grievance.

  The report will further advise the complainant of their right to access the internal appeals process if they are not satisfied with the outcome of their formal grievance.

  INTERNAL APPEAL

  If a complainant is dissatisfied with the outcome of their formal grievance, they may present an appeal to the Chancellor within fifteen (15) working days of receiving notification of the outcome of their formal grievance.

  The student must complete the appeal form (can be downloaded from PUDCJBR website).
- The Chancellor will provide a written report to the complainant advising the further steps taken to address the grievance, including the reasons for the decision.
- The Professional University Dr. Carlos J. Borrero Ríos will work to address the complaint within ten (10) days.

  If a complainant is dissatisfied with the outcome of their formal grievance, they may present an appeal to the Board of Directors within fifteen (15) working days of receiving notification of the outcome of their formal grievance.

  The student must complete the appeal form (can be downloaded from PUDCJBR web site).
- The Board of Directors will provide a written report to the complainant advising the further steps taken to address the grievance, including the reasons for the decision.
- The Professional University Dr. Carlos J. Borrero Ríos will work to address the complaint within three (3) months.
- If a complainant is dissatisfied with the outcome, they may present an appeal to:

  Puerto Rico Board of Post-Secondary Institutions

  PO BOX 19900 San Juan PR 00910-1900

  The complainant should follow the steps presented by the Puerto Rico Board of Post- Secondary Institutions.
- If a complainant is dissatisfied with the outcome, they may also present an appeal to the

MiddlEStates Commission on Higher Education:

Middle States Commission on Higher Education (MSCHE)
1007 North Orange Street 4th Floor, MB #166 Wilmington, DE 19801

GRIEVANCE HANDLING PROCESS TIMELINE

PUDCJBR will work responsibly to handle all grievances in ten (10) working days. If the student is dissatisfied with the outcome and decides to appeal, each appeal will be processed between 10 and 15 working days. The goal of PUDCJBR is to resolve every grievance 30 days from the day the formal grievance was received. If due to any situation beyond the university's control, for example, academic closure, atmospheric event, or illness of one of the parties, the process will be extended. Every part involved will be notified of final decision. Failure to follow the established process may result in a void complaint.

GRIEVANCE DATA AND RESULT OF INFORMATION

PUDCJBR will maintain a grievance record that is used to monitor cases and improve all our internal procedures. This record is available through our webpage as part of the information for students and of the consumer information. The grievance record helps us to analyze information about grievance, conflict trends, personal and academic issues.

The result of any grievance gives the institution the opportunity to make changes and improvements when needed. The information about any grievance that is received, no matter if it is resolved immediately, will be provided to the Board of Directors. The Chancellor will be responsible for providing this information to the Board of Directors. The information will be discussed and analyzed in meetings. With the result of this analysis, we can implement changes and continue managing grievance procedures in an efficient manner.

RECORD KEEPING & CONFIDENTIALITY

An annual report of all grievances handled under this procedure will be presented and published through our web site beginning December 2017. The outcomes of all grievances will be maintained for a period of at least five years to allow all parties to the grievance appropriate access to these records. All records relating to **grievances will be treated as confidential and it will be guarded by the Dean of Students Affairs.**

POLICY FOR THE PRIVACY OF STUDENTS RECORDS (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law regarding the privacy of student records and the obligations of PRSNA as an institution, primarily in the areas of release of the records and the access provided to these records. Any educational institution that receives funds under any program administered by the U.S. Secretary of Education is bound by FERPA requirements. Institutions that fail to comply with FERPA may have funds administered by the Secretary of Education withheld.

PUDCJBR is committed to the protection and confidentiality of student educational records, adhering closely to the guidelines established by the Family Educational Rights and Privacy Act. Currently, there are two important policies related to the students' information: the Release of Student Information Policy, which governs how we secure and disseminate student records, and Student Rights under FERPA, which informs students of their rights with respect to their records.

Release of Students Information Policy

Scope

This policy applies to employees, students, contractual agents of the institution, and individuals requesting access to student information.

Policy Statement

The following constitutes the institution's policy which instructs the student in the procedures available to provide appropriate access to personal records, while protecting their confidentiality.

Public information shall be released freely unless the student files the appropriate form requesting that certain public information not be released.

The privacy of all records may be broken at a time of emergency defined in terms of the following considerations:

- The seriousness of the threat to health or safety
- The need for access to the record in meeting the emergency

- Whether the person requesting the records is in a position to deal with the emergency
- The extent to which time is of the essence in dealing with the emergency

A student's record is open to the student, with the following exceptions:

- Records of parents' financial status
- Employment records
- Medical and psychological records
- Some items of academic record under certain conditions

The employment records excluded from accessibility are those kept in the normal course of business, which relate exclusively to persons as employees and are not used for any other purposes. However, records relating to an individual in attendance at PUDCJBR who is employed because of his or her status as a student (e.g., work study students and graduate assistants) are considered education records and therefore are not included in this exception.

To ensure the validity and confidentiality of references prepared off-campus and on-campus, certain documents may carry waivers, signed by the student relinquishing the right of access to the document. Waivers are subject to the following conditions:

- Waivers can be signed only for the specific purposes of application for admission, candidacy for honor or honorary recognition (including financial aid based at least in part on merit), and candidacy for employment.
- Waivers cannot be required.

The students shall be told, upon request, the names of those supplying references. All items in the academic record not covered by waivers are open to the student. Material not covered by waivers may not be protected by keeping it out of the student's file.

Student records are open to school officials who have a legitimate educational interest in their contents, except where access is prohibited by special policies such as those governing medical and psychological records.

PUDCJBR has established the following procedures enabling the student to have access to his or her record and has provided for interpretation and challenge:

- The student may see his or her record by filling out a request form at the office where the record of interest is maintained.
- Access is to be granted promptly and no later than 30 days from the date of request.
- The student may make the request in person or by mail.

Please note that FERPA states that, "…students have rights to inspect and review their education records." That includes the "right to access." PUDCJBR does NOT have to provide a copy of said record unless failure to do so would effectively prevent the student from inspecting and reviewing the record.

The student may request and receive interpretation of his or her record from the person (or designee) responsible for the maintenance of the record. If the student considers the record faulty, he or she can request and receive an informal and/or formal hearing of the case to the end that the record will be corrected if judged faulty or in violation or privacy:

- The informal hearing will be in conference with the person (or his or her designee) responsible for the maintenance of the record and-- where appropriate--the party or parties authoring the record segment in question.
- The student may request, in writing, a formal hearing from the Chief Executive Officer or records custodian. The student should indicate the record in question and provide a brief explanation of the reason for faulting the record.
- The hearing shall be held within a reasonable period; notice of the date, place, and time must be given reasonably in advance. The student shall be afforded a full and fair opportunity to present relevant evidence and may be assisted or represented by any person of his or her choice (including an attorney at his or her own expense). A written decision based solely upon the evidence presented shall be prepared within a reasonable amount of time and shall include a summary of the evidence and the reasons for the decision. The judgment of the Chief Executive Officer shall be final, and the record shall be changed or retained as recommended.

If PUDCJBR decides the information is accurate, it shall inform the student of his or her right to place in his or her educational record a statement commenting upon the information, and/or noting any reasons for disagreeing with the decision. Any statement of this sort shall be maintained if the student's educational record or contested portion is maintained; if the student's educational record or contested portion is disclosed to any party, the student's statement shall also be disclosed.

FERPA allows the institution the right to disclose education records or identifiable information to third parties without the student's consent under the following circumstances:

- Appropriate officials in connection with a health or safety emergency
- Federal officers as prescribed by law
- As required by state law
- Officials of other institutions at which a student seeks to enroll
- Persons or organizations providing financial aid to students
- Accrediting agencies carrying out their functions
- Parents of a student who have established that student's status as a dependent according to Internal Revenue Code of 1954, Section 152; While permitted under FERPA, PRSNA generally does not use this exception and in most cases will refer the parents to the Third-Party Pin tool for access
- Parents of a student regarding the student's violation of any Federal, State or local law or policy of the school, governing the use or possession of alcohol or controlled substance if the school determines the student committed a disciplinary violation and is under the age of 21
- Research projects on behalf of educational agencies for test norms and improving instruction.
- An alleged victim of a crime of violence of the result of any institutional disciplinary proceeding against the alleged perpetrator. Information may only be given with respect to the crime committed.
- Information the school has designated as "directory information" or public may be released if the student has not filed a FERPA restriction
- In response to a judicial order or lawfully issued subpoena (provided that the student is notified prior to compliance or provided that a reasonable attempt to notify the student has been made).

- Other law enforcement agencies in the investigation of a specific criminal case
- Attorney General of the United States or his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes, under the US Patriot Act.
- Veteran's Administration officials
- Representatives of the Department of Homeland Security or Immigration and Customs Enforcement, for purposes of the coordinated interagency partnership regulating the Student and Exchange Visitor Information System (SEVIS) Nothing in this policy requires the continued maintenance of any student record. However, if under the terms of this policy a student has requested access to the record, no destruction of the record shall be made before access has been granted to the student. People in charge of records should ensure that only pertinent items are retained in student files.

Students Rights Under FERPA

Scope

This policy applies to all PUDCJBR students (former and current) who have attended classes resulting in education records maintained at the university.

Policy Statement

The Family Educational Rights and Privacy Act (FERPA) provides students with certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day PUDCJBR receives a request for access. A student should submit to the registrar, dean, program director, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will decide for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy

rights under FERPA. A student who wishes to ask the University to amend a record should write to the University official responsible for the record, clearly identifying the part of the record the student wants reasons for the decision. The judgment of the Chief Executive Officer shall be final, and the record shall be changed or retained as recommended.

If PUDCJBR decides the information is accurate, it shall inform the student of his or her right to place in his or her educational record a statement commenting upon the information, and/or noting any reasons for disagreeing with the decision. Any statement of this sort shall be maintained if the student's educational record or contested portion is maintained; if the student's educational record or contested portion is disclosed to any party, the student's statement shall also be disclosed.

FERPA allows the institution the right to disclose education records or identifiable information to third parties without the student's consent under the following circumstances:

- Appropriate officials in connection with a health or safety emergency
- Federal officers as prescribed by law
- As required by state law
- Officials of other institutions at which a student seeks to enroll
- Persons or organizations providing financial aid to students
- Accrediting agencies carrying out their functions
- Parents of a student who have established that student's status as a dependent according to Internal Revenue Code of 1954, Section 152; While permitted under FERPA, PRSNA generally does not use this exception and in most cases will refer the parents to the Third-Party Pin tool for access.
- Parents of a student regard the student's violation of any Federal, State or local law or policy of the school, governing the use or possession of alcohol or controlled substance if the school determines the student committed a disciplinary violation and is under the age of 21.
- Research projects on behalf of educational agencies for test norms and improving instruction.
- An alleged victim of a crime of violence of the result of any institutional disciplinary proceeding against the alleged perpetrator. Information may only be given with respect

to the crime committed.

- Information the school has designated as "directory information" or public may be released if the student has not filed a FERPA restriction
- In response to a judicial order or lawfully issued subpoena (provided that the student is notified prior to compliance or provided that a reasonable attempt to notify the student has been made).
- Other law enforcement agencies in te investigation of a specific criminal case
- Attorney General of the United States or his designee in response to an ex parted order in connection with the investigation or prosecution of terrorism crimes, under the US Patriot Act.
- Veteran's Administration officials
- Representatives of the Department of Homeland Security or Immigration and Customs Enforcement, for purposes of the coordinated interagency partnership regulating the Student and Exchange Visitor Information System (SEVIS)

  Nothing in this policy requires the continued maintenance of any student record. However, if under the terms of this policy a student has requested access to the record, no destruction of the record shall be made before access has been granted to the student. People in charge of records should ensure that only pertinent items are retained in student files.

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Scope

This policy applies to all PUDCJBR students (former and current) who have attended classes resulting in education records maintained at the university.

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- The right to inspect and review the student's education records within 45 days of the day PUDCJBR receives a request for access. A student should submit to the registrar, dean, program director, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will decide for

access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write to the University official responsible for the record, identify the part of the record the student wants to change and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the students when notified of the right to a hearing.
- The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. The month and year of date of birth will be disclosed only for purposes of law enforcement, health and safety, and identity verification.
- “Public information" may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at the Office of the Registrar. "Public information" is limited to the following:
    - Student’s name
    - University e-mail address
    - Hometown City, State
    - Major field of study
    - Dates of attendance
    - Admission or enrollment status (admitted, full-time, part-time)
    - Campus

- School or division
- Class standing (freshman, sophomore, junior, senior)
- Degrees and awards
- Activities
- Sports and athletic information

Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making an inquiry.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by PUDCJBR to comply with the requirements of FERPA.

This policy is also available online:

https://ampexitsolutions.com/pucb/wp-content/uploads/2022/11/PRIVACY-OF-STUDENTS-RECORDS.pd

STUDENT SERVICES

Admissions. The Admissions Office hands out all applications of those interested in enrollment in our institution.

Registrar. The Office of the Registrar keeps all student academic documents. The Registrar is responsible for the registration process and issues grades, certification, academic progress reports and diplomas to students

Financial Aid Office. is responsible for processing applications and aiding grants for students who meet eligibility requirements.

Policy for Reasonable Accommodation. PUDCJBR has the mission to provide equal access to students with special needs respecting the integrity of Institutional academic standards. We provide reasonable accommodation and services to students with special needs so that they may reach their full educational potential. That includes educating PUDCJBR faculty and staff on these special needs, federal regulations, and reasonable accommodation strategies. The student that will be requesting special accommodation, he/she should submit the application through the Registrar Office, no later than the first week of the academic term for which the accommodation needs to be provided.

When the PUDCJBR has to offer services of reasonable accommodation for a student with a physical disability, this will be attended in the first level of our facilities since they have ramps for disabled. The administrative assistant will be the professional who will move to these locations to serve students who require reasonable accommodation. If the administrative assistant cannot go, the executive director will assign some other administrative staff to offer the services. These services may be offered outside the regular school hours as long as the student with a special need so requests in advance. PUDCJBR recognizes and complies with its obligations under the Americans with Disabilities Act of 1990 (ADA), the 1973 Rehabilitation Act and similar state laws. The Institution is committed to providing reasonable accommodation for students with special needs in the institution's academic programs and activities. This policy is coherent with Section 504 of the1973 Rehabilitation Act, which establishes that no beneficiary of any federal financial aid may discriminate against any person with special needs, and it also responds to compliance with ADA and the Civil Rights Act. Policies and procedures for the coordination of services for people with special needs are how PUDCJBR faculty; staff and students support and apply Section504 conditions and the ADA.

Identification Cards. The student must always carry a student identification card with a photo within the Institutional premises and in the clinical areas. It is also a requirement to enter a classroom. A student may be denied access for lack of the ID card at the required places, Security and Surveillance. The Professional University Dr. Carlos J. Borrero Ríos has the support of the Auxilio Mutuo Hospital security personnel. All students may request an escort in case of need to reach their vehicles during night evening/shifts and classes. Exclusive use of the Hospital parking facilities and not leaving any valuable objects in cars are highly recommended. All PUDCJBR students must be duly identified as such to facilitate their recognition within the hospital and other clinical areas.

Medical Services. In case the students require medical services, they will be immediately referred to the Auxilio Mutuo Emergency Room. Every PUDCJBR student must have evidence of active medical insurance. Besides, every newly admitted student or who is readmitted must have a physical exam and provide results from X-Rays, blood serology, stools, tuberculin, CBC and urinalysis, visual exam and a sworn statement.

Library. The Professional University Dr. Carlos J. Borrero Ríos has a library with the objective of

providing a balanced and organized collection of bibliographic resources to complement and the academic work. It also offers conditions favorable to study and research and provides texts and resources for independent study. Besides, it offers a professional librarian's services and easy and effective access to library databases through the Internet.

The library is one of the most important parts of an institution. The library is the academic unit that contributes to meeting the objectives, goals, mission and vision of the institution by providing the necessary educational resources, the physical facilities, equipment and services to support academic programs and improve the educational process of everyone. The library has as its goal it is to provide prompt and reliable access to information, thus our students, faculty and staff have always had their curricular needs met. Likewise, it has a main objective to totally support the PUDCJBR's objectives, mission, and vision.

Inharmony with Institutional mission, the following objectives have been established: 1) to provide a collection of current educational and technological resources that respond to curricular needs and support the teaching learning process, 2) to provide adequate physical facilities aimed at offering total access to information and provide a study-friendly environment, 3) to contribute to academic development and cultural enhancement, 4) to guide students in the effective use of available educational and technological resources. The PUDCJBR Virtual Library has internal and remote access to databases, books, magazines, encyclopedias, dictionaries, among other electronic and digital resources that the institution has from any computer. The virtual library has 378 titles of academic journals by subscription in nursing and anesthesiology. In addition, it has more than 9,000 multidisciplinary journal titles and reference resources from the database: Academic One file. The library collection contains 700 electronic books with unlimited user access on nursing and anesthesiology topics.

The library has an agreement with the Consortium of Metropolitan Libraries that allows collaboration through interlibrary loans with 10 institutions. The Information Literacy program will be available daily to any student or faculty who requests it. The students always receive orientation on library use and services as well as the use of the available databases and APA. This assistance may be provided to an individual or a whole group.

Technology. PUDCJBR has computers with Internet access for the exclusive use of our students. These are found in the library, and they facilitate students' access to necessary programs for written

reports and oral presentations. The PUDCJBR also uses the Populi administrative program. Students may access their grades, read and download class work and class materials. Upon first registration, every student will receive access to Populi and an Office account. Such access will terminate upon graduation or attrition. This program is for educational purposes only and its use is restricted to that end.

Security and Surveillance. The Professional University Dr. Carlos J. Borrero Ríos has the support of the Auxilio Mutuo Hospital security personnel. All students may request an escort in case of need to reach their vehicles during night evening/shifts and classes. Exclusive use of the Hospital parking facilities and not leaving any valuable objects in cars are highly recommended. All PUDCJBR students must be duly identified as such to facilitate their recognition within the hospital and other clinical areas.

Counseling Services. The services of the Counseling Office are aimed at helping students in the academic, social, vocational and personal areas to contribute to the strengthening of the necessary skills to complete their goals. These services consist of a support process based on the needs of each student applying intervention strategies to help them deal with situation, acquire time management skills, stress management, emotions and crisis, among other needs that may occur while completing their academic degree.

Career Services. The Dean of Students Affairs coordinates services to advise students on employment opportunities, starting with the availability of nursing positions in hospitals or other health institutions, this information is also shared through email, bulletin boards and Populi. They meet with the student body during the orientation day, periodically thereafter, and during the exit interview to provide career counseling. Also, counseling on how to prepare a job resume and skills for a job interview are offered as requested. Activities related to job searching can be planned in collaboration with the Counselor, Program Directors, and Librarian. PUDCJBR does not guarantee employment.

FACULTY

Faculty	Program
Dr. Carlos J. Borrero Ríos	DNAP
Dr. Alexander Morales	DNAP
Dr. Obed Rivera	DNAP
Dr. Erik Cancel	DNAP
Dr. Thomas Vicente	DNAP
Dr. Cynthia Betron	DNAP
Dr. Ivone Robles	MSA
Dr. Noraida Dominguez	MSA/DNAP
Dr. Luis Marrero Juarbe	MSA
Dr. Rafael Moreno	MSA
Dr. Harsor Rodríguez	MSA
Dr. Bennett Laboy	MSA
Dr. Erika Carrasquillo	MSN
Dr. Joseline Lopez	BSN / DNP/ MSN
Prof. Jessica Rivera	MSN/BSN
Dr. Alejandro Hernandez	MSN
Prof. Gloria Ortiz Ramos	MSN/BSN
Dr. Elioenai Quintana	MSN
Dr. Jonathan Massaner Rivera	BSN
Prof. Pablo Serrano	BSN
Prof. Marlene Aponte	BSN
Prof. Yainalis Escalera	BSN
Prof. Adlene Peña	BSN
Prof. Raiza Rijos	BSN
Prof. Eduardo Bringas	BSN
Prof. Armando Sepúlveda	Audio
Prof. Yamille Velazquez	MSN
Dr. Román Rivera	BSN
Prof. Edgard Segarra	Audio
Prof. Jan Rivera	Audio

Faculty	Program
Prof. Dennis Belén	BSN
Dr. David Morganti	BSN
Dr. Eddy Rodríguez Reynoso	MSA
Dr. José Cosme Maldonado	MSA
Dr. José Torres	BSN
Dra. Carmen Merced	DNP
Dra. Mildred Flores	BSN
Dra. Yolanda Espada	MSA
Prof. María Rivera Pagán	BSN
Prof. Carlos Opio	MSA
Prof. Julio Martínez Quiñones	BSN
Prof. Pedro Díaz	BSN
Profa. Ana Vélez	BSN
Profa Gloria Ramos	MSN
Profa. Jelitza Cintrón	MSN
Profa. Karen Feliciano	MSA
Profa. Yanixa Yambó	BSN
Profa. Yesenia Colón	BSN

APPENDIX