

The logo for the University of the Philippines - Ramon Magsaysay Center (UPR-RP) is located in the top right corner. It consists of the text "UPR-RP" in a white, sans-serif font, set against a red, trapezoidal background that points towards the center of the page.

UPR-RP

The main image of the cover is a photograph of the iconic clock tower of the University of the Philippines. The tower is a tall, ornate structure with a clock face near the top. It is surrounded by lush green trees and a clear blue sky with light clouds. The image is framed by a large, stylized red and white graphic that resembles an open book or a large 'V' shape, pointing downwards towards the text.

UNDERGRADUATE CATALOGUE PART 1

2021-2022

**UNIVERSITY OF PUERTO
RICO RÍO PIEDRAS
CAMPUS**

**GENERAL CATALOGUE OF
UNDERGRADUATE PROGRAMMES**

2022

Effective June 2022, the University of Puerto Rico reserves the right to make changes to academic requirements, the calendar, and tuition fees after the date of publication.

The Río Piedras Campus reviews its academic offerings on an ongoing basis, in an effort to strengthen their quality and relevance. In this process, some of the programs and courses presented in this catalog may be modified, consolidated with other programs, or eliminated.

For up-to-date information on academic programs and other information, please refer to the following e-mail address:
[https://www.uprrp.edu/academia/facultades-escuelas-y- Academic Programs/](https://www.uprrp.edu/academia/facultades-escuelas-y-Academic-Programs/)

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Table of Contents

GOVERNING BODIES OF THE UNIVERSITY OF PUERTO RICO	4
DEGREES AWARDED BY THE UNIVERSITY OF PUERTO RICO AT THE RÍO PIEDRAS CAMPUS	6
DEVELOPMENT AND ORGANIZATION	10
GOVERNMENT	15
UNIVERSITY REGULATIONS AND POLICIES	20
RIGHTS AND DUTIES	24
GENERAL ACADEMIC SERVICES	33
ACADEMIC REGULATIONS	36
GENERAL RULES ON COURSES AND ENROLMENT	48
TUITION FEES AND PAYMENTS	56
SERVICES OF THE DEAN'S OFFICE OF STUDENTS	60
FACULTY OF GENERAL STUDIES	68
SYLLABUS	75
FACULTY OF GENERAL STUDIES	77
GENERAL STUDIES COURSES	81
FACULTY OF BUSINESS ADMINISTRATION	133
PROGRAMS OF STUDY	138
FACULTY OF BUSINESS ADMINISTRATION	159
BUSINESS ADMINISTRATION COURSES	160
FACULTY OF EDUCATION	200
PROGRAMS OF STUDY	206
FACULTY OF EDUCATION	264
EDUCATION COURSES	267

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Ms. Zulín Rodríguez Reyes
Dr. Nancy Abreu Báez

DEGREES AWARDED BY THE UNIVERSITY OF PUERTO RICO AT THE RÍO PIEDRAS CAMPUS

BACHELOR

BACHELOR OF BUSINESS ADMINISTRATION

In the **College of Business Administration**: Bachelor of Arts in Office Management, Bachelor of Business Administration, General, and concentrations in: Human Resource Management, Accounting, Economics, Entrepreneurship, Applied Statistics, Finance, Operations and Supply Management, Marketing Management, and Computerized Information Systems.

BACHELOR OF ARTS

In the **College of General Studies**: **Bachelor of Arts** in General Studies.

In the **College of Social Sciences**: with concentrations in Anthropology, Political Science, Social Sciences, Economics, Geography, Psychology, Labor Relations, Sociology, and Social Work.

In the **College of Humanities**: with concentrations in Fine Arts, Drama, Hispanic Studies, Interdisciplinary Studies, Philosophy, History, Art History, English, Modern Languages, Comparative Literature, and Music.

In the **College of Education**: Bachelor of Arts in Education with a concentration in Recreation, Bachelor of Arts in Education with concentrations in Art, Music, and Theater. Elementary Education, with concentrations in: Elementary Level, Special Education, Teaching English to Spanish Speakers. Bachelor of Arts in Secondary Education with concentrations in: Biology, Science, Education, Physical Education, Teaching English to Spanish Speakers, Spanish, Social Studies, Physics, History, Mathematics, Chemistry. Bachelor of Arts in Pre-School Education.

In the **College of Communication and Information**: Bachelor of Arts in Communication with concentrations in: Audiovisual Communication, Public Relations and Advertising and Information and Journalism.

BACHELOR OF SCIENCE

In the **College of Natural Sciences**: Bachelor of Science in Computer Science, Bachelor of Science with concentrations in: Interdisciplinary Studies, Biology, Environmental Sciences, Physics, Mathematics, Chemistry and Nutrition, and Dietetics.

BACHELOR'S DEGREE IN ENVIRONMENTAL DESIGN

At the School of Architecture.

MASTER'S

MASTER OF BUSINESS ADMINISTRATION

At the College of Business Administration.

MASTER OF BUSINESS ADMINISTRATION, ACCELERATED ONLINE PROGRAM

At the College of Business Administration.

MASTER'S DEGREE IN PUBLIC ADMINISTRATION

At the **School of Public Administration** of the Faculty of Social Sciences: General Program and specialties in Human Resources and Labor Relations and Government and Public Policy.

MASTER'S DEGREE IN ARCHITECTURE

At the School of Architecture.

MASTER'S DEGREE IN PLANNING

At the Graduate School of Planning.

MASTER'S DEGREE IN INFORMATION SCIENCE

At the College of Communication and Information.

MASTER'S DEGREE IN INFORMATION SCIENCES VIA DISTANCE LEARNING

At the College of Communication and Information.

MASTER OF SCIENCE

In the College of **Natural Sciences** with specialties in: Biology, Environmental Sciences, Physics, Mathematics and Chemistry.

MASTER'S DEGREE IN EXERCISE SCIENCE

In the College of **Education** with a specialty in: Exercise Physiology.

MASTER'S DEGREE IN REHABILITATION COUNSELING

In the Graduate Program of Rehabilitation Counseling, of the **Faculty of Social Sciences**.

MASTER'S DEGREE IN MANAGEMENT AND DEVELOPMENT OF COOPERATIVES AND SOLIDARITY ORGANIZATIONS

In the College of Social Sciences.

MASTER'S DEGREE IN SOCIAL WORK

At the Graduate School of Social Work, College of Social Sciences.

MASTER'S DEGREE IN EDUCATION

In the **College of Education** with specialties in: Leadership in Educational Organizations, Curriculum and Teaching, Family Ecology and Nutrition, Child Education (Reading, Preschool), Special Education, Educational Research and Evaluation, Teaching English as a Second Language, and Guidance and Counseling.

MASTER OF ARTS

In the College of Social Sciences with specialties in: Economics, Sociology, Academic and Research Psychology, Clinical Psychology, Industrial Organizational Psychology and Social-Community Psychology.

In the College of Humanities with specialties in: Hispanic Studies, Philosophy, History, English, Linguistics, Comparative Literature, Translation and Cultural Management and Administration.

In the College of Communication and Information with specialties in Journalism and Theory and Research.

MASTER'S DEGREE IN LAW

At the School of Law (LLM).

MASTER OF LAWS IN ORALITY IN THE CRIMINAL JUSTICE SYSTEM, ONLINE

At the School of Law (LLM).

FIRST PROFESSIONAL DEGREE

At Law School, Juris Doctor.

DOCTORATES

DOCTOR OF PHILOSOPHY

In the College of Natural Sciences with specialties in Biology, Physics-Chemistry, Chemistry, Mathematics and Environmental Sciences.

In the College of Humanities with specialties in: Hispanic Studies, English and History.

In the College of Social Sciences with specialties in Psychology, Psychology (area of emphasis in Clinical Psychology) and Social Work.

At the College of Business Administration with Specialties in Finance & International trade.

DOCTOR OF EDUCATION

In the Faculty of Education with specialties in Leadership in Educational Organizations, Curriculum and Teaching, and Guidance and Counseling.

CERTIFICATES

GRADUATE CERTIFICATE OF SPECIALIZED TRANSLATOR

In the Faculty of Humanities.

POSTGRADUATE CERTIFICATE

Linguistics Applied to Spanish.

JOINT PROGRAMME TOWARDS THE ACHIEVEMENT OF:

Juris Doctor from the Faculty of Law and Master of Business Administration from the Faculty of Business Administration.

POSTGRADUATE CERTIFICATES: POST BACCALAUREATE

Records & Archives Administrator Electronic Information Resources Analyst Master Librarian*

POST GRADUATE CERTIFICATE: POST MASTER'S DEGREE

At the Graduate School of Information Sciences and Technologies: Administration of Public and Special Academic Libraries Consultant in Information Services, Specialist in Legal Information.

INSTITUTIONAL NORMS AND ORGANIZATION

HISTORICAL OVERVIEW

The University of Puerto Rico (UPR) established and developed during the first decades of the 20th Century. UPR founding followed a long-standing tradition of institutions of higher education in Puerto Rico that date back to the founding in San Juan, of the Santo Tomás de Aquino University of General Studies by the Dominican Order in 1532. This was followed by the San Ildefonso Seminary, established during the first half of the nineteenth century, and the Institution of Higher Education of Puerto Rico, created in 1888 under the support of the Ateneo Puertorriqueño. In 1900, the Normal School in Fajardo was created, directed by the Commissioner of Instruction, with the purpose of preparing teachers to teach in public schools. In 1901, the Normal School moved to the town of Río Piedras.

The University of Puerto Rico acquires its official recognition as an academic institution by the law of March 12, 1903. When it was constituted by the Legislative Assembly, it absorbed the Normal School into its system. The Commissioner of Education directed the University until 1924. In 1908, the U.S. Congress extended to Puerto Rico the financial aid conferred by the Morrill Nelson Act on the *Land Grant Colleges*. In this way, the University of Puerto Rico became a *Land Grant College* and adopted the academic programming model of North American universities, unlike other Latin American universities, which follow the European style.

A period of creation of colleges began on April 4, 1910 with the creation of the College of Liberal Arts and on September 23, 1911. Meanwhile, the College of Agriculture and Mechanical Arts was born in Mayagüez through legislation presented by Don José de Diego. On September 22, 1913, the College of Law and the College of Pharmacy were created in Río Piedras. The law of August 11, 1924 is the first step towards achieving university autonomy. The UPR is separated from the jurisdiction of the Department of Public Instruction and assigned its own identity and administrative structure with the appointment of Dr. Thomas E. Benner as its first chancellor.

Representatives of the Government and the Legislature remained as members of the University's Board of Governors. The Normal School became the College of Pedagogy in 1925, by Law No. 50. In September of the following year, the School of Tropical Medicine was created and the College of Business Administration was created, with the cooperation of Columbia University.

The Graduate Studies Program was inaugurated in 1927, when the Department of Hispanic Studies began offering the Master's Degree in Hispanic Studies. On March 3, 1931, the U.S. Congress applied the Hatch, Adams, Purnell and Smith-Lever Acts to Puerto Rico, providing funds to begin work on the Agricultural Extension Program and the Agricultural Experiment Station. The School of Social Work, which began teaching courses in 1929, became a department of the College of Pedagogy, with a two-year graduate (accredited) program, in 1934. The Bankhead-Jones Act of the United States of June 29, 1935, provided financial support for research work in Puerto Rico.

A new University Law was approved by the Legislative Assembly of Puerto Rico on May 7, 1942. This law supported greater autonomy for the University of Puerto Rico, an internal reorganization, and the creation of the Superior Council of Education.

In 1943, the College of Arts and Sciences was divided into the Colleges of Humanities, Social Sciences, and Natural Sciences. The School of Social Work becomes part of the Faculty of Social Sciences. At the beginning of the 1943-44 academic year, the General Studies Program was established, which a few years later would become a new college. In the same year, the Institute of Tropical Meteorology was created as part of the Faculty of Natural Sciences. The Graduate School of

Public Administration, created by law in 1942, became a reality in 1945, under the Faculty of Social Sciences. The Department of Social Work becomes a Graduate Professional School and is incorporated into the Faculty of Social Sciences. In 1954, the Higher Council of Education approved the Master's program in Social Work. The School of Medicine has its beginnings in 1950. The School of Dentistry was founded in 1957, as well as the Puerto Rico Nuclear Center—supported by the U.S. Atomic Energy Commission—and graduate studies in Nuclear Technology, Radiological Physics and Mathematics.

The first doctoral program in Hispanic Studies was established in 1963. The University of Puerto Rico grew internally to such a level that plans began to be made for its extension to the island through a network of Regional Colleges. The first of these schools opened its doors in the community of Humacao in 1962.

On April 3, 1965, the Council of Higher Education approved the graduate School of Planning, in tune with the concerns of both the government and the citizenry, about the need to plan the economic and social growth of the island. Also, this year, the Master's Degree in Education is approved, with a concentration in Guidance and Counseling, in School Administration and Supervision, and in Secondary Education.

On January 20, 1966, the current University Law was passed, repealing Law No. 135 of 1942 and Law No. 88 of 1949. The University Law of 1966 created the UPR System, with three autonomous units: the Río Piedras Campus, the Mayagüez Campus and the Medical Sciences Campus, as well as a Central Administration.

Later, in April 1966, The Council of Higher Education authorized the Master of Psychology and Bachelor of Architecture degrees.

The accelerated and multifaceted growth of new structures in the University System makes necessary to create more regional colleges in different parts of the island, providing a greater number of people the opportunity to study. The Regional Colleges of Arecibo and Cayey were created in 1967. Later, in the 1970-71 academic year, Cayey became a Campus.

In 1968, the Graduate School of Business Administration, now Business Administration, was established. In 1969, the Council of Higher Education approved the establishment of the Graduate School of Library Science, now the Graduate School of Information Sciences, with the offer of a Master's degree in Library Science.

Institutional growth required the establishment, authorized by the 1966 Act, of the Administration of Regional Colleges in 1970, under the direction of a Chancellor. In that year, the Ponce Regional College was inaugurated. Also, in that year, the Bayamón Regional College was created.

The Doctoral Program in Chemistry was established in 1970, at the College of Natural Sciences. In 1972, the Council of Higher Education certified the programs leading to the degrees of Master of Education with a specialization in Home Economics, Master of Rehabilitation Counseling, and Master of Arts with a specialty in Public Communication. In addition, in 1972, the Regional School of Aguadilla was created. In 1974, the Humacao Regional College was authorized to offer four-year programs and became the UPR Humacao Campus. In that same year, Carolina Regional College was established.

In 1974, the Council of Higher Education approved the Master's programs in Linguistics, Comparative Literature, and Translation.

The Master's degree in Architecture was approved in 1976, and the Bachelor's Degree in Public Communication was authorized in 1977. In 1979, the Master's Degree in Teaching English as a Second Language and the Master's Degree in Pedagogical Research and Evaluation were approved. In the 1979-80 academic year, the Utuado Regional College was created.

In 1979, the Bayamón Regional College became a Technological University College. On July 23, 1980, the Arecibo Regional College was created offering four-year programs as a Technological University College.

The Council of Higher Education authorized the Doctoral Programs in Biology and Physics-Chemistry at the College of Natural Sciences in 1981. In 1982, the first Specialized Translator Certificate was conferred.

Also, in 1982, the Council of Higher Education authorized the Interpreter Program in the College of Humanities. The Regional College of Ponce becomes a Technological University College. Cayey and Humacao become autonomous units.

In addition, in 1982, the Doctoral Program in Education was approved, and in January 1983, the first group of students was admitted. In 1986, the Council of Higher Education authorized the Doctoral Programs in History and Psychology.

In 1988, the Master's Degree in Education with a specialty in Special Education was authorized, and, in 1989, the Master of Arts Degree with a specialization in Sociology was authorized. In 1991, the program leading to the Master's Degree in Education was authorized, specializing in Preschool, Elementary and Reading Instruction.

In 1993, by decree of law, the Council of Higher Education was replaced by a Board of Trustees as the governing body of the University System of the University of Puerto Rico. In 2013, the Board of Trustees changed to the Governing Board.

For the year 1994, the Board of Trustees approved the renaming of the Department of Secretarial Sciences and the degree to the Department of Office Administration and Bachelor of Office Administration with concentrations in Office Systems Administration and Office Administration, in turn restructuring these academic programs. Also, the change of name of the Department of Social Welfare and the degree to the Department of Social Work and Bachelor of Social Work is approved. That same year, a new program was approved in the Department of Mathematics of the Faculty of Natural Sciences, the Bachelor of Computer Science.

In 1999, four new graduate programs were authorized. One of them is the Master of Laws, offered by the School of Law, and the College of Humanities begins to offer the doctorate in English. The College of Business Administration offers a Ph.D. in Finance and International Trade, and the College of Natural Sciences begins a Ph.D. in Mathematics. For the year 2001, the proposal for the establishment of the Doctoral Program in Philosophy and Letters with a specialty in Social Work was approved.

In 2006, the Academic Senate approved the Proposal for the revision of the baccalaureate at the Río Piedras Campus, through Certification 46.

The Board of Trustees approves the creation of a Master of Arts in Cultural Management and Administration in 2008, in the Faculty of Humanities.

For 2009, the creation of a Master of Science with a specialty in Environmental Sciences and a Doctor of Philosophy with a specialty in Environmental Sciences is authorized.

In 2012, the Academic Senate of the Río Piedras Campus approved Certification 38 New Academic Policy for Graduate Studies. In 2012, Law 250 on the Post-Secondary Passport of Reasonable Accommodation for students with disabilities in high schools and applicants to study in post-secondary institutions was passed.

In 2014, the Puerto Rico Board of Education approved the renaming of the Bachelor of Business Administration with a concentration in Statistics to the Bachelor of Business Administration with a

concentration in Applied Statistics.

In 2014, through Certification 50, the UPR Board of Governors agreed to adopt recommendations for short, medium and long-term actions aimed at addressing the goals of increasing UPR access, retention and graduation rates.

Since 2019, the Middle States Commission on Higher Education (MSCHE) has authorized the Río Piedras Campus to request a "substantive change" to use alternative educational methods (i.e. distance learning) within the scope of its institutional accreditation. This authorization has allowed the creation and offering of three distance learning graduate programs by 2022: the Master of Science in Information, the Master of Business Administration, Accelerated and Quarterly, and the Master in Law (LLM) Orality in the Penal System.

The Certification 125 2020-2021 of the UPR Governing Board provided for the creation of the College of Communication and Information, consolidating the Graduate School of Information Sciences and Technologies and the School of Communication, "as a result of the dual commitment of the Río Piedras Campus to offer advanced academic programs and to maximize the use of teaching resources, non-teaching, bibliographic and its physical facilities".

Since its foundation in 1903, the UPR Río Piedras Campus has continued its uninterrupted development, with a constant and progressive evaluation and improvement of its academic programs, organization, administrative complexity, and general expansion. In the fulfillment of its mission as the only public institution of higher education in Puerto Rico, UPR Río Piedras Campus has continued to offer in an increasingly broad manner, opportunities for the achievement of optimal academic, cultural and professional preparation, within the reach of the people of Puerto Rico.

MISSION

The Río Piedras Precinct has a particular mission that arises from and is based on its history and cultural heritage, which distinguish it from the other enclosures and units of the system. It is this cultural heritage that provides the basis for its development, and defines its orientation and peculiar contribution within the University of Puerto Rico System. The text of the mission was approved by the Academic Senate through Certification Number 67 of 1989-1990:

- To promote the comprehensive education of students through study programs that promote: intellectual curiosity, critical capacity, continuous learning, effective communication, appreciation and cultivation of ethical and aesthetic values, participation in the processes of the Campus, as well as awareness and social responsibility.
- To provide graduate education of the highest quality, with research and creation at its core, and to help strengthen undergraduate education. In addition, to provide post-baccalaureate programs for the training of professionals of the highest caliber, committed to the ideals and values of Puerto Rican society.
- Provide undergraduate education of excellence that offers a comprehensive view of knowledge. It should harmonize general education and specialized training, and develop capacities for independent study and research.
- Develop teaching, research, service and integration to the community, in accordance with the historical and social reality of Puerto Rico, in harmony with its Caribbean and Latin American environment, and projecting itself to the international community. The body of knowledge relevant to the consolidation of the Puerto Rican nationality, its

- history, language and culture will be enriched and strengthened. It will also promote the development and dissemination of knowledge at the international level.
- Develop innovative and relevant research, community service, and continuing education programs that respond to and contribute to academic endeavor and professional of the Venue. They should also contribute to the transformation and continuous progress of Puerto Rican society, to the analysis and formulation of solutions to the country's socio-economic and political problems, and to the improvement of the quality of life.

ACCREDITATION & AFFILIATIONS

The University of Puerto Rico was recognized as an institution of higher learning and admitted to the *Middle States Association of Colleges and Secondary Schools* on April 29, 1946. The most recent reaffirmation of accreditation of the Río Piedras Campus took place in June 2016. The University has also been a member of the Association of Hispanic American Universities since 1955. In 1965 he joined the *College Entrance Examination Board*; the Río Piedras Campus became institutionally affiliated in 1967. He is also a member of the *American Council on Education*. In 2006, the Carnegie Foundation classified the Río Piedras Campus as a research university with a high level of research activity, the only one of its kind in Puerto Rico. The Museum of History, Anthropology, and Art at the Río Piedras Campus is accredited by the *American Alliance of Museums*, Washington, DC. Likewise, the Library System has been evaluated and is governed by the standards of the *Association of College & Research Libraries*. The Student Development Counseling Department is accredited by the *International Association of Counseling Services* (IACS) and the NAEYC (National Association for the Education of Young Children) Preschool Development Center by NCATE.

The individual accreditations of the different Faculties, Schools and Departments are indicated in the corresponding sections.

ALUMNI ASSOCIATION

It was created in 1948 by a group of graduates under the name of the University of Puerto Rico Alumni Association, following the pattern of other associations created in institutions in the United States. It is affiliated with the American Alumni Congress and maintains close coordination with the Office of Development and Alumni attached to the Office of the Provost. Its purpose is to serve the University and stimulate the best relations among its members in order to achieve the academic and philosophical goals of the Institution, which, in turn, promotes the well-being of the Puerto Rican community at large.

GOVERNMENT

GOVERNING BOARD

The Board of Governors was created in 2013 as an independent and autonomous body that governs the system of 11 units that make up the University of Puerto Rico. Prior to its creation, these responsibilities were carried out by the former Council of Higher Education (CES) and the former Board of Trustees (JS).

The Governing Board's job is to govern the University, oversee the overall operations of the institution, and create guidelines that govern its direction and development. The Board does not get involved in administrative details or in tasks pertinent to the Presidency or the Rectors or other university officials.

The Board represents the public interest in the University, always ensuring the protection of the University against partisan political interest, or any other interest that undermines its autonomy, anti-intellectual tendencies that manifest themselves against academic freedom, the promotion of critical consciousness and the full development of the virtues of the student body. It is composed of 13 members, namely: a regular high school student; a regular student in a graduate program of the University; two professors with permanent appointments in the university system; the Secretary of Education, on an ex officio basis; a professional with extensive knowledge and experience in the field of finance; a resident of Puerto Rico who has participated with distinction in social and community leadership; five residents of Puerto Rico who excelled in artistic, scientific and professional knowledge; and a citizen residing in Puerto Rico, linked to Puerto Rican communities abroad. With the exception of the two students and the two professors, who are elected, the other members of the Board of Governors are appointed by the Governor with the advice and consent of the Senate. All members of the Board of Governors hold office for staggered terms, fixed in the University Act, and until their successors are appointed and take office.

THE LAW OF THE UNIVERSITY OF PUERTO RICO ESTABLISHES THE FOLLOWING NON-DELEGABLE DUTIES AND POWERS OF THE GOVERNING BOARD:

- Approve the University's comprehensive development plan and review it annually.
- Authorize the creation, modification and reorganization of campuses, centers and other institutional units of the University; of colleges, schools, faculties, departments and dependencies of the University; but it may not privatize, alienate or abolish the autonomous institutional units existing at the time of the approval of this law, without prior authorization of the Law.
- Provide for the creation and elimination of positions of auxiliary officials of the President of the University.
- Authorize the creation and elimination of positions of deans who do not preside over faculties.
- Approve or amend the General Regulations of the University, the General Student Regulations, the Student Regulations of each campus, the Regulations of the Retirement System and any other regulations of general application, subject to the provisions of the Uniform Administrative Procedure Law, Law No. 170 of August 12, 1988, as amended.
- Resolve appeals filed against the decisions of the President, the University Board, and the Board of Appeals of the technical administrative staff in the university system.

- To appoint, in consultation with the academic senates or equivalent bodies of the respective units, the President of the University, the rectors of the university campuses and of any other autonomous unit that is created within the university system and that, due to its condition, the Governing Board determines should be directed by a Rector. Such officials shall take up their duties at the discretion of the Board. The Governing Board shall evaluate the work of each of the aforementioned officials in each term of not less than two (2) years, nor more than four (4) years of their incumbency. The aforementioned evaluation will be in writing, discussed with each incumbent and will form part of the corresponding file of the Governing Board.
- Approve the appointment of the Chief Financial Officer of the University of Puerto Rico.
- To consider and approve the proposed budget of the university system submitted by the President annually, and to approve and maintain a uniform system of accounting and auditing for the use of the funds of the University in accordance with the law and regulations. When, at the end of a fiscal year, the budget of the University corresponding to the following year has not been approved in the manner provided for in the Law of the University of Puerto Rico, the budget that was in force during the previous year shall apply.
- To submit annually to the Governor and the Legislative Assembly a report on its management and the state and finances of the University.
- To adopt rules regarding the rights and duties of university staff, and to set salaries and emoluments for University officials appointed by the Governing Board itself.
- To create and award academic distinctions on their own initiative or at the proposal of the Academic Senates.
- Establish the procedure for the temporary replacement of university officials.
- Adopt rules of procedure.
- Maintain a health insurance plan and pension system for all university personnel, which shall include a loan plan without interfering with the powers of the Retirement Board.
- Organize your office, appoint your staff and hire the services of experts, consultants and technicians necessary to exercise the powers established in this Law and to make the necessary allocations for such purposes. The career staff of the previous Board of Trustees will be transferred to the new Governing Board, and will retain all the rights, privileges and obligations acquired.
- Establish general rules for the granting of scholarships and any other financial aid in the public university system.
- Develop mechanisms that lead to a better transition between the programs of the country's higher schools, especially the public ones, and the programs of the University, so that the country's students are trained in an environment conducive to university education.
- Authorize the creation of subsidiary or affiliated corporations to offer services to the university community and the people of Puerto Rico.
- Fully meet the requirements of accrediting entities, regional and in-house, including the Puerto Rico Board of Education, the *Middle States Commission on*

Higher Education, and those that offer particular professional accreditations.

- Fully attend to the requirements of public entities and instrumentalities of the Commonwealth of Puerto Rico or the government of the United States of America that may grant funds to the University or provide assistance in the development of programs.
- Ensure that the University of Puerto Rico serves as a binding force between our country and the rest of the world.
- To promote, in accordance with the practices accepted in the best university institutions in the world, the sustained link between the graduates of the University and their Alma Mater, seeking, as a result of this linkage, the due economic support for the Institution.
- Ensure the healthy maintenance and updating of university infrastructures, both constructive and technological, paying particular attention to the architectural heritage of which it is the depository.

PRESIDENT

The *President* of the University of Puerto Rico is the director of the University System, representative of the Board of Governors, the president of the University Board, the director of the Central Offices of the University of Puerto Rico, the representative of the University before the Courts in the corporate functions of the University and *ex-officio* member of the faculty. Academic Senates and Administrative Boards of the University System.

The President is responsible for submitting to the Governing Board the University's comprehensive development plan and its annual revisions, the regulations of general application and agreements of the University Board that require its approval, the draft budget for the University System, and the annual report to the Governing Board on university life. The President establishes relations with universities and cultural centers in Puerto Rico and abroad, resolves appeals of decisions of rectors and directors, establishes and administers uniform systems and procedures to achieve the functions, objectives, and actions of the university system. Submits to the Governing Board the appointments of rectors, directors

and other officials of the system. It has the authority to order studies and make recommendations to institutional bodies.

UNIVERSITY BOARD

The *University Board* maintains the integration of the university system through joint planning and advises the President of the University in the coordination of the academic, administrative and financial aspects of the different institutional units. The Board formulates a draft of the General Regulations of the University that it submits to the Academic Senates for examination and that, then, the President submits to the consideration of the Governing Board. It also formulates the General Student Regulations to be submitted to the Governing Board, considers and makes pertinent recommendations on the comprehensive development plan and the budget for the University System. In addition, the University Board resolves appeals on decisions of the Administrative Boards and Academic Senates of the Campuses, as well as initiatives in the development, planning and coordination of the University of Puerto Rico.

RECTORS AND DIRECTORS

The University of Puerto Rico campuses of Río Piedras, Mayagüez, Medical Sciences, Humacao, Cayey, Arecibo, Aguadilla, Bayamón, Carolina and Utuado are led by their respective rectors /chancellors. Other autonomous institutional units within the university system are headed by a director.

The *Rector/Chancellor* exercises administrative and academic authority within the scope of his or her respective institutional unit (campus) and presides over the Academic Senate, the Administrative Board and the meetings of the Senate. It has the power to appoint deans, heads of departments and other departments, university staff, visiting lecturers and other visiting staff. Resolves appeals of deans' decisions. Represents the Campus at events, ceremonies and academic functions that are held. It formulates the draft budget of its Campus based on the recommendations of the different dependencies and submits the annual report of activities of its Campus to the President of the University and the Governing Board.

ADMINISTRATIVE BOARDS

In each campus, there is an *Administrative Board* that advises the Rector in the exercise of his functions, prepares projects and plans for the development of the institutional unit, considers the draft budget of the Campus and grants, at the proposal of the Rector, the licenses, academic ranks, tenure and promotions of the teaching and technical staff of the campus.

ACADEMIC SENATES

Each University Campus has an *Academic Senate*, which constitutes the official forum of the academic community, where general problems affecting the functioning of the University are discussed, and for other matters in which it has jurisdiction. It is composed of the Rector, the teaching staff elected to the position of academic senators, the student representatives and the deans as *ex-officio members*.

It exercises jurisdiction in: determining the general orientation of the Campus's teaching and research programs; Establish the general rules for admission, permanence, promotion of rank and license of members of the faculty, as well as establish general requirements for admission, promotion and graduation of students. The Academic Senate makes recommendations to the Board of Governors on the creation or reorganization of faculties, colleges, schools, and other dependencies on the Campus, and on the creation and awarding of academic distinctions. It makes recommendations to the University Board on the draft General Regulations and the General Student Regulations. The Academic Senate may establish general rules for dealing with those matters of the Institution that are not detailed in any regulation and submits an annual report on its work to the Senate.

CLOISTER

The *Senate* is composed of the rector, deans, department directors and teaching staff. The General Regulations of the University of Puerto Rico define the exercise of its functions, attributions, prerogatives, duties, and rights.

STUDENTS

Students are part of the university community. Their rights and duties are defined in the General Student Regulations. Students are represented before the university administration by

the General Student Council and before the Faculties and Schools by the Student Councils of each of them. There is also student representation on all governing bodies.

UNIVERSITY REGULATIONS AND POLICIES

GENERAL REGULATIONS OF THE UNIVERSITY OF PUERTO RICO

Amended and approved by the Council of Higher Education on December 10, 2006, it establishes the rules of general application in the University System necessary for the governance, organization, and better fulfillment of the objectives of the University of Puerto Rico. It contains the general provisions on the composition and governance of the University System, powers and functions of its components at the central level and of the institutional units and faculties, and the regime of university personnel recognized at the University of Puerto Rico. Its original version entered into force on 1 April 1981. The Governing Board, through certification #55 2022-2023, approved a new version that incorporates all the approved amendments.
<https://apicertificaciones.upr.edu/file/download/26272>

GENERAL REGULATIONS FOR STUDENTS OF THE UNIVERSITY OF PUERTO RICO *RIGHTS AND DUTIES*

Article 2.1 - Institutional Policy

The fundamental right of the university student in the academic community is the right to educate themselves. This right is not limited to the classroom, but encompasses all possible experiences and relationships with peers, teachers, non-teaching staff and with their fellow citizens in the community at large. The primary duty of the student is to exercise this right to the fullest extent and to behave in such a way that his conduct does not limit other members of the community in the exercise of their rights or in the performance of their duties.

In order to make possible the high aims of education, the student will cultivate the principles of integrity, mutual respect and serene dialogue in his relations with the other members of the university community. The University is committed to these principles and, in consideration of them, all members of the university community must respect them and make them their own. The University of Puerto Rico will also guarantee the provision of student procurement services in the units of the System, in accordance with the rules adopted for that purpose.

Article 2.2 - Interpretation

These Regulations must be interpreted in such a way as to promote an institutional culture of respect for the rights recognized by our legal system and these Regulations.

Article 2.3 - Prohibition of discrimination

The University of Puerto Rico prohibits any discrimination in education, employment, and services on the basis of race, color, sex, birth, age, social origin, ancestry, marital status, religious or political ideas or beliefs, gender, sexual preference, nationality, ethnic origin, disability, status as a veteran of the Armed Forces, or for being a victim or perceived victim of domestic violence. Sexual Assault

or stalking. This Anti-Discrimination Policy extends to all functions and activities of the University and the institutional units that make up its System, such as employment and job selection, educational programs, services, admissions, and financial aid, among others.

This Anti-Discrimination Policy, of course, covers all students in their relationship with the University and will apply to the benefits, services, programs and benefits that the University provides. The right of every student to orderly participation in the activities he or she carries out shall be guaranteed as well as reasonable accommodation for any student with disabilities or conditions that are documented

and that do not constitute, in themselves, a disability for university studies or a risk to other people.

Article 2.4 - Policies against Sexual Harassment and Illicit Use of Drugs, Controlled Substances and Alcohol Abuse

All members of the university community have the duty to behave appropriately and respectfully towards others. In accordance with this principle and applicable laws and policies, physical, verbal or psychological abuse, or sexual harassment from any member of the university community or the external community will not be tolerated in this Institution.

It is also the policy of the University to promote an environment free from the illicit use of drugs, controlled substances, and alcohol abuse.

The achievement of the above will be done through education and strict compliance and the law, regulations, policies and procedures adopted by the University on a case-by-case basis.

Article 2.5 - Student Records

Students' academic and disciplinary records will be kept separately. Information relating to these disciplinary records shall not be made available for use by unauthorized persons at or outside the University without the student's consent, except as required by court or by law. The student has the right to obtain copies of his/her academic and disciplinary records and must be informed of any changes in the substantive content thereof, in accordance with the procedures set forth in the university rules and regulations. The university authorities shall not prepare student records for purposes other than those expressly authorized by applicable law and regulations and may never be done in violation of the civil rights of students or the rights recognized in these Regulations. These rules are without prejudice to any federal or state laws and regulations that protect the information contained in student records.

PART B - ACADEMICS

Article 2.6 - Academic Relationship

The work of the discipline or area of knowledge under study and its multiple links constitutes the main focus of the relationship between the teacher and the student. The utmost intellectual integrity must preside over the pursuit of knowledge. The teacher-student relationship is based on mutual respect. Both will foster creative dialogue and freedom of discussion and expression. In the course of the courses, they will have the opportunity and the right to present reasoned objections to the data or opinions presented by each other. Both will be able to examine any aspect of the discipline or area of knowledge in accordance with the rules of intellectual responsibility of the academy. Neither will use the classroom as a platform to preach doctrines unrelated to the subjects of instruction, whether political, sectarian, religious, or otherwise. The right to freedom of discussion and expression does not relieve the student or the teacher of the responsibility to comply with the requirements of the course and the academic offer as approved by the official bodies of the University.

Article 2.7 - Guarantees of personal beliefs

The nature of the relationship between teachers and students deserves the respect of both teachers, as well as of the administration. The student has the right to express his/her personal beliefs in the classroom within the context and framework of the academic discussion and will not

be taken into account in administrative or any other type of proceedings against the student, nor in the evaluation of his/her academic performance or achievement. Information obtained by a faculty member in the course of his or her work about the student's beliefs, views, ideology, or political affiliations will be considered confidential, and may only be used in accordance with university rules. In case of doubt about the nature of a student's conduct in the academic context and involving the manifestation of personal beliefs, the institutional policy will be in favor of his or her right to freedom of expression.

Article 2.8 - Academic Care Outside the Classroom

The student-teacher relationship outside the classroom is part of the educational process. The student has the right to receive due attention and supervision from the professor in charge of directing research projects, independent studies, theses or dissertations. In addition, he/she will have the right to meet with the lecturer at times specially designated for this purpose in order to request guidance or clarify any aspect of his/her academic work.

Article 2.9 - Classroom Discipline

Primary jurisdiction over classroom discipline and student conduct related to academic tasks, such as participation in daily tasks, assignment preparation, labs, exams, interviews, grades, and other similar activities, rests with the teacher. This, without prejudice to the responsibility of the professor to report the conduct of a student to the Dean, Director of Department or other university authorities who are responsible for determining whether it is appropriate to initiate a disciplinary process under Chapter VI of these Regulations. See also Rule 6.14 of the Rules of Procedure.

Article 2.10 - Course Record or Syllabus

The student has the right to receive from his/her professor, no later than the first week of the course, a document in printed or electronic format, describing how the course work plan will be fulfilled. This document should be discussed in class by the teacher and represents the agreement and commitment that the teacher establishes with his or her students. The University encourages students to express their opinion about the topics, methodologies and evaluation criteria of the course, so the professor will provide students with the opportunity they deem reasonable to suggest changes to the document.

The course syllabus will include at least the following elements:

1. Description and academic objectives of the course.
2. Methodology and strategies to use.
3. Calendar of course activities.
4. The prerequisites for course approval, including, but not limited to, evaluation mechanisms and criteria, rules on attendance, tardiness, reassessments, and participation in the course.
5. The professor's office hours, as well as the location of their office. The teacher may inform about other mechanisms by which the student can contact the student outside of the classroom.
6. A notification to all of your students that acts of lack of academic integrity will result in disciplinary sanctions.
7. Notification required by institutional policy regarding reasonable accommodations for students with disabilities.
8. Any other information required by the relevant academic authorities.

In any case in which the file is delivered in electronic format, the student will have the right to request a printed copy from the corresponding department, if they do not have the resources to be able to print it.

Article 2.11 - Student Assessment

Students have the right to have their academic work evaluated fairly and objectively and that their grade is based only on considerations related to the evaluation of their academic work. Such assessment must be accessible to the student within a reasonable period of time to be established by the institutional unit.

Article 2.12 - Review of the evaluation

The student may request a review of the evaluation from the teacher when he/she understands that it does not meet the established or agreed criteria, for which he/she will follow the procedure for reviewing grades established or customary in each unit. The first instance of review is constituted by the professor who was in charge of the course. The work that the student has done during a course will be retained by the professor for six (6) months after the student's final grade is submitted. Each Academic Senate shall establish procedures to be followed to ensure a fair and adequate review.

Article 2.13 - Replacement of material due to the absence of the teacher

The student has the right to have the discussion time on the material corresponding to any session of the course in which the teacher has been absent replaced.

Article 2.14 - Recognition for Academic Work and Authorship

Students have the right to be consulted and to have their contribution or authorship properly recognized when the product of their work is to be used by the professor, researcher or lecturer in any publication, research, conference or any other form of dissemination of knowledge.

STUDENT REGULATIONS OF THE RÍO PIEDRAS CAMPUS (*These regulations are under review in the Academic Senate of the Río Piedras Campus as of the date of delivery of this document*) <https://apicertificaciones.upr.edu/file/download/25792>

The law and tradition of the Campus recognize the rights of students as members of the university community and indicate the duties of moral and intellectual responsibility to which they are obliged as members of the university community. They also recognize the responsible participation of students in ensuring and maintaining order, security, and normality in institutional tasks. Thus, the campus welcomes the democratic and responsible participation of its students in institutional processes.

RIGHTS AND DUTIES

Article 1.01

As students and as collaborators in the University's mission of culture and service, students are members of the university community and as such will enjoy the right to participate effectively in the life of that community, and will have all the duties of moral and intellectual responsibility to which it by its nature obliges.

Article 1.02

Students have the duty and the right to strive in the search for and expression of the truth, always respecting dissenting criteria. This will be guided by academic rigor, the style of conduct inherent in the academic community, and the dictates of one's own conscience.

Article 1.03

Every university student has the duty to seek the intellectual and spiritual formation that tends to his full development as a person, and the right to demand it, in view of his responsibility as a servant of the Puerto Rican community. It also has the duty and the right to preserve, enrich and disseminate the values of knowledge and culture, both universal and those of the people of Puerto Rico.

Article 1.04

Every university student shall have the right to receive the services of the student procurement, in accordance with the rules adopted for this purpose. The University of Puerto Rico has the duty to guarantee the services of the student prosecutor's office.

Article 1.05

Students may celebrate, in accordance with the established rules, any act, meeting or ceremony, and invite any person they wish to listen to speak to them on any topic of interest to them, provided that exercising any of the aforementioned rights does not interrupt the teaching, technical or administrative work of the institution, and complies with the provisions of the regulations in force.

Article 1.06

Students will receive administrative support for student activities, in order to facilitate the right of association and assembly, thus having time and space to do so.

Article 1.07

Students will be able to associate freely, and will be able to edit and distribute publications, always in accordance with the rules in force.

Article 1.08

No student may be deprived, on grounds of sex, race, origin, social status, political or religious belief, of the right of association or of the services and programs provided by the University.

Article 1.09

All members of the university community have the duty to observe appropriate and respectful conduct towards other people, including the use of information technologies. Therefore, physical, verbal or psychological abuse, or sexual harassment from any member of the university community or from outside the University will not be tolerated in this Institution.

Article 1.10

Every university student has the right not to have information related to his or her political, religious or philosophical beliefs disclosed by the University. The University will not keep a record of these beliefs. Academic and disciplinary records will be kept separately from each other. Information contained in academic or disciplinary records shall be confidential and is not available for use by unauthorized persons at or outside the University without the written consent of the student, parent or guardian and in cases where a court order is issued.

Article 1.11

The student will have the right and the duty to actively participate in classes and activities related to academic work, consult their professors, express their doubts and divergences of criteria, and know their failures and achievements in academic work.

Students will have the right to receive information and dialogue with their teachers about the evaluation of their work and performances, the grades received and about the evaluation of the course as an essential part of the learning process.

Article 1.12

The teacher-student relationship is based on mutual respect. Both will foster creative dialogue and freedom of discussion and expression. The right to freedom of discussion and expression does not relieve the student or the teacher of the responsibility to comply with the requirements of the course and the academic offer as approved by the official bodies of the University.

Article 1.13

Students shall have the right to elect their representative(s), with voice and vote, in the committees responsible for creating and reviewing the curriculum of their Faculty or Professional School in accordance with the institutional mechanisms established in the faculties and schools.

Article 1.14

The nature of the relationship between teachers and students deserves the respect of both teachers, as well as of the administration. The student has the right to disagree in the classroom within the context and framework of the academic discussion and will not be taken into account in administrative or any other type of proceedings against the student, nor in the evaluation of his/her academic performance or performance.

Article 1.15

Students will have the right to receive from their professor a transcript or syllabus in printed or electronic format, which describes how the course work plan will be complied with and how the student will be evaluated. This document represents the agreement and commitment that the teacher establishes with his students and the responsibilities of the student in the course. The syllabus must be submitted and discussed during the first week of classes.

Article 1.16

The student will have the right to meet with the professor at times specially designated for this purpose in order to request guidance or clarify any aspect of his or her academic work.

Article 1.17

Primary jurisdiction over discipline within the classroom and over student conduct related to academic work and other consonant activities rests with the teacher. This, without prejudice to the responsibility of the professor to report the conduct of a student to the head of the department, dean or other university authorities who are responsible for determining whether to initiate a disciplinary process.

Article 1.18

Students will have the right to have their academic work evaluated in a fair, objective and impartial manner, and to have their grade based only on considerations related to the evaluation of their academic work, as indicated in the course record or syllabus.

Article 1.19

The student has the right to request a review of his/her evaluation from the professor when he/she understands that it does not meet the established or agreed criteria, for which he/she will follow the grade review procedure established in the Certification in force at the time the situation arises.

Article 1.20

The student shall be entitled to receive from his/her professor the final grade of his/her incomplete removal work no later than eight (8) weeks after submitting such work. In the event that the teacher does not make any notification regarding the change of the provisional grade within the established term, the student may go to the relevant committee or instance of the Dean's Office of each faculty or school for the evaluation of his or her work for the removal of incomplete.

Article 1.21

Students will have the right to have course schedules available three (3) days prior to the date the course selection process begins. Students will have the right to have the names of the professors who will teach the courses indicated in the timetable of the courses.

Article 1.22

Students will be entitled to a period of changes in their tuition. The dates set for changes in enrolment must be explicitly listed on the academic calendar from the date the course selection process begins.

Article 1.23

The student will have seven (7) school days, starting from the first day of classes at the Campus, to withdraw from a course without it being noted and with the right to receive 100% of the refund of what was paid to enroll in said course. In the case of summer courses, the student will have two (2) days after the session begins.

Article 1.24

Students shall have the right to have their discussion time made up on the material corresponding to any session of the course in which the teacher has been absent.

Article 1.25

Students have the right to be consulted and to have their contribution or authorship properly recognized when the product of their work is to be used by the professor, researcher or lecturer in any publication, research, conference or any other form of dissemination of knowledge and media format.

Article 1.26

All students have the right to access quality and excellence services at the relevant and appropriate times, including enrollment processes; health care services; counseling services; guidance and procurement; financial assistance; the use and availability of library resources and laboratories; data centers; sports and recreation centers, and other similar services

provided by the University. In addition, they have the obligation to comply with the rules established for the use or enjoyment of university services and facilities. Students have the right to use university assets responsibly, as well as the duty to protect and care for them. Likewise, students have the right to enjoy physical facilities that comply with health protection and personal safety standards.

Article 1.27

The Dean of Students of the Campus will enable the participation of the students residing in the university residences of the institution in order to auscultate their needs and interests, according to the rules of the Campus.

Article 1.28

A complaint is a claim or protest that is made because of a disagreement that the student has with a procedure or with the treatment of an employee who has offered him/her. The complaint is filed with the higher authority of the person who attended the student in the first instance. No specific formality is required for the filing of a complaint.

Article 8

The student will have the right to meet with the professor at times specially designated for this purpose, to receive guidance and clarify issues related to their academic work.

Article 9

Students will have the right and duty to actively participate in classes and related activities, to consult their teachers, express their doubts and divergences of criteria, and learn about their shortcomings and achievements in academic work. Students shall have the right to receive from their professors, at the beginning of each course, appropriate guidance on the syllabus of the course, either orally or in writing, including explanations of the academic purposes and objectives, the pedagogical methods to be used, the topics of study, the readings and other work requirements, the qualification criteria and the other relevant aspects, all without prejudice to the necessary flexibility of the courses. Students will have the right to receive information and dialogue with their teachers about the tests taken and grades received and about course evaluation as an essential part of the learning process.

Article 10

Every student has the duty to exercise intensely and responsibly the rights and duties set forth in these Regulations, so that his or her own example inside and outside the classroom is the best defense of their enjoyment.

These rights and duties, the disciplinary processes concerning the violation of these and many other matters of concern are described in the Student Regulations of the Río Piedras University Campus, available in the Office of the Dean of Students. (Copies of these Regulations, including their other provisions, are available from the Campus Dean of Students.)

FOREIGN NON-IMMIGRANT STUDENTS

The Río Piedras Campus is authorized by law to admit foreign non-immigrant students. (For additional information, refer to the Academic Regulations section and the Special Rights for Non-Resident Students section).

REGULATIONS FOR THE USE OF FACILITIES OF THE DEPARTMENT OF PHYSICAL EDUCATION OF THE FACULTY OF EDUCATION

Approved in 1999, it establishes the rules for the use of the facilities of the Sports Facilities of the Campus by students, teachers and other interested parties. It is available in this department.

INSTITUTIONAL POLICY OF THE RÍO PIEDRAS CAMPUS ON THE PRIVACY OF ACADEMIC RECORDS

The University of Puerto Rico intends to comply fully with the provisions of the Buckley Amendment (*Family Educational Rights and Privacy Act of 1974*, as amended). This law protects the private nature of students' educational records and establishes the right of students to inspect and review such records. It also provides guidelines for correcting the accuracy of information through informal and formal hearings. Students have the right to file complaints, if they choose, with the *Family Educational Rights and Privacy Act Office, Department of Education, 400 Maryland Avenue, S.W. Room 4524, Switzer Building, Washington, D.C. 20202*, regarding alleged violations of the law by the institution.

Copies of the institutional policy established by the University in compliance with the law may be obtained from the Office of the Dean of Students, the Office of Financial Aid, the Student Affairs Offices of colleges and schools, and the Office of the Registrar.

INSTITUTIONAL POLICY ON EQUAL OPPORTUNITIES

The Río Piedras Campus of the University of Puerto Rico guarantees equal opportunities to its applicants for employment and admission to study, and to students and employees both in terms of study and employment opportunities and the enjoyment of the academic services and programs offered and terms and conditions of employment.

The Precinct does not exclude from participation, deny benefits or discriminate against any person on the basis of age, race, sex, sexual orientation, color, birth, origin or social status, physical or mental disability, or political or religious ideas.

Any applicant for admission to study or student, as well as any applicant or employee who believes that he or she has been discriminated against for the reasons set forth above, may file a complaint in writing with the designated officer, namely: Dean of Academic Affairs.

The establishment and enforcement of this policy and its publication is in accordance with the federal regulations for the implementation of Title IX, the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the American with *Disabilities Act of 1990*.

LAW AND BENEFITS FOR VETERAN AND DEPENDENT STUDENTS

The following individuals must be considered residents for the purpose of setting tuition and fees:

- A veteran who uses his or her financial aid for studies under Chapter 30 G.I. Bill or Chapter 33 Post 9-11, who lives in Puerto Rico while attending the University of Puerto Rico (regardless of residency status) and who enrolls within three years of his or her discharge or retirement from active duty of at least 90 days.
- Anyone who has been transferred the Post 9/11 or G. I Bill benefit who lives in Puerto Rico while attending the University of Puerto Rico (regardless of residency status) and enrolls within 3 years of discharge or retirement from active duty of at least 90 days.

- Anyone who uses benefits under the Marine Gunnery Sergeant John David Fry Scholarship Act, who lives in Puerto Rico while attending the University of Puerto Rico (regardless of residency status) and who enrolls within three years of the death of the veteran on the front line who was on active duty for at least 90 days.
- Any of the above persons who remain consistently enrolled in the same institution (except for academic breaks scheduled each semester). A student must have enrolled at the institution before the expiration of the three-year period following discharge or death described in the preceding paragraphs and must be using the study benefits under Title 38, 38, Chapters 30 or 33, United States Code. (Translation ours).

COMPLIANCE WITH DEPARTMENT OF VETERANS AFFAIRS (VA)SECTION 103-PL 115-407: As of August 1, 2019, no school may: deny a student (CH31 and CH33) access to classrooms, libraries, or other institutional facilities. Nor make the student ask for money borrowed to cover the cost while you wait for the VA payment. Or charge the student a fee late or impose a penalty.

INSTITUTIONAL POLICY ON SECURITY AT THE UNIVERSITY OF PUERTO RICO

One of the main objectives of the University of Puerto Rico has always been to ensure the safety and well-being of the university community. This policy is intended to promote and maintain a safe study and work environment, free from risks, acts of violence and danger. It is recognized as a legitimate institutional interest, the protection of the life and safety of the members of the internal and external community that makes use of its services and physical facilities and the prevention of the occurrence of criminal acts within its jurisdiction. In addition, the right of students, prospective students, and the community at large to be informed of any criminal act occurring within university grounds and adjacent areas is recognized. The policy and procedures are detailed in Circular Letter 92-01 of the Office of the President of the University of Puerto Rico.

"STUDENT RIGHT TO KNOW ACT"

In December 1995, the U.S. Department of Education issued regulations to implement the Student Right to Know Act (SRKA). This law requires postsecondary institutions participating in Title IV financial aid programs to collect, publish, and disseminate information regarding graduation and transfer rates. The Office of Academic Affairs of the Central Government, in conjunction with the institutional units, will promulgate appropriate procedures for disseminating information through various means, such as: brochures, catalogs, and literature on admissions.

POLICY ON UNAUTHORIZED REPRODUCTION OF WORKS PROTECTED BY LAW

The Institutional Policy approved in 1993 and expressed in Circular Letter No. 95-01 of the Office of the President of the University of Puerto Rico, guides the university community on the application of copyright laws. In particular, on the Federal Copyright Law, which protects the authorship rights of all types of work perpetuated through any tangible means of expression. This protection extends to literary, musical, dramatic, pantomimic, graphic, filmic, architectural, and computer programs and other electronic media.

Among the copyrights recognized and subject to protection under the Federal Copyright

Law is the exclusive right of the owner of a protected work to reproduce it.

The law permits the reproduction of a protected work without the consent of its author, provided that and when it is for fair and reasonable use. A reasonable use of protected works is that which is made for educational or research purposes, non-profit, for critical purposes, for commentary on a text, and in news reports.

INSTITUTIONAL POLICY ON PATENTS AND INVENTIONS

Institutional policy is to conduct its academic work in an open atmosphere and free, and to see that it is carried out until it reaches public dissemination. The University acknowledges, however, that sometimes patentable inventions can and do result from research conducted by its employees, students, and other affiliates in the course of their work and/or while using University funds and facilities. Establishing the property, patent, licensing, and protection rights of these inventions is consistent with the purposes and missions of the University.

The University of Puerto Rico intends to protect and encourage the application of patentable inventions in accordance with the laws of the Commonwealth of Puerto Rico and the intent of the United States Patent Act (Title 35, United States Code), as amended, with respect to inventions made under the auspices of the U.S. Government.

THE USE OF VERTEBRATE ANIMALS IN SCIENTIFIC RESEARCH

This Institution complies with all applicable provisions of the Animal Welfare Act and other federal statutes and regulations relating to animals. It also complies with the policy on the humane care and use of laboratory animals by institutions that award the Public Health Service. Its practices are governed by the U.S. Government's Principles for the Use and Care of Vertebrate Animals Used in Testing, Scientific Research, and Training.

THE PROTECTION OF HUMAN SUBJECTS IN SCIENTIFIC RESEARCH

This Institution complies with all federal regulations regarding human subjects in scientific research, including those expressed in the Code of Federal Regulations, Department of Health and Human Resources.

In addition to this, the University has developed a Policy on Institutional Research which is detailed in Certification No. 108 (1998-99) of the Board of Trustees.

INSTITUTIONAL POLICY ON SMOKING

Smoking is prohibited in all enclosed areas of the Campus, including, but not limited to, classrooms, laboratories, conference rooms, elevators, auditoriums, offices, museums, and other places where groups of people regularly gather. Smoking is permitted in designated areas approved as suitable for both non-smokers and smokers, such as hallways and other open spaces.

INSTITUTIONAL POLICY ON CONTROLLED SUBSTANCES

The Río Piedras Precinct follows a vigorous policy to combat the illegal manufacture, distribution, supply, possession and use of controlled substances and the abuse of alcohol within its premises as defined by Puerto Rico Law No. 4 of June 23, 1971, and subsequently amended by federal and Commonwealth of Puerto Rico legislation. The policy and the means and procedures for enforcing it are detailed in Certification 032 (1999-2000) of the Board of Trustees.

INSTITUTIONAL POLICY ON SEXUAL HARASSMENT

Sexual harassment in the workplace and in the academic environment is an illegal and discriminatory practice, alien to the best interests of the institution, which will not be allowed regardless of the hierarchy or positions of the people who may be involved. Under no circumstances shall any person be allowed to create a work or study environment characterized by sexual harassment in any of its forms. As defined by law, sexual harassment in the workplace consists of

any type of unwanted sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature. Certification #130 2014-2015 JG

ACADEMIC INTEGRITY POLICY OF THE UNIVERSITY OF PUERTO RICO, RÍO PIEDRAS CAMPUS - CERTIFICATION #64 2022-2023 ACADEMIC SENATE

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. The Río Piedras Campus of the University of Puerto Rico (UPRRP) is committed to maintaining and promoting an intellectual and ethical environment based on the principles of academic integrity and rigor, trust, mutual respect, and serene dialogue among the people of the university community essential to the achievement of its mission. Integrity implies the firm adherence to a set of core ethical values, such as honesty, respect, and responsibility. It is part not only of teaching and learning, but also of the relationships and interactions inherent to the educational, research and administrative process. It must permeate all areas of university life and community. It focuses mainly on the student environment in the teaching and learning process and research. Academic integrity concerns all members of the university community: students, teaching and non-teaching staff.

INSTITUTIONAL POLICY ON THE IDENTIFICATION AND MANAGEMENT OF CONFLICTS OF INTEREST IN RESEARCH- CATA CIRCULAR 96-03 1995-1996 PRESIDENT

The National Science Foundation (NSF) and the National Institutes of Health (NIH) have established as a requirement for institutions receiving funding from these agencies to develop an institutional policy that provides for the identification and management of conflicts of interest.

Each institution that obtains funds from these agencies must establish a policy and procedures for identifying conflict of interest situations, notifying authorities of instances in which they occur, and applying sanctions to individuals who violate this policy.

REGULATIONS RELATED TO THE POPULATION OF PERSONS WITH DISABILITIES

Regulations for the Fulfillment of the Responsibilities of the University of Puerto Rico according to the Law of Comprehensive Services for Persons with Disabilities and the Bill of Rights of Persons with Disabilities. Certification #16 1997-1998 Board of Trustees and Law 238 of August 31, 2004.

It clearly establishes the responsibilities and functions of the University in its mission of searching for and disseminating knowledge and training of personnel to guarantee the optimal quality of life of infants, children and young people who have some condition of disability.

Policy on Reasonable Modifications and Academic Services for Students with Disabilities Enrolled at the University of Puerto Rico, Certification No. 133 2015-2016 of the Board of Governors of the University of Puerto Rico.

The purpose of this Policy is to establish uniform practices throughout the UPR System regarding the coordination of reasonable accommodations and academic services requested by students with disabilities, as well as to ensure faithful compliance with state laws y federal governments that apply to this population.

INSTITUTIONAL POLICY ON ENVIRONMENTAL PROTECTION- 8 FEBRUARY 1996 JS

The University of Puerto Rico has recognized and assumed its responsibility to carry out affirmative actions that promote the protection of the environment. Through the Division of Environmental Quality and Occupational Safety of the Central Administration and its counterparts in the university units, we have begun to effectively implement Puerto Rico's Environmental Public Policy. For the purpose of protecting life and

reducing property damage and the environment, the University of Puerto Rico will operationally implement a comprehensive disaster protection plan. This will include the development of mitigation strategies and preparedness, response and recovery plans against earthquakes, hurricanes, floods, fires and other natural and technological hazards that may affect us.

RESEARCH & PLANNING

The University has developed a Policy on Institutional Research through Board of Trustees Certification 108 (1998-99). It seeks to establish a rational base of information and knowledge for planning processes, decision-making, and the allocation of resources, at the service of the academic and administrative managers of the University of Puerto Rico System. The Río Piedras Campus, motivated by the need to know the levels of execution in the various administrative and academic efforts that lead to informed decision-making and to comply with the institutional mandate and the requirements of the accrediting agency, among others, has created the Division of Institutional Research and Appraisal attached to the Dean's Office of Academic Affairs to manage, receiving, analyzing, disclosing and safeguarding official data.

INSTITUTIONAL POLICY ON THE ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES AT THE UNIVERSITY OF PUERTO RICO - CERTIFICATION NO. 35 (2007-2008)

The purpose of this policy is to define a regulatory structure that allows members of the university community to make the best possible use of technology resources in a safe environment that promotes the University's objectives of transmitting and increasing knowledge through education, research, and service extension. This Policy applies to all users of the Information Technology (IT) of the University of Puerto Rico ("the University"), including, but not limited to, students, faculty, researchers, and employees

PROTOCOL FOR PROCESSING ACADEMIC EXCUSES DUE TO EXTRACURRICULAR ACTIVITIES

Participation in extracurricular, sports, academic, artistic and cultural events fulfills the purpose of offering students enriching experiences that allow them to use their talents in favor of their development as human beings. Certification No. 136 (2002-2003) of the Academic Senate established the Protocol for processing academic excuses to eligible students duly recommended by the Faculty Deans, School Directors and Directors of Special Programs, who, in the exercise of their academic, athletic, artistic and cultural skills, exalt the name of our University. The Academic ***Excuses Processing Sheet forms*** will be available at the Faculty Dean's Offices, the Dean's Office of Students or the corresponding Academic Departments or Programs.

GENERAL ACADEMIC SERVICES

LIBRARY SYSTEM

The Río Piedras Campus Library System is a unit attached to the Office of the Dean of Academic Affairs. It consists of a network of libraries and collections located in the José M. Lázaro Building and in some of the faculties and schools. It contributes to the management of learning, teaching, research, innovation, creative work and service that the Campus has as its mission. In addition, it extends its services to the community at large, thus fulfilling its social responsibility.

Its libraries and collections have information resources in various areas of knowledge and its development takes into consideration the criteria of quality, depth, scope, timeliness and diversity of formats as established in the standards of the *Association of College and Research Libraries*. Among the vast collection of information resources are the special collections of distinguished Puerto Rican and international personalities housed in the Puerto Rican Library and Newspaper Library, the El Mundo/Puerto Rican Digital Library Project, and the Zenobia and Juan Ramón Jiménez Room. In addition, it has thematic collections specialized in areas of the undergraduate and graduate curriculum.

The Library System has a Library Services Unit for Persons with Disabilities. It has specialized equipment such as tape players, digital players, talking calculators and video communication system for deaf people, among others. She subscribes to the National Library Service for the Blind and Physically Handicapped of the Library of Congress in Washington, D.C. through its liaison in Puerto Rico (Regional Library for the Blind and Physically Handicapped of Puerto Rico). They provide access to information resources, alternative formats, and specialized equipment.

It articulates services and programs where it integrates information and communication technologies that promote efficient and effective access to up-to-date information resources relevant to the curriculum and research. It actively encourages the development of information skills and competencies and promotes continuous learning and the formation of an individual capable of generating new knowledge. The services offered include: face-to-face and virtual information and reference consultations, access to the online catalogue of information resources, access to databases and electronic journals, educational activities through the programme for the integration of information skills into the curriculum, loan of information resources, local and international interlibrary loans, information resources assigned in courses, computer centers, group study rooms, film library, conferences and exhibitions, and reproduction services. Through its website, you can access databases in all disciplines and thousands of full-text journals. Remote access is offered to students and employees active on campus by completing a brief identification process. Their website is complemented and updated with a blog and social media to promote communication and keep their users informed.

Contact the Library System staff at <https://www.upr.edu/biblioteca-rrp/directory-sb/>

DIVISION OF ACADEMIC AND ADMINISTRATIVE TECHNOLOGIES

The Division of Academic and Administrative Technologies (DTAA) provides members of the university community with technological support services and technical assistance in their daily work. It is responsible for administering and ensuring the proper functioning of the administrative information systems that reside in the Campus. It is also responsible for implementing measures that advance the technological initiatives proposed in the strategic plans at the systemic and campus level and the

academic and administrative plan of the Rector. In the area of services to the university community, its mission is to:

- Provide the university community with a platform of technological services to support the academic, administrative and student sectors.
- Orient the user on the different changes in technology and its application in various work areas within the Río Piedras Campus.
- Disseminate the processes for technical support and offer assistance to the user to solve problems caused by technological equipment related to the daily functions carried out by the university community

OFFICE OF THE STUDENT ADVOCATE

Certification 32 (2005-2006) of the Board of Trustees of the University of Puerto Rico establishes the University's Policy on Student Procurement. There, among other things, it establishes the "principles that should govern the offering of student ombudsman services ", as well as the functions of the Student Ombudsman at the System level. The Office of the Student Ombudsman of the Río Piedras Campus, attached to the Office of the Rector and a pioneer in the entire public university system, carries out a management aimed at streamlining the procedures or processes that in some way limit the academic performance and development of students.

Among its functions is to complement in an agile way procedures established by regulations in order to attend, informally, conflict situations between students and other members of the university community.

Steps to be taken to effectively address conflict situations between the University Community and the students of the Río Piedras Campus:

- Any member of the University Community, whether students, non-teaching staff or faculty, who has had a conflict involving students, has the option of going to the Office of the Student Ombudsman on the Second Floor of the Student Center so that he or she can exercise his or her function as a mediator, neutral advisor or intercessor, as the case may be. and within the framework of the student rights and duties set forth in the regulations.
- The member of the University Community is attended by the Student Ombudsman or his/her Assistant, at the time of his/her visit. This request is evaluated by the Attorney General or his Assistant and, depending on the conflict presented— academic, interpersonal, economic, or security— the course of action is determined.
- Although it is preferable to make an appointment to receive the person who visits us, our Office also receives unannounced visitors ("walk ins"). These visits are attended on the spot, and only in a very exceptional way is the visit scheduled for another date. (By way of example, if the Procurator and/or his/her assistant will not be available to show up to a meeting away from the Office, and depending on the nature of the visit, a later date could be arranged).
- Depending on the conflict presented, the member of the university community is guided according to the laws and regulations on academic and administrative issues, and/or the protocols in force in the System to deal with each particular situation. If our intervention or Intercession is required and possible, the student's consent is obtained to manage it and communication is established with the parties involved in the situation.

- The information provided by the student is recorded in an information sheet for absolutely internal use. These forms are filled out and worked on directly by the Procurator or his Assistant, and are destroyed once the case is addressed. Notes are taken to expedite our advice and intervention and always with the commitment to maintain total confidentiality on the issues raised. Such confidentiality, mandated by both Certification 32 and the IOA, yields only to an " *imminent risk of serious harm*" which is the limit set forth in IOA's standards of practice.
- In the event that the visitor needs our intervention, after being guided and having exhausted the actions within his responsibilities or not feeling fit to carry them out by himself, we proceed, as the case may be, to work on agreements and solutions with the different dependencies of the Institution that have to do with the conflict presented. Always ensuring that each situation is worked on within an environment of dialogue and effective communication, justice, confidentiality and healthy coexistence.
- In cases where there is a procedure for settling the situation, our Office ensures that the steps set forth in such procedures are followed and we offer advice to all parties as to how the procedure applies to the facts of the particular case being heard. (By way of example, Certification 14 of the Academic Senate (1984-1985) provides, among other things, that a grade review can and should be done no later than the semester following the academic session in which the grade is offered for which the grade is to be reviewed. This is an external and independent procedure to our Office and our role there is to announce the rights contained therein, ensure that they are complied with and offer advice on them.
- Some examples of conflict situations that arise in the Office of the Student Advocate are:
 - **Academics**- classroom, grade reviews, grade changes, validations, degree application, degree exam, lack of academic integrity;
 - **Economic**- financial aid, housing;
 - **Administrative**- extensions, refunds, processes for grade changes, administrative leave, admissions,
 - **Interpersonal**- security complaints, protective orders, sexual assault, violence.
 - Any other issues that may involve students, whether with faculty, non-teaching staff, or other students.
- Each case is dealt with independently following the informal scheme mentioned above. Each situation is followed up and communication is established between the Procurator and the visitor, which does not cease until the situation or problem is over.

ADMINISTRATIVE APPELLATE PROCEDURES

Certification 35 2018-2019 Governing Board that repeals Certification 138 and its amendments set out the procedures and instances to which University of Puerto Rico staff may appeal administrative decisions.

ACADEMIC REGULATIONS

ADMISSIONS

FRESHMEN

Applicants for entry to the first year of university studies must have graduated from high school or have an equivalent qualification. They must possess a diploma from a high school accredited by the Department of Education and submit an official certification of the subjects passed and grades obtained. These must reflect the high school curriculum or its equivalent, as it is in effect in accordance with the graduation requirement in Puerto Rico's education system.

The Department of Education's Division of Extension (GED) examinations and the Armed Forces examinations are accepted as equivalent to the high school diploma .

Candidates are also required to take the Scholastic Aptitude Test and the Achievement Tests in Spanish, English and Mathematics offered by the *College Entrance Examination Board* or in substitution the *Scholastic Aptitude Test* (SAT) which is the English version of it. Candidates are selected on the basis of an income index. This index is calculated by taking into account the high school grade point average and the results obtained in the entrance exam.

The exceptional talent or abilities of the applicants will also be used as an admission criterion. Each unit will have an advisory committee to the Rector that will establish the criteria for admission in these cases. Candidates are selected in descending order of admission rate until the minimum admission rate is reached or the quota is filled, whichever comes first, in the faculties that admit first-year students. The quota and the minimum rate of admission are stipulated by the Rector, in consultation with the corresponding deans. Admission for new students from high school will be conditioned by the existing capacity after providing for active students from the campus, readmitted students and those coming from the university system.

Any first-year student who is notified that he or she has been admitted must secure his/her place by paying the corresponding reservation fees, once the Campus requires it. This fee is credited to the tuition fee or special charges in case the student enrolls; It is non-refundable.

Applications will be considered for the first or second semester of the year in which they are interested in being admitted. Applicants must submit their application to the Admissions Office of the Campus. All students enrolling for the first time must submit, in advance of/by the established deadline, a medical certification to the Department of Medical Services of the Río Piedras Campus.

FIRST-YEAR FOREIGN STUDENTS

The Admissions Office determines the eligibility of students from other countries who wish to enter the Campus. They must present evidence of preparation equivalent to the high school level in Puerto Rico, have obtained a diploma and a corresponding degree, and have achieved a minimum GPA of 2.00 (C). They must meet the requirement to take the tests offered by the *College Entrance Examination Board*.

You must also be fluent in Spanish and have sufficient knowledge of English to be able to carry out your studies at the Campus.

Foreign candidates awarded scholarships by organizations recognized for these purposes or by the government of the country of origin must meet all of the above requirements.

TRANSIENT STUDENTS

Transitory students are students from other accredited universities or colleges who apply for admission to the campus for the first time to take courses during a summer or semester session with the intention of transferring the approved credits to their university or college of origin because they are not interested in continuing studies on the campus. You are required to submit the corresponding application for admission, meet the requirement of a minimum index of 2.00, arrange for the submission of an official copy of your academic transcript and a written permission from your dean or the corresponding faculty specifying the course(s) that the student is recommended to take. Such admission will be limited to the academic session of reference and the Director of Admissions will process it with the authorization of the dean of the corresponding faculty. Applicants for admission to undergraduate courses who hold a bachelor's degree, or its equivalent, from an accredited university institution, are considered for admission subject to the recommendation of the dean of the faculty in which they are interested in taking such courses. The capacity for these students will be conditioned by the existing capacity after providing opportunity to active, admitted and readmitted students, according to the order of priorities established by the Campus.

SPECIAL PROGRAMS

Applicants to special programs created to serve the purposes of agencies, organizations, or entities by prior agreement with the Campus Provost will also be considered under the new student admission guidelines. In special situations, the agency or department requesting the service may ask the Provost to exempt applicants from meeting the admission requirements.

Students who have entered a special program, who are exempted only from meeting the entrance rate requirement, may continue other university studies if they pass 24 credits in the special program to which they are enrolled with a minimum average of 2.00 and are admitted by a faculty. Those who hold a bachelor's degree, or its equivalent, awarded by an accredited university institution, are considered for admission subject to the recommendation of the dean of the faculty in which they are interested in taking such courses. In any case, it is required that the provisions herein be reported to the Office of the Registrar in due time.

SPECIAL ADMISSION

Special admission will be granted to those cases that merit it, after having been considered and decided by a Special Admissions Committee composed of the Director of the Office of Admissions, a representative of the Dean of Academic Affairs, the Registrar, the dean of the faculty concerned with the case in question, or his representative, and a student senator selected by the Student Senators Caucus. This Committee, based on the applicant's academic status, will determine their placement and the order in which they will take General Education courses. Among these, those included in the following situations will be considered:

1. The cases of students who apply for admission, who have an index greater than 3.0, but who do not meet the credit and course requirements of a school.
2. Cases from institutions where basic general education courses or their equivalents are not offered, or because they were not required in the student's program.
3. Applicants who meet the admission requirements and who come from countries where the Aptitude and Achievement Tests required for admission to the Campus are not offered, provided that it is impossible to offer them the exam in the country of origin.

4. Applicants with physical or mental limitations, in order to determine the ways in which their development consistent with the purposes of the institution can best be addressed.
5. Other cases that merit special attention, similar to those listed.

TRANSFERS

Certification 115 (1996-97) of the Board of Trustees establishes the articulation of a transfer policy for baccalaureate programs. This will come into effect as soon as the rules are approved by the corresponding Academic Programs and the university authorities.

Transfer students are considered to be those at the undergraduate level active or inactive in a unit of the University System who request to transfer to the Río Piedras Campus. Transfer requests will be processed through the registrars of the different institutional units of the System on the dates established in the academic calendar. Applications filed directly by students will not be considered.

The registrars of the institutional units of the university system will send to the Registrar of the Río Piedras Campus, together with the required documentation, the transfer requests on or in advance of the agreed date. The Registrar of the Campus, in turn, will send the applications to the deans of the corresponding faculties within the framework of deadlines.

The deans of the faculties of the Precinct will consider the applications received and send a copy of these results to the Office of the Registrar.

The Registrar will notify the System Registrars and the students of the decisions made in each case by the appropriate deans.

The number of students from the university system who are considered for transfers to the Río Piedras Campus will be conditioned by the existing capacity after space has been provided for active students from the Campus and inactive students, also from the Campus, who have not been suspended and who have been accepted by readmission to the same faculty in which they had originally studied.

A student suspended from a unit of the System by administrative determinations or in the process of disciplinary action shall not be admitted to any unit for the duration of the period of suspension from the unit of origin or a final decision is made in the case of administrative or disciplinary action.

CANDIDATE SELECTION

1. The selection of candidates will be made in descending order of academic index in accordance with the general provisions of deadlines and quotas stipulated for each faculty.
2. Students from the university system who have completed a minimum of 48 credits, including at least four basic courses of General Education, will be candidates for admission to the Río Piedras Campus. In addition, the student is required to comply with the retention rate requirement of the Río Piedras Campus for the year he/she is studying and with the other requirements stipulated by the faculty of his/her choice.
3. This provision shall apply in all cases, except for students who are going to study in the fields of Family Ecology - Moratorium, Commercial Education, Industrial Arts, Industrial Vocational, Elementary Education, Recreation (Education), Environmental Design (Architecture) and Communication. In these cases, it will only be required for the transfer to have passed 30 credits, including four (4) basic courses of General Education with the minimum retention rate

of the Río Piedras Campus, except Elementary Education (K-Third, Fourth to Sixth) and Nutrition and Dietetics, with an index of 2.50 and English to Spanish Speakers with an index of 2.30. and the other requirements of the faculty of interest. This exception will also apply to students who wish to continue their studies towards the Bachelor's Degree in Office Systems Administration, where only basic English and Spanish courses will be required within those 30 credits with a minimum academic average of 2.50.

The pre-enrolment process for transfer students accepted at the Río Piedras Campus will be carried out jointly and under equal conditions with the pre-enrolment of active students at the Río Piedras Campus who aspire to enrol.

TRANSFERS

Those students who were originally admitted to the Río Piedras Campus, but who chose to enroll in other institutions outside the University of Puerto Rico System, may only be admitted to the Río Piedras Campus as transfers. Likewise, all those who have studied at other duly accredited university institutions outside the University of Puerto Rico System and who wish to enter this campus will be considered according to the transfer rules.

All transfer candidates must file an application for admission at the Admissions Office and arrange for two official copies of their academic records to be sent directly from the institution of origin to the Director of Admissions of the Río Piedras Campus. Copies received through the student will not be considered as official copies.

Candidates for admission by transfer must submit the documentation required by the Campus Admissions Office. This Office will determine the eligibility for admission purposes of applicants and then refer them to the respective deans. The deans of the corresponding faculties will proceed to carry out the academic evaluation of preliminary equivalence of credits in each case, taking into consideration the available capacity, the student's academic index and the courses they are interested in taking.

Applicants who, having been admitted to the Río Piedras Campus as first-year students, enroll in other universities and later apply for transfer to the Campus, will be admitted under the conditions governing readmissions.

CANDIDATE SELECTION

1. Applicants who, at the time of filing the application, have passed a minimum of 30 credits and who maintain a general average of 2.5 or its equivalent before entering the Campus will be eligible for admission. The overall average will consider the subjects in which applicants have obtained "D" or "F", and the number of credits for transfer admission includes subjects with "D". These subjects with "D" or "F" will not be validated. Candidates must have passed with a "C" or higher any course that the faculty or department of interest requires as an entry requirement. First-year general education courses include Biological Sciences, Physical Sciences, Social Sciences, Spanish, Humanities, and English. The Faculty of General Studies establishes the equivalences of these courses. Applicants must also have passed any other courses required by the faculty to which they are applying for admission.

This provision shall apply in all cases, except for students who wish to pursue studies in the fields of Home Economics and Business Education. In these cases, it will only be

required to have passed 30 credits, with a minimum general average of 2.00, except in Elementary Education (K-Third, Fourth to Sixth) and the Nutrition and Dietetics Program with an index of 2.50. This exception will also apply to students who wish to continue their studies towards the Bachelor's Degree in Office Systems Administration, where only basic English and Spanish courses will be required within these 30 credits, with a minimum GPA of 3.25.

2. Applications from candidates for admission who do not comply with the above provisions will be rejected by the Admissions Office. However, if during the pre-enrolment process it is established that there is room for additional students in the requested faculty, the Admissions Office will automatically admit, in the first place, eligible applicants who have been denied due to lack of space. Second, it will admit applicants who complete the requirements before the start of the relevant session.

TRANSFER CREDITS

The Río Piedras Campus reserves the right to determine the number of credits that must be validated by transfer to the student. The validation will be made once the candidate has satisfactorily passed at least 12 credits at the Campus. Only courses graded "C" (2.00) or higher will be accepted for transfer to the undergraduate level. No more than half of the credits transferred in the student's chosen major will be counted for graduation. Students applying for a bachelor's degree from the Río Piedras Campus are required to pass at least 36 of the last 48 credits. In exceptional cases, the student may be exempted from compliance with this rule by agreement of a committee consisting of the dean of the corresponding faculty, the dean of academic affairs, and the registrar.

READMISSIONS

Readmission students are considered to be those students of the Río Piedras Campus and those who have obtained an academic degree in the university system who, being inactive students at the time of application, wish to resume their studies at the Campus. The application for readmission must be filed with the Office of the Registrar, who forwards it to the dean of the corresponding faculty once the candidate's eligibility has been determined.

The re-entry of applicants is subject to the approval of the deans concerned, who take into consideration the previously stipulated capacity limits for each particular faculty, as well as the academic requirements of the applicants after they have been provided for active students of the Campus.

Applicants for readmission who have interrupted their studies for two or more consecutive academic sessions or who have been out of the Campus for physical and/or mental health reasons, must accompany their application for readmission with the health certification required by the Campus Medical Services Department.

The Registrar is responsible for notifying students of the decision made in each case by the deans or program directors.

Applicants must pay the corresponding application fees (non-refundable) no later than the date stipulated in the academic calendar of the Campus.

CANDIDATE SELECTION

The selection of candidates for readmission is governed by the following provisions:

1. First-year students who have interrupted their studies before the end of the first semester of studies must meet the entry requirements that apply for the year in which they apply for readmission. Once the Admissions Office declares them eligible, the Registrar will continue with the corresponding procedures.

2. First-year students who, after completing their first semester, do not enroll in the second semester, or those who, having enrolled in that semester, withdraw before the end of the semester must meet the minimum grade point average requirement required of first-year students at the end of the academic year. If this requirement is not met and if they are granted readmission, it will be probationary for the semester.
3. Students who successfully pass the first year of studies, as well as those in the second year onwards who interrupt their studies voluntarily, may apply for readmission to any academic session, subject to the general provisions of deadlines, quota and place in the faculty to which they apply. You must also meet the minimum academic index required according to your year of study or your faculty.
4. Applicants who study in accordance with the provisions of a special program to meet the purposes of agencies or entities, in agreement with the Rector, will be eligible for readmission if they meet the admission requirements in force at the time of their admission to the program.
5. Students from other accredited institutions who have previously been admitted as transient students may apply for readmission to any academic session if they meet the admission requirements for transfers at the time of application. The decision regarding their readmission will be made by the dean of the corresponding faculty.

SUSPENSIONS– DISCIPLINARY BOARD

Students of the Campus suspended due to academic deficiency may apply for readmission to any faculty after a minimum period of one year has elapsed from the date of suspension.

The dean of the corresponding faculty will determine whether the requested readmission is appropriate. The readmission granted in these cases shall be of an evidentiary nature. It will be the responsibility of the faculty, in collaboration with the Office of the Dean of Students, to provide the student with general guidance services during the probationary period.

After the first academic deficiency suspension, if suspended for a second time, the student must wait a minimum of five (5) years before being eligible for readmission. The studies carried out by these students during the period of suspension will not be considered by the Campus.

Students suspended due to academic deficiency from one of the units of the University System will be governed by the following rules when requesting **readmission-transfer** in the system:

1. One year after the date of suspension, for the purposes of filing a request for readmission-transfer, the student has completed the period of suspension from the institution of origin.
2. A suspended student who is interested in filing a request for readmission-transfer may do so if he or she obtains from the unit to which he or she intends to transfer a written certification indicating that the institution is in a position to receive and evaluate the case. This document will become part of the applicant's application for readmission-transfer.
3. The reasons for filing the request for readmission-transfer will be due to a change of vocation, residence, commitments or new family responsibilities that do not allow the student to return to the unit of origin.

4. No unit may admit a suspended student who requests readmission to transfer to programs in which academically better qualified students have been denied due to lack of space.
5. Students suspended for **disciplinary action** may apply for readmission for the subsequent academic session at the end of the period of suspension. You will not be granted admission if you have incurred additional violations of institutional standards during the period you have been an inactive student of the Campus. The Dean of the corresponding faculty, upon recommendation of the Dean of Students, will decide on the student's readmission. University studies carried out in other institutions during this period will not be accredited.
6. Students suspended from a university-level institution **by administrative determinations** or in the process of disciplinary action shall not be admitted to any unit of the University System for the duration of the period of suspension from the home institution or a final determination is made in the case of **administrative** or **disciplinary action** .

OTHER RULES OF GENERAL APPLICATION

1. Any candidate who provides false information to gain admission to the Río Piedras Campus will be automatically disqualified for admission for a period of one year.
2. Any student who, after entering the Campus, is found to have provided false information in order to gain admission commits a serious offense subject to disciplinary sanctions, including cancellation of enrollment and loss of approved credits. In these cases, we will proceed in accordance with the current regulations related to disciplinary sanctions against students.
3. Any student suspended from a university-level institution by administrative and/or academic determinations or who is in the process of disciplinary action, will not be admitted to any unit of the University System for the duration of the period of suspension from the institution of origin or a final determination is made in the case.

MEDICAL QUALIFICATIONS

New students, candidates for readmission or transfer shall submit to the Department of Medical Services a medical certification from the Public Health Unit (or its equivalent) or private physician prior to commencing enrollment, as required in the form provided by the Campus Medical Services Department. Students who have been off campus for physical or mental health reasons and who apply for readmission must submit proof that their condition has been overcome to the Medical Services Department. It will then be up to the Department of Medical Services to determine whether or not the applicant should be reinstated for consideration by the faculty of interest. A university employee who is authorized to study at the University of Puerto Rico under current regulations **will not be** required to undergo a medical examination as a requirement to pursue such studies.

SUPERVISION OF RESEARCH PROJECTS AND THESES

The professor in charge of supervising students who are carrying out research and thesis projects must fulfill this responsibility by giving due attention to the students who are carrying out the aforementioned tasks.

In cases where a professor makes use of research and findings made by students in his or her own publications or conferences, these will receive due explicit recognition from the professor.

APPROVING COURSES THROUGH NON-TRADITIONAL MEANS

The Río Piedras Campus has established mechanisms to authorize the approval of courses beyond the traditional methods of university teaching and thus promote greater educational opportunities for its students. These rules are broken down below:

- A. Accreditation of approved courses through advanced placement tests administered by the College Entrance Examination Board (CEEB). High school students who pass CEEB's advanced placement tests in Spanish, English, and Mathematics will receive college credit by equivalency to the corresponding college courses. Each department that offers the equivalent courses (or to be validated), will determine and submit for the approval of the Dean of Academic Affairs, the current minimum score (3.0), which will be valid for the admission process that begins in the following academic year.
- B. Accreditation of college-level courses prior to commencing studies in the system at the recommendation of the college of origin or during the summer prior to commencing their college studies, students may take courses at an accredited or recognized college and if approved, may receive college credit as authorized by the department offering the course by annotating them on their credit transcript upon completion of a semester of residence in the Enclosure. The awarding of university credits will be subject to the requirements established by the faculties as part of their academic programs. The corresponding credit hours will be noted in the transcript. If the student scores "A" in the course, that grade is automatically scored. If they get a "B", the student has the option to have a "B" or "P" (pass) displayed. In case you get "C", it will appear with the grade of "P" (pass).
- C. Accreditation of approved courses through achievement exams prepared and administered by the academic departments of the Campus. **(Applies to graduate and undergraduate students.)** Active or inactive students of the Campus may request the academic departments to allow them to opt for achievement exams in those academic subjects that they determine can be evaluated through exams of this type. Departments shall determine and publish the list of courses, if any, that may be approved by these examinations. Only courses passed by means of an achievement exam, in which the student obtains a minimum grade of "B" (3.0 on the 4.0 scale), will be accredited.
- D. Accreditation of the Spanish 3111-3112 and English 3011-3012 courses of the Faculty of General Studies. Students who pass the INGL 3011-3012 and ESPA 3111-3112 courses offered by the College of General Studies with a grade of "A" or "B" will be exempt from taking a second year of languages in the College of Humanities. Students who would normally have to meet the requirement to take a second year of English and Spanish and pass honors courses in those subjects with grades of A or B in the College of General Studies will be waived from the second-year language requirement. This applies only to those academic programs whose second-year language requirement is ESPA 3201-3202,

INGL 3031-3032, 3041-3042

o 3051-3052.

- E. Approval of English Courses. 3091-3092, 3093, 3094 for foreign students as equivalent to the credit requirement in this language.

Foreign students placed in these courses through the use of diagnostic exams and who pass them with grades of no less than "B" will meet the English requirement (12 credits) established in the Campus's baccalaureate programs (INGL 3101-3102, INGL 3031-3032, 3041-3042 or 3051-3052).

LIMIT OF CREDITS GRANTED

In individual cases, it can only be accredited by means of achievement exams and other non-traditional methods up to one-fourth (1/4) of the credits for the baccalaureate or graduate-level program in which the student is enrolled. This same restriction will apply to the credits corresponding to the subjects of the academic concentration selected by the student.

TRANSITORY ADMISSION AS A NON-TRADITIONAL UNDERGRADUATE PERSONAL OR PROFESSIONAL IMPROVEMENT STUDENT– CERTIFICATION 26 2018-2019 ACADEMIC SENATE

Applicants with a high school diploma and a minimum of three years of work experience, or applicants with a minimum of one year of previous university studies, with an overall average of no less than 2.00 for undergraduate courses, may be admitted under this category. The purpose of this admission will be to update and improve professional knowledge, take courses in areas of personal interest, or complete prerequisites for the realization of future academic goals. In these cases, the maximum number of credits to be taken will not exceed 30 undergraduate credits. With this type of admission, the applicant will not be able to complete an academic degree. The person admitted through this mechanism must comply with all other rules and policies established by the UPR, and may not be studying as a regular student on the Campus, or any other of the institutional units of the UPR System.

UNDERGRADUATE STUDENT ADMISSION POLICY AT THE UNIVERSITY OF PUERTO RICO PILOT PLAN - CERTIFICATION #33 2022-2023 GOVERNING BOARD

The *Pilot Plan for the Undergraduate Student Admission Policy at the University of Puerto Rico* aims to impact a diversity of undergraduate students under traditional and non-traditional admission criteria, through a uniform process that guarantees faithful and harmonious compliance with institutional regulations. This Pilot Plan will be applicable in all institutional units of the University of Puerto Rico. The scope of the Pilot Plan will extend to all undergraduate programs, admissions offices, financial aid, registrar, information systems, and all direct student service offices.

POLICY OF SECOND BACCALAUREATES, SECOND CONCENTRATIONS, MINOR CONCENTRATIONS AND PROFESSIONAL CERTIFICATIONS AT THE UNIVERSITY OF PUERTO RICO

Through the Certification 44 2019-2020 of the Board, Professional Certifications and Second Baccalaureates as options that will be implemented concurrently with the studies of the first baccalaureate. This will be done without significantly altering either the time prescribed for the completion of the first baccalaureate, or the normal semester load. This policy is established in harmony and in accordance with university regulations, recognized trends in higher education, standards, and the criteria

and requirements of the law for accreditation, licensing, and professional practice.

The application of this policy is exclusively for baccalaureate studies and does not include the areas of emphasis since they do not appear in the academic degree, do not qualify as Second Concentrations, nor are they covered by this policy, since they are an integral part of the concentrations or specialties and do not constitute additional studies to those leading to the Baccalaureate. although they may be recorded by means of a special annotation in the student's academic record.

The curricular sequences authorized by virtue of Certification No. 27 (2003-2004) and Certification 47 (2004-2005) of the Board of Trustees, shall be organized according to certification 64 2028-2019.

The provisions and requirements are as follows: Professional Certification. A set of formal educational courses and activities, associated with an area of competence in the institutional unit recognized through licensing, professional accreditation, and compliance with applicable legal requirements for professional practice. It is organized in such a way that it is credited to those who complete it satisfactorily, along with the requirements leading to an academic degree at the baccalaureate level. Compliance with these professional requirements is specified by means of an annotation to this effect in the academic record.

- Professional Certifications will require a minimum of fifteen credits in the courses identified as belonging to the concentration. At least nine of those credits will be in advanced courses (level 4000 or higher). The free electives that constitute the concentration may be counted as part of the graduation requirement of the baccalaureate program in which the student is classified (Double Count).
- The applicable legal requirements for professional practice will be complied with, if they are different from the criteria established in this new certification.
- Professional Certification options will be exclusively in areas of competence in the institutional unit recognized through licensing, professional accreditation and compliance with applicable legal requirements for professional practice.
- The student shall declare his or her intention to obtain a Professional Certification as early as possible in his/her program of study so that he/she completes the option in par with the requirements of the Baccalaureate in which he/she is officially classified, and within 150 percent of the time prescribed to complete the Baccalaureate in which he/she is officially classified.

Concentration (Major1) A set of formal educational courses and activities focused on a field, functional area, or application of the major discipline of a curriculum leading to a baccalaureate-level academic degree. It is organized in such a way that it certifies that said field, functional area or application is specified after the major discipline of the degree that is awarded, as designated in the Registry of the Academic Offer and in the Renewal License. The associated grades, depending on their short and intense design, do not constitute concentration.

¹ Specialty (Graduate Major). A group of formal educational courses and activities focused on a field, functional area, or application of the major discipline of a curriculum leading to a graduate-level academic degree. It is organized in such a way as to accredit that said field, functional area or application is specified after the major discipline of the degree that is conferred as designated in the Register of the Academic Offer and in the Renewal License.

Minor: A set of distinct formal courses and educational activities

a those of the courses required for a concentration, organized in such a way that it is credited to those who satisfactorily complete it, on a par with the requirements leading to an academic degree at the baccalaureate level. It merits that it be specified by an annotation on the student's transcript.

- Minor concentrations will require a minimum of nine credits in courses identified as belonging to that concentration. None of these courses will be eligible for double counting to complete the requirements of another major or minor concentration. However, the free electives that constitute the concentration may be counted as part of the graduation requirement (double counting) of the baccalaureate program in which the student is classified.

TEACHING LANGUAGE

Spanish is the language of instruction in most subjects, but students are required to have sufficient knowledge of the English language to be able to carry out their studies at the Campus.

CLASS SCHEDULE

The names of the regular teachers must appear in the class schedules from the time of pre-enrolment, although subject to change. If possible, and always observing the suitability of the teacher, the courses offered will not be limited to a single teacher, in addition to the fact that they can be offered at alternate times.

METHODOLOGY

The methodology used in the courses may not consist exclusively of the presentation of oral reports by the students; It is varied, responding to the most modern ways of learning and teaching.

TEACHING MODALITIES IN THE ACADEMIC OFFER

Since 2019, the *Middle States Commission on Higher Education* (MSCHE) authorized the Río Piedras Campus to request a "substantive change" to use alternative educational methods (i.e. distance learning) within the scope of its institutional accreditation. This authorization allows the creation and offering of distance learning programs.

Currently, the Río Piedras Campus has six graduate programs to be offered remotely, duly approved by the Board of Governors of the University of Puerto Rico and the Board of Postsecondary Institutions of Puerto Rico (JIP), these are: Post-Baccalaureate Certificate of Master Librarian, Master of Information Sciences, Master of Business Administration, Accelerated (Quarterly), Master's Degree in Orality in the Penal System (LL.M.), Master's Degree in Project Management (Quarterly) and Master's Degree in Nutrition and Dietetics with Supervised Learning Experience (ACEND Accreditation Candidacy, approved).

As part of the requirements of the accreditation and licensing agencies, teachers who offer online or face-to-face courses in any of the non-face-to-face modalities (hybrid, distance or online), must have passed and kept up to date through the training certificates on the construction of virtual learning environments offered on campus by the Center for Academic Excellence (CEA) or by the Division of Continuing Education and Studies Professionals (DECEP). It is the responsibility of the dean or director to ensure that professors have the required training.

COURSE OUTLINE– CERTIFICATION 33 2020-2021 UPR GOVERNING BOARD

It is the responsibility of each teacher to prepare, distribute, and discuss with his or her students during the first week of classes an outline of the course, which may vary as a result of the dialogue.

It will contain the following information:

- A. Header
- B. Title
- C. Course Coding
- D. Number of Hours/Credit
- E. Prerequisites, Corequisites, and Other Requirements
- F. Course Description
- G. Learning Objectives
- H. Main Course Textbook I. Outline of Content and Time Distribution
- J. Instructional Strategies
- K. Minimum Resources Available or Required
- L. Evaluation techniques
- M. Reasonable Modification (Reasonable Accommodation)
- N. Academic Integrity
- O. Policy and Procedure for the Handling of Situations of Discrimination by Sex or Gender at the University of Puerto Rico
- P. Contingency plan in case of an emergency or disruption of classes
- Q. Grading System
- R. Bibliography

FACULTY OFFICE HOURS

Office hours will be set by the teacher taking into consideration the hours that are most beneficial to the student. It will inform the student at the beginning of the semester, in the course syllabus, or any other accessible place. Each department will display a list of this information about their professors for the students' knowledge.

GENERAL RULES ON COURSES AND ENROLMENT

LICENSE PLATE

The Registrar is the custodian of the documentation relating to the students and is the one who sets the enrolment procedure. All study programs must be approved in order to be valid.

Students must select and pay for their courses on the days and times indicated by the Campus in the corresponding academic calendar. Except in exceptional cases where there is a recommendation from a dean, no student will be allowed to enroll after the third day of classes in the semester or the first day of summer.

The student must submit the forms given to them on the corresponding platform. All new students must submit the required documents in order to enroll.

The registration will remain incomplete and will have no official value until the student pays all required tuition fees and deposits at the Revenue Office.

STUDENT CLASSIFICATION

Students at the Río Piedras Campus are classified into the following categories:

1. Full-time program students, those who have met the entry requirements, are candidates for a degree, and follow a regular program with a minimum of 12 credits per semester at the undergraduate level or six credits as an evening student, 4 in the summer session and 6 per quarter (corresponding graduate program). In the same way, regular undergraduate students will be considered those enrolled in practical courses recognized by the Academic Senate, as equivalent to a full academic load.
2. Part-time program students, those who have met the entry requirements, are candidates for a degree, and pursue a program of less than 12 credits per semester at the undergraduate level or less than six credits as an evening student and less than 4 in the summer session.
3. Auditory students, those who have or have not met the entry requirements, are not candidates for any degree and attend classes, with prior authorization from the director of the corresponding department and the Registrar. They do not receive official grading or credit for the work done in the courses they attend.

ACADEMIC PROGRAMS

Regular Academic Year. The regular academic year consists of two semesters and one summer session; the first from August to December and the second from January to May. Semesters will begin and end according to the dates stipulated in the corresponding academic calendar. In the case of trimesters, the academic periods consist of August to October, November to February and March to May.

Students' academic programs usually consist of a group of subjects worth no more than 21 credits per semester at the undergraduate level. The number of credits per semester may be increased or decreased in accordance with the authorization of the dean of the corresponding faculty, but in no case may they exceed 21 credits per semester. This rule applies to students of the Campus authorized to study at other colleges or universities.

All courses taught at the Río Piedras Campus can be credited as free electives to students who have passed them. The above provision does not apply to subjects that constitute a total

or substantial repetition of other courses included in the specialty. The student has the option to select the course or courses they wish to take as free electives.

Summer Session. The summer sessions are offered during the months of June and July, on the dates stipulated in the corresponding academic calendar. Applications to start university studies in the summer will not be accepted, except for those students from other universities who wish to study on campus as transient students.

The regular academic load during the summer sessions will not exceed three (3) courses with a maximum of seven (7) credits (per session). Candidates for summer graduation and students with honors are exempt from this rule. Such students may take up to a maximum of ten (10) credits. No abridged courses will be offered in the summer session. The credits authorized to students of the Río Piedras Campus who study during the summer at other colleges or universities will be governed by the rules established by the University of Puerto Rico for their summer session. The student's program will be subject to the approval of the dean of the appropriate faculty.

PROGRAM CHANGES

Changes may be authorized to programs already approved by the deans and registered by the Registrar on the days indicated in the academic calendar, which will extend until no less than the first three days after the beginning of the semester and the second day after the beginning of the summer session. No program changes will be allowed after the dates indicated. They must be approved by the corresponding dean and the Registrar. All courses in which the student is enrolled will be recorded on his/her academic record.

LOW

Before the deadline for partial withdrawals, the teacher must inform the students about the grade they have taken up to that point. The faculties will adopt in their internal regulations the rules or exceptions that will govern the duty of the professor to inform students of their grade before the deadline for partial withdrawals. All students will have the right to file a full withdrawal at any time during the semester or the corresponding summer session, up to the day before the start of the final exams. This agreement was approved by the Academic Senate through Certification number 21 of the 1995-1996 academic year. In undergraduate courses, the deadline for partial withdrawals will be the last day of the ninth week of classes. If the withdrawal is duly authorized, the student will receive an official withdrawal grade (W) for the corresponding course. The Dean will notify the Registrar. After the terms already expressed in the previous section, withdrawals will not be allowed, except in meritorious cases of illness or partial disability of the student duly certified by the Department of Medical Services of the Campus and authorized by the dean of the corresponding faculty.

RECLASSIFICATION

Active students of the Río Piedras Campus who are interested in transferring to another faculty or program must file a reclassification application or form and meet the minimum rate required by the faculty of interest, except in the following cases:

1. New students during their second year will fill out the second alternative application provided by the College of General Studies.
2. Active students from second year onwards at the undergraduate level who wish to change academic programs will fill out the application provided on the *Sevices platform* of the NEXT Portal at a cost of \$20.00.

3. Active students who are going to enter graduate programs must fill out the special application provided by the Office of the Dean of Graduate Studies and Research at a cost of \$30.00.

COURSE NUMBERING SYSTEM - CERTIFICATION 33 2020-2021 UPR GOVERNING BOARD

All courses at the University are designated by a title containing letters and numbers indicating the subject and course. The first numeric digit indicates the level of the course as follows:

- 00- Remedial. The material covered is considered pre-university, even when it is offered at the University.
- 0- Continuing Education (from 0100 to 0400) and High School and Middle School courses at the University of Puerto Rico (07xx onwards).
- 1- First level Technical Associate.
- 2- Technical Associate, second level.
- 3- Undergraduate, first level. First two years in the transfer and baccalaureate programs.
- 4- Undergraduate, second level. Next two or three years of high school programs.
- 5- Undergraduate, advanced level. Courses that can be taken for baccalaureate or master's degrees with the authorization of the Director of the Department.
- 6- Master's degree.
- 7- Doctorate, first professional level.
- 8- Doctorate in Philosophy and Letters, Doctorate in Education or Doctorate in Psychology.
- 9- Postdoctorate.

ATTENDANCE AT COURSES AND EXAMS

Attendance at classes. Attendance at classes is mandatory. Professors have a duty to note their students' absences and report them to the Registrar along with the semester's grades. Frequent absences affect the final grade and may result in the total loss of course credits. In case of **tardiness not notified by the teacher**, the student will wait fifteen (15) minutes from the start time of the class. According to a communication from the Vice Presidency for Student Affairs of the Central Administration, federal regulations (*Standards for Participation in Title IV, HEA, Programs*), require educational institutions to have procedures to evidence the attendance of their students. They must be able to determine and document when students stop attending, which in turn has an effect on students' eligibility for federal aid. To comply with this requirement, the mechanism of periodic verification of attendance was established, through lists of classes two per semester in which each professor must indicate those students who do not attend regularly, sign the list and return it to the Office of the Registrar, no later than the stipulated dates. The printed timetables will specify the length of each class period. To facilitate both the process of changing classrooms, as well as the movement of students from one part of the campus to another, teachers must begin their classes at the exact time indicated in their class schedule and end them ten minutes before the next class time. In other words, an hour of class will be understood as a real duration of fifty minutes. Classes of an

hour and a half will last eighty minutes from the start time. The same pattern will be repeated in longer classes.

Teachers who teach classes of two or more hours in length may grant a break of five to ten minutes, depending on the period of the class.

Review period. This period is set aside for students to prepare adequately for final exams, so it should not be used for other purposes. It will be indicated in the academic calendar for the corresponding semester. **Final exams.** Final exams in all courses will be written, unless the nature of the subject prevents it or the dean of the corresponding faculty authorizes another type of examination. The teacher will judge the work done by the student. To evaluate the student's work, he may use the method he deems most appropriate, provided that in determining the grades he has evidence indicative of his objectivity. It will be the obligation of the teachers to comply with the schedule of final exams and delivery of grades set by the Office of the Registrar. This rule shall also apply in the case of partial final examinations. In exceptional cases, fully justified, the teacher must first obtain the regulatory authorization to be able to alter the date.

As a general rule, a student will not have to take more than two final exams on the same day. Teachers will have five days from the exam period to submit final grades to the Registrar.

Retention of exams and other equivalent work. Final exams and other equivalent corrected work that have not been submitted to students must be retained by the professor for the term of one semester as evidence for any claim. **Attendance at final exams.** Students who do not appear for a final exam duly announced by the Campus will receive a grade of Zero or F in said exam. If, in the course of the week following the examination period, you justify your absence, the dean of the faculty may authorize your submission to a new examination, which must be verified before the end of the next semester.

RATINGS

Unit of instruction. One college credit is equivalent to one hour of class time or two to four lab hours a week for a semester. The semester consists of 15 weeks of classes and a period of final exams.

Ratings. The grades at the Rio Piedras Campus are as follows: A - Outstanding; B - Okay; C - Satisfactory; D - Approved, but deficient; F - Failed; P - Passed, but not computed for the determination of the academic index; NP - Not passed and not computable for the determination of the academic index; W - Authorized and non-computable withdrawal for the determination of the academic index; F* Withdrawal without authorization; I - Incomplete, must be completed by the end of the next semester; Rep - repeated course, this grade is not computable for the index; NG - No grade is carried.

Provisional grades. A student may receive a provisional grade accompanied by the indication of **incomplete** if the teacher understands that for justified reasons the student has not been able to meet all the requirements of the course. An "F" is awarded to the portion of the work not accomplished. Before the end of the following academic semester, the professor may change the provisional grade to a final grade and thus communicate this to the Registrar. The final grade will not be lower than the provisional grade. If the teacher does not notify any change within this period, the provisional grade will be final

GRADE CLAIM

Certification 118 of 2022-2023 of the Academic Senate and in accordance with the Campus Student Regulations in its article 2.12 recognizes "the right of every student to a fair and adequate review of his or her grade" so that it establishes the procedure and the general and uniform guidelines so that students can request the review of partial grades reported during the course of the semester, as well as, the review of their qualification already filed with the Office of the Registrar. This process is confidential in all its dimensions. "The student who is dissatisfied with the grade obtained in a course will talk to the professor about the evaluation of his or her work. If there is still disagreement with the student's application, the student will have the right to request, no later than the next semester, from the Head of Department, a review of the student's grade. The parties involved shall determine the procedure to be used for the appropriate resolution of the matter." The student must initiate the procedure if, in his/her opinion, the grade obtained (C-118 2022-2023 SA). **Academic Index.** The academic index is the measure of a student's achievement. It is calculated by dividing the total number of honor points by the total number of credits accumulated in the subjects in which the student has received a final grade, including grades of "F" and "F*". Honor points result from the value assigned to each grade, namely: A - 4; B-3; C-2; D -1; F -0; F*-0. The academic index of 2.00 is considered satisfactory, at the undergraduate level, which represents a grade of "C". Courses graded D, F or Not Passed may **be repeated without restriction**. Courses with a grade of C may be repeated in special circumstances upon recommendation of the Academic Advisor

or Department Chair.² The student may request review of the officer's determination from the Dean of the Faculty.³ If a student repeats a course, only the highest grade will be counted toward his or her grade score, but the lowest grades must appear on his or her transcript. Subjects marked with a "W" will not be considered for the index.⁴ Grades obtained in the summer session are computed for the following year's academic index.

Grades **in expiring courses** determined by the Campus - **certification** will not be counted in the general index and expiration will be noted in the transcript. When calculating the index for degrees, only grades in required courses will be considered as required or elective in the applicable program.

RETENTION RULES

In order for a student to be considered to have **satisfactory academic progress** and continue studies on the Campus, he/she must meet the minimum retention rate according to his/her year of study.

1. A student's academic work will be considered deficient if he or she does not meet the following minimum requirements at the end of each year of study.

² The repetition of courses with a grade of "C" may only be authorized before the student completes his/her academic baccalaureate degree.

³ Undergraduate level courses with a grade of "C" that were approved from the year 1976-77 may be repeated, in harmony with Certification No. 87, Year 1976-77 of the Council of Higher Education.

⁴ The Academic Senate of the Río Piedras Campus interprets the student's general academic index, approved at the institutional level, as its general academic index, but reserves the power to approve the criteria for the calculation of the honor index.

Year of Studies	Minimum Academic Index
First	1.9
Second	2.0
Third	2.0
Room	2.0

2. If a student's academic index is less than the minimum required to continue studies at the Campus, he/she will be granted a **probationary period** of one year and will be provided with the necessary guidance and special aid to improve his/her academic work. During this period, your academic load will be limited to no more than twelve (12) credits per semester.

To extend the probationary period, the student must earn a 2.00 GPA during the probationary year in a regular program of study (12 credits per semester).

1. Every student must be **enrolled in a degree program** at the end of the third year of study. The third year of studies is understood to be the approval of 89 credits, or you will receive a **conditional classification** from the faculty that you are interested in graduating. At the end of one year in this conditional classification, the student must achieve formal admission or be administratively suspended for one semester. If you apply for readmission, you must do so to the academic program from which you are interested in graduating or you will receive a temporary classification for one year and then achieve the corresponding admission.
2. All students must **pass a minimum of fifty percent (50%)** of the credits enrolled per year. If they do not pass the minimum number of credits required, they will remain on administrative probation for a period of one year. After one year of probation, a one-year **administrative suspension** will be granted if you do not comply with this provision. This administrative suspension will not be recorded on the student's record.
3. In those cases in which the student finishes his/her studies without achieving the minimum retention rate required, the Río Piedras Campus will limit itself to certifying the years of studies y the preparation acquired by the student.
4. Certification 27 (2008-2009) of the Board of Trustees approved the University of Puerto Rico's policy of Readmission with the Option of Granting Academic Amnesty. This modality offers an opportunity to resume studies to students admitted to the University of Puerto Rico who discontinued their studies and do not qualify for regular readmission. Readmission will apply exclusively to students who began studies at the **undergraduate level** and are interested in resuming studies in the program to which they qualify based on the criteria established in this policy. By virtue of the amnesty, courses with unsatisfactory grades taken prior to readmission will be excluded from the calculation of their academic index up to a maximum of 21 credits, and they will also be excluded for the purpose of determining their equivalent years of study.

ACADEMIC PROGRESS

A set of quantitative and qualitative academic criteria approved by the institution in harmony with federal legislation of the United States Department of Education's Title IV Programs, which evaluate the progress of students in meeting their academic goals in a period of time not greater than 150% of that normally required to complete their studies.

This annual evaluation includes factors of academic average, enrolled and approved credits in those requirements that allow the student to meet the goals of the enrolled academic program within the maximum time assigned to the type of program (bachelor's, master's, doctoral, law).

This determination will be notified at the close of the academic year and those students who do not meet these requirements will be placed on probation and/or ineligible for financial aid during the next academic year. The Campus will establish and disclose appeal mechanisms under current regulations so that any student declared ineligible may request review of his or her status of non-academic progress, but this process will not alter his or her academic or financial responsibilities to the institution until a final decision is issued. For detailed information on Governing Board Certification No. 111, Series 2013-2014, please use the following link <http://www.uprrp.edu/wp-content/uploads/2016/09/111-2013-2014.pdf>

GENERAL GRADUATION REQUIREMENTS

To qualify as a degree candidate, a student must meet the following requirements:

1. **Graduation Rate.** Have passed with a minimum GPA of 2.00 at the baccalaureate level the courses prescribed in the program you have chosen. In addition, a minimum index of 2.00 will be required in concentration courses.⁵
2. **Residency.** Pass at least 36 of the last 48 credits at the Río Piedras Campus. In exceptional cases, the student may be exempted from complying with this rule, by agreement of a committee formed by the dean of the corresponding faculty, the dean of academic affairs and the registrar.
3. **Time Limit.** Carry out the studies for the degree within the maximum time limits stipulated in the general rule: in 4-year programs, within a maximum period of 10 years. Evening studies will be completed within a maximum period of 12 years. If the student **exceeds the limits indicated**, the Río Piedras Campus may require the student to repeat the courses that, in the opinion of the corresponding dean, require a review. In such cases, the student must obtain written and duplicate authorization from the dean, as well as a list of the courses to be repeated. This authorization must be countersigned by the Registrar.
4. **Classification in the faculty that grants the degree.** Have fulfilled the general admission requirements and have also been admitted to the faculty from which the degree is to be received.
5. A student who completes his or her studies with **one or two credits upon applying for graduation** except in elective courses, due to revisions in courses or programs of study, may request an authorization of exemption with the favorable recommendation of the Dean of the Faculty, the Registrar and the Dean of Academic Affairs, who will constitute a special Committee for these purposes and will make the final decision.⁶
6. Officially request the degree, submitting the corresponding application to the Registrar. It must be submitted during the enrolment period of the semester in which the student must complete his/her academic requirements and in no case later than the dates indicated

⁵ In some programs approved by the Academic Senate, a higher graduation rate may be required or grades of D will not be accepted in concentration courses.

⁶ Certification #3 1975-1976 of the Academic Senate.

in the current academic calendar. A student's graduation request at the beginning of the academic year (August) will be valid until the end of the following summer. In the summer session, the application must be submitted on the day of enrolment. This fee is non-refundable.

7. Have no outstanding debts with the Institution.
8. Have been recommended for the degree to which he/she aspires by the faculty and by the governing bodies of the Institution.

HONORS

To be awarded honors, the student must meet the following additional requirements:

1. **Graduation rate.** Those students who have passed the prescribed courses with indexes from 3.33 to 3.49 inclusive will graduate with honors (*Laude*); those who achieve an index of 3.50 to 3.95 inclusive will graduate with high honors (*Magna Laude*) and those who complete their studies with an index of 3.96 to 4.00 will receive the degree with the highest honors (*Summa Laude*).
2. In addition, the grade limit on courses required for the grade with F, W or repeated courses may not exceed 15 credits.
3. This provision does not apply to graduate programs, except for the School of Law.
4. **Residency and concentration credits.** According to Certification 131 (1998-99) of the Academic Senate, no less than 36 credits must be passed on the Campus. In exceptional cases, with departmental authorization, advanced courses may be taken at other institutions during this period. The student must pass at least fifty percent (50%) of the concentration courses in the program, department or unit of the Precinct that grants the requested degree.
5. **Repetition of courses.** To graduate with honors, the student may repeat a maximum of fifteen (15) credits, including withdrawals from required courses. In the application of this provision, the first semester in which the student has filed a total withdrawal will be excluded.

CHANGES TO GRADUATION REQUIREMENTS

The Campus reserves the right to make changes in the different programs and in the requirements for degrees, but as a general rule, the student must graduate according to the program that is in effect at the time of admission to the Institution. However, students who do not meet the requirements of the degree within the time set for them in their programs and students who re-enter after a period of absence will be governed by the provisions applicable to the graduating class.

TUITION FEES AND PAYMENTS

RIGHTS OF MATRÍCULA⁷

In accordance with certification #130 2020-2021 of the Governing Board and circulars 22-01 and 22-02 of the Finance Office, an increase in tuition fees and other concepts related to services and obligations was ordered. There was an increase in the cost per credit to undergraduate and graduate students; There was an increase in technology and maintenance fees. While the cost of purchasing equipment and/or PC remained the same due to the fact that hybrid or distance courses would be offered.

The cost per credit was set at \$145.00 for the undergraduate level and \$205.00 for the PHD. The cost for the master's level was established according to the discipline: \$195.00 for the credit, \$205.00 for the Master of Architecture, \$280.00 for the Juris Doctor, and \$12,500.00 for the annual fee for LLM Law. Other related charges and fees the established cost was: DECEP courses \$145.00; technology fee \$50.00 for high school and \$75.00 for graduate level; maintenance fee \$100.00 for high school and \$175.00 for graduate level; Laboratory fee, up to a maximum of \$100.00 and thesis course fee \$67.00.

Because the increase in the cost of appropriations was set in a phased manner in previous years, other amounts are reflected.

SPECIAL RIGHTS FOR FOREIGN AND NON-RESIDENT STUDENTS

Non-resident students, who are U.S. citizens, will be charged an additional amount for tuition that corresponds to the minimum amount that would have to be paid by students residing in Puerto Rico who go to study at the state universities of the places where they come from. They will also pay other tuition fees. Non-resident students of foreign nationality enrolled full-time will pay a tuition fee of \$3,480 (current cost as of 2021-2022) per semester at the undergraduate level and other tuition fees.

In the case of students participating in exchange programs established between the University System and higher education centers abroad, the President of the University, on behalf of the Institution, may determine the tuition fees to be charged by virtue of the agreements or agreements signed by him. These fees will in no case be less than those paid by a resident student. (These fees are non-refundable.)

REGULAR RIGHTS

1. **Admission.** Students will pay \$30.00 for the admission procedure.
2. **Medical Services.** Medical services will be charged to all students who enroll in the different academic sessions in two or more credit-bearing courses, except for graduation candidates who must take advantage of the medical plan regardless of the number of courses in which they enroll. Students (auditors) and all students who present evidence of having a personal health plan are exempt from payment for medical services.

Students who have paid for medical services during the second semester will be covered by this policy until the day before the first day of school for the next semester, whether or not they have enrolled in the Summer Session.

⁷ Tuition fees are for the year 2014-2015 and are subject to change without notice.

SPECIAL FEES (*These fees are non-refundable*).

1. Readmission: \$35.00 and late readmission \$52.50. Applications filed after the first period established in the academic calendar will pay one and a half times more than the established fee. This date is indicated in the current academic calendar.
2. Transfers from another institution \$50.00 and late application \$75.00
3. Authorization to change faculty on campus: \$20.00
4. Authorization to change from one program to another in the same faculty: \$20.00
5. ID Card: \$10.00
6. Late Tuition: \$20.00
7. Issuance of duplicate documents: \$5.00
8. Partial withdrawal per course \$10.00
9. Total Leave \$15.00
10. Course Repetition (for each course) \$20.00
11. Transfers: \$25.00

(All of these costs are subject to change without notice.)

PAYMENT RULES

Dates. All fees and general deposits for each semester will be paid on the day of the corresponding enrolment.

Extensions. Any student who proves that they lack sufficient resources to pay their tuition can apply for an extension. An extension may be granted to make the payment for entitlement to enrolled credits. Items charged to students in addition to credits will not be subject to extension.

Any student who requests and justifies his/her financial need may pay the tuition fee in the equivalent payments provided for each academic period in which he/she enrolls. Any student who enjoys a full scholarship will not be eligible for the payment plan. This student is the one who has completed their scholarship award process and has it available for the payment of their tuition.

The student must be enrolled in no less than six credits at the undergraduate level. In addition, you must not be indebted to the University at the time of applying for the financing plan. This privilege is granted in accordance with the following conditions:

1. The extension of payment must be requested before enrolment during the period indicated by the Dean of Students, so that they can evaluate the merits of the case.
2. On the day of enrolment, the student must pay a portion of the total credit fees in addition to other enrolment fees. The other parts must be paid in equal instalments on the dates indicated. Payments that are not filed by the indicated dates are subject to surcharges.
3. All duties and deposits must be paid in current U.S. currency by check, money order, or credit card, for the exact amount due and extended to the University of Puerto Rico.
4. Students who have not paid their debts to the University on or before the dates indicated will be considered as delinquent debtors.

Suspension of services to delinquent debtors. Students who have delinquent debts to the University will not be issued any official document related to their academic work, nor will they be granted an extension in the payment of tuition and other fees, nor will they be eligible to receive other university services with or without payment. Any services they are receiving will be suspended, upon written notice, while they have not covered their debts or are complying with a payment plan.

For the last mentioned purposes, the address of the interested party must be notified in writing in the university registry; If you do not respond within five (5) business days, you will proceed as above.

REFUNDS

CES Certification 11 1981-82 and Circular 83-7 of 1983-1984 of the President of the University of Puerto Rico establish that the refund of 50% of the tuition paid is authorized to students who withdraw in the first two weeks of an academic semester or in the first week of the summer session. excluding other regular and special charges. The 50% refund will be applied to total or partial cancellations managed in the aforementioned period.

Failure to comply with this deadline cancels the right to a refund. Refunds of fees paid to students who have withdrawn due to lack of academic discipline will not be authorized. Students who receive a refund for total withdrawal will not be considered enrolled at the Rio Piedras Campus. To continue studying, you must subsequently submit an application for readmission on the dates indicated in the academic calendar.

HONORS

The following students will be candidates for honors and will be exempt from the payment of credit fees:

1. First-year students at the undergraduate or graduate level will not be awarded honors.
2. Regular second-, third-, fourth-, and fifth-year students, as well as graduate-level students from the second year onwards, will enjoy tuition waiver if their cumulative achievement in the program they are pursuing places them in the top five percent (5%) of their cohort and their GPA is 3.5 or higher.
3. Graduate-level students enrolled in the thesis course corresponding to their program of study who maintain an academic index of 3.5 or higher and that places them in the top five percent (5%) of their cohort.
4. Students from the second year onwards who are readmitted after having interrupted their studies, for a semester or more, are candidates for distinction if they have an academic index of 3.5 or higher; If they are in the top five percent (5%) of their cohort and completed a minimum of 12 credits per semester at the undergraduate level, 8 in graduate level studies.

To retain honors, a regular student from the second year onwards must maintain a minimum GPA of 3.5 at the end of the immediate semester of each academic year of study and continue in the top five percent (5%) of his or her cohort. The maximum time of enjoyment of honors will be 150% of the regular time of studies, provided that the other requirements are met.

In the last semester of study, the student who meets all the other requirements will be able to enjoy honors with a number of credits less than their regular academic load. This exception may only be used once at each academic level by the same student. The privilege of honors ceases if a student finishes any of the semesters with an undergraduate program of study of less than 12 credits, 8 credits in graduate studies, 6 credits in evening grading, or 4 credits during the Summer Session.

OTHER TYPES OF EXEMPTION

Students who are student representatives to the Governing Board and the University Board and those who participate in the Special Programs of the Dean's Office of Students are exempt by law from the payment of credits.

Students must meet the established requirements to receive these benefits. A number of special tuition exemptions have been granted by legislation to employees, spouses, and children of employees, among others. This policy was regulated by Certification 50 (2011-2012) of the Board of Trustees, which in turn was amended by Certification 108 (2013-2014) of the Governing Board. The latter establishes the conditions and criteria for the enjoyment of the benefits, as well as their six-monthly evaluation mechanisms, time limit and specific conditions. For additional details on the enjoyment of these benefits by students, please refer to:

- Office of the Registrar – for Honors and Veterans benefits (state and federal law).
- Dean of Students – for other exemptions by student organizations.

For details on study benefits for faculty, non-teaching staff, children and spouses, please refer to the Campus Human Resources Office.

SERVICES OF THE DEAN'S OFFICE OF STUDENTS

ORGANIZATIONAL STRUCTURE OF THE DEAN OF STUDENTS

Mission

Our Mission is to support students in the achievement of their academic-professional project, making available a variety of services, programs and initiatives that allow both their integration and adaptability to the Institution as well as the development and strengthening of a set of competencies that contribute to their formation as a social, happy, adaptable entity y productive.

Vision

The Vision of the Dean's Office of Students is framed in the maximum development of the potential of the skills and abilities of each student to achieve their academic, professional and personal goals; and enrichment of their academic experience, and thus guarantee the social, psychological, and emotional well-being of future citizens in the service of the country.

SERVICES OF THE DEAN'S OFFICE OF STUDENTS

The Dean's Office of Students of the Río Piedras Campus provides quality services to meet the needs of students, which will promote physical, emotional, social, recreational and academic well-being. In this way, the integral formation of a citizen who contributes to the development of society is promoted. Our vision states that the Dean of Students is the leading organization committed to a dynamic and changing student population. Our motto: "*Serving our students with quality*". The following are the Deanships, Programs and Service Units attached to the Dean's Office of Students.

ATHLETIC DEPARTMENT

The Athletic Department is responsible for promoting student participation in intramural and intercollegiate sports programs. Her highest priority is to safeguard the physical and emotional well-being of student-athletes so that they can achieve their academic, social and athletic goals. In addition, it is responsible for complying with all the regulations of the bodies that govern university sports, whether it is the Intercollegiate Athletic League (LAI) o the National Collegiate Athletic Association (NCAA).

DEPARTMENT OF STUDENT DEVELOPMENT COUNSELING (DCODE)

The Department of Counseling for Student Development offers counseling and psychotherapy services at the individual and group level in the educational, vocational, personal and family areas to the student, so that they can achieve their optimal development as a student and as a person. It has counselors, social workers, and psychologists, who help the student achieve a better adjustment to university life. It provides the following complementary services:

- Individual and group counseling.
- Individual and group psychotherapy.
- Support and psychoeducational groups.
- Career counseling.
- Administration and interpretation of inventories of vocational interests.
- Workshops on topics related to: emotional well-being, academic strategies, life and career development. of success
- Specialized training.
- Consulting.

STUDENT GUIDANCE PROGRAM

The Student Guidance Program offers direct support to students so that they can better adapt to university life. In this way, they contribute to the achievement of their personal, social and academic goals. This management is carried out by a multidisciplinary team of professionals and by undergraduate students from different faculties and years of study, duly selected and trained. The focus of the Student Guidance Program is to meet the needs of adjustment and adaptation to university life of new students, through peer guidance and counseling, while facilitating training for the integral development of student counselors in small group meetings and socio-educational activities. It guarantees adaptation to university life, maximizes the development of each student counsellor and promotes the retention of all students who participate in the Program.

Through the program, the student's adjustment and adaptation process is facilitated, as well as the strengthening of personal, social and academic skills.

OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES (OSEI)

The Office of Services for Students with Disabilities of the University of Puerto Rico ensures the faithful fulfillment of the rights of persons with disabilities, guaranteeing their equal participation and access to the services, programs, and activities available to the university community in general. The OSEI is the axis in the process of implementing systematic changes that tend to the integration and inclusion of students with disabilities in the university environment. Services offered:

1. Evaluate and coordinate reasonable accommodation or modification services for students with disabilities in the classroom.
2. Intercede in conflict situations regarding reasonable accommodations or modifications.
3. Coordinate early enrollment processes for students with disabilities.
4. Coordinate sign language readers, annotators, and interpreters.
5. Offer conferences, workshops and orientations to the university community on issues related to people with disabilities.
6. Refer students with disabilities for academic and vocational counseling or guidance.
7. Coordinate mechanisms so that students have access keys to elevators in faculties.

UNIVERSITY CENTER

The University Center is the meeting point and geographic center of the University of Puerto Rico, Rio Piedras Campus. It was designed by architect Henry Klumb and opened in 1960.

It is the ideal institutional space to offer services and facilities for leisure, recreation and complement to academic life. It is also the right place to hold events that promote the socio-cultural development of our students. Among the main services found in this space are: the Office of the Student Attorney, the General Student Council, the Office of Services for Students with Disabilities, the Department of Student Development Counseling, the Office of the Student Guidance Program, the Medical Services Clinic; as well as the Events Unit and the Tuna UPR. The building has covered

and outdoor terraces, conference rooms, multipurpose rooms and other specialized areas, such as a screening room. A large study and recreation room, dining areas and outdoor study are presented special and exclusive spaces for the Gallitos and Jerezanas. The building is the ideal place for academic and extracurricular activities. In this space, concerts, festivals, workshops, conferences and exhibitions have been held, among many other events.

ID CARDS

The Office of the Dean of Students provides an identification card. The identification card is an essential requirement for the student to receive services in the libraries, sports complex, medical services, cashing of scholarship checks, cultural, social and recreational activities of the Campus. The ID Card unit makes duplicates of cards when students have lost them. Students applying for the card for the first time or duplicate of the card must present a photo ID. A tool was recently added that allows the student to view their ID in digital format.

ASSOCIATE DEANERY

The Associate Dean's Office of Students aims to assist in the management of services of the Dean's Office of Students, and to support its Assistant Deanships, Departments, and Units. In the academic context, we provide support in matters related to student academic progress for financial aid purposes, Certification No. 55 (2016-2017) from the Board of Governors of the University of Puerto Rico and Certification No. 108 (2018-2019) amending Certification No. 55.

SOCIAL, RECREATIONAL AND INSTITUTIONAL EVENTS UNIT

The Social, Recreational and Institutional Events Unit is the largest producer of activities at the Río Piedras Campus and is responsible for promoting the active participation of students in university life. Its mission is to promote, present, communicate and produce institutional, social and recreational projects that contribute to the enrichment, adaptation and strengthening of the university experience of the students of the Río Piedras Campus. This Unit organizes events such as: Welcome to New Students, Open House, Graduation, Academic Distinctions Ceremony, Letter Delivery Ceremony, Interuniversity Jousts, concerts, karaoke, festivals and fairs. Likewise, it collaborates in the activities and events of other units and faculties and provides support to the Abanderadas, the UPR Dance Team and the Tuna UPR, as well as the musical student groups of the Department of Music.

ASSISTANT DEAN OF INTERNATIONAL RELATIONS– DARI

The Assistant Dean of International Relations provides services to international students and exchange students. Its two main missions are to advance the international agenda of the Río Piedras Campus and to facilitate the mobility of its students. DARI operationalizes educational and cultural exchange opportunities with universities similar to ours in the Americas, Europe, Asia, Africa and Australia through bilateral and multilateral agreements (consortia). The DARI comprises two areas:

- Student Mobility – Develops and strengthens student exchange projects with universities around the world. It offers excellent guidance services that result in an increase in both local students and U.S. institutions.
y foreigners, as well as foreign students at the Río Piedras Campus.

- **Teaching Mobility**– Advises, guides, coordinates and processes the different visa mechanisms or options that allow the execution of academic and cultural activities in which professors, researchers and international guests are involved in the Campus. It promotes, through guidance and guidance, the conditions for faculties to provide adequate accommodation for international visitors. It offers support, guidance and serves as a point of reference for visitors. It seeks to support the international activities of the faculties, as well as to promote the professionalization of the various people and instances that influence the process to make the visit of international visitors a reality. It also administers the Exchange Visitors Program (J) sponsored by the U.S. Department of State.
- **Agreements, Bilateral Agreements and Consortia** – Student exchange and teacher mobility are part of the agreements that our Campus has signed with university institutions around the world.

The Río Piedras Campus is a member of the National Student Exchange (NSE) consortium, which facilitates exchange between universities in the United States, Canada, Puerto Rico, the Virgin Islands, Guam, and Hawaii. There are more than 180 destinations on offer. On the other hand, ISEP (International Student Exchange Program) is a consortium that offers study options at institutions around the world, including summer programs.

Exchange agreements allow our students to attend any university abroad endorsed by the UPR. Spain is the main destination for our students, being the country with which the largest number of agreements have been signed. The United States, Mexico, Argentina and the Dominican Republic are some of the countries with which we have agreements on our continent.

Likewise, the Río Piedras Campus receives students from the United States, Canada, France, Spain, Italy, Mexico, Asia and South America, who select our Campus as a study destination to complete an academic degree.

Bilateral agreements make it possible to adjust (adjust) the costs of studies. Both the students we send abroad and those we receive benefit from paying the costs of study at their home university while attending a prestigious university where the costs could be very high.

ASSISTANT DEAN OF STUDENT SERVICES

FINANCIAL ASSISTANCE

It helps students with financial need by offering them various alternatives that help them achieve their educational goals. It offers guidance to the student on the use and management of the funds granted and guarantees the confidentiality of the information, protected by the Buckley Act and the HIPPA law. The Financial Aid program is the only office authorized to guide the student and distribute funds in accordance with institutional and federal standards.

The grants offered by the Program include the following scholarships:

- **Federal Pell Grant Program**– This is a scholarship established by the Federal Department of Education for undergraduate students. It is the student's basic scholarship, which can determine if the student is eligible for other scholarships or other free aid programs.

- **Supplemental Federal Grant Program (FSEOG)** - This federal program provides additional money in the form of a scholarship to assist undergraduate students. It is based on financial need and Pell Grant eligibility.
- **Work-Study Program** - This program provides work for students with financial need, allowing them to earn money to pay for their study expenses. The program allows for community service and work related to your studies. Remuneration is per hour, in accordance with the current federal minimum wage.
- **Certification 47 (known as Certification 4) and Act 4 Institutional and State Scholarship Scholarships** for students with financial need that was not covered by the Pell Grant. The amount of aid the student receives is set by the Institution, depending on the funds allocated from Pell Grants and tuition costs.
- **Federal Work-Study Program (FWSP)** - Established for the purpose of promoting part-time employment among college students from low-income families who need to work to help pay for their study expenses. It is awarded to undergraduate and graduate students. Provides work at the Campus level and/or outside of it. Weekly work hours will be determined according to your financial need and class schedule.
- **Grants from Private Funds** - These grants are provided in two ways: already designated to the participants, or through application and selection processes by committee. The Office of Economic Assistance collaborates in these processes when requested by the private entity. Such aid is administered according to the conditions set by the donors.
- **Federal Direct Loans**
 - a) **Subsidized Loan**– The federal government pays interest during the period of study and for the first six (6) months after you leave school or graduate.
 - b) **UNSUBSIDIZED Loan**- In this loan the student is responsible for the payment of interest from the moment he receives it. You can choose to pay the interest or let it accrue and capitalize (i.e., add it to the principal amount of the loan).
 - c) **Federal Plus Loan**- This is a loan for parents with a good credit history that they wish to take out to cover the costs of studying for their dependent children. The rate of i
 - d) Rates are variable, but never exceed 9%. Generally, the first payment is made 60 days after receiving the last disbursement of the year.

FINANCIAL ASSISTANCE PROGRAM

Assists students with financial need in reaching their educational goals. Among the grants offered by the Program we can name the following: Pell Grant, Federal Grants, Work-Study Program, Guaranteed Loans and Institutional Supplemental. For information on the Programme on the Internet, please visit: <https://estudiantes.uprrp.edu/asistencia-economica/>

ELIGIBILITY AND REQUIREMENTS TO APPLY FOR FINANCIAL AID

1. Have been admitted to a unit of the UPR system.
2. Be enrolled in a program leading to an academic degree. The classification by enrolled credits is as follows:
 - a. 5 or fewer credits - Less than half-time student.
 - b. 6-8 credits - Half-time student.
 - c. 9-11 credits - student at three-quarter *time*.
 - d. 12 or more credits - full-time student.
3. Present economic need, as defined by the Federal Department of Education.
4. Be a citizen of the United States, or be classified as an eligible person – non-citizen. Students with F1 and F2 Visas or J1 and J2 and Visas beginning with the G series will not be eligible to participate in the financial aid funds.
5. Maintain satisfactory academic progress, as defined to maintain eligibility to be able to receive financial aid.

All students must meet the standards of academic progress established by their unit. To learn about the established rules, you can access the following link:

<https://www.uprrp.edu/2021/08/progreso-academico-informacion-importante/> Veteran students or beneficiaries of the Veterans Programs will be able to enjoy benefits under these programs if they complete their programs of study in the regular time stipulated in the Catalog (four years). If they exceed it, they will lose their eligibility for these benefits under Title 38, although they will be able to receive financial assistance under Title IV programs (Pell Grant and others) if they maintain the corresponding eligibility requirements.

HOUSING PROGRAM

The residences of the Housing Program are in the process of being remodeled.

STUDENT ORGANIZATIONS

This program serves as a facilitator to ensure compliance with the right of association, which is recognized by the Student Regulations of the Río Piedras Campus of the University of Puerto Rico. In addition, the office provides guidance services on enrollment processes to organizations. It sponsors and assists in the different areas of planning, coordination, development and evaluation of organizations.

INFANT AND MATERIALS LABORATORY

The innovative model project Infant and Nursery Laboratory Room UPR-Río Piedras Campus provides high-quality education, development and care services to 18 maternal infants and their families. It offers services from Monday to Friday, from 8:00 am to 4:00 pm. to children of parents who are students of the Río Piedras Campus. The purpose of the Project is to serve as a center for observation of appropriate practices and practical experiences, to develop training, to support educational research and curriculum development, to advise service providers of the ACUDEN, (definition) as well as professional programs.

MEDICAL SERVICES

The Department of Medical Services operates through the provision of Law 101 of the Department of Health for medical-hospital facilities, which defines us as a Diagnostic and Treatment Center. As a health facility, it has the responsibility to ensure that the university population receives clinical care in quantity,

quality and excellence. This is achieved through the availability, continuity, and accessibility of the services offered.

The purpose of the Medical Services Department is to promote the good physical, mental and social health of the entire university community, as well as the achievement of the best lifestyles. To achieve this purpose, activities are carried out in the prevention, diagnosis and treatment phases of physical and emotional conditions through the different service units.

The Department of Medical Services provides direct health care to members of the university community at the Río Piedras Campus of the University of Puerto Rico, who voluntarily attend or are referred by internal and external support professionals to the university community to require and receive medical services or care, such as medical records, face-to-face and telemedical care, procedures related to the medical record and the liaison service with the student medical plan.

QUALITY OF LIFE

This Unit, attached to the Department of Medical Services, has the purpose of educating the community about wholeness, prevention of alcohol and other drug use, crime, and sexual harassment or assault. In addition, it is responsible for complying with federal regulations on Drug-Free Schools and Communities, and the Sexual Harassment and Assault Act. Among the services offered by the Quality of Life Office is: the FIESTA II Project, a proposal subsidized by the Traffic Safety Commission for the education and prevention of alcohol consumption and substance use for traffic and road safety.

She coordinates the work of COME UPI, a space dedicated to food security and other student needs. As part of their efforts, campaigns and guidelines on healthy eating are developed, and food purchases and basic necessities are delivered to students.

Oversees and assists with compliance efforts with aspects related to laws and institutional policies related to campus safety, drugs, and alcohol. He is responsible for the preparation of the Biennial report on compliance with the Drugs and Alcohol policy at the Venue.

She also coordinates orientations, fairs and clinics related to the promotion of wellness and comprehensive health, sexually transmitted diseases, responsible sexuality, the use of opioids, comorbid diseases (diabetes, high blood pressure, other thyroid), vaccination, food safety and campus safety.

ASSISTANT DEAN FOR PROGRAMS AND INITIATIVES

The Assistant Dean's Office for Programs and Initiatives, attached to the Dean's Office for Students, has among its objectives to provide services, create and coordinate initiatives, academic experiences and programs aimed at the comprehensive and professional training of students, and the development of their competencies as creative leaders and as active citizens in local and global society. Through the initiatives and programs of this Deanery, ethical and cooperative values are emphasized. Civility, community service, and entrepreneurship are promoted at the collective and individual levels.

Attached to the Assistant Dean's Office of Programs and Initiatives, the Student Recruitment, Retention, and Success Program (PRREE) emphasizes and coordinates services and orientation activities on opportunities for high school and college-level students upon entering the Río Piedras Campus. This program facilitates the conditions for the retention of students and for them to successfully complete their studies and achieve their integral development

and professional. It guides and offers students in the processes of preparation and job search, field experiences and internships, until they successfully integrate and compete in the world of work or in the continuation of graduate studies. The PRREE serves as a liaison between high school students and their respective units and institutions, from recruitment to completion at the Río Piedras Campus. It also serves as a liaison between students and potential employers.

FACULTY OF GENERAL STUDIES

Dean of the Faculty: Dr. Carlos J. Sánchez Zambrana **Associate**

Dean for Academic Affairs: Dr. Eunice Pérez-Medina

Assistant Dean for Student Affairs: Ms. Virgenmarie Vega Zayas

Assistant Dean for Administrative Affairs: Ms. Gisella Rodríguez Ramos

- Interim Director of the Department of Biological Sciences: *Gerardo Arroyo Cruzado, Ph.D.*
- Interim Director of the Department of Physical Sciences: *Prof. Eileen Cruz Pastrana, M.Sc.*
- Interim Director of the Department of Social Sciences: *Doris Quiñones Hernández, Ph.D.*
- Interim Director of the Spanish Department: *Vivian Auffant Vázquez, Ph.D.*
- Director of the Department of Humanities: *Víctor L. Ruíz Rivera, Ph.D.*
- Interim Director of the English Department: *Prof. Rosa E. Mejías Cepero*
- Director of the Bachelor of Arts General Studies Program: *Juan C. Delgado Rodríguez, Ph.D.*
- Coordinator of the Minor Concentration in Human Rights: *Waldemiro Vélez Cardona, Ph.D.*
- Coordinator of the Minor in Women's and Gender Studies: *Claudia Becerra Méndez, Ph.D.*
- Coordinator of Minor Concentration in Conservation of Tangible Cultural Heritage: *Estevao Rosim Fachini, Ph.D.*
- Coordinator of Minor Concentration in Transdisciplinary Studies and Research in Afro-descendants: *Pablo L. Rivera Rivera, Ph.D.*
- Coordinator of Transdisciplinary Emphasis Courses on Music: *Ángel Olmeda Avilés, Ph.D.*

Address:

12 Ave. Universidad Ste. 1201

San Juan, P.R. 00925-2532

Tel. 764-0000, ext. 88601

HISTORY

In the spirit of the Academic-Administrative Reform of the 1942-1943 biennium, the Division of General Studies emerged in 1943 and became the Faculty of General Studies in 1945. The Bachelor of Arts Program in General Education was inaugurated in the academic year 1955-1956, graduating its first class in 1958. Since its establishment, the Program has stood out for the quality of its academic offerings, its professors and students. It is the only one in Puerto Rico to offer a Bachelor's Degree in General Education and currently has four Minor Concentrations that reflect the cultivation of cutting-edge, transversal, emerging and inclusive areas of knowledge.

Within the university system, the Faculty has the particularity of being constituted as a multi- and interdisciplinary academic community in which three major areas of knowledge converge: the humanities, the social sciences and the natural sciences. In this way, languages are also integrated, conceiving vernacular Spanish as discourse with its literary and linguistic components and English with its literary and linguistic components.

The Faculty of General Studies provides part of the core curriculum and other courses of the general education component for the students of the Río Piedras Campus, offers the Bachelor's degree in General Studies and other curricular options. Its work is oriented towards the integral formation of the student, interdisciplinary teaching and research, the integration of knowledge and artistic creation. The Faculty enriches the cultural and intellectual environment of the University through co-curricular activities, establishes links of service with the entire community and develops international consortia and alliances.

The architectural 'ramp' that serves as the emblem of the building that houses the Faculty of General Studies, connotes the highest aspiration of the ascent to knowledge, the 'Anabasis' of a youth full of hopes. And of a route to the future, where the integration of knowledge and the respect for building sensitivities for a critical citizenship from the 'Ubuntu', represent its Vision and Mission.

The Program is aimed at the acquisition of a solid general culture, while taking courses from this or other faculties. The student has the opportunity to organize these courses into a diversity of curricular sequences. In this way, the student can start their future professional career more successfully or, if they wish, they can continue their studies at the graduate level of their choice.

The Bachelor of Arts in General Education (PBAEG) Program stimulates and fosters a curriculum aimed at providing an interdisciplinary and integrated university education of excellence. The curriculum establishes challenges, programs, and experiences that foster the development of writing, research, and reasoning skills in students from the perspective and philosophy of general education. It is designed for students to acquire a Bachelor of Arts degree in General Education and, at the same time, be able to successfully pursue the graduate-level studies of their choice.

Among the goals are to offer:

- An interdisciplinary undergraduate preparation opportunity for students who wish to pursue post-baccalaureate professional studies. The Bachelor's Degree in General Studies offers an option for these purposes since:
 - o Is flexible in terms of study program requirements.
 - o Offers courses that formally and systematically address the problem of knowledge integration.
 - o Develop research and scholarly communication skills through the requirement of a research seminar and the writing of a dissertation. This requirement includes a course designed especially for this purpose.
- The opportunity to do your Bachelor's degree in a program of study that satisfies your interests in choosing a concentration while taking a greater number of electives than are allowed in other faculties.
- The space, for anyone who does not have a firm vocational decision, the opportunity to choose a good number of the credits of their program, even in different faculties, so that they can explore different studies without losing credits.

- The opportunity to take, as free electives, in-depth courses expressly designed to address epistemological problems in the construction of knowledge.

DEGREES AWARDED

Bachelor of Arts in General Studies

- Lower Concentration on Women and Gender
- Minor Concentration on Human Rights
- Minor in Transdisciplinary Studies and Research in People of African Descent
- Minor Concentration in Tangible Cultural Heritage Conservation
- Transdisciplinary Emphasis Courses on Music

STUDENT SERVICES

- Physical Sciences Laboratories
- Biological Sciences Laboratories
- Counseling Services Office of Student Affairs
- Center for Research in Physical Sciences
- Biological Sciences Research Center

UPWARD BOUND PROGRAM

The Upward Bound Program is a program funded by the U.S. Department of Education and the University of Puerto Rico aimed at offering academic aid to 88 low-income students with potential first-generation college students in grades nine through twelfth at nearby high schools. The objectives of the program are to promote in the participating students the motivation to study and to continue university studies.

The Upward Bound Program offers qualifying students the following in-person and virtual services:

- Tutoring in science, math, English and Spanish
- Academic Enrichment Classes
- Counseling and guidance
- Workshops (STEAM, foreign languages, physical education, dance, etc.)
- Summer Camp
- Conferences (e.g. Leaders' Congress)
- Extracurricular activities (plays, teambuilding, sports competitions, academic Olympics, literary competitions)
- Opportunity to complete green contact and community service hours required by the Department of Education.
- Reviews for the College Board Admission Test (PAA) administered
- Provides funds to pay for the College Admission Test (PAA) and Advanced Placement Tests (PNA)
- Seminar on Transition to University Life
- "Job shadowing" (Study and work)
- University visits
- Occupational exploration
- Individualized assistance in the financial aid application process (FAFSA)
- Student travel and exchange opportunities

- Workshops for parents

STUDENT SUPPORT SERVICES PROGRAM (PSAE)

The Student Support Services Program (PSAE) was created under Title IV of the Federal Higher Education Act and is funded by the U.S. Department of Education in Washington DC. The Program is designed to serve first-generation college, low-income, and/or disability students to successfully complete a program of study at the high school level. The PSAE is characterized by its summer program, called Pre-University. Every year, a cohort of students is selected to complete an accompaniment program to work on adapting to university life. Once the cohort completes the Pre-University, students receive academic follow-up services from the Program for a period of up to 6 years. The Program offers support services in counseling, mentoring, tutoring, and academic guidance. Other services offered include: course selection support, financial aid, financial literacy, exposure to cultural activities, and travel during your college career. The federal proposal is renewed every 5 years.

TALENT SEARCH PROGRAM

The Talent Search Education Program is sponsored by the U.S. Department of Education. He is attached to the Faculty of General Studies of the University of Puerto Rico, Río Piedras Campus. It provides educational services to 1,046 public school youth in the San Juan, Fajardo and Vieques school districts. It also serves young people over the age of 18 who have not completed their high school studies.

Main Goals

- Promote and facilitate talented students with limited economic resources and potential first-generation university students to continue their studies at the post-secondary level.
- Promote and facilitate the retention and academic achievement of participants.
- Enrich and facilitate the personal, academic, occupational and cultural development of participants.

Services

- Tutoring in core subjects and computers.
- Personal, academic and occupational counseling.
- Workshops on academic, personal, occupational and cultural topics.
- Academic and cultural trips, visits to universities and workplaces.
- Review for taking the College Board Exam (PAA).
- Preparation for university life.
- Preparation for the Placement Exam (9th) and Equivalency (12th).
- Help completing college applications and financial aid (FAFSA).

Requirements

- Interest in pursuing a career at the post-secondary level.
- Be enrolled in a public middle or high school in San Juan, Fajardo or Vieques.
- Be of limited economic means.
- Their parents have not obtained a baccalaureate.
- People who have not completed high school.
- Adults who are interested in returning to college.

PIE PROGRAM

The Educational Innovations Program (PIE) emerged in 2007 as a result of the restructuring of the Adult Continuing Education Program (PECA). The latter was previously attached to the Division of Continuing Education and Professional Studies (DECEP) since its inception in 1972, and this represents its most relevant change in the 42 years of its existence. Currently, the PIE includes the Adult Continuing Education Program (PECA), the Academic Support Program for Skills Students (PAAED), and the High Performance Athlete Recruitment Program (PRAAR). PIE students are non-traditional students who are admitted to the Río Piedras Campus in a special way, they benefit from personal and academic counseling, as well as academic tutoring in all subjects. At the time of starting their university studies, PESA students must meet the following requirements:

- Be 21 years of age or older.
- Have a high school average of 2.00 or its equivalent.
- Provide evidence of being employed or having been employed.
- Have taken the exam offered by the College Board no later than February of the year in which you are applying.
- Not having completed university studies.
- Be a U.S. citizen or legal resident of the United States of America.

This is an advanced program that serves as a bridge to college for those students who were not admitted under traditional standards. It offers the opportunity to pursue university studies to working adults and thus contribute to the development of the country.

The Adult Continuing Education Program is distinguished by recognizing the experience of adulthood as a contributing element to student learning. It fosters the dialogic method and critical thinking, emphasizes the motivation to learn, and integrates the professional, social, and cultural life of adults into their learning.

Each student interested in entering must pass a Summer Pre-Basic Course, which consists of the following four courses with a minimum of 70% achievement: Spanish, English, Mathematics and Study Habits. For the faculties of Natural Sciences and Business Administration, the achievement in Mathematics must be 90%. Once the aforementioned course has been approved, the Program Admissions Committee, which is made up of the Deans of Student Affairs of the different faculties of the Campus, evaluates the academic record of each participating student, for admission or non-admission.

On the other hand, it is important to note that it has a group of tutors in the subjects of Spanish, English, Humanities, Social Sciences, Biological Sciences and Mathematics. In addition, the Program has a group of excellent teachers specializing in adult education, a Student Affairs Officer and a Director who provide academic and administrative advice at all times.

The evening academic offer for PECA students includes subjects in Spanish, Humanities, Social Sciences, English, Mathematics and Workshops on Adaptation to University Life (EDCO).

Finally, the PIE uses student fairs, radio programmes, television programmes and advertisements in the country's mass media to publicise its offerings.

OTHER SERVICES

INIM (INTERDISCIPLINARY AND MULTICULTURAL INSTITUTE)

The Interdisciplinary and Multicultural Institute (**INIM**) was created with the main purpose of promoting international academic exchange, offering a language curriculum for international students, and a non-traditional, interdisciplinary academic program that utilizes not only regular class periods, but also summers. It is an autonomous unit under the Dean's Office of the Faculty of General Studies.

INIM, a unique and innovative program at the UPR, was born, according to the UPR's Systemic Strategic Plan, from the need and desire to "provide an international perspective to curricular content and experiences, anchored in Puerto Rico and the Caribbean," "strengthen exchange programs, with emphasis on international programs," and "establish collaborative efforts with other university institutions, industry, commerce, and government in or outside of Puerto Rico."

Objectives

- Promote international academic exchange, the dissemination of Puerto Rican culture, an experience of contact and cultural knowledge about Puerto Rico and the Caribbean, as well as skills and interest in research.
- Offer a Spanish immersion program within the context of Puerto Rican culture; lecture series, seminars and workshops with an interdisciplinary and Caribbean approach for international and Puerto Rican students.
- Support research projects in collaboration with international academic institutions.
- Offer participants multicultural experiences in collaboration with other institutions abroad.
- Establish a network of contacts with other universities, trade and industry, local and foreign government agencies.
- Orient students at the University of Puerto Rico on international programs and international students on UPR's offerings.

ADMISSION REQUIREMENTS

The Bachelor of General Studies will consider the following criteria in conjunction to determine the acceptance of first-year students:

- Attend an academic interview.
- Be a high school graduate.
- Have the minimum income index (IGS) required for the academic year.
- Have taken the College Board.
- Minimum overall GPA of 2.50.

New students

- Fill out the Application for Admission to the UPR.
- Comply with the IGS established by the Faculty.
- Interview with the Program Director.

READMISSION

Students who request readmission, if they are interns, will be accepted; External applicants will be required to:

- Have passed a minimum of 24 credits.
- Overall Index of 2.50 or higher.

- Interview with the Program Director.
- File the Application for Readmission at the Office of the Registrar on the date established according to the calendar.

RECLASSIFICATION

Students who come from other faculties are required to:

- Have passed a minimum of 24 credits.
- Overall Index of 2.50 or higher.
- Interview with the Director of the Department.
- File the Request for Reclassification at the Registrar's Office on the date established according to the calendar.

TRANSFER

The student requesting a transfer must file the Application at the Registrar's Office of his/her unit of origin.

- You are required to have passed a minimum of 30 credits.
- Overall Index of 2.50 or higher.
- Interview with the Program Director.

TRANSFER

Applicants from other accredited private universities or colleges must meet the following requirements:

- Submit the application to the Admissions Office on or before February 15, for the First Semester, or September 15 for the Second Semester.
- Have passed a minimum of 30 credits.
- Overall Index of 2.50 or higher.
- Interview with the Program Director.

SPECIAL PERMITS

The student who requests a Special Permit must file an Authorization Request from the Office of the Registrar of his/her unit of origin.

GRADUATION REQUIREMENTS

- Minimum GPA of 2.00.
- Approve 126 credits distributed as follows:
 - o 42 credits in General Education courses.
 - o 51 credits in Baccalaureate required courses.
 - o 18 credits in free electives that can be taken in the Faculty of General Studies and other Faculties.
 - o or 15 credits in area of emphasis or structured set of courses.
 - o A dissertation that culminates the development of research skills and knowledge integration.

CURRICULUM

GENERAL PROGRAM: GENERAL STUDIES

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA (Depending on the level)	3	ESPA	3
ENGLISH (Depending on level)	3	ENGLISH	3
TAMALE	3	TAMALE	3
CIBI or CIFI	3	CIBI or CIFI	3
CISO	3	CISO	3
		ESGE 3008 Mathematical Logical Reasoning and Quantitative Analysis	3

SECOND YEAR

THIRD YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESGE 4121 Epistemological Foundations of the Humanities I	3	ESGE 4122 Epistemological Foundations of the Humanities II	3
ESGE 4161 Epistemological Foundations of the Social Sciences I	3	ESGE 4162 Epistemological Foundations of the Social Sciences II	3
Area of emphasis or structured set of courses	3	Area of emphasis or structured set of courses	3
ESGE 3163 Epistemological Problems in the Construction of Knowledge III	3	ESGE 4186 Epistemological Foundations of the Physical Sciences	3
Elective	3	ESGE 4101 Research Methodology and Techniques	3

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESGE 4141 Puerto Rican Thought and National Reality	3	ESGE 4142 Puerto Rican Thought and National Reality	3
ESGE 4102 Interdisciplinary Research: Dissertation, Research Experience, Authoritative Work	3	ESGE Integration Seminar (Registration Process)	3
ESGE 4185 Epistemological Foundations of the Biological Sciences	3	Area of emphasis or structured set of courses	3
Elective	3	Elective	3
Elective	3	Elective	3

TOTAL CREDITS

126

ART 4926 - Experimental Paper		3
Workshop I ART 3615 - Sculpture		3
Processes I ART 3936 - Aqueous		3
Media	TOTAL CREDITS	10-13

FACULTY OF GENERAL STUDIES

- Acevedo Rodríguez, Rafael; Ph.D., State University of New York, 1990; Professor.
- Alonso Fuentes, María E.; Ph.D., University of Massachusetts, 1986; Professor.
- Álvarez Burgos, Rafael H.; M.A., New York University, 1984; Assistant Professor.
- Álvarez López, Manuel A.; M.A., Yale University, 1981; Assistant Professor.
- Aponte Ramos, Dolores; Ph.D., Northwestern University, 1992; Professor.
- Arroyo Cruzado, Gerardo; Ph.D., University of Puerto Rico (Río Piedras), 2000; Professor.
- Adams Stone, Jessica; Associate Professor.
- Alonso Fuentes, María E.; Professor.
- Álvarez Burgos, Rafael; Associate Professor.
- Álvarez López, Manuel; Professor.
- Armstrong Pedersen, Clifton D., Assistant Professor.
- Auffant Vazquez, Vivian; Ph.D., Temple University, 1986; Professor.
- Arroyo Cruzado, Gerardo; Professor.
- Ayarza Real, Carlos J.; Ph.D., University of Puerto Rico (Mayagüez), 1994; Assistant Professor.
- Benitez Laborde, Edna M.; Ph.D., State University of New York, 1998; Professor.
- Bollentini Granata, Chiara; Ph.D., University of Milan, 1992; Professor.
- Cabán Sosa, Claribel; Ed.D., University of Puerto Rico (Río Piedras), 1999; Professor.
- Cámara Walker, Brenda A.; Ed.D., University of Puerto Rico (Río Piedras), 2006; Professor.
- Collazo Santos, Marta; Ph.D., University of Puerto Rico (Medical Sciences), 2001; Associate Professor.
- Colón León, Virgilio; Ph.D., Johann W. Goethe University, 1993; Professor.
- Colón Parrilla, Wilma V.; Ph.D., University of Puerto Rico (Río Piedras), 2002; Professor.
- Corrales Corrales, José R.; Ph.D., University of Puerto Rico (Río Piedras), 1997; Professor.
- Cruz Cortes, Raúl Armando; Ph.D., University of Massachusetts, 1993; Professor.
- Cruz Cruz, Norma E.; Ph.D., Indiana University, 1993; Associate Professor.
- Cruz Lugo, Clarisa A.; Ph.D., University of Puerto Rico (Río Piedras), 1997; Professor.

- Cruz Pastrana, Eileen M.; M.Sc., Rensselaer Polytechnic Institute, 1993; Assistant Professor.
- Cucher Kraft, Michael; Assistant Professor.
- Dávila Santiago, Rubén; Ph.D., Ecole des Hautes Études, 1980; Professor.
- De la Luz Rodríguez, Gabriel; Ph.D., University of Massachusetts, 2004; Associate Professor.
- De la Rosa Tirado, Orlando; Ph.D., Universidad Autónoma de México, 1996; Assistant Professor.
- Delgado Rodríguez, Juan C.; Ph.D., University of Puerto Rico (Río Piedras), 2009; Associate Professor.
- Denis Rosario, Yvonne; Ph.D., Center for Advanced Studies of Puerto Rico and the Caribbean, 2015; Assistant Professor.
- Duprey Columbus, Marlene; Associate Professor.
- Dvorsky Sosa, Elizabeth; Professor.
- Edwards, Eva de Lourdes; Ed.D., University of Connecticut, 2001; Associate Professor.
- Emmanuelli Huertas, Johanna M.; Ph.D., University of Texas at Austin, 1987; Professor.
- Fachini, Estevao Rosim; Ph.D., University of Puerto Rico (Río Piedras), 2002; Professor.
- Ferrao Delgado, Luis A.; Ph.D., Universidad Autónoma de México, 1988; Professor.
- Franco Steeves, Marisa; Ph.D., City University of New York, 2002; Professor.
- Fred Rivera, Ivette; Ph.D., City University of New York, 1997; Professor.
- Fuentes Rivera, Ada G.; Ph.D., State University of New York-Stony Brook, 1999; Professor.
- Galanes Rivera, Ileana T.; Ph.D., University of Puerto Rico (Río Piedras), 2006; Associate Professor .
- García Archilla, Aurelio Ángel; Th.D., Princeton Theological Seminary, 1989; Professor.
- García Padilla, María Emilia; Ed.D., Harvard University, 1994; Professor.
- Gonzalez Lopez, Libia M.; Ph.D., University of Paris I, 1988; Professor.
- Gutierrez Laboy, Roberto; Ph.D.; Rutgers University, 1991; Professor.
- Jaramillo Nieves, Lorna G.; Ph.D., University of Colorado, 2003; Professor.
- Lanza Amaro, Mario; M.Sc., University of Puerto Rico (Río Piedras), 1995; Instructor.
- Lebrón Santos, Mayra E.; Ph.D., Universidad Nacional Autónoma de México, 2000; Professor.
- López Alemán, Ramón; D.Sc., Pennsylvania State University, 2001; Professor.
- López Álvarez, Carmen A.; Ph.D., Penn State University, 1995; Professor.
- López Ruiz, Lydia A.; M.A., University of Puerto Rico (Río Piedras), 1972; Professor.
- Luna Pérez, Mara; Med., University of Puerto Rico (Río Piedras), 2003; Assistant Professor.

- Maldonado Rivera, Manuel; Professor Emeritus, FEG.
- Marsh Kennerley, Catherine R.; Ph.D., UC Berkeley in California, 2001; Professor.
- Martínez Luengo, Dafne M.; Ed.D., New York University, 2001; Professor.
- Morales de Jesús, Ricardo J.; Ph.D., University of Puerto Rico (Río Piedras), 2002; Professor.
- Morales González, José; Professor.
- Nazario Velasco, Rubén; Ph.D., University of Puerto Rico (Río Piedras), 1996; Professor.
- Olivares Chicón, Ángel F.; Professor.
- Ortiz Márquez, Maribel; Ph.D., State University of New York-Stony Brook, 1993; Professor.
- Passerieu, Marc Jean Bernard; Ph.D., University of Paris, Sorbonne, 1996; Professor.
- Pérez Coffie, Carlos A.; Ph.D., Harvard University, 1994; Assistant Professor.
- Pérez Martínez, Luis A.; Ph.D., Syracuse University, 1994; Professor.
- Pittmann Doletto, Cynthia; Ph.D., University of Puerto Rico (Río Piedras), 2013; Associate Professor.
- Posada Marín, Yury; Ph.D., University of Puerto Rico (Río Piedras), 2005; Associate Professor.
- Quesada González, Orestes; Ph.D., University of Puerto Rico (Río Piedras), 1993; Professor.
- Quiñones La Fuente, Luis G; Ph.D., University of Puerto Rico (Medical Sciences), 2001; Professor.
- Ramos Rosado, Wanda I.; Ed.D., University of Puerto Rico (Río Piedras), 2009; Assistant Professor.
- Ramos Vaquero, Wanda; Professor.
- Resto Rodríguez, Edgard R.; Ph.D., University of Puerto Rico (Río Piedras), 1988; Professor.
- Reyes Guzmán, Manuel de J.; Ph.D., University of Puerto Rico (Río Piedras), 1999; Professor.
- Rios Orlandi, Ethel M.; Professor.
- Rios Villarini, Nadjah; Ph.D., University of Texas, 2004; Professor.
- Rodríguez Centeno, Mabel M.; Ph.D., Colegio de México, 1997; Professor.
- Rodríguez Fraticelli, Carlos U.; Ph.D., University of California, 1983; Professor.
- Rodríguez Lara, Jorge R.; Ph.D., University of Havana, 1994; Associate Professor.
- Rodríguez Plaza, Evelyn; Ed.D., University of Puerto Rico (Río Piedras), 2004; Associate Professor.
- Rosa Vélez, Ángel L.; Professor.
- Rosim Fachini, Estevao; Professor.

- Ruiz Rivera, Victor L.; Ph.D., City University of New York, 1991; Professor.
- Sánchez Zambrana, Carlos J.; Ph.D., Universidad Nacional Autónoma de México, 1987; Professor.
- Santiago Santiago, Janine; Ph.D., State University of New York, 2003; Associate Professor.
- Santos Febres, Mayra del P.; Professor.
- Savinov, Alexey A.; Ph.D., University of Puerto Rico (Río Piedras), 2005; Professor.
- Smith Artis, Dorsia J.; Ph.D., University of Puerto Rico (Río Piedras), 2009; Professor.
- Torres Martínez, Juan A.; M.A., City University of New York, 1981; Professor.
- Vala Beauchat, Madeleine A.; Ph.D., University of Michigan, 2004; Professor.
- Vargas Ramos, Everlidis; Ed.D., University of Puerto Rico (Río Piedras), 1997; Associate Professor.
- Vázquez Miranda, Viveca; M.A., New York University, 1983; Professor.
- Vázquez Vázquez, José; Ed.D., University of Puerto Rico (Río Piedras), 2003; Professor.
- Vélez Cardona, Waldemiro; Ph.D., Autonomous University of Barcelona, 1998; Professor.
- Verson Vadillo, Lidia A.; Ph.D., University of Pennsylvania, 1999; Professor.
- Vicente Prado, Carlos Luis; Ph.D., University of Puerto Rico (Río Piedras), 1993; Professor.
- Vilches Norat, Vanessa; Ph.D., Brown University, 1990; Professor.

GENERAL STUDIES COURSES

CIBI 3005 - Biological Sciences for Preschool and Elementary School Teachers

Three credits. Three hours of lecture and two hours of lab per week.

This course is an alternative, in biological sciences, to fulfill the natural sciences requirement of the general education component. It is designed for preschool and elementary school teacher candidates. It studies the nature of science, the unity and diversity of organisms, cellular organization and function, the continuity of life, and organisms and their natural environment. The study of these topics is aimed at the development of the core concepts of organization, interaction and continuity. The biological topics studied are analyzed from an interdisciplinary perspective. Includes lab experiences.

CIBI 3006 - Interdisciplinary Course in Biological Sciences with an Emphasis on Environmental Conservation I

Three credits. Three hours of discussion and two hours of lab per week.

The course is an alternative in biological sciences to the natural sciences requirement of the general education component aimed at high school students in environmental design and available to other students. Its goal is to contribute to the integral formation of the student as a human being through the interdisciplinary study of biological sciences. Priority is given to the dialogic method and the development of skills that allow the student to better understand the world and himself. Guest lecturers specialising in the social sciences and architecture will participate. Core concepts of the discipline will be discussed, such as: organization, interaction, homeostasis, continuity and evolution and the relationship of these concepts with the social sciences and other areas of knowledge. The subject of bioethics receives special attention. The course requires three hours of discussion and two hours of weekly lab activities, which can be substituted with fieldwork or off-site travel during weekends. Face-to-face, hybrid and online course.

CIBI 3007 - Interdisciplinary Course in Biological Sciences with an Emphasis on Environmental Conservation II

Three credits. Three hours of discussion and two hours of lab time a week.

Prerequisite: CIBI 3006.

A biological sciences course whose goal is to contribute to the integral information of the student as a human being through the interdisciplinary study of biological sciences with an emphasis on environmental issues. The dialogic method and the development of skills that allow the student a better understanding of the world and of himself, to solve problems and make informed decisions are privileged. Talks and workshops will be offered with specialists in environmental, social and urban planning issues. Priority enrollment in the course will be given to students with a bachelor's degree in environmental design, but it is available to students from other areas of specialization. The basic concepts of ecology are discussed and analyzed, which will allow the course to focus on the appreciation, conservation and management of natural resources in Puerto Rico. Sustainable development, sustainable communities, the development of urban forests and eco-cities will also be discussed. Face-to-face, hybrid and distance learning courses.

CIBI 3008 - Ecology and Sustainable Urbanism

Four credits. Four hours of discussion a week.

This elective course provides a view of the world from a multi- and interdisciplinary perspective where the student is introduced to the interaction between communities of organisms, including humans, and their environment. Various strategies are discussed as possible solutions to the problems that arise in the unsustainable use of land and its resources by human beings. Through the dialogic method, the controversies that exist between antagonistic sectors of society such as: ecology, urban planning, public policies and economics are debated. In addition, topics such as levels of complexity in the biosphere, biodiversity, landscape ecology, and sustainable urban design and planning are studied. Educational strategies that will be used include: computer technology, field trips, research, and oral reports among others.

CIBI 3015 - Research in Biology for the Development of Scientific Culture: Mechanisms of Homeostatic Regulation

Three credits. Three hours of lecture and two hours of lab per week.

This course is an alternative in biological sciences, to the natural sciences requirement of the general education component. The common thread of the course will be the study of a process of homeostatic regulation and how it manifests itself in humans and other animals. Based on the process chosen to be studied in the semester, the topics of nature of science, physiology: structure and function and the cell are developed. The development of scientific culture in students is promoted through study and research in the biological sciences. Students will exercise their ability to integrate and disseminate knowledge through bibliographic research and laboratory experiences. The central axis of this educational approach is the student and his or her critical reasoning process. Through the research carried out, the student has the opportunity to evaluate the socio-historical conditions, as well as the theoretical bases that promote the development of scientific thinking. Face-to-face, hybrid and distance learning courses.

CIBI 3016 - Fundamentals of Biology: Interaction and Continuity of Life

Three credits. Three hours of discussion and two hours of lab per week.

This course is an alternative, in biological sciences, to the natural sciences requirement of the general education component. Its goal is to contribute to the integral formation of the student through the study of biological sciences from a multi- and interdisciplinary perspective. The dialogic method is privileged and the technology of reading analysis, research, laboratory experiences and cooperative teaching-learning is used. It stimulates the development of skills that allow the student to better understand the world and himself. The following topics are discussed and analyzed: ecology, reproduction, genetics and organic evolution. Face-to-face, hybrid and online course.

CIBI 3017 - The Vision of Biological Sciences and Scientific Work through Cinema

Three credits. Three hours of discussion and two hours of lab time a week.

Interdisciplinary course designed as an alternative to meet the natural sciences requirement of the general education component of the university baccalaureate. Through the dialogic method and

practical laboratory experiences, the student will analyze the vision that is presented about the biological sciences and the scientific work in commercial cinema. The course covers five topics: 1) biology, the study of life, a natural science 2) the organization of life. 3) the continuity of life and interaction with the environment, reproduction, genetics and nervous system, 4) evolution, how did we become homo sapiens? and 5) ecology, the biosphere, we are part of a living planet. Each topic will be addressed using a concept of current affairs that will be worked from the popular vision presented in the films, contrasting it with the scientific vision presented through texts using an interdisciplinary approach. The student will be able to make a critical analysis of the way in which science is presented in the cinema as a means of communication to the general population, thus allowing them to develop a scientific culture.

CIBI 3018 - Origin and Evolution of Life

Three credits. Three hours of discussion and two hours of lab time a week.

This course is an alternative in biological sciences to the natural sciences requirement of the general education component. It studies theories of the origin and evolution of life and how they have revolutionized the thinking of the natural sciences, humanities, and social sciences. Biological concepts are studied using a multi- and interdisciplinary educational approach. Through the dialogic method, the following topics are discussed: the nature and methodology of the biological sciences, the origin of biomolecules and cells, principles of genetics, the origin of species by natural selection by Charles Darwin, neo-Darwinism and human evolution. Lab experiences are included.

CIBI 3025 - Research in Biology for the Development of Scientific Culture: Environmental, Evolutionary and Genetic Problems

Three credits. Three hours of lecture and two hours of lab per week.

This course is an alternative in biological sciences, to the natural sciences requirement of the general education component. The topics of ecology, evolution, reproduction, and genetics will be developed. The central theme of the course could revolve around biotechnology, environmental problems, conservation, and the relationship of evolutionary processes at different levels of organization in nature, among others. The development of scientific culture in students is promoted through study and research in the biological sciences. Students will exercise their ability to integrate and disseminate knowledge through bibliographic research and laboratory experiences. The central axis of this educational approach is the student and his or her critical reasoning process. Through the research carried out, the student has the opportunity to evaluate the socio-historical conditions, as well as the theoretical bases, that promote the development of scientific thinking. Face-to-face, hybrid and distance learning courses.

CIBI 3026 - Fundamentals of Biology: Organization and Homeostasis of Organisms

Three credits. Three hours of discussion and two hours of lab per week.

The course is an alternative, in biological sciences, to the natural sciences requirement of the general education component. Its goal is to contribute to the integral formation of the student through the study of biological sciences from a multi- and interdisciplinary perspective. The dialogic method is privileged and technology, reading analysis, research, laboratory experiences, and cooperative teaching and learning are used. It stimulates the development of skills that allow the student to better understand the world and himself. The following topics are discussed and analyzed: nature and methodology of the biological

sciences, chemical characteristics of organisms, cellular basis of life, and homeostasis at the level of the organism. Face-to-face, hybrid and online course.

CIBI 3027 - Climate Change and Caribbean Ecological Systems

Three credits. Three hours of discussion and two hours of lab time a week.

This course is an alternative in biological sciences to fulfill the natural sciences requirement of the general education component. It provides a vision of the world from a multi- and interdisciplinary perspective where the student is introduced to the interaction between human beings and their environment. Through the dialogic method and scientific research projects, issues related to ecology and scientific discoveries associated with climate change and its effect on the Caribbean will be addressed. The main topics to be covered are: nature of the biological sciences, Caribbean ecology and climate change and its impact on the Caribbean. Includes lab activities and field trips. Face-to-face, hybrid and distance learning courses.

CIBI 3028– Science, Biotechnology and Society

Three credits. Three hours of discussion and two hours of lab time a week.

This course is an alternative in biological sciences to fulfill the natural sciences requirement of the general education component. Through the dialogic method, topics related to scientific discoveries and their biotechnological applications are discussed from a multi- and interdisciplinary perspective. Diverse educational experiences are promoted with the purpose of contributing to the integral formation of the student in such a way that he or she can evaluate the way in which biotechnological development impacts society and how society influences biotechnological advancement. The main topics to be covered are: nature of the biological sciences, chemistry of life, molecular genetics and biotechnology. Lab experiences are included. Face-to-face, hybrid and distance learning courses.

CIBI 3035 - Ecosystems and Biodiversity

Three credits. Three hours of discussion and two hours of lab per week.

This course is an alternative, in biological sciences, to fulfill the natural sciences requirement of the general education component. It provides an integrative vision between nature and human beings. Through the dialogic method, topics will be discussed where the student is introduced to the ecological diversity and the richness of species in their environment. Diverse educational experiences will be promoted with the purpose of fostering in the student a vision and attitude towards the use of nature's resources in a sustainable way. Educational strategies include field trips, laboratory and field research, oral reports, and reading analysis. The main topics to be addressed are: levels of organization of living things, ecology and ecosystems, biogeochemical cycles, biodiversity, speciation mechanisms and environmental problems. Face-to-face, hybrid, distance and online course.

CIBI 4006 - Forensic DNA Analysis: Legal and Anthropological Impact Studies

Three credits. Three hours of discussion and one hour of lab per week.

Prerequisites: Have completed a required course in biological sciences (CIBI) or its equivalent, or an introductory course in biology and/or chemistry.

This course is offered to students in the faculty of natural sciences as an alternative to fulfill the requirements of the natural sciences component in the faculty of general studies. This interdisciplinary course is an elective in biological sciences and aims to help students become familiar with scientific and technical aspects that act as catalysts in the evolution of social and cultural structures. The dialogic method is used for the presentation and discussion of the various topics. The course includes laboratories in which the student will be in contact with the techniques used in DNA testing through demonstrations and practical experiences. The novel forensic techniques of DNA analysis and the historical, ethical and legal aspects related to them constitute the central theme of the course. The adoption of forensic DNA methodology by molecular anthropologists and their contribution to this area of knowledge is also discussed. The following main topics are discussed: forensic sciences, forensic DNA analysis, and molecular anthropology. Face-to-face, hybrid and online course.

CIBI 4105 - Seminar on Current Controversies in the Biological Sciences

Three credits. Three hours of seminar per week. It can be repeated up to a maximum of six credits.

Seminar of variable content, option to fulfill the requirement of general education in natural sciences aimed at students of the faculty of natural sciences. Current biological issues that give rise to controversies and debates of scientific, technological, social, ethical and humanistic relevance in the national and global context are discussed. Connections are established between the biological topics discussed and other disciplines of knowledge. The student is required to carry out a research project that will be supervised by the professor. The research work will be presented orally and in writing. Face-to-face, hybrid, distance learning and online course.

CIBI 4175 - Social and Bioethical Aspects of Organ Transplantation

Three credits. Two hours of lecture and one hour of discussion per week.

Prerequisites: CIBI 3001, 3002 and/or general biology 1 and 2.

The focus of this course is one of science, technology and society. It will examine basic scientific concepts, biological/physiological aspects, and the technological advances that have led to the development and utilization of organ transplants and how the use of this technology has impacted society. Normal processes and maintenance of the state of homeostasis will be discussed and what happens when this homeostasis is disturbed and disease ensues. These concepts will be emphasized to illustrate how scientific knowledge is constructed, and the history of the development of transplants, worldwide and in P.R., and how they have affected the existence of human beings will be presented. The core topic of the course will be organ transplantation, with special emphasis on how it has been developed in the two existing centers in P.R. From an inter- and multidisciplinary perspective, the social, ethical and moral problems that they entail will be discussed, including the concept of death.

CIBI 4991 - Interdisciplinary Issues in the Biological Sciences

One to Six credits. One to six hours of discussion a week.

Elective course of credits and variable topics in which thematic areas of the biological sciences are discussed, through an interdisciplinary approach, characterized by their pertinence, relevance and controversy in contemporary society. Emphasis is placed on the analysis of the applications and implications of the biological sciences and the technologies associated with them in daily work and in informed decision-making.

CIFI 3001 - Introduction to the Physical Sciences I

Three credits. Three hours of lecture and one lab period per week.

The course includes the study of fundamental concepts of science and working methods of men of science. It employs the analysis and discussion of original scientific works as a means of understanding the general formulations of the physical sciences and the methods used to achieve them. The course is developed around the following general problems: the system of the universe, motion, the structure of matter, and energy.

CIFI 3002 - Introduction to the Physical Sciences II

Three credits. Three hours of lecture and one lab period per week.

The course includes the study of fundamental concepts of science and working methods of men of science. It employs the analysis and discussion of original scientific works as a means of understanding the general formulations of the physical sciences and the methods used to achieve them. The course is developed around the following general problems: the system of the universe, motion, the structure of matter, and energy.

CIFI 3003 - Fundamentals of Great Changes in the Physical Sciences: Copernican and Newtonian Revolution

Three credits. Three hours of discussion and two hours of lab time a week.

This course is an option to fulfill the physical science requirement of the natural science component of general education. It includes the study of the interrelationship between the concepts of space, time, and motion. The concept of motion for celestial and terrestrial bodies is proposed from the ancient Greeks to the classical conceptions of Newtonian mechanics. Emphasis is placed on the social, historical, and epistemological aspects of the process of creation and development of scientific knowledge, which provides unity to the course. Laboratory experiences that illustrate the theme of the course are included.

CIFI 3004 - Fundamentals of Great Changes in the Physical Sciences: Relativistic and Quantum Revolution

Three credits. Three hours of discussion and two hours of lab time a week.

This course is an option to fulfill the physical science requirement of the natural science component of general education. It includes the study of the interrelationship between the concepts of space, time, and motion. These concepts are studied from the perspective of revolutions in modern physics. The transformation of the properties and nature of time and space from Newton to relativistic theory and quantum mechanics is studied in detail. The social, historical, and epistemological aspects of the process of creation and development of scientific knowledge are emphasized, providing unity to the course. Laboratory experiences that illustrate the theme of the course are included.

CIFI 3005 - Basic Course of General Education in Physical Sciences

Three credits. Three hours of lecture and two hours of lab per week.

Prerequisite: You must have permission from the faculty of pedagogy.

The fundamental principles of the physical sciences are studied from the point of view of general education. Emphasis is placed on the process of critical analysis and the acquisition of fundamental scientific knowledge.

CIFI 3006 - Computer Literacy

Three credits. Three hours of lecture and discussion and two hours of lab time per week.

The use of the microcomputer as a valuable tool for the refinement of logical and systematic thinking so that students improve their general skills in posing and solving various problems; acquiring a realistic view of the structure, capacity, usefulness, scope and limitations of computers; the attainment of a general knowledge of the historical development of computers, their role in information processing, their social impact, and their cultural and ethical implications.

CIFI 3007 - Physical Sciences and Cybermusic

Three credits. Three hours of discussion and two hours of lab per week.

Interdisciplinary course, designed as an option to meet the natural sciences requirement of the general education component. It incorporates aspects of the physical sciences, humanities, and technologies. The fundamentals of acoustics, the development of musical scales throughout history and technologies applied to music are studied. The student is expected to integrate the topics studied so that he or she appreciates music beyond the aesthetic aspect. The methodology of the course is primarily based on the discussion of assigned readings.

CIFI 3008 - Computer Science with Logo for Non-Scientists: Intermediate Programming

Three credits. Three hours of lecture a week. Prerequisites: An introductory computer literacy course (college level) and permission from the principal.

Introduction to the principles and methods of computer science using logo (lcsi version). Its presentation and discussion will take place in a different context from that followed in the courses of the concentration and its technical applications to the natural sciences and commerce. It makes the powerful ideas of computer intermediate programming available to those who are interested in using them as an educational tool, with an eye toward the refinement of mental habits, methods of formal thinking, analytical and synthesis skills, critical and systematic thinking, and reflection on one's own thinking.

CIFI 3010 - Elements of Physical Science for Nutritionists and Dietitians

Three credits. Three hours of discussion and one hour of lab activities per week.

Topics from the physical sciences are presented, including topics in mechanics and thermodynamics, as well as some aspects of the philosophy of science. Motion and its relative phenomena are studied in the light of ancient cosmological theories and the Newtonian synthesis that lead to the development of the concept of work, energy and the laws of thermodynamics. Emphasis on logic and epistemological

aspects in the construction and structure of scientific knowledge. Laboratory activities and applications in the area of nutrition.

CIFI 3013 - Physical Sciences, Technology and Society: Foundations and Interrelationships: Nuclear Science and Technology

Three credits. Three hours of discussion and two hours of lab per week.

This course is an option to fulfill the physical sciences requirement of the general education component in natural sciences. Topics from the physical sciences and associated technology are studied through the integration of knowledge at three levels: the epistemological analysis of science and technology; the historical and social development of the thematic content; and the critical examination of the problems associated with the applications, which includes ethical, environmental and social aspects. Its thematic content is: atomic theory of matter in the form of atomic models; ionizing, electronic and nuclear radiation; and instruments and apparatus related to the measurement, production and application of radiation energy in various contexts. The course includes laboratory experiences.

CIFI 3014 - Physical Sciences, Technology and Society: Foundations and Interrelationships: Information Science and Technology

Three credits. Three hours of discussion and two hours of lab time a week.

This course is an option to fulfill the physical sciences requirement of the general education component in natural sciences. Topics of the physical sciences and associated technologies are studied, through the integration of knowledge at three levels: its epistemological and sociological analysis; the historical and social development of the thematic content; and the critical examination of the problems associated with information technologies, which includes ethical, cultural and social aspects. Among the topics examined in detail are the gravitational and electromagnetic properties of matter and its technological products as the basis of the computer revolution. The course also includes laboratory experiences.

CIFI 3016 - Physical Sciences, Nanotechnology and Society

Three credits. Three hours of discussion and two hours of lab time a week.

This course is an alternative in physical sciences to fulfill the natural sciences requirement of the general education component. Topics of nanoscience and the nanotechnology associated with it are studied through the integration of knowledge at three levels: its epistemological analysis, the historical development of the thematic content and the critical examination of the problems associated with its applications, which includes ethical, environmental and social aspects. The thematic content revolves around materials science from the atomic theory of matter. To this end, students are provided with fundamentals and practices that allow them to achieve scientific culture in these fields. Includes lab experiences.

CIFI 3026 - Origin and Evolution of the Earth

Three credits. Three hours of discussion and two hours of lab time a week.

This course is an alternative in physical sciences to fulfill the natural sciences requirement of the general education component. Evolution will be discussed, from an epistemological approach, in the context of the transformations of the universe, of our solar system and of the earth, to the appearance of self-replicating molecules. Through the study of cosmological, terrestrial and molecular evolutionary processes, the student will understand aspects such as: the organization of matter, the interaction of

systems and the continuity of processes of change. The processes that are part of the evolution of life will be studied using a multi- and interdisciplinary approach. Includes lab experiences.

CIFI 3031 - Basic Fundamentals of Chemistry I

Three credits. Three hours of lecture and one hour of demonstration per week.

Prerequisite: Principal's permission.

Study of the development of atomic theory with emphasis on the basic concepts of chemistry from the perspective of general education.

CIFI 3032 - Basic Foundations of Chemistry II

Three credits. Three hours of lecture and one hour of demonstration per week. Prerequisite: Director's Permit and CIFI 3031.

Study of the development of atomic theory with emphasis on the basic concepts of chemistry from the perspective of general education.

CIFI 3036 - Energy, Environment and Conservation

Three credits. Three hours of discussion and two hours of lab per week.

Prerequisite: Principal's permission.

This course is an alternative in physical sciences to fulfill the natural sciences requirement of the general education component. Through the dialogic method, concepts, principles and methodologies used in the construction of knowledge in the physical sciences pertinent to energy, environment and conservation are studied. Fundamental concepts in the physical sciences will be studied to define energy, work, and power. The history and development of the concept of heat will be examined. The laws of thermodynamics will be studied to understand problems with the use of different energy sources and their polluting effects. Conceptual tools from the physical sciences will be used to analyze and understand the energy and environmental reality of Puerto Rico, from a scientific, socio-historical and ethical perspective. Events related to these topics will be discussed and practical suggestions will be given on how to conserve energy and the environment. Includes lab experiences.

CIFI 3037 - Climate Change and Its Global Implications

Three credits. Three hours of discussion and two hours of lab time a week.

This course is an alternative in physical sciences to fulfill the natural sciences requirement of the general education component. It studies the earth, its systems and global climate change. The complexity of the Earth system is analyzed, addressing the construction of knowledge about the environment, the scientific and technological factors that underlie development on a planetary scale, our impact on the Earth's climate and its implications. Conceptual models and visualizations are incorporated, such as the use of systemic and dynamic modeling as a technological tool. Biochemical cycles and anthropogenic impact on the environment are examined. The topics are treated from an interdisciplinary perspective, highlighting ethical aspects. The student investigates the implications of global climate change. It includes technological and laboratory experiences.

CIFI 3041 - Foundations of Scientific Knowledge I

Three credits. Three hours of lecture a week. Prerequisite: For pharmacy students.

The course deals in some depth with some of the most fundamental topics in the theory and philosophy of science.

CIFI 3042 - Foundations of Scientific Knowledge II

Three credits. Three hours of lecture a week. Prerequisite: CIFI 3041.

Examination of some central problems of the philosophy of science, the nature of scientific explanation and prediction, confirmation and falsification as a criterion of demarcation of a scientific theory, causality, induction and contrast.

CIFI 3055 - Foundations and Development of the Physical Sciences: Movement

Three credits. Three hours of lecture and two hours of laboratory time per week.

This course is an option to fulfill the physical science requirement of the natural science component of general education. It includes the study of concepts, principles and methodologies used in the construction of knowledge in the physical sciences. Original scientific works are analyzed and discussed with a view to appreciating how scientific discourses are constructed, deconstructed, and reconstructed. Epistemology runs through content, emphasizing the system of the universe and motion. The socio-historical context in which the processes of formation of scientific knowledge take place is discussed. Includes lab experiences. Face-to-face, hybrid and online course.

CIFI 3065 - Foundations and Development of the Physical Sciences: Atomic Theory

Three credits. Three hours of lecture and two hours of laboratory time per week.

This course is an option to fulfill the physical science requirement of the natural science component of general education. It includes the study of concepts, principles and methodologies used in the construction of knowledge in the physical sciences. Original scientific works are analyzed and discussed with a view to appreciating how scientific discourses are constructed, deconstructed, and reconstructed. The development of atomic theory and the socio-historical context that permeates it are studied in order to respond to the central problem, which is the explanation of the physical and chemical behavior of matter. Includes lab experiences. This course will be offered in face-to-face, hybrid, and online modalities.

CIFI 3115 - Fundamentals and Origin of Classical Mechanics: Selected Concepts and Principles

Three credits. Three hours of discussion and two hours of lab time a week.

This course is an option to fulfill the physical science requirement of the natural science component of general education. Emphasis is placed on the study of motion, giving attention to concepts such as superposition of forces and static equilibrium, among others, including the rotation of rigid bodies. The epistemology and some aspects of the socio-historical development of classical mechanics serve as the basis for working with selected concepts and principles of this discipline, and with the method used in the construction of scientific knowledge. Some original works are analysed and discussed with a view to appreciating how scientific discourses are constructed, destroyed and reconstructed. Includes lab experiences.

CIFI 4005 - Comparative Views of the Origins of Physical Reality, Matter and the Universe.

Three credits. Three hours of discussion a week.

Course aimed at students of the faculty of natural sciences, as an option to fulfill the natural sciences requirement of the component in general education. This lab-free seminar will study the content, development, and physical foundations that underpin various modern cosmogonic views in the areas of cosmology, evolutionary biology, and physics of fundamental interactions. Topics such as: the theory of the "Big Bang", the formation of the solar system, the emergence of life and intelligence on earth, the ultimate constitution of matter, the fundamental nature of physical reality, the possibility of other dimensions or other universes, the possibility of time machines, the exploration of space, and the relationship between science and religion will be examined. Modern scientific theories will be treated as attractive stories accessible to non-experts. Frequent use will be made of technological learning resources. Face-to-face, hybrid and online course.

CIFI 4043 - Man and Scientific Creation I

Three credits. Three hours of discussion a week. Prerequisite: Principal's permission.

Comparative examination of what has constituted empirical science in different epochs, made from the perspective of man as maker and builder of scientific knowledge. The emphasis is on the dynamic nature of science, both in its substantive contents and in its overall work. Emphasis on contrasting the conceptions of science of antiquity, the Middle Ages and the modern (20th century).

CIFI 4044 - Man and Scientific Creation II

Three credits. Three hours of discussion a week. Prerequisites: Director's Permit and CIFI 4043.

Comparative examination of what has constituted empirical science in different epochs, made from the perspective of man as maker and builder of scientific knowledge. The emphasis is on the dynamic nature of science, both in its substantive contents and in its overall work. Emphasis on contrasting the conceptions of science of antiquity, the Middle Ages and the modern (20th century).

ICFI 4995 - Interdisciplinary Topics in the Physical Sciences

One to six credits. One to six hours of discussion per week.

Course aimed at students of the faculty of natural sciences, option to fulfill the natural sciences requirement of the component in general education. Seminar, without laboratories, on variable topics that will address a particular area of the physical sciences that provides the student with opportunities to establish interdisciplinary bridges with other areas of study and to develop research, analysis, literature search, critical discussion, and argumentation skills, with reliable evidence. The student will learn about specific content of current relevance and emphasis will be placed on how to establish bridges and comparisons with academic disciplines that can impact and be impacted by the topics under study in the course, especially in relation to the major areas of knowledge: humanities, social sciences, natural sciences and associated technologies. The student can repeat the course with another topic. This course was previously CIFI 4015.

CIFI 4996 - Undergraduate Research in Physical Sciences

One to three credits. One to three hours of discussion and 4 to 12 hours of research a week. Prerequisite: Authorization from the head of the department.

Elective course that offers the high school student a research experience led by professors attached to the department of physical sciences in a subject area of their interest. The course fosters the development of competencies in scientific research and highlights the connections between the areas of study of the physical sciences and their ethical and technological context. The student will develop their project in various work scenarios, such as research laboratories, libraries, computer centers, among others, until they complete the total number of scheduled hours. This course is not a substitute for the general education requirement in the area of natural sciences. The course is variable credits and can be repeated with different research projects up to a maximum of 6 credits.

CISO 3121 - Introduction to Social Sciences

Three credits. Three hours of lecture a week.

This course begins the study of the fundamental problems of contemporary society. It consists of readings, discussions, and conferences around three objectives: the analysis of the process of socialization or incorporation of the individual into his or her culture; the exploration of the historical and social background and the beginnings of modern Western culture, situating Puerto Rico within such a process of its development; definition of the main political, economic and cultural problems in the contemporary world. Face-to-face, hybrid and online course.

CISO 3122 - Introduction to Social Sciences

Three credits. Three hours of lecture a week.

This course begins the study of the fundamental problems of contemporary society. It consists of readings, discussions and lectures around three objectives: the analysis of the process of socialization or incorporation of the individual into his or her culture; the exploration of the historical and social background and the beginnings of modern Western culture, situating Puerto Rico within political, economic and cultural problems in the contemporary world. Face-to-face, hybrid and online course.

CISO 3125 - Interdisciplinary Perception of the Body as an Object of Study

Three credits. Three hours of seminar per week.

The body as an object of study will be the subject of conceptual reflection from the interdisciplinary perspective of biology, anthropology and history. We will study the expressive manifestations of the body (organic, gestural and artistic) through class discussion and experimentation. The body will be assumed as an object of study where aesthetic, gestural and corporal expression manifests importance for both knowledge and conceptualism. In addition to studying the scientific and philosophical character of the body, it is important to study its sensitive expression in a simultaneous and integrated way. Methodologically, we propose to change the dialogic element with practical experience as the characteristic objective of the course.

CISO 4396 - Interdisciplinary Seminar: Economic Development in Latin America and the Caribbean

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: CISO 3121-3122/ECON 3005.

Interdisciplinary seminar on the relationship between the history of capitalism and the emergence of economic theories, with emphasis on the evolution of ideas of development and underdevelopment, particularly in Latin America and the Caribbean. Reading and discussion on the phenomenon of developmentalism in the region, including the various theories and experiences generated so far and culminating with research in which each student applies a theory to the analysis of a specific country.

CISO 5995 - Interdisciplinary Seminar on the Social Sciences

One to three credits. One to three hours of seminar per week.

The seminar opens a space for the presentation and discussion from an interdisciplinary approach of topics that are currently the object of research in the social sciences, that are part of contemporary debates and that are not the subject of analysis in other courses. In it, the academic community has the opportunity to participate in research on very specific topics that are being developed or have already been developed by professors (leading to the preparation of publications, conferences or doctoral theses). The seminar has a variable theme; Each semester the professor in charge of the seminar defines the topics and research to be addressed, as well as the methodology to be used. To adapt to the characteristics of each seminar, the duration of the seminar and corresponding credits may also vary each semester.

ESGE 3005 - Introduction to Mathematical Reasoning

Three credits.

Introduction to some elements of set theory, to the development of number systems, and their relation to some of the problems in the foundations of mathematics. Different ways of looking at mathematics and its relationship with other disciplines of knowledge.

ESGE 3007 - Problems of Human Ecology

Three credits. Three hours of lecture a week. Prerequisite: CIBI 3001-3002 or equivalent.

An interdisciplinary analysis and study of interrelated factors that cause more serious ecological problems.

ESGE 3008 - Mathematical Logical Reasoning and Quantitative Analysis

Three credits. Three hours of discussion a week.

General Education Course. Option to meet the requirement of the logical-mathematical reasoning and quantitative analysis component. The course develops mathematical logical reasoning as well as quantitative analysis and its relationship to other disciplines through the discussion of application examples. It addresses aspects of the history and development of mathematics that characterize it as a formal science. It also includes elements of logic, set theory, number systems, consumption mathematics, probability, and data analysis. Face-to-face, hybrid and online course.

ESGE 3009 - Mathematics: Reasoning and Application

Three credits. Three hours of discussion a week.

Course designed as an option to meet the requirement of logical-mathematical thinking and quantitative analysis of the general education component. The importance of rational thinking, logic, and mathematics in everyday life is considered. It includes basic logic and math techniques, operations with numbers, and basic algebra concepts, statistics, and probability in widespread use in our society. It promotes an appreciation of the role that quantitative thinking plays in a comprehensive interdisciplinary education.

ESGE 3015 - Seminar: Perspectives on Biological Research y most recent medical

Two credits.

Presentation of some of the most recent and important biological and medical advances with a great impact on society and study of their implications. Among others, the following diseases of genetic origin, sex determination, transplants, pesticides and herbicides, cancer, mind control, etc., will be studied. For the presentation of each advance, people from the medical and scientific community who are involved in research in each area will be invited.

ESGE 3016 - Seminar: Power Generation and Environmental Issues

Three credits.

This seminar aims to put into perspective the relationship between the different forms of electricity generation and environmental quality. It will also discuss the effects on environmental quality of possible future methods of generating electricity, such as solar energy. Specific topics: 1) generation of electric power by burning oil and its effects on environmental quality; (2) nuclear power generation and its effects on environmental quality; 3) electric power generation using solar energy and its environmental effects; 4) Comparison of the different ways of generating energy and their environmental effects.

ESGE 3018 - Introduction to the Study of Personal and Family Law

Three credits. Three hours of lecture a week. Prerequisite: students in the third and fourth year of high school.

The right. Concept, classifications and sources of law. The value of jurisprudence. Summary and analysis of judicial decisions. Right of the individual. The person. Birth, extinction and limitation of personality (capacity). The domicile. Study of family institutions: marriage, including both personal aspects and property regime, concubinage, divorce, paternity and filiation, parental authority, custody, maintenance between relatives, emancipation and guardianship.

ESGE 3019 - Interdisciplinary Seminar: Topics of Molecular Biology in Relation to Man, His Body, Social Behavior, Creativity

Two credits.

The seminar will consist of the discussion of a series of topics of contemporary interest and that are based on molecular biology. Some of the topics are: genetic manipulations, their scope, limitations, regulation and supervision; the molecular biology of depressive states, experimental aspects, their effect on the physical and mental state, and on the sociability and creativity of man; the molecular biology of cancer, its control, the effects of environmental factors; molecular biology and its use in the diagnosis of aberrations.

ESGE 3020 - Music and Technology in the Twentieth Century

Three credits. Three hours of lecture and discussion per week.

An introductory, interdisciplinary examination of the development of technology and its historical role in the creation of music over the past half-century. The course will explore the way in which the technological invention, emergence of electric instruments and equipment has impacted the constituent formal elements of music, particularly the harmonic and melodic aspects. It will study how technology has been a catalyst for the most innovative musical processes of our times, and how social, economic and political elements have influenced this creation. The course will focus on the study of four areas that have been most impacted by the development of technology; the electric guitar, the electric bass, the keyboards and the recording studio.

ESGE 3021 - Great Works in Puerto Rican Culture

Three credits. Three hours of lecture a week. Prerequisite: CISO 3121-3122 or HUMA 3101-3102 or equivalent.

Interdisciplinary studies of great works of Puerto Rican culture through various works of sociology, history and literature.

ESGE 3022 - Great Works in Puerto Rican Culture

Three credits. Three hours of lecture a week. Prerequisite: CISO 3121-3122 or HUMA 3101-3102 or equivalent.

Interdisciplinary studies of great works of Puerto Rican culture through various works of sociology, history and literature.

ESGE 3023 - Socio-salsa: Fundamentals of Urban Caribbean Musicology

Three credits. Three hours of lecture and discussion per week.

This introductory and interdisciplinary course studies the genre called salsa from an interdisciplinary lens with special emphasis on its protagonist entities that have shaped and still make up its own worker-musical staff. It integrates scientific social research, in the light of the basic principles of musicological research with a view to developing critical thinking in students in a transdisciplinary way. Stellar moments or fundamental milestones in the emergence of the so-called salsa that tend towards a content analysis of those songs of social struggle within this category or musical concept will be presented. Interactive experiences are carried out with the protagonists of the salsa environment, stimulating the creation of interdisciplinary socio-biographies of composers, arrangers,

instrument manufacturers, performers and broadcasters that, in a propaedeutic way, facilitate the preparation of a portfolio of socio-musical work.

ESGE 3025 - The Sense of the Human in Contemporary Thought

Three credits.

The course will revolve around the concept of the human body and some of the ways in which it is possible for us to conceive of it. The fiscalist theory will be analyzed, whose materialist interpretation understands the human being in terms of the reduction of mental functions to physiological ones. The phenomenological approach to the theme of the body will also be seen in the works of Maurice Merleau Ponty and Gabriel Marcel. Finally, the evolutionary view of the body that stems from the paleontological studies of Pierre Teilhard de Chardin will be studied.

ESGE 3030 - Origin and development of salsa

Three credits. Three hours of lecture, discussion, workshop and research per week.

Introductory and interdisciplinary study of general education about the musical forms or manifestations that make up the category called salsa, based on the ethnomusicological approach. The repertoire and its broader relationship with culture and society are studied in order to better understand music as an activity of the human species through readings, discussions, audiovisual resources, research and workshops, among other didactic strategies. This will be achieved through the study of genres specific to the category, such as son, guaracha, danzón, chachachá and mambo. Face-to-face, hybrid and online course.

ESGE 3031 - Great Works on the Feminist Vision in the Puerto Rican Novel

Three credits. Three lecture hours per week Prerequisite: HUMA 3101-3102 or ESPA 3101-3102 or equivalent.

Study of the position of women in the Puerto Rican novel.

ESGE 3032 - Great Works on the Feminist Vision in the Puerto Rican Novel

Three credits. Three lecture hours per week Prerequisite: HUMA 3101-3102 or ESPA 3101-3102 or equivalent.

Study of the position of women in the Puerto Rican novel.

ESGE 3035 - Introduction to Health Sciences

Three credits. Three hours of lecture a week.

It provides the student with the opportunity to develop skills in the analysis, reflection, and interpretation of health problems in terms of the human being as a bio-psychosocial entity in interaction with his or her environment. Emphasis on examining health issues in Puerto Rico. The main method of discussion of original readings will be used, enriched by lectures, fieldwork, interviews and visits to institutions that intervene with health problems.

ESGE 3037 - Danzón: music and dance workshop

A credit. Two hours of lecture, rehearsals, performances and workshop per week. Prerequisites: the student must have an adequate command of vocal, instrumental or dance technique; audition in front of the teacher/director.

Workshop for musicians and dancers who are interested in being part of a project organized as an orchestra and dance corps specialized in danzón. The instrumental, vocal and dance aspects of this genre will be emphasized. Historical themes, anatomical aspects and acoustic qualities of the stages and instruments will be studied, which will be integrated into the rehearsals, illustrated lectures and concerts. Standard musical pieces will be performed and others that will be added to the repertoire as the sequence progresses. It can be repeated up to seven times.

ESGE 3038 - Writing in English: Reflection and Reasoning

Three credits. Three hours of discussion a week. Prerequisite: Basic English or equivalent.

Required course for the concentration component of the Bachelor's Degree in General Studies. Using the *Writing as a Process Approach (WPA)*, this course takes a critical look at the dominant discourses, uses of language, and practices that enjoy ideological leadership and constitute powerful factors in the construction of reality, with the purpose of discovering the relationship between language, thought, and social practices. It is an interdisciplinary course that integrates literature, linguistics, cognitive sciences and other areas of knowledge to problematize discourse. The WPA leads students to reflect on how writing helps them refine their thoughts through the analysis of their written works.

ESGE 3041 - Introduction to Interdisciplinary Studies

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3201-3202 or equivalent, or a major works course.

Study of great works of Western thought and how they affect and structure the artistic, scientific (natural) humanistic creation of modern man.

ESGE 3042 - Introduction to Interdisciplinary Studies

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3201-3202 or equivalent, or a major works course.

Study of great works of Western thought and how they affect and structure the artistic, scientific (natural) humanistic creation of modern man.

ESGE 3046 - Interdisciplinary course on the problems of man in the twentieth century. The Post-Technological Society

Three credits. Three hours of lecture a week.

The problems of twentieth-century man and his vision of the post-technological society of the near future will be studied. This topic of study will be viewed from the perspective of the different fields of the work of man in this century: the natural sciences, the social sciences, philosophy, ethics, art. The course is developed in cycles, each one taught by a teacher who is an expert in the subject matter of that cycle. There will be a teacher in charge of coordination.

ESGE 3047 - Theories and Problems of the University in Today's World

Three credits.

This course is aimed at the study, analysis and comparison of the most important problems affecting the development of university education today in Europe, the United States, Latin America and Puerto Rico. It will cover the topic of the university's mission in a problematic way based on the reading and discussion of texts, essays, and articles that are key to the formulation of the topic.

ESGE 3055 - Municipal Planning in Puerto Rico

Three credits. Three hours of lecture a week.

Analyze planning as an instrument for the development of services offered by municipal governments.

ESGE 3061 - Major legal works

Three credits. Three hours of lecture a week. Prerequisite: a major works course or its equivalent.

Interdisciplinary study of major works in the field of law seen from philosophical, ethical, aesthetic and sociological perspectives.

ESGE 3062 - Major legal works

Three credits. Three hours of lecture a week. Prerequisite: a major works course or its equivalent.

Interdisciplinary study of major works in the field of law seen from philosophical, ethical, aesthetic and sociological perspectives.

ESGE 3082 - Great Works of Black People in Puerto Rican Literature

Three credits. Three hours of lecture a week. Prerequisite: ESPA 3101- 3102 or equivalent.

Study of the great works that represent the contribution of the Puerto Rican black (as object and as subject) to our literature.

ESGE 3101 - Great Works: The Myth of Don Juan

Three credits. Prerequisite: Two years of humanities is recommended.

Study of the development of myth in literature, music, and other areas of human endeavor through lectures, reports, and class analysis of the dramas of Tirso, Molière, and Zorrilla.

ESGE 3102 - Great Works: The Myth of Don Juan

Three credits. Prerequisite: Two years of humanities is recommended.

Study of the development of myth in literature, music, and other areas of human endeavor through lectures, reports, and class analysis of the dramas of Tirso, Molière, and Zorrilla.

ESGE 3111 - English Drama Workshop

Three credits. Three to four hours of lab time a week. Prerequisite: ENGLISH 3101-3102 or 3221-3222 or equivalent.

Students act, direct, and produce one- or two-act scenes and comedies. The whole class, with the teacher, will give positive critique of the scenes when necessary.

ESGE 3112 - English Drama Workshop

Three credits. Three to four hours of lab time a week. Prerequisite: ENGLISH 3101-3102 or 3221-3222 or equivalent.

Students act, direct, and produce one- or two-act scenes and comedies. The whole class, with the teacher, will give positive critique of the scenes when necessary.

ESGE 3121 - Major political and social planning works

Three credits. Three hours of lecture a week. Prerequisite: CISO 3121-3122.

It relates the student to the great works that deal with the origins, evolution and basic concepts of political science and its relationship with social planning.

ESGE 3122 - Major political and social planning works

Three credits. Three hours of lecture a week. Prerequisite: CISO 3121- 3122.

It relates the student to the great works that deal with the origins, evolution and basic concepts of political science and its relationship with social planning.

ESGE 3130 - Writing as a Reasoning Process

Three credits. Prerequisite: ESPA 3001-3002.

Process of reasoning and linguistic construction in the production of academic and professional writings; principles of written communication theory; theory and practice of planning, limitation and development of guiding ideas; Coherent structuring and revision of expository writings. Face-to-face, hybrid and online course.

ESGE 3131 - Puerto Rican Culture and Folklore

Three credits. Three hours of lecture a week.

A panoramic historical-critical and analytical view of the cultural evolution and the folkloric phenomenon of Puerto Rico. Lectures, readings, excursions, field research and interviews with personalities of interest for these studies.

ESGE 3132 - Puerto Rican Culture and Folklore

Three credits. Three hours of lecture a week.

A panoramic historical-critical and analytical view of the cultural evolution and the folkloric phenomenon of Puerto Rico. Lectures, readings, excursions, field research and interviews with personalities of interest for these studies.

ESGE 3135 - Music, Culture and History of Africa

Three credits. Three hours of lecture, discussion, workshop and research.

Introductory and interdisciplinary study of African musical cultures in their particular social and historical contexts, based on the ethnomusicological approach. The topics to be studied will be based on data and concepts taken from sciences such as archaeology, mythology, linguistics, climatology, geography and musicology. The sound map of the continent will be analysed after identifying the different musical regions and their musical characteristics. Themes from traditional music such as atsíä, fontomfrom, and agahû, among others, and non-traditional musics such as high life, juju, and sukusu are examined.

ESGE 3136 - Caribbean Music Seminar: Music in Cuba

Three credits. Three hours of seminar per week.

Seminar with an interdisciplinary and introductory approach in which Cuban music is studied from the sixteenth century to the present. The main topics to be discussed are: sacred music, popular and concert music, music education, and the relationship of music with other disciplines. A more precise concept of the historical process of Cuban music and how it has influenced Caribbean culture will be worked on.

ESGE 3141 - Interdisciplinary Seminar: Women's Issues

Three credits. Three hours of lecture a week.

The status of women has been drastically affected as a result of changing historical circumstances, biological discoveries and concepts, transformations in social and economic institutions and cultural values. The course aims to analyze these changes in the condition of women, especially Puerto Rican women, to understand the circumstances that have produced them, to discover their immediate effects, and to try to develop projections about their long-term effects. The course will be developed through the study of original sources and through individual or group projects that are complemented by lectures on general topics.

ESGE 3142 - Interdisciplinary Seminar: Women's Issues

Three credits. Three hours of lecture a week.

The status of women has been drastically affected as a result of changing historical circumstances, biological discoveries and concepts, transformations in social and economic institutions and cultural values. The course aims to analyze these changes in the condition of women, especially Puerto Rican women, to understand the circumstances that have produced them, to discover their immediate effects, and to try to develop projections about their long-term effects. The course will be developed through the study of original sources and through individual or group projects that are complemented by lectures on general topics.

ESGE 3143 - Integration Seminar I

A credit. Three hours of seminar per week.

Analysis of topics related to BEG courses in an inter- and transdisciplinary manner. Students will plan one of the activities per semester.

ESGE 3144 - Integration Seminar II

A credit. Three hours of seminar per week. Prerequisite: ESGE 3143 and authorization from the seminar coordinator. General Education Courses of the BEG.

Analysis of topics related to BEG courses in an inter- and transdisciplinary manner. Students plan one of the activities per semester.

ESGE 3145 - Music, Culture & History of the Caribbean

Three credits. Three hours of lecture, discussion, workshop and research.

Introductory and interdisciplinary study of Caribbean musical cultures in their particular social and historical contexts, based on the ethnomusicological approach. It will study how and why music in the Caribbean has multiple manifestations influenced by European, African, Amerindian and Asian antecedents. A combined strategy of lectures, workshops and research on various topics of music in the Caribbean will be used. The topics of autochthonous ethnicities, miscegenation, transculturation and intra-Caribbean migrations, among others, and their links with the different musical repertoires to be studied, are addressed. These will be traditional oral music, commercial music, and academic or concert music.

ESGE 3146 - Music, Culture and History of Mexico

Three credits. Three hours of seminar per week.

This is an introductory and interdisciplinary course about the diverse traditions of Mexican music based on the ethnomusicological approach. The different repertoires will be described and analyzed with representative recordings of indigenous, mestizo, commercial and academic music. The convergences of music with other disciplines such as archaeology, linguistics, history and religion will be studied, without discarding such important topics as the technology of sound recordings and the music market.

ESGE 3151 - Women in the Social Process: Interdisciplinary Analysis

Three credits. Three hours of lecture and discussion per week.

Analysis of the historical-social processes that forge the social situation of women in contemporary society and the development of feminism as a social movement.

ESGE 3152 - Women in the Social Process: Interdisciplinary Analysis

Three credits. Three hours of lecture and discussion per week.

Analysis of the historical-social processes that forge the social situation of women in contemporary society and the development of feminism as a social movement.

ESGE 3161 - Problems in the construction of knowledge I

Three credits. Three hours of discussion a week.

Required course for the concentration component of the Bachelor of General Studies (PBEG) program. The course introduces students to the discussion of the fundamentals of scientific, social and humanistic thought, from a multi, inter and transdisciplinary logic. Through the reading and discussion of original works and interpretations, aspects of the history of knowledge and science are addressed, from its origins in Greek Civilization to the debates between Rationalism and

Empiricism. In addition, epistemological aspects of the disciplines are addressed, as a methodological guide for the construction of knowledge. Possibility of equivalence with ESGE 4011.

ESGE 3162 - Problems in the construction of knowledge II

Three credits. Three hours of discussion a week. Prerequisite: ESGE 3161.

Required course for the concentration component of the Bachelor's degree program in general studies. The course introduces students to the discussion of the fundamentals of scientific, social and humanistic thought, from a multi, inter and transdisciplinary logic. Through the reading and discussion of original works and interpretations, aspects of the history of knowledge and science are addressed, from the scientific revolution of the seventeenth century to the end of the nineteenth century, devoting special attention to the construction of the mechanistic paradigm, the theory of progress, evolutionary theory and the questioning of the modern representation of reality. Epistemological aspects of the disciplines are addressed as a methodological guide for the construction of knowledge.

ESGE 3163 - Problems in the Construction of Knowledge III

Three credits. Three hours of discussion a week. Prerequisite: ESGE 3162 or program director's authorization.

Required course for the concentration component of the Bachelor's degree program in general studies. The course introduces students to the discussion of the foundations of scientific thought and some of its social and humanistic implications, from a multi, inter and transdisciplinary perspective. Through the reading and discussion of original works and interpretations, aspects of the history of knowledge and science are addressed, focusing on the scientific revolution of the twentieth century and the beginning of the twenty-first century, with special attention to the physical sciences, biology and the epistemology of science. In addition, epistemological aspects of the disciplines are addressed, as a methodological guide for the construction of knowledge.

ESGE 3201 - Interdisciplinary Seminar: Socio-Humanistic Issues Relevant to Engineering I

Three credits. Three hours of seminar per week.

It is a seminar on variable topics aimed at first-year engineering students. It reflects and discusses in a critical and interdisciplinary way on socio-humanistic issues that have a direct impact on the engineering profession. Relevant historical periods of science and technology and their social, humanistic, and philosophical consequences are examined. Ethical reflections are included, presenting the student with situations that society is currently facing, due to the dizzying scientific and technological progress and the social challenges that this implies. The seminar incorporates a research component that allows for the rigorous study of aspects that generate concerns or concerns in students. Original writings and articles from refereed media are examined. Given the interdisciplinary nature of the seminar, it is offered by an interdisciplinary team in the shared teaching format.

ESGE 3202 - Interdisciplinary Seminar: Socio-Humanistic Issues Relevant to Engineering II.

Three credits. Three hours of seminar per week. Prerequisite: admission to the articulated engineering program of UPR-RP or authorization from the program coordinator.

It is a seminar of variable topics aimed at first-year engineering students, in which the following topics will be discussed: telecommunications, the social impact of scientific and technological development, controversies related to the field of genetic engineering, intellectual property and its protection, among others. All topics will be discussed, including ethical reflections on them and from an interdisciplinary perspective. A research component is incorporated, emphasizing the analysis of the characteristics of research designs, selection of designs according to the nature of the problem under study, methods of organization and data analysis, structuring of bibliographic records, as well as the presentation of research results. Original writings, including articles from peer-reviewed media, are also examined. Given the interdisciplinary nature of the seminar, it is offered by an interdisciplinary team in the shared teaching format.

ESGE 3305 - The Use of Technology in Research

Three credits. Three hours of discussion and two hours of lab time a week.

Required course for the concentration component of the Bachelor's degree program in general studies. Its purpose is to provide students with the tools and applications for searching and handling data, texts, and images. The student acquires experiences in the use of new technologies and the internet to carry out academic research. In addition, it will provide experiences to carry out research in the areas of humanities, social sciences and natural sciences using the current technological resources in these areas. To this end, the course will provide the epistemological foundations and practical laboratories to achieve literacy in the use of technology that can be used as a fundamental tool in their research work.

ESGE 3333– Introduction to Artifact Conservation

Three credits. Three hours of lecture a week.

Introductory and mandatory course for students aspiring to the Minor Concentration in Tangible Heritage Conservation. It begins with a historical overview of conservation and restoration, legal and ethical aspects, both local and international, and then addresses the agents of deterioration and how to control them. It studies what a conservation project is and how it is formed, from the registration of the piece and its handling, to the techniques of analysis of the state of conservation and documentation. The intervention process is broken down considering practical aspects, materials and instruments, requirements of the owner of the device, the maintenance plan and the presentation of the piece. The contribution of the different areas of knowledge to the conservation of tangible heritage is considered. The dialogic method is favored through the study of real cases for the conservation of artistic works. It is offered in face-to-face or hybrid mode.

ESGE 3995 - Study Tour

One to six credits. Prerequisite: To have passed the first year of general education and in particular, the following courses: HUMA 3101-3102; ESPA 3101-3102; or its equivalent, INGL 3031-3032 or its equivalent, CISO 3121-3122.

Study of the history, development of nationality, culture, political and economic system, artistic and religious development of various countries in various parts of the world. It includes preparatory academic sessions for travel and visits to various countries.

ESGE 4001 - Great Philosophical Works

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3101-3102 or equivalent.

Analysis of representative works of Western philosophical thought and their development in modern thought.

ESGE 4002 - Great Philosophical Works

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3101-3102 or equivalent.

Analysis of representative works of Western philosophical thought and their development in modern thought.

ESGE 4005 - Independent Study

Three to six credits per semester or lecture hours by agreement between the student and the professor. Prerequisite: Be at least a third-year student.

Independent study conducted under the supervision of a teacher specialized in the student's area of interest.

ESGE 4006 - Independent Study

Three to six hours per semester or lecture hours by agreement between the student and the professor. Prerequisite: Be at least a third-year student.

Independent study conducted under the supervision of a teacher specialized in the student's area of interest.

ESGE 4007 - Interdisciplinary Course in Linguistics

Three credits. Three hours of lecture a week. Prerequisite: Major Works Course.

Interdisciplinary approach and study of linguistics. Emphasis on the relationship with the new philosophy and the philosophy of science and with the socio-linguistic and psycholinguistic.

ESGE 4015 - Philosophical Experience and Religious Experience: Contrasts and Convergences

Three credits. Three hours of lecture a week.

Study of the essential characteristics of philosophical and religious experiences with emphasis on the various forms of relationship that have been elaborated between them.

ESGE 4021 - Great Works of Western Art

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3101- 3102.

Social History of Art; The study of the great works of Western art within their historical-social context and their philosophical and aesthetic premises.

ESGE 4022 - Great Works of Western Art

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3101- 3102.

Social History of Art; The study of the great works of Western art within their historical-social context and their philosophical and aesthetic premises.

ESGE 4031 - Great Literary and Philosophical Works

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3101-3102 or 3201-3202 or equivalent.

Analysis of the existential, philosophical, psychological and sociological meaning of the literary work. An attempt is made to grasp its historical foundation and its transtemporal validity.

ESGE 4032 - Great Literary-Philosophical Works

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3101-3102 or 3201-3202 or equivalent.

Analysis of the existential, philosophical, psychological and sociological meaning of the literary work. An attempt is made to grasp its historical foundation and its transtemporal validity.

ESGE 4042 - Great Works of Religious Thought

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3101-3102 or equivalent.

Analysis of important aspects of religious thought through the discussion of some works of great interest in this area. Topics: 1) the phenomenon, 2) God, 3) the problem of evil.

ESGE 4045 - The Development of Critical Thinking Skills as a Goal of General Education

Three credits.

Study of theories and models of critical thinking. Theoretical study is combined with exercises for the development of critical thinking skills and attitudes.

ESGE 4052 - Literary Creation Workshop: Poetry

Three credits. Three hours of lecture a week. Prerequisite: Have passed a basic Spanish course.

Original poems by the workshop participants will be evaluated in groups, under the direction of the teacher, so that both the individual and the group can discover, in the process, the key elements of a good poem.

ESGE 4061 - Great Poetic Works

Three credits. Three hours of lecture a week. Prerequisite: ESPA 3101- 3102.

Poetry as a way of knowledge from its scientific, sociological and psychic perspectives.

ESGE 4062 - Great Works of Poetry

Three credits. Three hours of lecture a week. Prerequisite: ESPA 3101- 3102.

Poetry as a way of knowledge from its scientific, sociological and psychic perspectives.

ESGE 4071 - Great Works of Ethics and Law

Three credits. Three hours of lecture a week. Prerequisite: CISO 3121- 3122.

Analysis of the major controversies between ethics and law through historical facts.

ESGE 4072 - Great Works of Ethics and Law

Three credits. Three hours of lecture a week. Prerequisite: CISO 3121- 3122.

Analysis of the major controversies between ethics and law through historical facts.

ESGE 4075 - Ethical and Humanistic Aspects of the Medical Sciences and Professions

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3101-3102; CISO 3021- 3022.

Study of the ethical and humanistic aspects related to the medical and biomedical sciences and professions. Disease and health will be examined from a humanistic perspective and in its social dimension in order to establish the ethical bases that should guide the conduct of medical professionals, biomedical researchers and institutions that provide health services. Representative works from the medical and philosophical literature will be analyzed, films and documentaries that illustrate the problems will be discussed, and real cases will be discussed.

ESGE 4077 - Human Rights in the Contemporary World

Three credits. Three hours of lecture, discussion and debates per week.

Study of the historical origin of human rights, their development and the validity and importance they acquire in the contemporary world, especially in the great debates of our time. Face-to-face, hybrid and online course.

ESGE 4091 - Great Works of Depth Psychology

Three credits. Three hours of lecture a week. Prerequisite: CISO 3121- 3122 and PSIC 3005.

Analysis of representative works of depth psychology, relating them, among other things, to the cultural environment.

ESGE 4092 - Great Works of Depth Psychology

Three credits. Three hours of lecture a week. Prerequisite: CISO 3121-3122 and PSIC 3005.

Analysis of representative works of depth psychology, relating them, among other things, to the cultural environment.

ESGE 4101 - Research Methods and Techniques

Three credits.

Course requirement for the concentration component of the Bachelor of General Studies (PBEG) program. The course addresses aspects of the methods and techniques used in qualitative and quantitative research and the paradigms that underpin them. Situations or problems that allow the application and integration of the knowledge acquired in other courses of the PBEG concentration are analyzed and the fundamentals of the research process are discussed. Participants will develop competencies that allow them to get involved in research processes, in the context of the preparation of dissertations, theses or other similar experiences.

ESGE 4102 - Essay

Three credits. Prerequisite: ESGE 4101 or 4111.

Research will be carried out in a particular field of human endeavor under the supervision of a counselor. The dissertation will be written in Spanish unless the dissertation committee allows the use of another language.

ESGE 4105 - The Use of Legislative and Legal Sources in Research

Three credits. Two hours of lecture and one hour of laboratory time per week.

Knowledge of the sources needed to conduct legal research and their importance. The content of the course will emphasize the research method and the skills that the researcher must possess.

ESGE 4112 - Interdisciplinary Research Course

Three credits. Prerequisite: A math course or permission from the principal.

Introduction to the general aspects of research from an interdisciplinary perspective. This course will synthesize and integrate various aspects of the disciplines that have to do with research, problem formulation and documentation.

ESGE 4121 - Epistemological Foundations of the Humanities I

Three credits. Three hours of discussion a week.

Required course for students in the third or fourth year of the baccalaureate in general studies. The course will provoke discussion and reflection on epistemological problems in the field of humanities, which have maintained their validity throughout the history of the disciplines: perception, memory, a priori knowledge and testimony. Notions such as: knowledge, belief, justification, truth, ways of knowing, evidence, reality, representation, rigor and skepticism will be examined.

ESGE 4122 - Epistemological Foundations of the Humanities II

Three credits. Three hours of discussion a week. Prerequisite: ESGE 4121.

Required course for students in the third or fourth year of the baccalaureate in general studies. The course will provoke discussion and reflection on epistemological problems in the field of humanities that have remained valid throughout the history of the disciplines: nature and scope of knowledge, skepticism, inference, and induction. Notions such as: types of knowledge, belief, justification, truth, certainty, doubt, chance, intuition, mimesis, method, probability, revision and fallibility will be examined.

ESGE 4125 - Great Works of Economic Thought

Three credits. Prerequisite: CISO 3121-3122.

This course will study the great works of economic thought in the 19th and 20th centuries.

ESGE 4141 - Puerto Rican Thought and National Reality I

Three credits. An hour and a half of lecture and an hour and a half of discussion per week.

An examination of how Puerto Rican writers of different generations have approached and interpreted the stages of Puerto Rican national development and, in particular, the main features of the country. Face-to-face, hybrid and online course.

ESGE 4142 - Puerto Rican Thought and National Reality II

Three credits. An hour and a half of lecture and an hour and a half of discussion per week.

An examination of how historians, writers, and visual artists of different generations have approached and interpreted the stages of Puerto Rican national development, especially during the 20th and 21st centuries. They comprise a rich European, African and American heritage that, in turn, has managed to create a culture of its own, which identifies Puerto Ricans. This course will be offered face-to-face, hybrid, and online.

ESGE 4152 - Women's Writing in Puerto Rican and Universal Literature

Three credits. One hour of lecture, one hour of discussion, and one hour of independent study per week.

Literary texts of various genres and periods produced by women will be studied. Special focus will be placed on Puerto Rican literature, but pertinent texts from other nationalities will also be studied. These texts of women's writing will be approached from the various perspectives offered by literary criticism.

ESGE 4161 - Epistemological Foundations of the Social Sciences I

Three credits. Three hours of discussion a week.

Required course for third- or fourth-year students of the Baccalaureate of General Studies (PBEG) program. The course discusses the epistemological foundations of social scientific thought, from a multi, inter and transdisciplinary logic. Through the reading and discussion of original works and subsequent interpretations, important aspects of the theory of knowledge in the social sciences are

addressed, focusing on its modern development from the end of the nineteenth century and during the first half of the twentieth century.

ESGE 4162 - Epistemological Foundations of the Social Sciences II

Three credits. Three hours of discussion a week. Prerequisites: ESGE 4161.

Required course for third- or fourth-year students of the Bachelor of General Studies (PBEG) program. The course discusses the foundations of social scientific thought and its interaction with other epistemological proposals, from a multi, inter and transdisciplinary logic. Through the reading and discussion of the original works and subsequent interpretations, important aspects in the foundation and theory of knowledge in the social sciences are addressed, focusing on their contemporary development during the second half of the twentieth century and the beginning of the twenty-first century. Face-to-face, hybrid and online course.

ESGE 4185 - Epistemological Foundations of the Biological Sciences

Three credits. Three hours of discussion a week.

Required course for third- or fourth-year students of the Bachelor of General Studies (PBEG) program. The course discusses the foundations and historical evolution of biological thought and its relationship to other disciplines. Through the discussion of the main currents of biological thought, the Cartesian proximal mechanistic view and the Darwinian historical view, the course allows us to identify the singularity of biology and characterize the ontological, epistemological and methodological response that this discipline proposes for the explanation of biological phenomena. Face-to-face, hybrid and online course.

ESGE 4186 - Epistemological Foundations of the Physical Sciences

Three credits. Three hours of discussion a week.

Discussion of ontological, methodological and epistemological aspects of knowledge of the physical sciences, focusing on the second half of the nineteenth century and the first half of the twentieth century. Through problem solving and the use of different didactic resources, students will learn about and apply fundamental epistemological concepts and develop university-level critical analysis, creation, research and dissemination skills. The course stimulates group learning. This course is required for students in their third year or older in the Bachelor of Arts program in general studies. Students from other programs may enroll.

ESGE 4306 - The Puerto Rican Experience in the United States

Three credits. Two hours of lecture and one hour of discussion per week.

Prerequisite: CISO 3121-3122.

Interdisciplinary analysis of the social, economic, political, and cultural evolution of the Puerto Rican community in the United States, from the late nineteenth century to the present.

ESGE 4444 - Final Project in Conservation

1 to 4 credits. Prerequisite: ESGE 3333

Interdisciplinary course, which can be taken on more than one occasion, up to a maximum of 4 credits, depending on the complexity of the project, and is taken once per level of progress (possible levels 1 to 4). It is required for students in the Minor Concentration in [Cultural Heritage](#)

Conservation. The student is guided in the definition and execution of their conservation project, which includes the practice of intervention in the object and culminates with the written report of the intervention in an artistic or archaeological piece of cultural interest. The student is offered some possibilities of where to go to carry out the intervention work, under the guidance of a curator. The choice of the topic, type of object to be dealt with and the curator-tutor will be the student's, once he or she receives recommendations from the professor or the academic advisor of the Minor Concentration in Conservation of Cultural Heritage. It is offered in face-to-face or hybrid mode.

ESGE 4995 - Interdisciplinary Seminar

One to three credits. One to three hours of lecture per week. Prerequisite: Principal's permission.

Flexible interdisciplinary seminar in which both the content and the number of credits will vary depending on the topic covered by the visiting professor and the time available to cover it.

ESGE 5995 - Interdisciplinary Seminar: Comparative and Emerging Issues

One to six credits. One to six hours of seminar per week. Prerequisites: authorization from the director of the Bachelor's Program in Management Studies, after evaluation of the student's academic record. Graduate students will need permission from their program director if the course will be considered an elective for their degree.

This seminar analyzes those topics that emerge as significant spaces for debate and knowledge production, or that, even if they pre-exist, are particularly relevant at the present time and that also have a considerable impact on the contemporary world. Emphasis will be placed on topics that involve interdisciplinarity, the study of frontier issues and problems between the major areas of knowledge, as well as the use of comparative analysis methodologies. During the development of the seminar, all participants, students and facilitators, must make presentations based on studies and research on the previously agreed topics, the participants will contribute to identify and develop relevant topics and methodologies that could be the basis for the implementation of lines of action that tend to enrich teaching and research.

ESPA 3003 - Fundamentals of Language and Discourse

Three credits. Three hours of lecture and three hours of workshop per week.

The theoretical and practical study of vernacular language is essential for the integral development of knowledge. Built in the context of a general education program, it serves three purposes: the specificity of the discipline; an interdisciplinary projection and a cognitive experience.

During the first semester, emphasis is placed on language as an object of study. The study of various linguistic levels (phonological, morphosyntactic and lexical-semantic), within the framework of Hispanic language and culture, makes students aware of the need to rethink their discourse from the formal register of language. The semester closes with a sample of essay texts that encourage reflection and serve as a stimulus for the production of oral and written discourses that will confront them with their own linguistic process. This is the first-year Spanish course, with workshop, for students who obtain 504 or less in CB and can be offered in person, hybrid and distance learning.

ESPA 3004 - Fundamentals of Language and Discourse

Three credits. Three hours of lecture and three hours of workshop per week. Prerequisite: ESPA 3003.

The theoretical and practical study of vernacular language is essential for the integral development of knowledge. Built in the context of a general education program, it serves three purposes: the specificity of the discipline and a cognitive experience. This semester focuses on language as a knowledge-building subject. The study of various discourses (narrative, descriptive, expository and argumentative) is done through the reading and analysis of literary and non-literary texts, such as film, photographic, plastic texts, the texts are in Spanish and preferably contemporary. They are studied as types of discourses without assigning a normative function to gender. This is the first-year Spanish course, with workshop, for students who obtain 504 or less cb and can be offered in person, hybrid and remotely.

ESPA 3017 - Black Women in Puerto Rican Literature

Three credits. Three hours of discussion a week.

This course is an option to fulfill the literature requirement of the general education component. Literary texts, fundamental in Puerto Rican cultural discourse, that address the theme of black women are analyzed. It also examines the representation of black and mulatto women in canonical and non-canonical texts. It reflects on the role that black women have played in Puerto Rican literature from a gender, race, and class perspective. A multi- and interdisciplinary approach is favored in the analysis of prose and poetry texts from a sociological and historical approach.

ESPA 3018 - War in Literature

Three credits. Three hours of discussion a week.

This course is an option to fulfill the literature requirement of the general education component, in which the subject of war is addressed from a contemporary and interdisciplinary literary perspective. Although some classic texts on certain armed conflicts (the Peloponnesian War) are analyzed, it concentrates on contemporary texts that point to new approaches to the relationship between the most important military conflicts of the twentieth century and their representation in literature. In addition, photographic/pictorial texts that have accompanied the imaginary of these conflicts and which are alluded to in many of the literary texts are analyzed. Finally, issues related to the politics of bodies during armed conflicts and their representation in literature (torture, rape, execution and abduction) are discussed.

ESPA 3019 - Puerto Rican Literature and Cultural Nationalism

Three credits. Three hours of discussion a week.

This course is an option for the general education component literature requirement. The course explores how the discourse and imaginary of Puerto Rican cultural nationalism was constructed since the 1950s, a time of creation and development of key institutions and founding discourses of the commonwealth. The emphasis of the study is the didactic literature that was given in the project that premiered the cultural policy of the Muñocista state, the division of education of the community (1949), and the literary production of the generation of the fifties. The course examines a diverse corpus including; examples of the division's cultural production (film, photography, and posters): as

well as contemporary perspectives, which help to understand the complexity of the strategies and devices of cultural nationalism to its repercussions in today's Puerto Rico.

ESPA 3035 - Literature and the City: San Juan and New York

Three credits. Three hours of lecture a week.

This course is an option to fulfill the literature requirement of the general education component. It is divided into two major units: "the modern city: San Juan, Puerto Rico" and "the multicultural city: New York". These are preceded by a theoretical unit in which cities in general are reflected on from an interdisciplinary perspective: socio-anthropological, historical and literary. Approaches from literary criticism and cultural studies are used to examine the relationship between literature and the city, using mainly works from Latin American and Puerto Rican literatures of the second half of the twentieth century. In each of these units, topics and authors will be studied that take into account both the theoretical and practical aspects. Each unit of the course includes an extracurricular activity that contributes to the student's overall experience in the city.

ESPA 3036 - Fiction and History: Twentieth Century Spanish-American Novel

Three credits. Three hours of discussion a week.

This course is an option to fulfill the literature requirement of the general education component. The course focuses on the study— applied to Hispanic American narrative— of contemporary literary and historiographical theory and criticism, to examine the relationship between history and literature. The ambiguous relationship between history and fiction and, consequently, between literary narrative and historiography or historical narrative, is one of the axes of reflection of the course, approached from the field of literature. Its structure corresponds to the units that examine the "genre of the historical novel", "history" and the rapprochement between "narrative and historiography".

ESPA 3037 - The Spanish Civil War in Literature

Three credits. Three hours of discussion a week.

This course is an alternative to fulfill the literature requirement of the general education component. A repertoire of literary texts inspired by the Spanish Civil War is studied, which includes various genres (short story, poetry, novel, theater, chronicle, essay) and a wide variety of narrators (intellectuals, poets, artists, politicians, soldiers) with the purpose of exploring the complexity of the historical event and its consequences both on the national and international scenes. Literary representations of the Civil War in texts written by Spaniards, North and South Americans and other Europeans will be addressed. On the other hand, the texts will be analysed from an interdisciplinary perspective, in relation to other artistic expressions such as cinema, photography, posters, painting and documentaries.

ESPA 3101 - Basic Spanish I

Three credits. Three hours of lecture a week.

Designed for students who, through the results of their entrance exam, demonstrate that they possess considerable limitations in the mastery of the vernacular. In addition to reading and analysing the content of literary texts, the course includes fundamental material for the development of language skills through practical exercises. (c) Face-to-face, hybrid and online course.

ESPA 3102 - Basic Spanish II

Three credits. Three hours of lecture a week. Prerequisite: ESPA 3101.

Designed for students who, through the results of their entrance exam, demonstrate that they possess considerable limitations in the mastery of the vernacular. In addition to reading and analysing the content of literary texts, the course includes fundamental material for the development of language skills through practical exercises. (c) Face-to-face, hybrid and online course.

ESPA 3111 - Spanish Honors Course

Three credits. Three hours of lecture a week.

It is offered to students who have demonstrated superior preparation in the literary linguistic aspect. It follows the same lines as the basic course, but in a deeper and more intense way. The student will have an adequate handle on research techniques and the writing of essays.

ESPA 3112 - Spanish Honors Course

Three credits. Three hours of lecture a week.

It is offered to students who have demonstrated superior preparation in the literary linguistic aspect. It follows the same lines as the basic course, but in a deep and intense way. The student will have an adequate handle on research techniques and the writing of essays.

ESPA 3136 - Literature and Religion: The Religious Myth

Three credits. Three hours of discussion a week.

This course is an option to fulfill the literature requirement of the general education component. The study of literature is approached from an interdisciplinary approach (religion, literature and society). It exposes forms and themes of religion in literary writing, as well as attending to the literalness of sacred writing. Cesar Vallejo, José Martí, Pablo Neruda, Miguel de Unamuno, Marcio Veloz Maggiolo, Juan Bosch, José Saramago, Octavio Paz, Abelardo Díaz Alfaro, Gabriel García Márquez, (among others) will be addressed from the religious myth, as well as the demystification through the literariness of sacred writing in stories from the Koran, the Bible, and the Tanakh. The analysis of the works will be based on various literary theories that argue about the correspondence between literary writing and the religious-theological notion (Octavio Paz, Marshall Berman, Stephane Lupasco).

ESPA 3217 - Dominican Literature: Imaginaries about the Immigrant

Three credits. Three hours of discussion a week.

This course is an option for the literature requirement of the general education component. The course studies how the imaginary of the Dominican immigrant is constructed in the literature of the Dominican Republic of the twentieth century, the beginning of the twenty-first, and its diaspora. At the same time, it examines the theoretical literature around the construction of the collective imaginary and how this construct formulates, fixes beliefs and "myths", relating or confronting them with that migrant. The course also explores some representations of these imaginaries in journalistic and cinematographic texts. The extraliterary, historical and cultural resources that construct and support the imaginary of the subjects in the texts are analyzed. It includes the study of other emerging imaginaries of resistance/rapprochement. The approach is interdisciplinary: it addresses the literary, linguistic, sociological, political and cultural aspects.

ESPA 3225– The Representation of Drugs in the Literature

Three credits. Three hours of lecture a week.

Study of the way in which addiction and drugs have been represented in a diverse sample of mostly Hispanic American literary texts: poetry, essays, short stories, short stories and novels. The study is framed in an interdisciplinary reflection that intersects literary considerations in terms of their relationship with other discourses such as sociological, filmic and philosophical. This course is an alternative to fulfill the literature requirement of the general education component.

ESPA 3306 - Literature and the City: "Genres", "Cultures" and "Spaces"

Three credits. Three hours of lecture a week.

This course is an option to fulfill the literature requirement of the general education component. It is divided into three units in which the themes of "genders", "cultures", and "spaces" that have characterized the city since the second half of the twentieth century are examined. Approaches from literary criticism and cultural studies are used to examine the relationship between literature and the city, using mainly works from Latin American and Puerto Rican literatures of the second half of the twentieth century. Each unit of the course includes an extracurricular activity that contributes to the student's holistic experience in the city.

ESPA 3380 - Literature and Writing from the Margins

Three credits. Three hours of lecture a week. Prerequisites: any of the first-year Spanish levels (6crds): ESPA3003-3004, ESPA 3101-3102, ESPA 3111-3112, or certification exam no. 88, year 2003-2004.

This course is an option to fulfill the general education literature requirement. It deals with the reading of literary and non-literary texts since the twentieth century, to lead to the written production of students, from their experiences and circumstances. Reading will serve as a guide from reading comprehension to the development of personal writing. Based on the paradigm of intersectionality, readings with thematic axes that shape the human being and society will provoke a creative response to the voice of otherness and personal experiences with diversity and questions to canonical discourses. Reading and writing are conceptualized as processes of self-knowledge and self-regulation in which the sociocultural environment converges with one's own experiences, as proposed by the Student's Personal Narrative (SPN). It can be offered in face-to-face, hybrid or distance learning.

ESPA 3511 - Contemporary Puerto Rican Cultural Debates

Three credits. Three hours of lecture a week. Prerequisites: It is required to have passed 6 credits in any of the first-year levels of Spanish: ESPA 3003-3004, ESPA 3101-3102 and ESPA 3111-3112.

This course is an option to fulfill the general education literature component requirement. This course addresses the contemporary debates of Puerto Rican culture from the late nineties to the present, both in our archipelago and in the diaspora, from theoretical-critical perspectives of cultural studies and feminisms (decolonial, intersectional and transfeminist). The study of the cultural field of the late 20th and early 21st centuries represents a rupture in the discussions about Puerto Ricans because established notions about national knowledge and imaginaries (language and identity, Hispanicism, the magisterial voice of the intellectual, in short, keys to cultural nationalism) were

questioned. The course works on the framework of institutional, intellectual, artistic and popular discourses around these canonical constructions of Puerto Ricanism from the critical and profound debates of that time (postmodernity, neonationalism, diaspora, feminism, gender, globalization (transnational/trans-Caribbean), race, inequality, criticism of independence and nationalism, multiplicity of identities, hybridity, paternalism) to the new approaches and more productive proposals (intersectional perspectives, queerness, motherhood and masculinities, disaster capitalism, and climate change, for example). Face-to-face course.

ESPA 3513 - Puerto Rican Literature and Diverse Cultural Expressions in the United States

Three credits. Two hours of lecture and one hour of discussion per week.

Prerequisites: Pass any of the first-year levels of Spanish. ESPA 3003-3004, ESPA 3101-3102, ESPA 3111-3112.

This course is an option to fulfill the general education literature component requirement. The course will discuss, from an inter/transdisciplinary perspective, a sample of the Puerto Rican literary corpus produced in New York at two particular moments: the early twentieth century and the decades of the '60s and '70s. In addition, it will examine the most recent literary production and various cultural manifestations in that city and beyond. It begins with a historical background that contextualizes Puerto Rican migration to the United States since the early twentieth century to examine the relationship between migration and national discourse. Then, it considers the periodization of Puerto Rican literature in the United States and discusses foundational texts from the early twentieth century, the Nuyorican Aesthetics, and a sample-link to later cultural expressions. In the final section, various cultural manifestations produced from the '80s to the present day are discussed. This face-to-face course satisfies the literature requirement of the general education component.

ESPA 3535 - Literary Debates: Seminar on Variable Topics

Three credits. Three hours of lecture a week. Prerequisites: Have passed the first year of Spanish (6 credits) ESPA 3003-3004, ESPA 3101 and 3102 and ESPA 3111 and 3112.

This seminar constitutes a space for the presentation and discussion of topics that are currently the object of research in the study of literature, an interdisciplinary approach. It offers the opportunity to share research that the academic community is developing or has developed for the preparation of publications, conferences or doctoral theses. All courses prepared for this seminar will qualify for the literature component of the baccalaureate. Face-to-face course.

ESSI 3001 - Spanish Language as a Second Language: Conversational I

Two credits. Two hours of discussion a week. Prerequisites: Proof of location.

Course designed for participants of INIM programs with little or no knowledge of the Spanish language. It complements the regular core courses. It focuses on the development of speaking and listening comprehension, with emphasis on the use of common idiomatic phrases, vocabulary acquisition, and pronunciation.

ESSI 3002 - Spanish Language as a Second Language: Conversational II

Two credits. Two hours of discussion a week. Prerequisites: ESSI 3001 or proof of location.

Course designed for participants of INIM programs with basic knowledge of the Spanish language. It complements the regular intermediate courses. It focuses on the expansion of speaking and listening skills, with emphasis on the use of idiomatic phrases, the acquisition of more specialized vocabulary, and fluency in speaking.

ESSI 3121 - Spanish Language as a Second Language: Basic Level I

Three credits. Three hours of discussion a week. Prerequisites: Proof of location.

Intensive course designed for participants of INIM programs who are native speakers of other languages and who have little or no knowledge of the Spanish language. This course is framed within Puerto Rican society and culture and focuses on the spoken and written use of Spanish in everyday situations.

ESSI 3122 - Spanish as a Second Language: Basic Level II

Three credits. Three hours of discussion a week. Prerequisites: ESSI 3121 or proof of location.

Second part of the basic level. Intensive course designed for participants of INIM programs who are native speakers of other languages and have little knowledge of the Spanish language. This course is framed within Puerto Rican society and culture and focuses on the development of the ability to communicate, with greater emphasis on listening and reading comprehension of simple texts.

ESSI 3123 - Spanish language as a second language: intermediate level I

Three credits. Three hours of discussion a week. Prerequisites: ESSI 3122 or proof of location.

Intensive course designed for participants of INIM programs who are native speakers of other languages and who have a basic level of knowledge of the Spanish language. This course is framed in Puerto Rican society and culture and focuses on the expansion of oral and written expression skills, as well as listening comprehension and reading of texts on different current topics.

ESSI 3124 - Spanish Language as a Second Language: Intermediate Level II

Three credits. Three hours of discussion a week. Prerequisites: ESSI 3123 or proof of location.

Second part of the intermediate level. Intensive course designed for participants of INIM programs who are native speakers of other languages and who have an intermediate-basic level of knowledge of the Spanish language. This course is framed in Puerto Rican society and culture and focuses on the most complex written and oral expression and reading comprehension of texts of various genres.

ESSI 3125 - Spanish Language as a Second Language: Advanced Level

Three credits. Three hours of discussion a week. Prerequisites: ESSI 3124 or proof of location.

Intensive course designed for participants of INIM programs who are native speakers of other languages and who have an intermediate level of knowledge of the Spanish language. This course is framed within Puerto Rican society and culture and focuses on written and oral expression for academic purposes, as well as text comprehension and analysis.

ESSI 4005 - Spanish Language as a Second Language: Editorial Team

Three credits. Three hours of discussion a week. Prerequisites: ESSI 3124 or proof of location.

Course designed for participants of INIM programs who are native speakers of other languages and who have an intermediate-advanced level of knowledge of the Spanish language. It focuses on the development of composition skills for social, personal, and academic purposes. It is based on the reading of model texts and the study of morphosyntactic elements and particularities of Spanish grammar of greater complexity.

HUMA 3013 - Looking at the West: From Greece to Byzantium

Three credits. Three hours of lecture and discussion per week.

This course is an option to fulfill the humanities requirement of the general education component. It proposes to approach Western culture from an epistemological, chronological, multi- and interdisciplinary perspective and is organized by thematic threads. It begins in Athens with the speech of Socrates, stops in Republican Rome and culminates with St. Augustine and Byzantine Art, history, literature, philosophy, plastic arts, architecture, music, law, politics, economics and religion, are studied seeking to generate an integrating vision. It promotes the development of linguistic skills, research, critical analysis and ethical and aesthetic sensitivity. They are analysed through problematic approaches, texts, works of art and architecture, stage pieces and films, among others. Face-to-face, hybrid, distance learning and online course.

HUMA 3014 - Looking at the West: From the Middle Ages to Globalization

Three credits. Three hours of lecture and discussion per week.

This course is an option to fulfill the humanities requirement of the general education component. It proposes a critical approach to various manifestations of Western culture from a chronological, epistemological, multi- and interdisciplinary perspective. It is organized by thematic threads, from the medieval theocentric period through Renaissance humanism, the scientific revolution, the industrial revolution, delving into the worldview of the contemporary era. History, literature, philosophy, visual arts, architecture, music, law, politics, economics, cinema, thought and religious struggles are examined from an epistemological and integrative perspective of knowledge; promoting the development of linguistic, thinking, communication and research skills, and the development of ethical and aesthetic sensitivity. Face-to-face, hybrid, distance learning and online course.

HUMA 3017 - How to Look at Images and Other Artifacts

Three credits. Three hours of discussion a week.

Course designed as an option to fulfill the arts requirement of the general education component of the high school of the Rio Piedras campus. It approaches the arts from an interdisciplinary perspective to explore the meaning and functioning of images and artifacts, through the detailed examination of their material features. The premise is that this examination will open the door for the object to guide us to the critical, theoretical, and historical questions pertinent to its explanation. The observation process, together with the reading of theoretical and literary texts, will be the space for reflection and analysis of the course. In this framework, students will also be encouraged to examine their own thinking and learning processes. Face-to-face, hybrid, distance learning and online course.

HUMA 3018 - Classical Mythology in Art

Three credits. Three hours of discussion a week.

The course is designed as an option to fulfill the arts requirement of the general education component. It approaches the arts from an interdisciplinary perspective with the purpose of exploring the nature and history of Greco-Roman mythology. This history has been perpetuated through the centuries, in the work of the great artists and thinkers of the West, and testifies in myth to the presence of universal truths about human life and reality. Reference is made to the descriptions of myths in order to relate them to artistic representations expressed through painting, sculpture, architecture, cinematography, among others. Face-to-face, hybrid, distance learning and online course.

HUMA 3025 - Art in museums and other spaces

Three credits. Three hours of discussion a week.

The course is designed as an option to fulfill the arts requirement of the general education component. Examine the fascinating world of museums, public or private, and the nature of their collections. From a multi- and interdisciplinary perspective, it discovers its importance for research, the enjoyment of aesthetics, its didactic function, and its multiple expressions: artistic, historical, religious, political, scientific, and technological, among others. It studies the origins and evolution of the institutions that have guarded the artistic, cultural, bibliographic and documentary assets of humanity over the centuries: museums, galleries, archives, film libraries, libraries and other repositories. Explore the various spaces in which heritage assets are preserved, from the Palaeolithic to their most recent exhibitions in cyberspace. Face-to-face, hybrid, distance learning and online course.

HUMA 3033 - Issues and Problems of Western Culture I

Three credits. Three hours of lecture and discussion per week.

Interdisciplinary course designed as an option to complete the humanities requirement of the general education component. It examines Western culture through a selection of themes and issues. The West is presented as a process of signification of the cultural imaginary as opposed to the non-Western. The analysis is based on discussions, readings and research of four concepts: the West, memory, progress and expansionism. Face-to-face, hybrid, distance learning and online course.

HUMA 3034 - Issues and Problems of Western Culture II

Three credits. Three hours of lecture and discussion per week. Prerequisites: HUMA 3101 or HUMA 3113 and HUMA 3033.

Interdisciplinary course designed as an option to complete the humanities part second requirement of the general education component. It examines Western culture through a selection of themes and issues. The West is presented as a process of signification of the cultural imaginary as opposed to the non-Western. The analysis is based on discussions, readings and research of four concepts: governments and forms of governance, globalization and globalizations, judgments and prejudices, and alienation, living and dying in the West. Face-to-face, hybrid, distance learning and online course.

HUMA 3041 - Western Music and Culture: From the Greek to the Baroque World

Three credits. Three hours of discussion a week.

The course is an option to fulfill the arts requirement of the general education component. It introduces the musical phenomenon into the history of Western culture, from its Greek origins to the Baroque. Through a comparative, multi- and interdisciplinary approach, the course offers the opportunity to master, in a perceptual, conceptual and creative way, the internal relationship that unites the musical arts to the cognitive, historical, social and intercultural process up to the 1750s. Course to be presented face-to-face, hybrid, distance and online.

HUMA 3042 - Western Music and Culture: From Classicism to the Present

Three credits. Three hours of discussion a week.

The course is an option to fulfill the arts requirement of the general education component. They introduce the musical phenomenon into the history of Western culture, from musical classicism to the present day. Through a comparative, multi- and interdisciplinary approach, the course offers the opportunity to master, in a perceptual, conceptual and creative way, the internal relationship that unites the musical arts to the cognitive, historical, social and intercultural process. Face-to-face, hybrid, distance learning and online course.

HUMA 3101 - Introduction to Western Culture I

Three credits. Three hours of lecture a week.

Critical reflection on the most important fundamental aspects of Western culture from the perspective of the various humanistic disciplines such as art, history, literature, philosophy and religious ideas, through the analysis of the most significant original works and texts, with particular emphasis on ancient Greece and its relationship with the present time. Face-to-face, hybrid, distance learning and online course.

HUMA 3102 - Introduction to Western Culture II

Three credits. Three hours of lecture a week.

Critical reflection on the most important fundamental aspects of Western culture from the perspective of the various humanistic disciplines such as art, history, literature, philosophy and religious ideas through the analysis of the most significant original works and texts with particular emphasis on ancient Rome, the origins of Christianity and the passage from the Hellenistic period to the Middle Ages and their relationship with the present era. Face-to-face, hybrid, distance learning and online course.

HUMA 3106 - Christianity and the Ancient World

Three credits. Three hours of discussion a week.

This course is an option to fulfill the humanities requirement of the general education component of the Rio Piedras campus. The course explores the history of Christianity in relation to two cultural matrices: the Hebrew background and the Greco-Roman background. It therefore focuses on the relationship between the dominant cultures of antiquity and the subjugated cultures, emphasizing the popular classes and their moral and spiritual needs. Examine the literature, art, and archaeological remains of Christianity and its surroundings. This intensive, interdisciplinary course allows us to examine a wide range of cultural expressions, such as education, law, philosophy, history, government policy, religion, the history of family life, and others. It covers the core concepts of the humanities curriculum and spans from c. 200 BC to the early Middle Ages. Face-to-face, hybrid, distance learning and online course.

HUMA 3113 - Discourses and Representations of the City I: Antiquity

Three credits. Three hours of discussion a week.

Interdisciplinary course designed as an option to complete the humanities requirement of the general education component. The city of antiquity is studied through readings, audiovisual resources, discussions, fieldwork and research exercises, among other teaching strategies. The city will be examined from different disciplines or discourses from its origins in Egypt, Mesopotamia and the Indus basin, through the pre-Columbian cities of America, to the Greek polis. Face-to-face, hybrid, distance learning and online course.

HUMA 3114 - The Discourses of the City II: Antiquity and the Middle Ages

Three credits. Three hours of discussion a week. Prerequisites: HUMA 3101, HUMA 3113, HUMA 3033.

Interdisciplinary course designed as an option to complete the second part of the humanities requirement of the general education component, in which discourses and representations of the city in antiquity and the medieval world are studied. The city is examined from different disciplines and through various strategies, including the reading and discussion of texts, audiovisual resources, fieldwork and research exercises. Geography focuses on Rome and Byzantium, among other cities, always in counterpoint to the city and the various aspects of today's urban experience. Face-to-face, hybrid, distance learning and online course.

HUMA 3121 - Transatlantic Literature: From Conquest to Baroque

Three credits. Three hours of discussion a week.

This course is designed as an option to fulfill the literature requirement of the general education component. It establishes a historical, critical and analytical overview of transatlantic literature, with emphasis on the study of the representation of exchanges, clashes and/or cultural reactions that arise as a result of the conquest of America. Due to its interdisciplinary nature, the reading, analysis and discussion of literary works will be complemented by the study of other theoretical texts (philosophical, literary, political, legal) or cultural manifestations (visual, musical, etc.) That they help to configure a more integrated and critical image of the various power dynamics that make up this literate cartography of transatlantic

crossings from the period of the conquest to the Baroque. Face-to-face, hybrid, a distance and online.

HUMA 3122 - Transatlantic Literature: From Enlightenment to Contemporaneity.

Three credits. Three hours of discussion a week.

This course is designed as an option to fulfill the literature requirement of the general education component. It establishes a historical, critical and analytical overview of transatlantic literature with an emphasis on the study of the representation of cultural exchanges, clashes and/or reactions that arise on "both sides of the Atlantic" from the eighteenth century to the present. The reading, analysis and discussion of the literary works will be complemented by the study of other artistic and cultural manifestations that help to figure a broader picture of the various power dynamics that make up this literate cartography of the transatlantic crossings. Face-to-face, hybrid, distance learning and online course.

HUMA 3136 - Ancient Hebrew Culture in the Mediterranean Context

Three credits. Three hours of discussion a week.

This course is an option to fulfill the humanities requirement of the general education component of the Rio Piedras campus. Ancient Hebrew culture is examined in its physical and cultural environment. From an inter- and transdisciplinary perspective, the course will examine the literature, history, ideological framework, cross-cultural transactions, and the enduring impact on Western cultures of this important root of our civilization. It will make use of the methodology of literary criticism, archaeology, linguistic examination, and religious and cultural anthropology. Covering the period from 3000BC to 500AD, it will emphasize its relationship with other neighboring cultures, such as the Mesopotamian, Egyptian, and Aegean. It traces the development of Hebrew thought from its origins, through the period of the great empires, to the Hellenistic and Roman periods, and casts a rapid view of the later development of Judaism to the present.

HUMA 3201 - Introduction to Western Culture III

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3101 - 3102.

Critical reflection on the Western cultural process from the Middle Ages to the Renaissance, emphasizing the areas of literature, philosophy, art, history, and religious ideas through the analysis of the most representative works and texts of those periods and their relationship with the contemporary world.

HUMA 3202 - Introduction to Western Culture IV

Three credits. Three hours of lecture a week. Prerequisite: HUMA 3101- 3102.

Critical reflection on the Western cultural process from the eighteenth century to the present day, emphasizing the areas of literature, philosophy, art, history and religious ideas through the analysis of the most representative works and texts of those times.

HUMA 3211 - Western Culture: Medieval and Renaissance

Three credits. Three hours of discussion a week.

The course is designed as an option to fulfill the humanities requirement of the general education component. It analyzes the conflicts, changes, and transformations faced by the peoples of Western Europe during this fascinating historical period: from the Middle Ages to the Renaissance, the "discovery," conquest, and colonization of the New World, and the beginnings of the Modern Era. From interdisciplinary perspectives, it examines the realities of a fragmented Europe, after the end of the Roman Empire, the new visions, powers and problems of the Catholic Church, the new dimensions and possibilities of the human being in the Renaissance, and the development of a new economic order, the product of great changes; All in necessary dialogue with other cultures, specifically the Byzantine Empire and Islam. Face-to-face, hybrid, distance learning and online course.

HUMA 3212 - Western Culture: Modern and Even Contemporary Era

Three credits: three hours of discussion per week.

The course is designed as an option to fulfill the humanities requirement of the general education component. It begins with the rationalism of the late seventeenth century and culminates with the perspectives that mark the cultural panorama of the present. From a multi- and interdisciplinary perspective, guided by thematic threads, the Western intellectual and social production of the periods that we define as "modernity and postmodernity" is analyzed. Aspects of the scientific revolution of the late seventeenth century are critically examined; the enlightened culture of the eighteenth century; the French Revolution and American independence; the sensibility of the Romantic movement; the rise of capitalism and the industrial revolution; the consolidation of the bourgeois subject, naturalism, realism and the historicist discourse of the nineteenth century; the avant-garde movements and the great conflicts of the 20th century; the problematization of the modern and postmodern project. Face-to-face, hybrid, distance learning and online course.

HUMA 3215 - Space and Culture: The Medieval Cathedral

Three credits. Forty-five minutes of lecture, one hour and fifteen minutes of discussion and one hour of workshop per week.

This course is designed as an option to fulfill the Humanities requirement of the General Education component. It uses the space of the medieval cathedral to explore/study how human beings of the Late Middle Ages developed and related to it, from the perspectives of the various humanistic disciplines. Based on the study of original works, the arts (architecture, fine arts, music, theater), history, sciences, power, literature, religion, education, philosophy and the development of vernacular and transportation, construction and information technologies will be addressed. From the space of the medieval cathedral, links will be drawn with other historical moments and with Puerto Rican contemporaneity. Face-to-face, online, hybrid and distance learning course.

HUMA 3501 - Art and Culture of India from the 24th Century B.C. to the 12th Century A.D.

Three credits. Three hours of lecture a week.

The course is designed as an option to fulfill the arts requirement of the general education component. It approaches Indian art and culture from inter- and trans-disciplinary perspectives. Works of art and representative cultural manifestations from 2,300 B.C. to the 12th century A.D. will be studied. It covers

the beginnings of the Harappan civilization, the art and aesthetics of Hinduism and Buddhism, the rock culture of Buddhists, Hindus and Jains, and the development of the Hindu temple in South India. Emphasis will be placed on the richness and diversity of Indian art and on the understanding of its philosophical-religious and socio-political context. A dialogue will be fostered on the convergences and divergences between the arts of the East and those of the West.

HUMA3502 - Indian Art and Culture from the 10th to the 21st Century A.D.

Three credits. Three hours of discussion a week.

The course is designed as an option to fulfill the arts requirement of the general education component. Representative works of art and cultural manifestations of India, from the 10th to the 21st century, will be studied from inter- and transdisciplinary perspectives. It encompasses North Indian temples, Islamic art, the Hindu Meenakshi temple in Mudarai. Tamil Nadu in the south; colonial and contemporary, religious and secular art. Emphasis will be placed on the richness and diversity of art and its cultural manifestations, on the understanding of their philosophical, religious, historical, political, economic, social and socio-political context. A dialogue will be fostered on the convergences and divergences between the arts of the East and those of the West.

INEL 3105 - Analysis of electronic systems

*Three credits. Three hours of lecture a week. Prerequisite: MATE 3152
Calculus II or its equivalent.*

Analysis of direct current and alternating current circuits: laws and concepts that characterize their behavior. Op-amps; Sinusoidal steady-state analysis: phasor concept; Power analysis of single-phase circuits.

INGE 3011 - Engineering Graphics I

*Two credits. One hour of lecture and three hours of lab per week.
Prerequisites: Admission to RRP's pre-engineering program.*

Language principles: fundamentals of delineation, analysis, and solution of spatial problems, symbols, and standards, with applications in engineering. Freehand drawing as a tool for visualization. Principles of orthographic projection, sections, auxiliary views, and conventional practices. Pictorial drawings: axonometric, oblique and perspective. Introduction to descriptive geometry. Hand drawn and computer aided.

INGE 3016 - Computer Algorithms and Programming

Three credits. Three hours of lecture a week. Corequisite: MATE 3151.

Development of algorithms and their implementation using a high-level structured language. Programming techniques applied to the solution of engineering and mathematical problems.

INGE 3017 - Computer Graphics

*Two credits. Two hours of lecture and two hours of labs per week.
Prerequisites: INGE 3011 (Engineering Graphics I) or INGE/INME 3809
(Creative Design I).*

Fundamentals of engineering graphics through the use of computers. Description of equipment, development of programs and databases, use of commercial solid modeling programs and databases, modeling of geometric figures and documentation.

INGE 3031 - Engineering Mechanics: Statics

Three credits. Three hours of lecture a week. MATE 3151 corequisite.

Analysis of force systems, the laws of equilibrium, analysis of simple structures, loads, distributions, friction, centroids and moments of inertia.

INGE 3032 - Engineering Mechanics: Dynamics

Three credits. Three hours of lecture a week. Prerequisites: INGE 3031 and FISI 3171.

Kinematics of rigid body particles; relationships between force, mass, and acceleration; work and energy; momentum and momentum.

INGE 3045 - Materials Science for Electrical Engineers

Three credits. Three hours of lecture per week prerequisite: QUIM 3002.

Principles that determine the properties of conductors, semiconductors and insulators: electrochemical properties, diffusion, electrical conduction, thermal conduction, magnetic and optical properties.

INGE 3809 - Creative Design I

Three credits. Two hours of lecture and two hours of laboratory time per week. Prerequisites: admission to the articulated transfer program in engineering at the UPR-RP.

Introduction to engineering problem-solving methods and design processes as a systematic methodology. Introduction to basic engineering standards and graphic communication conventions. Fundamentals of graphical visualization including freehand drawing of three-dimensional and two-dimensional objects. Fabrication of conceptual models in three dimensions. Use of computer-aided modeling as a tool for visualization and analysis of engineering problems.

ENGLISH 3161 - Basic English Intensive I

Three credits. Three hours of discussion a week. Prerequisite: 469 or less on the CEEB-ESLAT exam (ACFTL Proefficiency Guidelines). Correct: INGL3136

This course fulfills the English requirement for the general education component. It is designed for the development of basic English skills necessary for text comprehension and intelligible oral and written communication. Language skills are developed through writing and conversation. The discussion of interdisciplinary texts promotes oral and critical thinking skills. Writing reinforces reading, speaking, and listening skills, so students can express ideas through effective articulation of vocabulary and grammar. The course requires lab sessions. Face-to-face, hybrid, distance learning and online course.

ENGLISH 3162 - Basic English Intensive II

Three credits. Three hours of discussion a week. Prerequisites: INGL 3161 and INGL 3163. Corequisites: INGL 3164.

This course fulfills the English requirement for the general education component. The development

of basic language and critical thinking skills presented in the Intensive Basic English Course I continues. The integration of these skills to achieve an effective communication of ideas on related topics is highlighted. Writing, reading, speaking, and listening skills are integrated and strengthened through reading and analyzing stories. Class discussion of these works of fiction provides the context for developing vocabulary, inviting interaction, and engaging students in the exchange of ideas through essay writing. The course requires lab sessions. Face-to-face, hybrid, distance learning and online course.

ENGLISH 3101 - Basic English I

Three credits. Three hours of lecture a week.

Organized to address the student's immediate needs in English language proficiency, while strengthening their cultural and professional growth. Development of reading and writing skills. Face-to-face, hybrid, distance learning and online course.

ENGLISH 3102 - Basic English II

Three credits. Three hours of lecture a week.

Organized to address the student's immediate needs in English language proficiency, while strengthening their cultural and professional growth. Development of reading and writing skills. Placement criteria: CEEB-ESLAT score of 460-569. Face-to-face, hybrid, distance learning and online course.

ENGLISH 3103 - Intermediate English I

Three credits. Three hours of lecture a week. For students who have average English language proficiency.

Analysis of selected readings, such as essays, fiction, poetry, or drama, and writing practice with attention to grammar and idiomatic expressions.

ENGLISH 3104 - Intermediate English II

Three credits. Three hours of lecture a week.

Analysis of selected readings, such as essays, fiction, poems, or drama, and practice in writing with attention to grammar and idiomatic expressions.

ENGLISH 3123 - Computer-Aided Academic Writing

Three credits. One hour of lecture, one hour of discussion and one hour of workshop per week. Prerequisite: ESLAT 581-680 (COLLEGE BOARD)

This is a two-semester course in writing using the computer that meets the first-year English requirements. The purpose of the course is to develop those writing, reading, and reasoning skills that are necessary for students to successfully complete their college courses. The course introduces effective reading strategies and academic essay writing techniques in the disciplines of social sciences, natural sciences and the humanities. The purpose of the computer is to facilitate the writing process in its different stages in order to obtain a more original, complete, coherent and polished final product.

ENGLISH 3124 - Computer-Aided Academic Writing

Three credits. One hour of lecture, one hour of discussion and one hour of workshop per week. Have passed the first semester.

This is a two-semester course in writing using the computer that meets the first-year English requirements. The purpose of the course is to develop those writing, reading, and reasoning skills that are necessary for students to successfully complete their college courses. The course introduces effective reading strategies and academic essay writing techniques in the disciplines of social sciences, natural sciences and the humanities. The purpose of the computer is to facilitate the writing process in its different stages in order to obtain a more original, complete, coherent and polished final product.

INGL 3011 - Honours English I

Three credits. Three hours of lecture a week.

It is offered to students with good command of the English language and who wish to do advanced work in the language. Literary genres are studied and written profusely. Students who successfully pass this course do not need to take any other undergraduate English courses unless required by their faculty. Face-to-face, hybrid, distance learning and online course.

INGL 3012 - Honours English II

Three credits. Three hours of lecture a week.

It is offered to students with good command of the English language and who wish to do advanced work in the language. Literary genres are studied and written profusely. Students who successfully pass this course do not need to take any other undergraduate English courses unless required by their faculty.

ENGLISH 3135 - The Journey in Literature

Three credits. Three hours of discussion a week.

This course is an alternative to fulfill the literature requirement of the general education component. The narrative of the journey is analyzed in a variety of texts, including fiction, non-fiction, prose, drama, film, and poetry, in order to understand the relationship of these works to the themes of self-discovery, cultural identity, personal achievement, and the search for meaning. Students and teacher will look at the narrative masters of the journey, in literary texts as a window into various issues. The course can be varied to emphasize a type of journey, a specific time, a related theme, or representations of travel in a specific literary genre. The teacher will use one or more of the following approaches: scientific discovery, gender, sexual preference, personal and national identity, race, colonialism, postcolonialism, and philosophy.

ENGLISH 3151 - The Human Condition in Literature: Interdisciplinary Perspectives I

Three credits. Three hours of lecture a week.

Optional course to meet the literature requirement of the general education component. A variety of topics about the human condition, related to identity, love, and their value conflicts in daily life are examined from the perspectives of literature and other disciplines, such as the social sciences, communications, arts, natural sciences, and humanities. Through an interdisciplinary approach,

students explore the construction of knowledge and its interrelationships. They critically evaluate and analyze their environment through writing and oral discussions, allowing them a better understanding of themselves and the other. Students develop their writing and communication skills through short papers or studies, creative reviews and assignments, interactive class discussions and presentations, and a research paper.

ENGLISH 3152 - The Human Condition in Literature: Interdisciplinary Perspectives II

Three credits. Three hours of lecture a week.

Optional course to meet the literature requirement of the general education component. A selection of contemporary issues on the human condition related to the concept of alienation, justice, and ethics are examined from the perspective of literature and other disciplines, such as the social sciences, humanities, communications, arts, and natural sciences. Students explore the construction of knowledge in a variety of texts and their relationship to their environment. They learn to critically evaluate and analyze through reading, class discussions, and writing. The development of technological and research skills is promoted through research work, where students select, evaluate and use information from different sources. Improvement of communication and writing skills is encouraged through short papers, outlines, creative assignments, interactive class discussions, and presentations.

ENGLISH 3211 - Advanced English I

Three credits. Three hours of lecture a week. Prerequisites: Score of 4 or 5 on the College Board placement exam.

Development of reading, discussion, and writing skills through experience, interpretation, and evaluation of short stories, modern drama, poetry, and essays. Introduction to library research skills related to the study of literature.

INSI 3001 - Basic Communication in English I

Three credits. Three hours of discussion a week.

Intensive course designed for students of the interdisciplinary and multicultural institute (INIM) who lack and/or possess little knowledge of English. This course will focus on oral communication, reading and writing English in social contexts. Emphasis will be placed on the development of communication skills.

INSI 3002 - Basic Communication in English II

Three credits. Three hours of discussion a week. Prerequisite: INSI 3001.

Intensive course designed for students of the Interdisciplinary and Multicultural Institute (INIM) who have a basic or limited knowledge of English. This course will focus on oral communication, reading and writing English in social contexts. Emphasis will be placed on continuing to develop the communication skills studied in the Basic Communication in English course.

INSI 3101 - Intermediate Communication in English I

Three credits. Three hours of discussion a week. Prerequisites: INSI 3002.

Intensive course designed for students of the Interdisciplinary and Multicultural Institute (INIM) with intermediate beginner knowledge of English. In this course, emphasis will be placed on oral communication, reading and writing of English in social contexts. Emphasis will be placed on the development of communication skills.

INSI 3102 - Intermediate Communication in English II

Three credits. Three hours of discussion a week. Prerequisite: INSI 3101.

Intensive course designed for students of the Interdisciplinary and Multicultural Institute (INIM) with intermediate knowledge of English. This course emphasizes oral communication, reading, and writing skills of English in social contexts. Emphasis will be placed on continuing to develop the communication skills studied in the English Intermediate Communication I course.

INSI 3301 - English for Professional Development I

Three credits. Three hours of lecture a week. Prerequisite: placement exam offered by INIM.

Course designed for students of the Interdisciplinary and Multicultural Institute (INIM) in which listening comprehension and oral production in English are developed. It promotes confidence in speaking English in people who are looking for a job or who work in the labor field. Emphasis is placed on internal institutional communication. Effective oral communication is stimulated through various exercises. In addition, reading and writing skills are developed by providing flexible guides that can be adjusted to different employment situations. Participants will do electronic research in search of oral and written forms of effective and useful communication.

INSI 3302 - English for Professional Development II

Three credits. Three hours of lecture a week. Prerequisites: INSI 3301.

Course designed for students of the Interdisciplinary and Multicultural Institute (INIM) in which the development of the communication skills initiated in the English for Professional Development I course is continued. These skills are necessary for people who are looking for a job or who are working in the field. Communication external to the institution is emphasized. Effective oral communication is stimulated through various exercises related to work situations. It also aims to strengthen and broaden reading and writing proficiency by providing flexible guides that can be adjusted to different situations in the workplace. Participants will do electronic research in search of oral and written forms of effective and useful communication.

INSI 3401 - Conversational English I

A credit. One hour of discussion a week. Prerequisites: placement exam offered by INIM.

Conversational English course designed for students of the Interdisciplinary and Multicultural Institute (INIM) with no or limited knowledge of English. Oral communication skills are developed within various social contexts.

INSI 3402 - Conversational English II

A credit. One hour of discussion a week. Prerequisites: placement exam offered by INIM (interdisciplinary and multicultural institute).

Conversational English course designed for students of the Interdisciplinary and Multicultural Institute (INIM) with a basic knowledge of English. This course provides the student with more practice in the use of the English language. Dialogues are used to reinforce vocabulary and structural patterns. Students are encouraged to apply vocabulary and structural patterns to new situations.

INSI 3403 - Conversational English III

A credit. One hour of discussion a week. Prerequisites: placement exam offered by INIM.

Conversational English course designed for students of the Interdisciplinary and Multicultural Institute (INIM) with an intermediate or advanced level of English. It offers the student more practice in the use of the English language. Continued development of listening skills is emphasized to strengthen students' listening skills. This course increases and strengthens the vocabulary and structural patterns acquired in past experiences with the English language while providing an opportunity to generate new and more complex structures.

INSI 3405 - Writing in English

Three credits. Three hours of discussion a week.

Writing course designed for students of the Interdisciplinary and Multicultural Institute (INIM) with an intermediate or advanced level of English. Develop English writing with an emphasis on effective style and critical analysis. The formal elements of the essay and the development of arguments will be examined. Students will work accurately and clearly on the wording.

INTD 3045 - Introduction to Gender Debates

Three credits. Three hours of lecture a week.

This core course of the minor focuses on the tension between theories that seek to explain gender as a social construct and the development of feminism as a political struggle. The course consists of 5 units that will articulate a theoretical matrix that fosters the understanding of the sex/gender relationship.

INTD 3036 - Feminist Theories and Methodologies

Three credits. Three hours of lecture a week.

This course examines some fundamental texts of feminist thought, as well as various genealogies and critical conceptions, and delves into debates on feminist epistemology. Students will become familiar with the feminist critique of different fields of knowledge. Some of the recurring themes of feminist theorizing and its relationship to the political struggles of women and lgbttqiap+ communities will be addressed. Importance will also be given to anti-racist, decolonial, community, and transfeminist feminist struggles. This course will be offered in face-to-face, hybrid and distance learning modalities.

**INTD 5115 - Gender Studies Advanced Independent Study Seminar
or Course**

Three credits. Three hours of lecture a week. The course has three strands or options - seminary, internship, independent study.

Elaboration of a research, practice project designs or strengthening a particular area of study. A work proposal will be formulated with the themes and objectives of the curricular sequence of women's and gender studies. (c)

INTD 3035 - Seminar on History, Women and Gender in Puerto Rico in the Twentieth Century

Three credits. Three hours of seminar per week.

Elective course that aims to analyze a sample of historical approaches in which the study of the categories of women and gender reveals special specificities, so it is necessary to investigate them from their own perspectives. The main themes are (1) work as liberation or oppression, (2) political action, (3) legality, health, and religion, and (4) literature.

INTD 3037 - Gender and Performance: The Body Gets Updated

Three credits. Three hours of seminar per week.

Elective course in which the history of representation through contemporary dance will be studied, from a gender perspective. It is a theoretical and practical seminar, leading to the approach of a scenic experience of individual creation where the primordial elements are the body and movement. The work proposal is in turn framed in an intellectual experience that theorizes aspects of the history of the representation of the sexed body in contemporary performance.

INTD 3046 - Women's Scriptures

Three credits. Three hours of lecture a week.

Analysis of the literary corpus written by women based on the theorization that has been made about women's writing. A historical perspective will be used and literary genres such as the diary, autobiography, epistolary novel and testimony will be explored.

INTD 3055 - Introduction to the Study of the Male Gender

Three credits. Three hours of lecture a week.

The approaches, theories and paradigms that have served as the basis for masculine gender studies are analysed, in order to explore the central referents of what is usually called "hegemonic masculinity".

INTD 4046 - Politics of the Body and Revolution

Three credits. Three hours of lecture a week.

This interdisciplinary course explores the political and sociocultural construction of the body in modernity, addressing the contradictions inherent in that construction. Legal, medical, literary, commentary and social chronicle, cinema, art and caricature texts are studied, with attention to textual pornography.

INTD 4990 - Seminar on Gender, Sexualities and Writing

Three credits. Three hours of seminar per week. The course can be repeated up to three times as long as the topic is different.

This umbrella seminar opens spaces to elucidate the relationship between gender, sexualities and writing from an interdisciplinary perspective. The course approaches gender from a diversity of texts that are not limited to the literary to investigate the ways in which gender and sexualities are interpreted from the space of representation implied by writing. The seminar also examines the ways in which gender is mediated by other categories such as race, class, nationality, among others. The course aims to cover specific topics of gender studies such as alterity, politics of the body, subject, identity, among others. The seminar involves an essential research component. Subject-specific courses taught under umbrella will serve to satisfy elective requirements of the curriculum sequence in women's and gender studies. The course can be repeated up to three times as long as the topic is different.

INTD 4991 - Seminar on Body Practices

One to six credits. Three hours of seminar per week.

This umbrella seminar explores the relationship between body practices and knowledge production from an interdisciplinary perspective. It approaches body-centered sociocultural practices through feminist and queer methodological strategies. It can be approached from a variety of disciplines and practices, such as the performing arts, performance, visual arts, sports, or other body-centered practices. The body is understood here as biased by gender, sexuality, race, and class. The course approaches research with and from the body as a producer of knowledge, memory, archive, alterity, subjectivity and identity. It involves a research component. The subject-specific courses taught under this umbrella will serve to satisfy the elective requirements of the curriculum sequence in women's and gender studies. The course can be repeated up to three times as long as the topic is different.

INTD 4992 - Seminar on Gender and Education

Three credits. Three hours of seminar per week.

This double-coded umbrella seminar explores the relationship between education and gender studies from an interdisciplinary perspective. The course approaches concepts such as difference, diversity and otherness in connection with the constitution of gender, sexuality and race identities/subjectivities. It approaches current debates on these issues by considering formal or informal educational contexts, and from practical and theoretical perspectives. It opens up possible research topics that arise from discussions on inequalities, androcentrism in knowledge, as well as theories and practices based on democracy and human rights. It can be approached from a variety of disciplines, including pedagogy, history, anthropology, sociology, philosophy, arts, and literature. Courses on specific topics taught under this umbrella can be held up to three times as long as the subject is different.

INTD 4993 - Seminar on Gender and Visualities

One to six credits. Three hours of seminar per week.

This umbrella seminar will serve as an interdisciplinary space to investigate the visual arts from a gender perspective. Taking into account art history, visual studies, and artistic practice, the course provides the possibility to examine visual culture considering key aspects such as the representation of sex/gender/sexuality/race/class, body politics, alterity, subject and identity, construction and denaturalization of gender, among others. Through the seminar, students will be exposed to the visual arts as a possible space for reflection and knowledge in and for academic research. The courses of specific subject taught within this umbrella that will change every semester can be repeated up to three times as long as the topic is different.

INTD 4997 - Seminar on Gender and Philosophy

Three credits. Three hours of seminar per week.

This umbrella seminar opens spaces to elucidate the relationship between gender from the specific areas of philosophy, such as ontology, epistemology, ethics, aesthetics, philosophy of science, philosophy of language, political philosophy, theology, among others. In addition, the course is designed to cover specific topics of gender and gender studies such as alterity, body politics, subject and identity, among others. The course involves a research component. The subject-specific courses taught within this umbrella will serve to satisfy the electives required of the curricular sequence in women's and gender studies. The course can be repeated up to three times as long as the topic is different.

INTD 4999 - Reading Seminar on Gender Studies

One to six credits. One to six hours of seminar.

This umbrella seminar includes the discussion and analysis of a series of readings around the studies of gender, sexuality, race and class, from their intersectional character. Approaching them from an interdisciplinary perspective, the course can deal with topics related to history, social sciences, literature, art, science, philosophy, among others, examining the scope and limits of their various approaches. It explores the current debates on these issues, as well as the previous discourses that formed their foundations. The specific thematic focus of the course will change each semester. Depending on the particular topic chosen, the course examines the possible research topics that emerge from the discussions. The course can be taught with varying credits allowing for anything from short intensive seminars to lengthy courses.

FACULTY OF BUSINESS ADMINISTRATION

Dean of the Faculty: Dr. Rafael Marrero Díaz

Associate Dean for Academic Affairs: Dr. Sandra Sepúlveda Trinidad

Assistant Dean for Student Affairs: Dr. Jeannette Cabán Morales

Assistant Dean of Administrative Affairs: Loida Rohena Álvarez

- Management Department:
Dr. Theany Calderón
- Office Management Department:
Dr. Maribel Huertas Aponte
- Department of Business Communication:
Dr. Juan A. Peña Hevia
- Accounting Department: *Dr. Rafael Marrero Díaz*
- Finance Department:
Dr. Rafael Marrero Díaz
- Institute of Statistics and SICI:
Dr. Rafael Aparicio Cuello
- Graduate School:
Dr. Alex Ruiz Torres
- Research Center: *Dr. Camille Villafañe Rodríguez*
- Liaison Program: *Dr. Grisselle Merced Hernández*

Address:

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HISTORY

The Faculty of Business Administration of the Río Piedras Campus was founded in 1926 under the name of College of Commercial Administration. Four years later it awarded the Bachelor's degree in Business Administration to the members of its first graduating class. In 1927, the Diploma Program in Secretarial Sciences (two years of study) was created, which changed its name to the Associate Degree in Secretarial Sciences in 1980. The Academic Senate inactivated it in 1991-92. The Bachelor of Secretarial Science degree was changed to the Bachelor of Office Systems Administration effective August 1995. In 2015 the program changed to implement the Bachelor of Arts in Office Management.

In 1970, the Graduate School of Business Administration was created, which offers a Master of Business Administration degree. The online iMBA began in 2021 with a cohort of 25 students. The Doctoral Program began in 1998 and by August 1999 had its first enrollment of 15 students.

In 1977 the Academic Senate approved the reevaluation of the specialization in Management to reorganize it into three areas: Operations Management, Management of the Company's Human Resources and Marketing.

Currently, the Faculty of Business Administration is composed of the following academic departments: Business Communication, Accounting, Finance, Office Management, Management, Institute of Statistics and Computerized Information Systems and the Graduate School of Business Administration. Also part of the Faculty is the Center for Commercial Research and Academic Initiatives (CICIA), which makes the faculty's research visible and publishes the academic journal *Fórum Empresarial*, which contains research articles and reviews, and technical-professional articles in the "Praxis" section. In October 2013, FAE received accreditation from the *Association to Advance Collegiate Schools of Business* (AACSB International), becoming the first business school of a public university in Latin America and the Caribbean to receive this prestigious accreditation. In addition, the GEOF program has been accredited by ACBSP (*Accreditation Council for Business Schools and Programs*) since 2009, and the SICI program has been accredited by ABET (*Accreditation Board for Engineering and Technology*) since 2012.

DEGREES AWARDED

The College of Business Administration awards the following degrees: 1) Bachelor of Arts in Office Management and 2) Bachelor of Business Administration - General and concentrations in Human Resource Management, Accounting, Economics, Applied Statistics, Finance, Operations and Supply Management, Marketing Management, and Computer Information Systems. 3) Master's Degree in Business Administration. 4) Doctor of Philosophy in Business Administration with a specialty in International Trade.

ACCREDITATIONS

- Association to Advance Collegiate Schools of Business, AACSB
 - Accredited by the Faculty of Business Administration
- Council of Business Schools and Programs, ACBSP
 - Accredited Office Management Program (GEOF)
- Accreditation Board for Engineering and Technology ABET Inc.
 - Accreditation of the Computerized Information Systems Program

STUDENT SERVICES

- Laboratories (Computer Centers)– We have seven laboratories or computer centers: Accounting, Statistics/SICI (2), COEM, EGAE, GEOF and Library.
- Libraries– First and second floors of the Osuna building.
- Guidance Services– Dean's Office of Student Affairs (DAE) in conjunction with the departments. The Graduate School of Business Administration (EGAE) has its own guidance services.
- Liaison Program– Organizes the Job Fair and is the contact with employers for recruitment, internship and co-op programs. In addition, it is the contact with universities abroad for student exchanges.
- The DAE provides support to student organizations and organizes activities to recognize outstanding students.

BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION

The four-year study program leading to the Bachelor's Degree in Business Administration with a total of 130 credits. It is offered during the day and at night. The general education component of the program requires 42 credits. The core courses of the faculty add up to a total of 61 credits and cover the eight core areas of knowledge that must be included in a business administration curriculum as stipulated by the most prestigious professional accrediting agency of business schools known as the AACSB, of which we are formal candidates for reaccreditation. This core is multidisciplinary and is characterized by strengthening the comprehensive education of the student and promoting a greater degree of flexibility, since it provides students with options aimed at developing in the professional area of their interest. To complete the required number of credits, students have the option of enrolling in the General Program or opting for one of the following concentrations: Accounting, Economics, Statistics, Finance, Marketing Management, Operations and Supply Management, Human Resources Management, or Computerized Information Systems.

BACHELOR OF ARTS IN OFFICE MANAGEMENT

The four-year study program leading to the Bachelor of Arts in Office Management is attached to the Faculty of Business Administration. This program trains specialists in office management for public and private, local and international organizations, and collaborates in the preparation of teachers in the different specialties of the commercial education program of the Faculty of Education.

Students can study during daytime hours and supplement it with Saturday courses. The 130-credit curriculum is subdivided into four components: 42 credits in general education, 38 credits in core courses in business administration and social sciences, 41 credits in concentration or specialty courses, and 9 credits in elective courses. The new curricular design has a multidisciplinary approach, while promoting flexibility and integration with other areas of knowledge.

In addition, it prepares professionals with mastery of communication skills in Spanish and English. This state-of-the-art curriculum includes the core areas of knowledge stipulated by the international professional accrediting agency for business schools known as the Council of Business Schools and Programs (ACBSP), accreditation obtained in 2009. Students have the opportunity to develop professionally through co-curricular academic experiences, such as: seminars, student trips, exchange programs with universities abroad, professional associations, and participation in the Cooperative Education program and the Enlace program where they gain employment experience in varied work scenarios before graduating.

ADMISSION REQUIREMENTS

NEW ENTRY

Candidates are selected in descending order of income index (IGS) until the minimum entry rate is reached or the quota is filled, whichever comes first.

READMISSIONS

The Faculty evaluates all applications based on pre-established requirements for readmissions. The requirements for readmission of students classified in the Bachelor of Business Administration are:

- Have an GPA of 2.50 or higher.
- Have passed a pre-calculus course with C or higher.
- Space availability.

The requirements for readmission of students not classified in the Bachelor of Business Administration who are interested in entering this program are:

- Have passed a pre-calculus course with C or higher.
- Have an academic index of 2.50 or higher (if you have the IGS required by the program for the year in which you entered the Campus).
- Have an academic index of 3.00 (if you do not have the IGS required by the program for the academic year in which you entered the Campus).
- Space availability.

The requirements for readmission to the Bachelor of Arts in Office Management are:

- Have an GPA of 2.50 or higher.
- Space availability.

RECLASSIFICATIONS (Students from other faculties on campus)

Students who entered by direct admission to another baccalaureate and wish to reclassify to the BAE must have:

- An approved pre-calculus course with "C" or higher.
- An academic index of 2.5 or higher (if you have the required IGS for the BAE program for the academic year in which you entered the Campus).
- An academic index of 3.00 (if you do not have the IGS required by the BAE program for the academic year in which you entered the Campus).
- Space availability.

The reclassification requirements for the Bachelor of Arts in Office Management are:

- Students who entered by direct admission to another baccalaureate and wish to reclassify to the Baccalaureate of Office Management must have an academic index of 2.5 or higher (if they have the IGS required for the BAE program for the academic year in which they entered the Campus).
- Have an academic index of 3.00 (if you do not have the IGS required by the BAE program for the academic year in which you entered the Campus).
- Space availability.

TRANSFERS (Students from the UPR University System)

The transfer requirements for the Bachelor of Business Administration program at the Río Piedras Campus are:

- Have passed at least 30 credits.
- Have passed a pre-calculus course with C or higher.
- Have an academic index of 2.50 or higher (if you have the IGS required by the program for the year in which you entered the Campus).
- Have an academic index of 3.00 (if you do not have the IGS required by the program for the academic year in which you entered the Campus).
- Space availability.

The transfer requirements for the Bachelor of Arts in Office Management at the Río Piedras Campus are:

- Have passed 30 credits.
- Have an GPA of 2.50 or higher.
- Space availability.

IMPORTANT: If you are admitted, the curricular sequence in force on the date of admission to the requested program will apply.

TRANSFERS (Students from private universities)

The requirements to be admitted by transfer to the Bachelor of Business Administration are:

- Have passed 30 credits.
- Have passed a pre-calculus course with C or higher.
- Have an GPA of 3.25 or higher.
- Space availability.

The requirements to be admitted by transfer to the Bachelor of Arts in Office Management are:

- Have passed 30 credits.
- Have an GPA of 3.25 or higher.
- Availability of spaces.

GRADUATION REQUIREMENTS

To qualify as a degree candidate, a student in the College of Business Administration must meet the following requirements:

- **Graduation rate.** Have passed with a minimum GPA of 2.00 at the baccalaureate level the courses prescribed in the program you have chosen. In addition, a minimum index of 2.00 will be required in concentration courses.
- Officially apply for the degree, submitting the corresponding application to the Registrar. It must be submitted during the enrolment period of the semester in which the student must complete their academic requirements and in no case later than the dates indicated in the current academic calendar. A student's graduation request at the beginning of the academic year (August) will be valid until the end of the following summer. In the summer session, the application must be submitted on the day of enrolment. This fee is non-refundable.

PROGRAMS OF STUDY

BACHELOR OF BUSINESS ADMINISTRATION - GENERAL PROGRAM

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA English I	3	ESPA English II	3
ENGLISH English I	3	ENGLISH English II	3
MECU 3031 - Quantitative Methods for Business Administration I	3	MECU 3032 - Quantitative Methods for Business Administration II	3
ECON 3021 - Principles of Microeconomics	3	SICI 3211 - Introduction to Information Systems	3
ADMI 4005 - Introduction to Management and Business	3	ECON 3022 - Principles of Macroeconomics	3

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CISO 3121 Introduction to Social Sciences I	3	CISO 3122 - Introduction to Social Sciences II	3
CONT 3105 - Introduction to the Fundamentals of Accounting I	3	CONT 3106 - Introduction to the Fundamentals of Accounting II	3
ESTA 3041 - Statistics for Business Administration I, or ESTA 3045	3	ESTA 3042 - Statistics for Business Administration II, or ESTA 3045	3
MERC 3115 - Principles of Marketing	3	Free elective	3
COEM 3001 Business Communication in Spanish I	3	GEOP 4315 - Operations and Materials Management	3
REHU 4405 - Human Resource Management, or REHU 4408 - Organizational Conduct, or ADMI 4415 - Leadership	3		

THIRD YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
HUMA Humanities I	3	HUMA Humanities II	3
LITE Literature I	3	LITE Literature II	3
FINA 3107 - Financial Markets and Institutions	3	FINA 3106 - Financial Management	3
LEGA 4005 - Legal Aspects of Business	3	INCO 4010 - Strategic Business Report Writing and Oral Communication in a Diverse Changing Society	4
Directed Elective	3	Directed Elective	3
Directed Elective	3	Free elective	3

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CIBI/CIFI Biological/Physical Sciences	3	CIBI/CIFI Biological/Physical Sciences	3
ADMI 4416 - Business Ethics	3	ADMI 4007 Strategic Management	3
Free elective	3	ART Arts	3
Free elective	3	Free elective	3
Free elective	3	Free elective	3
TOTAL CREDITS			130

Directed electives (9 crs.): Choose from the following courses in consultation with the program's Academic Advisor.

GEOP 4336	DEME 4006
GEOP 4009	ESEM 5009
ADMI 4006	ESTA 4001
ADMI 4010	ESTA 4368
ADMI 4035	FINA 4025
ADMI 4045	FINA 4037
ADMI 4050	FINA 4039
ADMI 4075	FINA 4065
ADMI 4225	GEOP 4316
ADMI 4226	GEOP 5320
ADMI 4450	MERC 4028
ADMI 4455	MERC 4128
ADMI 4991	REHU 4405
ADMI 4998	REHU 4408
CONT 4001	REHU 4409
CONT 4002	REHU 4419
CONT 4003	SICI 3255
CONT 4125	

BACHELOR OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN FINANCE**FIRST YEAR**

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA English I	3	ESPA English II	3
ECON 3021 - Principles of Microeconomics	3	ECON 3022 - Principles of Macroeconomics	3
MECU 3031 - Quantitative Methods for Business Administration I	3	MECU 3032 - Quantitative Methods for Business Administration II	3
CONT 3105 - Introduction to the Fundamentals of Accounting I	3	CONT 3106 - Introduction to the Fundamentals of Accounting II	3
ADMI 4005 - Introduction to Management and Business	3	SICI 3211 - Fundamentals of Information Systems	3

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ENGLISH English I	3	ENGLISH English II	3
FINA 3107 - Financial Markets and Institutions	3	FINA 3106 - Financial Management	3
ESTA 3041 - Statistics for Business Administration I	3	ESTA 3042 - Statistics for Business Administration II	3
MERC 3115 - Principles of Marketing	3	ART Arts	3
COEM 3001 - Business Communication in Spanish I	3	GEOP 4315 - Introduction to Operations and Materials Management	3
REHU 4405 - Human Resource Management, or REHU 4408 - Organizational Conduct, or ADMI 4415 - Leadership	3		

THIRD YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
HUMA Humanities I	3	HUMA Humanities II	3
LITE Literature I	3	LITE Literature II	3
CISO 3121 - Introduction to Social Sciences I	3	CISO 3122 - Introduction to Social Sciences II	3
ADMI 4416 - Business Ethics	3	FINA 4137 - Investment Principles	3
LEGA 4005 - Legal Aspects of Business	3	INCO 4010 - Strategic Business Report Writing and Oral Communication in a Diverse Changing Society	3
FINA 4125 - Intermediate Financial Management	3	Free elective	3

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CIBI/CIFI Biological/Physical Sciences	3	CIBI/CIFI Biological/Physical Sciences	3
Directed Elective	3	ADMI 4007 - Strategic Management	3
Free elective	3	Directed Elective	3
Directed Elective	3	Free elective	3
ADMI 3901 - Entrepreneurship, Innovation and Business Models	3	FINA 4145 - Comprehensive Seminar in Finance	3

TOTAL CREDITS**130**

FINANCE: Students interested in pursuing the general degree in Finance must take FINA 4125, FINA 4137, and FINA 4145. In addition, they will be required to take 9 credits in directed selection courses from courses in any area of emphasis or from the list of directed selection courses.

FINA 34039 FINA 4057 FINA 4006 FINA 4015 FINA 4016
FINA 4005
FINE 4059 FINE 4066 FINE 4067 FINE 4018 FINE 4019

FINA 4068 FINA 4991 FINA 4020 FINA 4038

FINA 4240

Area of Emphasis

- I. Financial Management
 - a. Elective I: FINA 4225 - International Financial Management (3 crs.)
 - b. Elective II: (choose 1)
 - i. FINA 4165 - SME Financial Management (3 crs.)
 - ii. FINA 5025 - Finance for Entrepreneurs (3 crs.)
 - iii. FINA 4125 - NPO Financial Management (3 crs.) Investments
- II.
 - a. Elective I: FINA 4149 - Investment Portfolio Management (3 crs.)
 - b. Elective II: (choose 1)
 - i. FINA 4130 - Valuation of companies (3 crs.)
 - ii. FINA 4138 - Derivatives Market (3 crs.)
 - iii. FINA 4270 - Behavioral Finance (3 crs.)
- III. Risk Management
 - a. Elective I: FINA 4066 Risk Management (3 crs.)
 - b. Elective II: (choose 1)
 - i. FINA 4015 Banking Administration (3 crs.)
 - ii. FINA 4005 Life and Health Insurance (3 crs.)
 - iii. FINA 4006 Property and Contingency Insurance (3 crs.)
- IV. Financial Planning
 - a. Elective I: FINA 4305 Advanced Personal Financial Planning (3 crs.)
 - b. Elective II: (choose 1)
 - i. FINA 4240 Retirement Financial Planning and Benefits (3 crs.)
 - c. Directed electives:
 - i. FINA 5995 Seminar on Contemporary Issues in Finance (1 to 3 crs.)
 - ii. FINA 4016 Real Estate (3 crs.)
 - iii. FINA 4020 International Finance (3 crs.)
 - iv. FINA 4991 Experience in Cooperative Education I (1 to 3 crs.)

**BACHELOR OF BUSINESS ADMINISTRATION WITH A CONCENTRATION
IN ACCOUNTING**

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA English I	3	ESPA English II	3
ENGLISH Basic English I	3	ENGLISH Basic English II	3
MECU 3031 - Quantitative Methods for Business Administration I	3	MECU 3032 - Quantitative Methods for Business Administration II	3
CONT 3105 - Introduction to the Fundamentals of Accounting I	3	CONT 3106 - Introduction to the Fundamentals of Accounting II	3
ADMI 4005 - Introduction to Management and Business	3	ECON 3022 - Principles of Economics II	3

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
FINA 3107 - Financial Markets and Institutions	3	FINA 3106 - Financial Management	3
ECON 3021 - Principles of Economics I	3	SICI 3211 - Fundamentals of Information Systems	3
ESTA 3041 - Statistics for Business Administration I	3	ESTA 3042 - Statistics for Business Administration II	3
MERC 3115 - Principles of Marketing	3	REHU 4405 - Human Resource Management, or REHU 4408 - Organizational Conduct, or ADMI - 4415 Leadership	3
CONT 4001 - Philosophy, Theory, and Problems of Accounting I	3	CONT 4002 - Philosophy, Theory, and Problems of Financial Accounting II	3
COEM 3001 - Business Communication in Spanish I	3		

THIRD YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
HUMA Humanities I	3	HUMA Humanities II	3
LITE Literature I	3	LITE Literature II	3
CISO 3121 - Introduction to Social Sciences I	3	CISO 3122 - Introduction to Social Sciences II	3
GEOG 4315 - Introduction to Operations and Supply Management	3	INCO 4010 - Strategic Business Report Writing and Oral Communication in a Diverse Changing Society	3
LEGA 4005 - Legal Aspects of Business	3	Free elective	3

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CONT 4125 - Cost Accounting, or CONT 4006 - Management Accounting	3	CONT 4079 - Tax Aspects of Corporations and Conduit Entities	3

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CIBI/CIFI Biological/Physical Sciences	3	CIBI/CIFI Biological/Physical Sciences	3
ADMI 4416 - Business Ethics	3	ADMI 4007 - Strategic Management	3
Free elective	3	ART	3
Directed Elective	3	Free elective	3
ADMI 4236 - Foreign Trade of P.R., o FINA 4020 - International Finance, o CONT 4029 - International Accounting	3	CONT 4017 - Theory and Principles of Audit of Accounts and Systems (Auditing)	3

TOTAL CREDITS 130

Directed electives (3 crs.): Choose from the following courses in consultation with the Department Director.

CONT 4003
CONT 4058
CONT 4059
CONT 4027
CONT 4057

CONT 5400
CONT 4245
CONT 4997
CONT 5015
CONT 4076

BACHELOR OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN ECONOMICS

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA English I	3	ESPA English II	3
ENGLISH Basic English I	3	ENGLISH Basic English II	3
MECU 3031 - Quantitative Methods for Business Administration I	3	MECU 3032 - Quantitative Methods for Business Administration II	3
CONT 3105 - Introduction to the Fundamentals of Accounting I	3	CONT 3106 - Introduction to the Fundamentals of Accounting II	3
ADMI 4005 - Introduction to Management and Business	3	ECON 3021 - Principles of Economics I	3

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CISO 3121 - Introduction to Social Sciences I	3	CISO 3122 - Introduction to Social Sciences II	3

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ECON 3022 - Principles of Economics II	3	ECON 4381 - Interim Macroeconomic Analysis	3
ESTA 3041 - Statistics for Business Administration I	3	ESTA 3042 - Statistics for Business Administration II	3
MERC 3115 - Principles of Marketing	3	Free elective	3
COEM 3001 - Business Communication in Spanish I	3	REHU 4405 - Human Resource Management, or REHU 4408 - Organizational Conduct, or ADMI - 4415 Leadership	3
SICI 3211 - Fundamentals of Information Systems	3		

THIRD YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
HUMA Humanities I	3	HUMA Humanities II	3
LITE Literature I	3	LITE Literature II	3
FINA 3106 - Financial Management	3	FINA 3106 - Financial Management	3
ECON 4382 - Interim Macroeconomic Analysis	3	Directed Elective	3
LEGA 4005 - Legal Aspects of Business	3	INCO 4010 - Strategic Business Report Writing and Oral Communication in a Diverse Changing Society	3
GEOP 4315 - Operations and Materials Management	3	Free elective	3

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CIBI/CIFI Biological/Physical Sciences	3	CIBI/CIFI Biological/Physical Sciences	3
ADMI 4416 - Business Ethics	3	ADMI 4007 - Strategic Management	3
Free elective	3	Directed Elective	3
Directed Elective	3	ART Arts	3
ADMI 4236 - Foreign Trade of P.R.	3	FINA 4001 - Seminar on Applied Economic, Managerial and Financial Analysis	3

TOTAL CREDITS 130

Targeted Electives: Options to Choose From

Courses offered by the Department of Economics, Faculty of Social Sciences (3 crs.)

ECON 4015,	ECON 4305,
ECON 4055,	ECON 4326,
ECON 4087,	ECON 4335,
ECON 4105,	ECON 4345,
ECON 4121,	ECON 4355,
ECON 4122,	ECON 4376,
ECON 4165,	ECON 4385,
ECON 4185,	ECON 4415,
ECON 4195,	ECON 5010,
ECON 4205,	ECON XXXX
ECON 4205,	
ECON 4215,	
ECON 4265,	

Courses offered by the Department of Finance, FAE (3crs.)

FINE 4020	FINE 4130
FINE 4015	FINE 4225
FINE 4065	FINE 4305
FINE 4066	FINE 4991
FINE 4125	

Courses offered by the Department of Management, FAE (3 crs.)

ADMI 4225

Courses offered by the Department of Accounting, FAE (3crs.)

CONT 4029

Courses offered by the Institute of Statistics and CC. of Computing, FAE (3crs.)

ESTA 4206
ESTA 4501
MECU 4006
MECU 5001

Courses offered by the Department of Mathematics, Faculty of Natural Sciences

MATE 3152 (4
crs) MATE 4031
(3crs) MATE
4045 (3crs)

BACHELOR OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN HUMAN RESOURCE MANAGEMENT

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA English I	3	ESPA English II	3
ENGLISH Basic English I	3	ENGLISH Basic English II	3
MECU 3031 - Quantitative Methods for Business Administration I	3	MECU 3032 - Quantitative Methods for Business Administration II	3
ECON - 3021 Principles of Economics I	3	SICI 3211 - Fundamentals of Information Systems	3
ADMI 4005 - Introduction to Business Management	3	ECON 3022 - Principles of Economics II	3

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CISO 3121 - Introduction to Social Sciences I	3	CISO 3122 - Introduction to Social Sciences II	3
CONT 3105 - Introduction to the Fundamentals of Accounting I	3	CONT 3106 - Introduction to the Fundamentals of Accounting II	3
ESTA 3041 - Statistics for Business Administration I, or ESTA 3035	3	ESTA 3042 - Statistics for Business Administration II, or ESTA 3045 - Business Administration Statistics	3
MERC 3115 - Principles of Marketing	3	REHU 4407 - Compensation Systems	3
COEM 3001 - Business Communication in Spanish I	3	REHU 4405 - Human Resources Management, or REHU 4408 - Organizational Conduct	3
REHU 4405 - Human Resource Management, or REHU 4408 - Organizational Conduct, or ADMI 4415 - Leadership	3		

THIRD YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
HUMA Humanities I	3	HUMA Humanities II	3
LITE Literature I	3	LITE Literature II	3
FINA 3107 - Financial Markets and Institutions	3	FINA 3106 - Financial Management	3
GEOG 4315 - Introduction to Operations and Supply Management	3	INCO 4010 - Strategic Business Report Writing and Oral Communication in a Diverse Changing Society	3

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
LEGA 4005 - Legal Aspects of Business	3	REHU 4419 - Labor Legislation and Jurisprudence	3
Free elective	3	Directed Elective	3

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CIBI/CIFI Biological/Physical Sciences	3	CIBI/CIFI Biological/Physical Sciences	3
ADMI 4416 - Business Ethics	3	ADMI 4007 - Strategic Management	3
Free elective	3	ART Arts	3
REHU 4436 - Recruitment and Selection, or REHU 4337 - Training and Development, or REHU 4450 - Internship in Human Resources	3	Free elective	3
ADMI 4236 - Foreign Trade of P.R., o FINA 4020 - International Finance, o CONT 4029 - International Accounting	3	Directed Elective	3

TOTAL CREDITS 130

Directed electives (6 crs.): Choose from the following courses in consultation with the Academic Advisor of the concentration.

ADMI 4010
ADMI 4035
ADMI 4050
ECON 4365
MERC 4129
REHU 4406
REHU 4409
ADMI 4415
PSIC 3005

REHU 5001
REHU 4415
REHU 4418
REHU 4435
REHU 4436
REHU 4437
REHU 4450
REHU 4998
RELA 3025

**BACHELOR OF BUSINESS ADMINISTRATION WITH A CONCENTRATION
IN APPLIED STATISTICS**

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA English I	3	ESPA English II	3
ENGLISH Basic English I	3	ENGLISH Basic English II	3
MECU 3031 - Quantitative Methods for Business Administration I	3	MECU 3032 - Quantitative Methods for Business Administration II	3
ECON 3021 - Principles of Microeconomics	3	ECON 3022 - Principles of Macroeconomics	3
SICI 3211 - Fundamentals of Information Systems	3	ADMI 4005 - Introduction to Business Management	3

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CISO 3121 - Introduction to Social Sciences I	3	CISO 3122 - Introduction to Social Sciences II	3
CONT 3105 - Introduction to the Fundamentals of Accounting I	3	CONT 3106 - Introduction to the Fundamentals of Accounting II	3
ESTA 3041 - Statistics for Business Administration I, or ESTA 3045	3	ESTA 3042 - Statistics for Business Administration II, or ESTA 3045	3
ART Arts	3	MERC 3115 Principles of Marketing	3
COEM 3001 - Business Communication in Spanish I	3	INCO 4010 - Strategic Business Report Writing and Oral Communication in a Diverse Changing Society	3
REHU 4405 - Human Resource Management, or REHU 4408 - Organizational Conduct, or ADMI 4415 - Leadership	3	MECU 3004 - Quantitative Methods IV	3

THIRD YEAR

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CIBI/CIFI Biological/Physical Sciences	3	CIBI/CIFI Biological/Physical Sciences	3
ADMI 4416 - Business Ethics	3	ADMI 4007 - Strategic Management	3
Free elective	3	ART Arts	3
ESTA 5503 - Applied Multivariate Analysis	3	Free elective	3
Free elective	3	ADMI 3901 - Entrepreneurship, Innovation and Business Model	3
LEGA 4005 - Legal Aspects of Business 3	3	ESTA 5504 - Data Mining	3

TOTAL CREDITS 130

Directed electives (3 credits): Choose three credits from the following courses in consultation with the Academic Advisor of the concentration.

AREAS OF APPLICATION**Statistics**

- ESTA 3050 Introduction to Statistical Computing
- ESTA 4001 Intermediate Statistical Theory I
- ESTA 4008 Research Seminar
- ESTA 4206 SAS Applications in Data Analysis
- ESTA 4369 Design of Experiments
- ESTA 4998 Cooperative Education Experience

Computerized Information Systems

- SICI 3255 Application Programming
- SICI 4015 Physical design and implementation using databases
- SICI 4215 - Business Analytical Intelligence

Accounting

- CONT 4017 - Theory and Problems of Account and Systems Intervention
- CONT 4057 - Accounting Information Systems

Operations Management

- GEOP 4318 - Quality Control Management
- GEOP 4336 - Decision Making in Inventory Planning and Control

Marketing

- MERC 4227 - Marketing Research

Quantitative Methods

- MECU 4001 - Quantitative Methods for Business Administration IV
- MECU 5001 - Quantitative Methods for Finance and Economics I

Finance

- FINA 4001: Seminar on Applied Economic, Management and Financial Analysis
- FINA 4066 - Risk Management
- FINA 4130 - Business Valuation
- FINA 4137 - Investments
- FINA 4149 - Investment Portfolio Management
- FINA 4138 - Derivatives Market
- FINA 4270 - Behavioral Finance

Anthropology

- ANTR 4002 Demographic Anthropology
- ANTR 4097 Field Archaeology

Political science

- CIPO 4306 Policy Research Theory

Economy

- ECON 4035 - The Computer in Economic Analysis
- ECON 4265 Input Output Analysis
- ECON 4271 and 4272 - Applied Economic Analysis
- ECON 4335 - Industrial Organization: Market Structure
- ECON 4381 Intermediate Microeconomic Analysis
- ECON 4382 Interim Macroeconomic Analysis
- ECON 4355 Introduction to Econometrics
- ECON 4416 - Seminar: Methods of Economic Research

Geography

- GEOG 3475 - Introduction to Geographic Information Systems
- GEOG 3915 - Advanced Geographic Information Systems

Psychology

- PSIC 4001 - Research Methodology in Psychology I
- PSIC 4002 - Research Methodology in Psychology II

Sociology

- SOCI 3267 Sociological Research Techniques
- SOCI 4187 Sociological Research Methods

Biology

- BIOL 3349 Genetics
- BIOL 4360 Introduction to Molecular Bioinformatics

Environmental Sciences

- CINA 4995 - Remote Sensing

Computer Science

- CCOM 3030 Fundamental Structures of Computer Science
- CCOM 3033 Introduction to Problem Solving with Programming
- CCOM 3034 Data Structures
- CCOM 4027 Introduction to Data Management
- CCOM 4029 High Level Programming Languages
- CCOM 4030 - Introduction to Software Engineering
- CCOM 4995 - Data Science
- CCOM 5035 Computability Theory
- CCOM 5050 Design and Analysis of Algorithms
- CCOM 5045 - Introduction to Computational Cell Biology
- CCOM 5060 Parallel Processing

Physics

- FISI 4031 - Methods of Mathematical Physics I
- FISI 4032 - Methods of Mathematical Physics II
- FISI 4057 - Thermodynamics and Statistical Mechanics
- FISI 4046 - Quantum Mechanics

Mathematics

- MATE 3152 - Calculus II
- MATE 3153 - Calculation III
- MATE 4009 - Differential Equations
- MATE 4031 - Linear Algebra
- MATE 4045 - Partial Differential Equations
- MATE 4061 - Numerical Analysis I
- MATE 4062 - Numerical Analysis II
- MATE 5001 - Probability
- MATE 5002 - Statistics
- MATE 5201 - Advanced Calculation

**BACHELOR OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN
COMPUTERIZED INFORMATION SYSTEMS**

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA English I	3	ESPA English II	3
SICI 3211 - Fundamentals of Information Systems	3	ECON 3022 - Principles of Economics II	3
MECU 3031 - Quantitative Methods for Business Administration I	3	MECU 3032 - Quantitative Methods for Business Administration II	3
ECON 3021 - Principles of Economics I	3	MERC 3115 - Principles of Economics II	3
ADMI 4005 - Introduction to Business Management	3	SICI 3255 - Application Programming	3

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CONT 3105 - Introduction to the Fundamentals of Accounting I	3	CONT 3106 - Introduction to the Fundamentals of Accounting II	3
SICI 4025 - Analysis and Logical Design of Systems	3	SICI 4015 - Physical Design and Implementation of Systems	3
ESTA 3041 - Statistics and Data Analytics for Business Administration I, or ESTA 3045	3	ESTA 3042 - Business Administration Statistics II, or ESTA 3045	3
Free elective	3	ENGLISH English II	3
COEM 3001 - Business Communication in Spanish I	3	SICI 3245 - Technological Infrastructure for Information Systems	3
ENGLISH English I	3		

THIRD YEAR

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CIBI/CIFI Biological/Physical Sciences	3	CIBI/CIFI Biological/Physical Sciences	3
LEGA 4005 - Legal Aspects of Business	3	ADMI 4007 - Strategic Management	3
ART Arts	3	Elective at SICI	3
SICI 4278 - Project Management and Administrative Aspects of Systems	3	ADMI 4417 - Business Ethics and its Application to Computerized Information Systems	3
INCO 4010 - Strategic Business Report Writing and Oral Communication in a Diverse Changing Society	3	SICI 4275 - System Controls and Security	3
		Free Elective	3

TOTAL CREDITS 130

Directed electives (3 credits): Choose three credits from the following courses in consultation with the Academic Advisor of the concentration.

SICI 4215 SICI 5015 SICI 4465 SICI 4998

4285

SICI

4405

SICI 5250

NOTE: SICI 4465 is considered a free elective for students in other concentrations.

BACHELOR OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN OPERATIONS AND SUPPLY MANAGEMENT

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA Spanish Basic I	3	ESPA Basic Spanish II	3
ENGLISH Basic English I	3	ENGLISH Basic English II	3
MECU 3031 - Quantitative Methods for Business Administration I	3	MECU 3032 - Quantitative Methods for Business Administration II	3
ECON 3021 - Principles of Microeconomics	3	ECON 3022 - Principles of Macroeconomics	3
ADMI 4005 - Introduction to Business Management	3	SICI 3211 - Introduction to Information Systems	3

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CISO 3121 - Introduction to Social Sciences I	3	CISO 3122 - Introduction to Social Sciences II	3
CONT 3105 - Introduction to the Fundamentals of Accounting I	3	CONT 3106 - Introduction to the Fundamentals of Accounting II	3
ESTA 3041 - Statistics for Business Administration I, or ESTA 3045	3	ESTA 3042 - Statistics for Business Administration II, or ESTA 3045	3
GEOP 4315 - Operations and Supply Management	3	MERC 3115 - Principles of Marketing	3
COEM 3001 - Business Communication in Spanish I	3	GEOP 4316 - Lean Sigma and Productivity Systems	3
REHU 4405 - Human Resource Management, or REHU 4408 - Organizational Conduct, or ADMI - 4415 Leadership	3		

THIRD YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
GEOP 4335 - Purchasing Management	3	GEOP 4336 - Inventory Management	3

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CIBI/CIFI Biological/Physical Sciences	3	CIBI/CIFI Biological/Physical Sciences	3
ADMI 4416 - Business Ethics	3	ADMI 4007 - Strategic Management	3
Free elective	3	ART Arts	3
Directed Elective	3	Free elective	3
ADMI 4236 - Foreign Trade of P.R., o FINA 4020 - International Finance, o CONT 4029 - International Accounting	3	Directed Elective	3

TOTAL CREDITS 130

Directed electives (6 crs.): Choose from the following courses in consultation with the Academic Advisor of the concentration.

GEOP 4009, GEOP 4345,
 GEOP 4355, GEOP 4998,
 GEOP 4318, GEOP 4319,
 GEOP 5320, GEOP 4315,
 GEOP 4315, ESTA 3041 or
 ESTA 3045

**BACHELOR OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN
MARKETING MANAGEMENT**

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA Spanish Basic I	3	ESPA Basic Spanish II	3
ENGLISH Basic English I	3	ENGLISH Basic English II	3
MECU 3031 - Quantitative Methods for Business Administration I	3	MECU 3032 - Quantitative Methods for Business Administration II	3
ECON 3021 - Principles of Microeconomics	3	MERC 3115 - Principles of Marketing	3
ADMI 4005 - Introduction to Business Management	3	ECON 3022 - Principles of Macroeconomics	3

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CISO 3121 - Introduction to Social Sciences I	3	CISO 3122 - Introduction to Social Sciences II	3
SICI 3211 - Fundamentals of Information Systems	3	GEOP 4315 - Operations and Materials Management	3
ESTA 3041 - Statistics for Business Administration I, or ESTA 3045	3	ESTA 3042 - Statistics for Business Administration II, or ESTA 3045	3
CONT 3105 - Introduction to the Fundamentals of Accounting I	3	MERC 4010 - Consumer Conduct	3
COEM 3001 - Business Communication in Spanish I	3	CONT 3106 - Introduction to the Fundamentals of Accounting II	3
REHU 4405 - Human Resource Management, or REHU 4408 - Organizational Conduct, or ADMI - 4415 Leadership	3		

THIRD YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
LEGA 4005 - Legal Aspects of Business	3	Directed Elective	3

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CIBI/CIFI Biological/Physical Sciences	3	CIBI/CIFI Biological/Physical Sciences	3
ADMI 4416 - Business Ethics	3	ADMI 4007 - Strategic Management	3
Free elective	3	ART Arts	3
MERC 4219 - Strategic Marketing Management	3	Free elective	3
ADMI 4236 - Foreign Trade of P.R., o FINA 4020 - International Finance, o CONT 4029 - International Accounting	3	Directed Elective	3

TOTAL CREDITS 130

Directed electives (6 crs.): Choose from the following courses in consultation with the Academic Advisor of the concentration.

MERC 4128, MERC 4025, MERC 4027, MERC 4028,
MERC 4115, MERC 4129, MERC 4130, MERC 4226,
MERC 4235, MERC 4998, MERC 4215 or ADMI 4991,
MERC 4216, MERC 5995, ADMI 4010

BACHELOR OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN OFFICE MANAGEMENT

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA Spanish Basic I	3	ESPA Basic Spanish II	3
ENGLISH Basic English I	3	ENGLISH Basic English II	3
CISO 3121 - Introduction to Social Sciences I	3	CISO 3122 - Introduction to Social Sciences II	3
GEOF 3030 - Document and Database Management Systems	3	GEOF 3055 - Seminar on the Integration of Techniques in Organizations	3
GEOF 3035 - Learning the Keyboard and its Applications	3		

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
CIBI or CIFI - Biological Sciences or Physical Sciences I	3	GEOF 4045 - Administrative Systems of Procedures for the Company	3
COEM 3001 - Business Communication in Spanish	3	COEM 3006 - Writing Seminar for Office Professionals	3
ADMI 4005 - Introduction to Management and Business	3	INCO 3010 - Techniques for Drafting and Analysis of Business Documents	3
HUMA Humanities II	3	CONT 3105 - Introduction to the Fundamentals of Accounting I	3
MATE or MECU Mathematical Logical Reasoning	3	CIBI or CIFI - Biological Sciences or Physical Sciences II	3
GEOF 4105 - Integration of Information Processing Programs	3		

THIRD YEAR

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
GEOF 4145 - Emerging Technologies in Organizations	3	INCO 4008 - Strategic Business Communication	2
GEOF 4126 - Multidisciplinary Business Seminar	3	GEOF 4150 - Supervised Professional Practice	4
ADMI 4416 - Business Ethics	3	ART Arts	3
LEGA 4005 - Legal Aspects of Business	3	Free elective	3
Free elective	3		

TOTAL CREDITS 130**FACULTY OF BUSINESS ADMINISTRATION**

- Acevedo Vallejo, Alberto; LL.M., New York University of Law, 1984; Professor.
- Alicea Rivera, Juan Carlos; Ph.D., University of Puerto Rico (Río Piedras), 2005.
- Álvarez Burgos, Marta; Ph.D., Texas A&M University, 1991; Professor.
- Aponte García, Maribel; Ph.D., University of Massachusetts, 1991; Professor.
- Aponte García, Marínés; Ph.D., Autonomous University of Barcelona, 2002; Professor.
- Ayala Cruz, Jorge; Ph.D., Rensselaer Plateau Institute, 1993; Professor.
- Baella Silva, Javier; Ph.D., University of Puerto Rico (Río Piedras), 1992.
- Báez Díaz, Aníbal; DBA, Kent State University, 2004; Associate Professor.
- Brown, Scott Matthew; Ph.D., University of South Carolina, 2005; Associate Professor.
- Cardona Cardona, Rogelio; DBA, University of Puerto Rico (Río Piedras), 2008; Associate Professor.
- Castro Gonzalez, Karen C.; Ph.D., University of Puerto Rico (Río Piedras), 2008; Assistant Professor.
- Charrón Vías, Marta; Ph.D., University of Puerto Rico (Río Piedras), 2007.
- Espina Martí, Carmen; DBA, Argosy University, 2003.
- Figueroa Jiménez, Carmen A.; MBA, University of Dallas, 1990; Professor.
- Franceschi Diaz, Katherine G.; DBA, Florida Institute University, 2008; Assistant Professor.
- Gonzalez Cerrud, Pedro; Ph.D., Lehigh University, 1993; Professor.
- González Taboada, José A.; DBA, Kent State University, 1981; Professor.
- Gutiérrez Solana, Elsa; MBA, University of Puerto Rico (Río Piedras), 1979; Professor.
- Guzmán Merced, Rosa; Ph.D., University of Puerto Rico (Río Piedras), 1996; Professor.
- Hernandez Diaz, Arleen; Ph.D., University of Wisconsin, 1993; Professor.
- Huertas Aponte, Maribel; Ed.D., Inter-American University, 2003; Associate Professor.
- Lebrón Cajigas, Carlos J.; DBA, Florida Atlantic University, 1996; Associate Professor.
- Longobardi, Teresa; DBA, York University, 2003; Assistant Professor.

- López Palau, Sylvia Ileana; DBA, University of Texas, 2006; Assistant Professor.
- Maldonado Medina, Edwin R.; LL.M., Georgetown University, 2002; Associate Professor.
- Marrero Díaz, Rafael; Ph.D., University of Puerto Rico (Río Piedras), 2013; Assistant Professor.
- Meléndez Ramos, Grisel; Ph.D., Tulane University (Bridge Program), 2011.
- Orengo Serra, Karen; Ph.D., Sorbonne University, 2000; Professor.
- Pagán Irizarry, Javier F.; Ph.D., Albany State University, 1998; Professor.
- Paul, Justin; Ph.D., Indian Institute of Technological Bombay, 2004; Associate Professor.
- Peña Hevia, Juan A.; Ph.D., University of Massachusetts, 2004; Professor.
- Pérez Rivera, Myra Mabel; DBA, Florida Institute University, 1996; Professor.
- Quiñones Cintrón, Víctor; Ph.D., New York University, 1977; Professor.
- Ríos Maury, Héctor; DCP, Universidad Complutense Madrid, 1989; Professor.
- Rivera Aponte, Angel; Ph.D., Inter-American University, 2005; Associate Professor.
- Rivera Cruz, Beatriz; Ph.D., Case Western University, 2004.
- Rivera Valencia, José A.; Ph.D., New York State University, 1992; Professor.
- Rodríguez de Díaz, María del R.; M.S., John Hopkins University, 1981; Professor.
- Rodríguez Marrero, Juanita; Ed.D., Boston University, 1989; Professor.
- Rodríguez Ramírez, Javier; DBA, University of Houston, 2002; Professor.
- Rodríguez Torres, Edgardo; M.S., Texas Technological University, 1983; Professor.
- Ruiz Torres, Alex J.; Eng.D., Pennsylvania State University, 1997; Associate Professor.
- Sánchez Morcilio, Rosarito; DBA, University of Florida, 2005; Associate Professor.
- Sepúlveda Trinidad, Sandra; Ph.D., University of Puerto Rico (Río Piedras), 2000; Professor.
- Torrez, Jimmy G.; Ph.D., University of California Berkeley, 1998; Professor.
- Vega Vilca, José C.; Ph.D., University of Puerto Rico (Mayagüez), 2005; Assistant Professor.
- Velázquez Rosado, Wanda; Ed.D., University of Puerto Rico (Río Piedras), 2003; Associate Professor.

BUSINESS ADMINISTRATION COURSES

ADMI 3901- Entrepreneurship, Innovation and Business Models

Three credits. Two hours of lecture and one hour of discussion per week.

Prerequisites: CONT 3105, MERC 3115.

Development of an innovative business model using active learning methods and creative thinking. Emphasis on the business idea generation process. The course requires students to present their business model in a competition organized by them. The competition will be open to all students on campus even if they are not enrolled in the course, and participation in the competition will be mandatory for students enrolled in the course. This course will be offered in face-to-face, hybrid, distance and online modalities.

ADMI 4005 - Introduction to Management and Business

Three credits. Two hours of lecture and one hour of discussion per week.

Introduction to the theories, techniques, and concepts that describe business and management systems. The course provides an overview of the global and local business environment; ethical principles and the entrepreneur. It also takes a close look at the essential functions of management, such as planning, controlling, directing, and organizing in business. It provides an interdisciplinary and integrated framework for the study of the functional areas of a business. The course emphasizes learning through the analysis and application of the various aspects that affect organizational and business activity. The course can be offered in face-to-face, hybrid and online modes.

ADMI 4007 - Strategic Management

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: GEOP 4315, MERC 3115, FINA 3106, REHU 4405 or ADMI 4415 or SICI 4405.

Introduction to a comprehensive, conceptual and decisional analysis framework to help the company assess its current condition, analyze the environmental forces that affect it, including the competition, and translate this information into objectives and strategies that allow it to compete efficiently in its industry. Emphasis on management's responsibility to formulate programs that keep the company competitive in the long term. The course can be offered in face-to-face, hybrid and online modes.

ADMI 4010 - Planning and Organization of New Businesses

Three credits. One hour of lecture and two hours of discussion per week. Prerequisites: CONT 3105, MERC 3115.

Workshop on the study and analysis of opportunities to establish a new business through the development of a business plan. The course can be offered in face-to-face, hybrid and online modes.

ADMI 4035 - Small Business Administration

Three credits. One hour of lecture per week. Prerequisites: ADMI 4405 and CONT 3105 or director's authorization.

Application of principles and methods for the development and operation of small businesses with an entrepreneurial approach.

ADMI 4045 - Public Regulation of Trade

Three credits. Three hours of lecture a week. Prerequisite: ADMI 4005.

Government control over economic activity; their purposes and methods of control. Regulation of: initiation into business; types, rates and prices; quality of services; discrimination; monopoly and restricted markets and methods of unfair competition. Controls for depression and emergency cycles. Government subsidies to businesses; public corporations and their operation. The legal and administrative machinery and procedures used to implement public policy. How management should adapt to government regulation will be discussed.

ADMI 4050 - Principles of Management Consulting

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: ADMI 4005, MERC 3115 and CONT 3105 or director's authorization.

Introduction to the nature and purpose of management consulting practice, the variety and scope of management consulting services, the client-consultant relationship, organizational change management, and organizational culture. Emphasis on the responsibility, professionalism and ethics of the management consultant.

ADMI 4110- Social Entrepreneurship and Volunteering

Three credits. One hour of lecture and two hours of discussion per week.

It examines the dynamics of creating a company with the mission of creating social value within the "new economy". All the concepts of creation, management and production of a company are explained. Emphasis is placed on the financing models corresponding to the social enterprise, as well as the mediation of the effect and evaluation of the execution of the enterprise. The course promotes innovative and service talent, as well as the models of recruitment and supervision of human resources of this type of company with an emphasis on volunteering. The course can be offered in face-to-face, hybrid and online modes.

ADMI 4225- Principles of International Trade

Three credits. Two hours of lecture and one hour of discussion per week.

Prerequisites: ECON 3005, ADMI 4005

Introduction to the international dimension of trade. Emphasis on participants, theories, and the particularities of international trade.

ADMI 4226 - Regulations and Documentation for Import, Export and International Transactions

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: ADMI 4005, MERC 3115 and ECON 3022.

Study of the practical aspects of the regulation, documentation and financing of exports and imports of goods and services. Emphasis on customs regulations and practices.

ADMI 4236 - Puerto Rico's Foreign Trade

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: ECON 3022.

The course analyzes Puerto Rico's foreign trade with emphasis on the process of identifying market opportunities and designing strategies that enhance the use of identified opportunities. Other key elements of study in this course are to understand the configuration of the business climate in Puerto Rico, as well as the participation of large, medium and small companies. This course is offered in face-to-face, hybrid and online modes.

ADMI 4415 - Leadership

Three credits. An hour and a half of reading and an hour and a half of discussion a week. Prerequisites: ADMI 4005.

Introduction to theories, concepts, and practices of leadership in three spheres of action: organization, community, and society. It promotes the discussion of the contextualization of leadership, exploring the competencies and skills expected of a leader with moral principles, vision, and ability to motivate, inspire, and stimulate innovation and entrepreneurship in others. The course can be offered in face-to-face, hybrid and online modes.

ADMI 4416 - Business Ethics

Three credits. An hour and a half of discussion and an hour and a half of lecture a week. Prerequisites: CONT3106, MERC 3115, and REHU 4405 or REHU 4408, or REHU 4409 or ADMI 4415.

Philosophical study of morality and its application in business administration. The fundamental principles and models of ethical reasoning are used in decision-making, with an emphasis on the analysis and evaluation of systems, strategies, policies, and business problems. Discussion of the institutionalization of ethics in business to promote ethical conduct.

ADMI 4417 - Business Ethics and its Application to Computerized Information Systems

Zero credits. One hour 20 minutes of lecture and one hour 80 minutes of discussion per week. Prerequisite: CONT 3105, MERC 3115, SOCI 4278. Corequisite: SICI 4275.

Fundamentals of business ethics and its application in computerized information systems. The fundamental principles of ethical reasoning are used in business decision-making. This introductory face-to-face course is offered to students of the computerized information systems concentration as a requirement.

ADMI 4450 - Management Internship

Three credits. Twelve hours of supervised practice per week. Prerequisites: ADMI 4005, MERC 3115, and GEOP 4315; 12 credits from the general program of ADEM; Interview with the coordinating teacher.

Practical experience of the theory and concepts learned about effective management in organizations. Academic advice and supervision in the integration of the student intern into the world of work. It consists of 12 hours per week or 180 hours per semester in a workplace.

ADMI 4455 - Contemporary Issues in International Trade

A credit. Students will be able to repeat this mini-course three times. Three hours of discussion a week. Prerequisite: ADMI 4005.

Introduction to varied and contemporary issues in international trade and their implications in different sectors, both in the industrial and service sectors.

ADMI 4991 - Cooperative Education Experience in International Trade

Two to four credits. Supervised practice. The number of hours will depend on the course credit. Prerequisites: 60 credits or more. Minimum GPA of 2.50.

Experience in applying theoretical knowledge from the field of international trade in a job, preferably full-time, paid and under academic supervision.

ADMI 4998 - Cooperative Education Experience in Management and Entrepreneurship

Two to four credits. The student must work one to nine hours for one credit, ten to twenty hours for two credits, twenty-one to thirty hours for three credits, and thirty-one to forty hours for four credits. Prerequisites: Have completed two years of undergraduate studies (60 crs. or more) and have a minimum GPA of 2.5. Corequisites: This course is limited to students in the concentrations of marketing, operations and supply management, human resource management, and entrepreneurship.

Experience to apply theoretical knowledge of the business field in a full-time, paid, academically supervised job. This course will be offered in face-to-face, hybrid, and online modalities. The course will be a full load for the student when it is 4 credits.

ADMI 5990 - Seminars on Contemporary Issues in Entrepreneurship

Three credits. Three hours of seminar per week. Prerequisites: CONT 3105, MERC 3115.

Study of contemporary issues affecting small businesses. Emphasis will be given to topics that involve the development of new business models, the investigation of current situations and problems. Students may enroll in up to two seminars, provided that the course topic is different each time. This course will be offered in face-to-face and hybrid modes.

COEM 3001 - Business Communication in Spanish I

Three credits. Three hours of discussion a week. Prerequisite: ESPA 3101-3102 or equivalent.

Study and development of the fundamentals of effective communication, in a business context of oral and written communication, in a business context. The importance of effective communication and the development of communicative competence for the functioning of companies and professional performance is highlighted. Particular attention is paid to the adoption of a critical and creative attitude and to the integration of grammatical, stylistic and logical norms of ethical principles, as well as relevant psychological, technical and cultural knowledge.

COEM 3002 - Business Communication in Spanish II

Three credits. Three hours of discussion a week.

Analysis of situations and problems, work and practice of the appropriate communication strategies to raise or solve them, either individually or in a team. Strategies for the effective writing of professional communications are studied and applied.

COEM 3006 - Seminar on Drafting and Analysis of Business Documents

Three credits. Three hours of seminar per week.

The seminar covers aspects of the language, which are fundamental to the theory and practice of writing. The main objective is the study of communication through the use of written language. Therefore, the basic models of communication are explored. The course offers students the opportunity to acquire the knowledge, skills and aptitudes that will strengthen their written communicative competence to perform effectively in the professional field. Emphasis will be placed on the generation, development, and organization of ideas as preliminary phases of writing. Likewise, the minimum units for the writing of a professional text will be the sentence according to its structure, the types of paragraphs and the grammatical links that serve as logical connectors to link ideas.

COEM 3007 - Oral Communication in Companies

Three credits. An hour and a half of lecture and an hour and a half of discussion per week.

Study and practice of the theoretical concepts of public speaking, as well as the oral communication skills necessary for the effective and persuasive exchange of ideas. Elaboration and exposition of the essential modalities of the art of public speaking in a professional context: the talk, the formal discourse, the debate, the forum, the presentation of services and products, the symposium, the interview and the video curriculum, among other modalities.

COEM 3008 - Writing Reports in Spanish

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: COEM 3001.

Study and practice of theoretical concepts and strategies that allow the development and improvement of the skills necessary to write reports. Examples of different types of formal and informal, analytical and informative reports are studied. Throughout the course, the student produces several writings of this type and puts into practice research techniques.

COEM 3016 - Puerto Rican and Hispanic American Business and Literature

Three credits. One hour of lecture and two hours of discussion per week.

Presentation of fundamental concepts of professional and business communication through pedagogical material composed of literary works in various genres. Essays, narratives, theatre and poetry make up the material that will be used to expose issues specific to the professional field in order to develop in students the ability to work effectively in a team. The aim is to empower students with the acquisition of oral, written and interpersonal communication skills that are essential for their effective performance in the professional environment.

COEM 4005 - Etiquette and Protocol in the Business Environment

Three credits. One hour of lecture and one hour of discussion per week.

The course offers a general introduction to the necessary information on etiquette and protocol for those who are interested in working with ease, confidence and success in the business environment in Puerto Rico, in the United States, as well as in other societies and cultures. In addition to knowledge, technical preparation and professional experience, it is necessary to have education, information and skills in the correct forms and processes of social conduct in the business world. This course offers the rules of conduct, their theoretical foundations and their *raison d'être*, as well as the skills and practical training to function effectively in companies.

COEM 4006 Electronic Communication in the Company

Three credits. One hour of lecture and two hours of discussion per week.

Prerequisite: Basic Spanish course or its equivalent.

This course analyzes electronic business communication, in its multiple manifestations, usual and emergent, individual, group and interactive. It pays particular attention to the changes that the use of the computer has brought about in the business world and in society, new challenges and dangers, as well as its repercussions on one's own language as a form of communication. The importance of effective communication in its form, content, purpose and appropriateness according to the specific circumstances of each case is highlighted. Importance is also given to changes in the way of working and communication inside and outside the company, to globalization, as well as to its ethical side.

COEM 4115- Drafting of Proposals

Three credits. An hour and a half of lecture and an hour and a half of discussion per week.

Study, research and development of proposals in a business and professional context. The importance of writing proposals in Spanish that are persuasive, clear, concise, well-documented, innovative and different is emphasized.

COEM 4205 - Interpersonal Communication

Three credits. Three hours of lecture a week.

Study and application of interpersonal communication skills needed in business and/or professional contexts. Factors that hinder interpersonal relationships between the members of an organization are analyzed and discussed; Suggestions are presented to resolve the misunderstandings they generate. The importance of teamwork is highlighted and recommendations are offered for the implementation of this dynamic. Attitudes and behaviors that favor or hinder interpersonal communication are identified. Positive modes are applied to rephrase expression that contains indiscreet explicit or implicit tones or messages.

COEM 4998 - Cooperative Education Experience in Business Communication in Spanish (Disney College)

Two to four credits. Prerequisites: Have completed two years of undergraduate study, sixty credits or more, and have a GPA of 2.5 or higher.

Experience in applying theoretical knowledge of the field of business communication in a full-time or part-time, paid job under academic supervision. The ideal places of employment to obtain this educational and professional experience are: publishing houses of textbooks or specialized magazines, advertising agencies or any office where professional services are offered in which business communication has interference. These professional areas are: management, accounting, marketing, public relations, administration of office systems or computerized information systems.

COEM 5005 - Intercultural Communication in Companies and Organizations

Three credits. One hour of lecture and two hours of discussion per week.

Study and application of the various theories related to intercultural communication in a corporate context within the same country and from one country to another. The course presents an overview of the factors that contribute to intellectual encounters, between members of different subsystems (ethnic groups), within the same socio-cultural system, and between peoples with different socio-cultural systems. Theoretical and practical knowledge is integrated with an interdisciplinary approach.

CONT 3105- Introduction to the Fundamentals of Accounting I

Three credits. Three hours of lecture a week.

Study of accounting as an information system and support function that enables decision-making in companies. Discussion of concepts and methods applicable to the use and disclosure of financial information, its analysis and its effect on different users and types of business entities.

CONT 3106 - Introduction to the Fundamentals of Accounting II

Three credits. Three hours of lecture a week. Prerequisite: CONT 3105.

Study of accounting as an information system and support function that enables decision-making in companies. The use of accounting information in planning and control functions within an organization is emphasized. The nature of costs and how they are defined and used for different purposes is discussed.

CONT 4001 - Philosophy, Theory, and Problems of Financial Accounting I

Three credits. An hour and a half of reading and an hour and a half of discussion a week. Prerequisites: CONT 3106.

Study of the historical development and elaboration of the fundamental concepts of the discipline of accounting. Discussion of the standards issued by the governing bodies of the profession and the methods and procedures pertinent to the preparation, recording, analysis, and disclosure of financial information in companies.

CONT 4002 - Philosophy, Theory, and Problems of Financial Accounting II

Three credits. An hour and a half of reading and an hour and a half of discussion a week. Prerequisites: CONT 4001 or equivalent.

Discussion of the standards issued by the governing bodies of the profession and the methods and procedures pertinent to the preparation, recording, analysis and disclosure of financial information in companies. Studies of transactions and events related to the measurement of assets, debts and capital of owners or shareholders.

CONT 4003 - Philosophy, Theory, and Problems of Financial Accounting III

Three credits. An hour and a half of reading and an hour and a half of discussion a week. Prerequisites: CONT 4002 or equivalent.

Discussion of the rules issued, methods and procedures pertinent to the preparation, recording, analysis and disclosure of financial information related to complex items and transactions. Analysis of the most

recent standards issued by the governing bodies of the profession and their impact on accounting information systems.

CONT 4006 - Managerial Accounting

Three credits. Three hours of lecture a week. Prerequisite: CONT 3106.

Study of the use of accounting information for the sustainable creation of value in an organization. Analysis of the impact of cost information and other managerial information on strategic, tactical, and operational decision-making, management conduct, and organizational performance.

CONT 4017 - Theory and Principles of Account and Systems Intervention

Three credits. Three hours of lecture a week. Prerequisite: CONT 4002.

An integrated approach to contemporary auditing practices is presented with an emphasis on the evaluation of the accounting system and internal controls. The theory and philosophy of auditing are emphasized. Specifically, the following are discussed: generally accepted auditing standards, canons of ethics, the theory of evidence, explanation of statistical sampling, and computers in examining transactions. Also included are the managerial services provided by the CPA to his clients.

CONT 4026 - Accounting Internship Program

Four credits. Prerequisites: CONT 4002 and consult the Program Coordinator in the Accounting Department.

It consists of a full-time internship in a workplace where the student has the opportunity to apply the theoretical concepts acquired in the classroom. It is also intended that the student is exposed to a series of situations that only a center of this nature can provide, and that serve to develop the confidence and emotional maturity that they need to perform well in their professional life. The course will also allow students to have more elements of judgment to determine the particular area within the field of accounting in which they want to develop their professional practice. The course will last ten (10) weeks and will be offered three times a year.

CONT 4027 - Cost Analysis and Control

Three credits. Three hours of lecture a week. Prerequisite: CONT 4125.

Cost accounting applications to cost control. Standard costs, factory costs and budgets; distribution and administrative costs; cost-profit analysis for management decisions; variable costs and marginal revenue, sales volume to cover cost, analysis of alternatives; graphical presentation of cost information; differential costs.

CONT4029 - International Accounting

Three credits. Two hours of lecture and one hour of discussion per week. Prerequisites: CONT 3106 and be classified in Business Administration.

Study of the multinational dimensions of accounting with reference to foreign currency transactions, taxes, auditing and financial statements. Discussion of efforts for the harmonization of accounting standards. Emphasis on the critical aspects of accounting, organizational structure, ethics, investments, and the relevant economic environment. It requires the student to participate in individual working groups or projects, and present their findings orally and in writing. The use of the microcomputer is required.

CONT 4057 - Accounting Information Systems

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: CONT 4002.

Study of the functions and usefulness of a computerized information system. Discussion on development, analysis and control of accounting information systems.

CONT 4058 - Advanced Financial Accounting

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: CONT 4002.

Study and discussion of advanced and complex topics of financial accounting, such as: consolidated financial statements, foreign operations and business structure.

CONT 4059 - Accounting for Non-Business Entities

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: CONT 4002.

Study and discussion of accounting standards that apply to government entities, particularly states and municipalities, and other non-profit organizations, both public and private. The tax situation of these entities is analyzed.

CONT 4076 - Contributory Aspects of Individuals

Three credits. Three hours of discussion a week. Prerequisite: CONT 3106.

Analysis of the basic concepts of taxation at the federal and state levels with special attention to the income tax of individuals. Computation of tax liability, income, exclusions, exemptions, deductions, tax credits, and property transactions. Analysis of administrative provisions and procedures.

CONT 4079 - Tax Aspects of Corporations and Conduit Entities

Three credits. Three hours of discussion a week. Prerequisite: CONT 4076.

Discussion of the basics of taxation of corporations and entities conducted at both the federal and state levels, with special attention to income tax. Analysis of the tax aspects of capital contributions, distributions and capital gains and losses. Also discussed are corporate reorganizations, consumption tax, and special economic incentive laws.

CONT 4125 - Cost Accounting

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: CONT 3106.

Study of the principles on which cost accounting is based and its role in administrative decision-making processes. Various cost accounting techniques applied to different types of production processes are studied. In the same way, the principles of cost accounting are studied to develop budgets. The methods used to determine cost are also discussed. Finally, the analysis of routine procedures carried out in the compilation of information to determine cost is performed.

CONT4245 - Introduction to the Fraud Test

Three credits. Three hours of discussion a week. Prerequisite CONT 3106.

Introduction to the examination of fraud through the study of the concepts and techniques for the prevention, detection and investigation of fraud in a company or in a judicial proceeding. Investigative techniques consist of gathering evidence, taking statements, and writing reports to detect and prevent fraud.

CONT4991 - Cooperative Education Experience I

One to four credits. Prerequisites: Be a second-year Business Administration student and consult the Coordinator of the Accounting Cooperative Program.

Experience applying technical knowledge of the accounting field in a job preferably full-time, paid, and under academic supervision.

CONT4992 - Cooperative Education Experience II

One to four credits. Prerequisite CONT4991.

Advanced experience in applying theoretical knowledge of the accounting field in preferably full-time, paid, academically supervised work.

CONT 4997 - Special Topics in Accounting

One to four credits. One to four hours of discussion a week. Prerequisite: Variable depending on the topic being covered in the course.

Course of topics and variable credits in which current issues in accounting are discussed, researched and analyzed, particularly those that represent new knowledge in the discipline. A student may take this course more than once as long as the subject is different, up to a maximum of six credits and with the approval of the department head.

CONT 5015 - Accounting for Sustainable Development

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: CONT 4002

This seminar discusses the development and preparation of corporate sustainability reports and their implications. It deals with the different ways in which organizations provide information on their environmental, social, and economic performance, either on a voluntary or mandatory basis.

CONT 5400 - Seminar in Accounting

Three credits. Three hours of seminar per week. Prerequisites: CONT 4003, or authorization from department director.

Research seminar on the contemporary aspects of accounting at a local and international level with emphasis on their critical analysis. It includes the development of the research and communication skills necessary for the professional practice of accounting.

DEME 4006 - Advanced Commercial Law

Three credits. Prerequisite: DEME 4005.

Corporate law course with particular emphasis on corporate organization, drafting incorporation documents and other forms; discussion of legal principles

involved in matters that require corporate action. Study of powers and corporations; its rights, powers, responsibilities and those of its directors and shareholders; corporate capital and related matters. Negotiable instruments, the law, and judicial interpretations and decisions.

ESEM 5006- Problems Associated with Small Business Startup, Development and Maturity

Three credits. Three hours of seminar per week. Prerequisites: FINA 3106, GEOP 4315, MERC 3115, REHU 4405 OR REHU 4408 OR ADMI 4415.

Identification of situations that the company typically faces in the start-up, development, and maturity stages. Emphasis on applying the strategic analysis cycle to identify small business problems and propose strategic solutions. The student will diagnose problems using real cases or solutions and prepare an intervention plan. Identification of situations that the company typically faces in the start-up, development, and maturity stages. Emphasis on applying the strategic analysis cycle to identify small business problems and propose strategic solutions. The student will diagnose problems using real cases or solutions and prepare an intervention plan that proposes concrete solutions. This course will be offered in face-to-face, hybrid, and online modalities.

ESEM 5007- Financial Proposal for a New Business

Three credits. Three hours of seminar per week. Prerequisites: ESEM 5006 Evaluation of Business Ideas. Graduate students must have the authorization of the director of the program in which they are classified.

Examination of the basic concepts and elements related to financing new ventures. General aspects about the funding needs in a business and the sources of financing available in the short, medium and long term are considered. The entire process involved in preparing a financial proposal is also discussed. The student prepares a financial plan for the selected business idea. It also reviews the financial estimates prepared in the Business Idea Evaluation course.

ESEM 5009- Business Development through Franchising or Acquisitions

Three credits. Three hours of seminar per week. Prerequisites: FINA 3106.

Studies of two business development alternatives: the acquisition of a franchise or the acquisition of an already established business. Among other topics, the legal aspects of the franchise agreement, training, support systems, standardized procedures, competencies, financial analysis, sources of financing, and future development projections are analyzed and how to calculate the value of the business. The student will prepare a feasibility study. This course will be offered in face-to-face, hybrid, and online modalities.

ESTA 3041: Statistics and Data Analytics for Business Administration I

Prerequisite: MECU 3032. Three credits. Three hours per week of lecture and practice.

Introduction to statistics. Introduction to data visualization and analytics: graphs of various types; pivot tables and interaction with data. Basic concepts of probability, conditional probability, decision

trees, discrete and continuous random variables. Application of the Naive Bayes algorithm for supervised classification. Probability distributions and their properties, including normal and binomial distributions. Introduction to sample selection and design of experiments. Proficiency in Excel and R programs and others such as Tableau, for the organization, summarization, presentation and analysis of real data in the context of business administration.

ESTA 3042 - Statistics for Business Administration II

Prerequisite: MECU 3032. Three credits. Three hours per week of lecture and practice.

Introduction to statistical inference. Sampling distributions and the central limit theorem. Estimation and hypothesis testing for one and two samples. Introduction to statistical quality control. One-factor analysis of variance and multiple comparison tests. Analysis of contingency tables. Simple and multiple linear regression. Time series applications. Use of computerized statistical programs to implement the statistical techniques studied.

ESTA 3045 - Introduction to Statistics for Business Administration

Prerequisites: MECU 3032. Three credits. Three hours per week of lecture and practice.

Study of models, concepts and theories for data analysis (enumerative and analytical; concept of population and process, probabilistic models, sampling distribution theory). Discussion and analysis of the following topics: introduction to statistical quality control, statistical inference for decision making, reliability intervals, classical and Bayesian decisional analysis, inferences based on bivariate tables, regression techniques, and time series forecasting. Use of various computer statistical packages as a tool for data analysis and management. Individual work is required in the Statistics Laboratory.

ESTA 3050 - Introduction to Statistical Computing

Prerequisites: ESTA 3041 Statistics for Business Administration I or equivalent. Three credits. Three hours per week of lecture and practice.

Students will learn how to use a statistical program to perform data analysis and how to develop programs to support that analysis. The course introduces basic notions of programming through the use and creation of functions and statistical graphs. The topics that are included are data structures; reading, modifying, and exporting data; flow control structures; creation of informative charts; Code debugging. Practical examples correspond to topics of statistical data analysis such as descriptive statistics, regression, correlation, statistical distributions. A statistical program such as R will be used.

ESTA 4001 - Intermediate Statistical Theory I

Prerequisites: ESTA3042 and MECU3004. Three credits. Three hours per week of lecture and practice.

The main purpose of this course is to examine, at an intermediate level, the theoretical foundations of Statistics. The course represents an introduction to probability and mathematical statistics. The following concepts are examined, among others: probability,

random variables, probability distributions, expected value, and moment-generating function; special probability distributions; joint probability distributions; covariance and correlation.

ESTA 4008 - Research Seminar

Prerequisites: Statistical Methods (ESTA 4345 and ESTAS 4001 Three hours of lectures per week/3 credits).

Development of a research using the theory and methods learned, such as: multiple regression, principal components, factor analysis, discriminant analysis, analysis of variance, contingency tables, experimental design. Study and discussion of the ethical aspects of the profession.

ESTA 4345 - Statistical Methods

Prerequisites: ESTA 3042. Three credits. Three hours per week of lecture and practice.

Introduction and practice of different univariate and multivariate statistical methods or techniques, descriptive techniques and exploratory data analysis; comparison of two populations (groups or treatments) using the classical approach (t-test) and non-parametric approach; analysis of variance of one or more categorical factors or variables vs. the Kruskal-Wallis test; simple and multiple regression and correlation; other non-parametric methods; Sampling techniques and statistical quality control of an operating system. Use of computerized statistical programs to implement the statistical techniques studied. Presentation and discussion of cases applied to different areas of Business Administration.

ESTA 4501 - Predictive Models and Trend Analysis

Three credits. Three hours per week of lecture and practice. Prerequisite: Statistics for Business Administration II (ESTA 3042). Graduate students must have the permission of the director.

Seminar on linear and non-linear models of multiple regression, including logistic regression. Inference and diagnostic tests, selection and transformation of variables, as well as indicator variables, are studied. Trend analysis through the study and application of time series models, including the classical multiplicative, moving average, autoregressive, and Box-Jenkins (ARIMA) models. The statistical program R will be used for the processing and analysis of data applied to various areas. Through individual and collaborative research, the student will prepare and present in written and oral form, a final project where he or she applies and integrates concepts from the course to a specific problem.

ESTA 5502 - Design and Analysis of Statistical Samples

Three credits, three hours per week of lecture and practice.

Seminar on the design, selection and analysis of samples by statistical methods. Basic concepts and principles of probability sampling. Relationship with "Big Data" approaches. Experience with sampling frames and databases in various formats and the use of the R program. Estimation, weights, precision, accuracy and efficiency of simple, stratified, systematic, systematic replicated and clustered random sampling in one and two stages. Exposure to special issues including non-response, omitted data, and total error. Overview of topics such as imputation techniques and telephone sampling. Development of applied projects. The student will prepare and present in written and oral form, a research project where he/she applies and integrates concepts from the course to a specific problem and real database.

ESTA 5503 - Applied Multivariate Analysis

Three credits. Three hours per week of lecture and practice. Prerequisite: Statistics for Business Administration II (ESTA 3042). Graduate students must have the permission of the director.

Seminar on the basic concepts of statistical analysis for several variables applied to a variety of problems. There will be a general review of matrix algebra and an introduction to the multivariate normal distribution. Through individual and collaborative research, multivariate analysis methods aimed at solving problems in various disciplines, particularly business administration, will be studied and applied. Among the methods of analysis that will be studied are hypothesis testing of a vector of means, differences of vectors of means, homogeneity of matrices of covariances, comparison of more than two vectors of means (MANOVA), principal component analysis, factor analysis, discriminant analysis and cluster analysis. Computer statistical programming will be used for data processing and analysis. The student will prepare and present in written and oral form, a research project where he/she applies and integrates concepts from the course to a specific problem.

ESTA 5504 - Data Mining

Three credits. Three hours per week of lecture and practice. Prerequisite: ESTA 3042 Statistics for Business Administration II. Graduate students must have the permission of the director.

Seminar on the fundamental concepts of data mining. Through individual and collaborative research work, machine learning techniques that support decision-making by facilitating the analysis of large amounts of data are studied. The content includes data preprocessing and visualization techniques, study and application of supervised classification techniques, unsupervised classification, and association rule detection methods. Application programs are used that allow the student to apply the techniques studied and the analysis of the results obtained. The student will prepare and present in written and oral form, a research project where he/she applies and integrates concepts from the course to a specific problem.

FINA 3005 - Introduction to Insurance

Three credits. Three hours of lecture a week.

Discussion of the problem of risk and its impact, both on the individual, on the economy and on society; the different techniques, apart from insurance, that can be used in its treatment; the management of insurable risks through the insurance technique, and the relationship between the problem of risk and public policy. Analysis and resolution of situations involving risk.

FINA 3057 - Personal and Family Finance

Three credits. An hour and a half of lecture and an hour and a half of a week.

Discussion and analysis of the fundamentals of financial planning for making informal decisions regarding personal finances and long-term family financial security. The course can be enrolled by students from all areas of training at the Río Piedras Campus.

FINA 3106 - Financial Management

Three credits. Two hours of lecture and one hour of discussion per week.

Prerequisites: FINA 3107, CONT 3106, ESTA 3041.

Introduction to financial management with emphasis on the efficient management of funds for the maximization of the value of the company. The different models used for the evaluation of investment projects are discussed. The different techniques of short-term and long-term financial planning are explained. Aspects concerning the capital structure of the company and its importance in financing and investment decision-making are studied. In the discussion of these issues, the ethical principles that should characterize the profession will be considered.

FINA 3107 - Financial Markets and Institutions

Three credits. Two hours of lecture and one hour of discussion per week.

Prerequisites: CONT 3105, ADMI 4005, ECON 3022.

Studies of financial markets and the functioning of financial institutions. The course discusses the role of financial intermediation and the regulatory structure of financial markets in Puerto Rico, the United States, and abroad. Models and theories about the functioning and behavior of financial markets and the effect of risk on them are explained. Different strategies and mechanisms for managing financial and non-financial risks, and their relationship to the value of financial instruments, are also studied. Current situations and their impact on the financial system are analyzed, considering ethical aspects.

FINA 3188 - Financial Analysis with Electronic Spreadsheets

Three credits. Two hours of lecture and one hour of laboratory time per week. Prerequisite: CONT 3105. Requirement: FINA 3106.

This course is aimed at students who wish to gain practical knowledge on the use of electronic spreadsheets to carry out a wide range of financial analyses. It studies the different functions and capabilities of spreadsheets provided by electronic spreadsheets for the financial analysis of financial statements, pricing of debt and equity financial instruments, capital structure and cost of capital analysis, capital investment decisions, financial projections, and analysis of investment portfolios. among other topics common to the disciplines of accounting and finance.

FINA 4005 - Life & Health Insurance

Three credits. Three hours of lecture a week.

This course is an intermediate course in the field of insurance in which the concept of risk applied to the human being as an object of insurance is studied. In addition, the application of insurance techniques as a mechanism to provide protection against economic losses due to the loss of the productive capacity of the human being as a result of premature death, disability of old age is studied. The course covers the study of the fundamental principles of life insurance, annuities, pensions and health insurance, the various types and modalities in which they are manifested, the benefits provided under them, their application to the various risk situations, the determination of rates and reserves and legal doctrines that are applicable to them.

FINA 4006 - Property and Contingency Insurance

Three credits. Three hours of lecture a week. Prerequisite: FINA 3005.

Study of the risks covered by property and casualty insurance, the protection provided by such insurance and the principles on which it is based. It includes the types of insurance known as multi-lines and as insurance against all risks of physical loss and finance and guarantees.

FINA 4007 - Stock Market

Three credits. Two hours of lecture and one hour of discussion per week.

Prerequisite: FINA 3007.

Study of the structure and operational mechanisms of the stock market in the United States, with a focus on stocks, bonds, and mortgages. Analysis of the role played by market participants such as investment bankers, broker-dealers, mortgage bankers, and institutional investors. The characteristics of options futures contracts and foreign exchange markets are also studied.

FINA 4015 - Banking Administration

Three credits. Prerequisite: FINA 3007 and FINA 3006.

This course analyzes the role of financial intermediation performed by banks in our economy. In addition, it studies the regulatory environment where the industry operates and the state and federal agencies that supervise and oversee the industry. The different banking structures and the ways in which these institutions are organized are described and analyzed. The financial statements of a banking company and the importance of financial and operational ratios applied to the measurement of the performance of banking institutions are discussed.

FINA 4016 - Real Estate

Three credits. Prerequisite: ECON 3005.

A basic course on principles and practices in the real estate business and the socio-economic forces that underpin it.

FINA 4018 - Real Estate Financing

Three credits. Three hours of lecture a week. Prerequisite: FINA 4016 or two years of experience working in real estate financing.

Study of the economic basis, sources of, and uses of capital used in real estate financing, and evaluation of real estate investment alternatives. The course includes an analysis of trends in the development of urban and rural areas; ways to finance real estate; the different types of mortgages. It also analyzes the primary and secondary markets for mortgages and the functioning of the different institutions that originate mortgage loans.

FINA 4019 - Monetary and Fiscal Policy

Three credits. Prerequisite: FINA 3007.

This course aims to analyze: the general problems of the business cycle and balance of payments; the use of fiscal and monetary policy as a measure to combat business cycle and balance-of-payments problems; and the limitations and conflicts of these measures. The effects of monetary and fiscal policy will be studied in two stages: (1) Their short-term effects on financial institutions; 2) its ultimate effect on

the real sector. In this process, great emphasis will be placed on analyzing the behavior of financial institutions and their role in the transmission of economic policy. The analyses will be preceded by the construction of a theoretical model in which the financial block will receive special emphasis. The case of Puerto Rico will be studied under the following criteria: 1) as a unit with a close economic relationship with the United States; and 2) as a unit capable of generating its own economic policy.

FINA 4020 - International Finance

Three credits. Three hours of lecture a week. Prerequisite: FINA 3007.

Study of international monetary relations with particular attention to international monetary theory and policy. Topics to be discussed include: international money markets, international banking, balance of payments adjustment, and the international monetary system.

FINA 4027 - Contemporary Trends in the Field of Currency and Banking

Three credits. Three hours of lecture a week. Prerequisite: FINA 4019.

The basic objective of the seminar is to put the student in contact with modern trends in the field of currency and banking and related areas in order to enrich, strengthen and increase their knowledge acquired in the introductory, intermediate and elective courses that the area of concentration requires.

FINA 4039 - Public Finance

Three credits. Prerequisite: ECON 3005.

General principles on: public revenues and disbursements, public debt and budgetary function. Incidence and transfer of different types of tax. Problems inherent in the following state and local taxes: property and income taxes, both individual and corporate; on articles of use and consumption; on inheritances and others. Fiscal administration problems. The tax system and fiscal organization in Puerto Rico.

FINA 4066 - Risk Management

Three credits. Two hours of discussion and one hour of lecture per week.

Prerequisite: FINA 3005.

Advanced study of the field of risk management and insurance, specifically on risk management as a managerial function that helps preserve the operational efficiency of organizations. It covers the nature, purpose, and process of managing risk for both accidental losses and business risk. Emphasis is placed on the analysis and development of the most appropriate techniques in decision-making and in the design, implementation, evaluation and improvement of risk management programs.

FINA 4067 - Fixed Income Securities Market

Three credits. One hour of lecture and two hours of discussion per week.

Prerequisites: FINA 3006, FINA 3007 and FINA 4037.

Study of the valuation and behavior of fixed-income assets. Analysis of major assets of this type including U.S. government securities, Puerto Rico and agencies, corporate debt instruments, municipal bond markets, mortgage loans and participations, and obligations collateralized by

mortgages or other assets. Discussion of the mathematical analysis of bond pricing, yield and bond volatility. It includes analysis of the factors that affect the performance and term structure of interest rates. Introduction to the management of fixed income portfolios in both the active and passive modalities.

FINA 4125 - Intermediate Financial Management

Three credits. An hour and a half of lecture and an hour and a half of discussion prerequisite: FINA 3106.

Course aimed at delving into the topics of corporate financial management. The concepts, techniques and tools used by financial managers to make efficient decisions regarding investment and financing are discussed and analyzed. Special attention will be paid to the following topics: financial planning, capital budgeting, capital structure, leasing, dividend policy. The course is aimed at students of the concentration in finance with the purpose of equipping them with the necessary financial tools for future decision-making in the work environment.

FINA 4130 - Business Valuation

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: FINA 3106.

This course introduces the finance student to the field of financial valuation of private companies. The theory and principles of business valuation will be discussed. Valuation approaches and methods, such as the income method, the market approach, the asset or adjusted net equity method, and the excess earnings method, will be studied. In addition, various techniques applied to valuation and the ways of writing valuation reports will be examined. A distinction will be made between valuation for a share purchase and asset purchase.

FINA 4137 - Investments

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: FINA 3106.

The course studies risk-return relationships emphasizing the importance of portfolio theories, their relationships and functions in the world of investments. Stock markets are studied, the role of the institutions that participate in them, and the different theories that seek to explain these markets. The course also discusses and analyzes investment alternatives in detail, emphasizing their risks and objectives. The relevant needs of individual and institutional investors are analyzed when determining investment objectives. In addition, the management and programming of individuals' investment portfolios is discussed through the stylization of modern techniques.

FINA 4138 - Derivatives Markets

Three credits. One and a half hours of lecture and one and a half hours of discussion per week. Prerequisite: FINA 3106, FINA 3107, FINA 4137.

Comprehensive study of the processes of creation, provision, exchange and management of options, futures and other financial derivatives. Basic valuation concepts are reviewed, along with their application, for both individual instruments and investment portfolios. Financial derivatives are analyzed as instruments to control risks, both for institutional and individual investors.

FINA 4145 - Comprehensive Seminar in Finance

Three credits. Three hours of seminar per week. Prerequisite: FINA 4125 and FINA 4137.

Seminar-type course in which cases and articles on various topics in finance will be discussed. You will integrate the concepts and skills acquired in the concentration courses. The selection of cases and articles to be studied is designed to encourage analytical discussion and the application of relevant concepts and models for financial decision-making in an environment that simulates the one where the student will work in his or her future area of work.

FINA 4149 - Investment Portfolio Management

Three credits. An hour and a half of lecture and an hour and a half of discussion. Prerequisite: FINA 4137.

Discussion of the different theories and techniques used to combine different types of investments and create portfolios that meet specific goals and objectives based on risk parameters. It is aimed at finance students with an interest in the area of investments. It will include an in-depth discussion of different topics relevant to the area of portfolio management, such as the selection of investment policies and strategies, selection of financial assets, integrated risk management, efficient diversification, market efficiency and measures of the performance of investment portfolios. Analysis techniques (tactical and strategic) of foreign assets will be discussed, taking into account international risks such as country risk, political risk, currency exchange, liquidity risk, among others.

FINA 4225 - International Financial Management

Three credits. A one-and-a-half-hour lecture and one-and-a-half hour of discussion. Prerequisites: FINA 4125.

Discussion and analysis of financial management with emphasis on the company's strategies from an international perspective. Topics such as international stock markets, protection against foreign exchange rate risk, financing strategies and international capital budgeting, management of international transfers and international portfolio management will be analyzed as a basis for the company's financial decision-making.

FINA 4240 - Retirement and Employee Benefits Financial Planning

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: Fina 3005.

Development of comprehensive plans for clients focused on various aspects of personal retirement planning. Topics include construction and analysis of personal financial statements, financial planning for education, analysis of investment needs for retirement, retirement plans, IRAs, social security and medicare benefits, tax regulations applicable to retirement plans, among others.

FINA 4270 - Behavioral Finance

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: FINA 4137.

Study of behavioral finance as a complement to the traditional paradigm to understand the

behavior of financial asset prices, corporate finance, and stock market practices. It is aimed at finance students with an interest in the area of investments.

FINA 4305– Advanced Personal Financial Planning

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: FINA3106.

Application and integration of financial concepts and tools to personal financial planning. It includes topics such as: liquidity management, investment analysis, personal asset risk management, retirement planning and succession plans, among others. Discussion of behavioral finance aspects in personal financial planning.

FINA 4991 - Experience in Cooperative Education I

Two to four credits. Regular Semester: The student must work 20-30 hours per week for three credits. 31-40 hours for four credits. Summer session: 20 hours of work per week for two credits and more than a total of 300 hours for three credits. Prerequisite: Have completed two years of undergraduate study and a minimum GPA of 2.5.

Experience to apply theoretical knowledge of the business field in a full-time, paid, academically supervised job.

FINA 4992 - Experience in Cooperative Education II

Two to four credits. Regular Semester: The student must work 20-30 hours for four credits. Summer session: 20 hours of work per week for two credits and more than a total of 300 hours for three credits. Prerequisite: FINA 4991.

Advanced experience in applying theoretical knowledge of the field of finance in a job, preferably full-time, paid and under academic supervision.

FINA 5025 - Finance for Entrepreneurs

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: Fina 3106. Graduate students must have permission from the advanced course for students who wish to establish a business and need to acquire knowledge of financial aspects for the proper development of the business.

The process of starting the business, the financial management of the business through its growth and stabilization, the mechanisms of short- and long-term financing and the expansion processes are studied.

FINA 5125 - Financial Management for Non-Profit Organizations

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: FINA 3106.

Traditional treasury functions are analyzed and evaluated, and cash, endowment, endowment, and other management strategies are examined. Indebtedness, risk management, and long-term planning are studied. The needs of different types of organizations are analyzed, such as: religious groups, community service organizations, cultural institutions, and educational institutions.

FINA 5995 - Seminar on Contemporary Issues in Finance

One to three credits. Prerequisite: FINA3106.

Research, discussion and analysis of contemporary issues in Finance or in which you are interested in deepening due to their importance in the area. It may cover a variable number of hours, according to the topic and the depth of the discussion and research (from 1 to 3 credits).

GEOF 3030 - Document and Database Management Systems

Three credits. Three hours a week.

Study of the principles related to the planning, organization, management and control of systems for the management of documents. Development of competencies for the management of a database program for information processing.

GEOF 3035 - Learning the Keyboard and its Applications

Three credits. Three hours a week for classroom discussion and practice.

Learning the skill of touch typing on the computer. Development of the skill of speed and accuracy. Proficiency in the alphanumeric keyboard and its symbols. Application of the related theoretical aspects. In the production of simple business documents.

GEOF 3036 - Advanced Level of Keyboard and its Applications

Four credits. Four hours a week for classroom discussion and practice.

Prerequisites: GEOF 3035 or equivalent.

Optimal development of touch writing skills. Application of skill in the design and processing of varied documents in the business context through the use of the computer.

GEOF 3046 - Spanish Writing Abbreviation System

Three credits. Three hours of lecture and classroom practice per week.

Prerequisite: ESPA 3102 or equivalent.

Learning the Gregg shorthand system in Spanish. Development and mastery of shorthand skills through dictation, reading, and transcription of signs. Review and application of the grammatical rules of the Spanish language.

GEOF 3055- Seminar on Integration of Technologies in Organizations

Three credits. Three hours a week.

Study, application and evaluation of concepts and trends related to the integration of technologies in organizations. Analysis of the human, technological and environmental aspects that interact in an integrated systems environment.

GEOF 3317 - Basic Training in Spreadsheet Programs

A credit. Twenty hours of workshop in the semester using the Microsoft Excel computer program. Prerequisites: Basic training in Microsoft Windows or its equivalent, GEOF.

Training in the basic functions of spreadsheet application programs such as Microsoft Excel.

GEOF 3327 - Training in Accounting Application Programs

Two credits. Thirty hours of workshop in the semester using the Sage 50 computer program. Prerequisite: CONT 3105.

Study and application of concepts and skills for the establishment and updating of computer systems in companies of diverse nature using accounting application programs.

GEOF 3328 - Advanced Training in Spreadsheet Programs

A credit. Two hours of lecture and two hours of laboratory time per week. Four hours per week for 5 weeks. Prerequisites: GEOF 3317.

Training in the advanced features of spreadsheet application programs, such as Microsoft Excel.

GEOF 4045 - Administrative Systems and Office Procedures

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: GEOF 3055, 3036.

Study of the principles and development of the skills necessary to establish effective procedures in office management. Analysis of trends in organizations, the work environment and the job search process. Emphasis on teamwork, case studies, critical analysis for continuous process improvement, and creative problem solving.

GEOF 4049 - Production of Business Documents in Spanish

Three credits. Three hours a week. Prerequisites: GEOF 3036, COEM 3006.

Learning, developing, and mastering the skill of producing business documents in Spanish through the use of the computer. Emphasis on integrating keyboard, design, and language skills for effective document production.

GEOF 4050 - Production of Business Documents in English

Three credits. Three hours a week. Prerequisites: GEOF 3036, INCO 3010.

Learning, developing, and mastering the skill of producing business documents in English through the use of the computer. Emphasis on integrating keyboard, design, and language skills for effective document production.

GEOF 4105 - Integration of Information Processing Programs

Three credits. One hour of lecture and two hours of laboratory time per week. Prerequisites: GEOF 3036.

Learning and integrating the functions of application programs into the production of business documents. Emphasis on word processing, spreadsheets, publishing, and presentation programs, among others.

GEOF 4115 - Seminar in Office Administration and Supervision

Three credits. Three hours of seminar per week. Prerequisites: GEOF 4045 and ADMI 4005.

Study and application of advanced concepts on office management and employee supervision. It includes topics related to leadership styles, participative management, labor aspects, and conflict resolution in the office, among others. Emphasis on the study and analysis of cases and the presentation of research projects.

GEOF 4125 - Strategic Training Planning

Three credits. Three hours of seminar per week. Prerequisites: ADMI 4005, GEOF 4045.

Study, research and application of the basic concepts related to the strategic planning of training for the company. Emphasis on the study and identification of needs, and on the design, preparation and presentation of training proposals.

GEOF 4126 - Multidisciplinary Business Seminar

Three credits. Three hours of seminar per week. Prerequisites: GEOF 4105, CONT 3106; MATE or MECU.

Introduction to the fundamentals of financial management. Discussion of concepts and principles of descriptive statistics and discussion of the basic fundamentals of entrepreneurship. Application of concepts in the preparation of an integrative plan in the business context.

GEOF 4145 - Emerging Technologies in Organizations

Three credits. Three hours of seminar per week. Prerequisites: GEOF 3055.

Seminar on the evaluation and application of emerging technologies in organizations. Effective use of global networks and technological tools for research, analysis and decision-making process.

GEOF 4150 - Supervised Professional Practice

Four credits. Eight hours of lab work per week. Prerequisite: GEOF 3030, 4045, 4105, 4049, and 4050.

Experience working in an organization during an academic semester to integrate professional competencies. This internship includes conducting research projects, working in a team, dialoguing with lecturers, and preparing oral and written reports. A minimum of 20 hours per week of supervised work and a minimum of 28 contact hours during the semester in the classroom is required.

GEOF 4995 - Cooperative Education Experience

Two to four credits. Regular semester: student must work 20-30 hours per week for three credits; 31-40 hours for four credits; Summer session: 20 hours of work per week for two credits and more than a total of 300 hours for three credits. Prerequisite: Have completed two years of undergraduate study and a minimum GPA of 2.5.

Elective that provides paid work experience to third-year students of the Bachelor of Arts in Office Management or who are pursuing a Second Concentration in Office Management. This course offers the opportunity to apply the knowledge and skills learned in the real environment of a modern office, under the combined supervision of the teacher and the employer.

GEOP 4009 - Enterprise Resource Planning

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: GEOP 4315.

Integration and management of the organization's managerial activities through the use of an Enterprise Resource Planning (ERP) schedule with the aim of increasing the company's efficiency. Emphasis on the use of ERP in small and medium-sized companies. The course includes the use of a scheduled.

GEOP 4315 - Introduction to Operations and Supply Management

Three credits. Two hours of lecture and one hour of discussion per week. Prerequisites: ADMI 4005, MECU 3031, MECU 3035.

Introduction to the company's operational and supply functions and their importance to the achievement of the organization's strategic plans. Study of the theories, methods and techniques of the function of operations and supply management in domestic and global contexts.

GEOP 4316 - Lean Sigma and Productivity Systems

Three credits. Two hours of lecture and one hour of discussion per week. Prerequisite: GEOP 4315.

Analysis of contemporary management concepts, philosophies and strategies that affect productivity in companies, with a focus on "six sigma" and "lean" methodologies, "lean sigma" tools including the 5s methodology are examined. Kaizen events, process maps, root cause analysis. Total productive maintenance. Kanban systems. Risk and failure analysis, dmaic methodology and visual management systems. The course can be offered in face-to-face, hybrid and distance learning modes.

GEOP 4318 - Quality Systems Management

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: GEOP 4315, ESTA 3041.

Study of quantitative and qualitative methods for quality management in operations and supply chains. Application of multiple techniques, tools and models including control charts, cause and effect analysis, sampling plans and graphical analysis to evaluate, improve and support the management of an organization's quality systems in order to meet customer needs. The course can be offered in face-to-face, hybrid mode
y at a distance.

GEOP 4319 - Operations Planning and Control

Three credits. Two hours of lecture and one hour of discussion per week. Prerequisite: GEOP 4315.

Emphasis on the managerial aspects of planning and control on the production floor associated with internal logistics. Study of the activities of operations and materials management and their effects on the strategic plan in manufacturing and service companies.

GEOP 4320 - Advanced Operations and Materials Management

Seminar

Three credits. Three hours of seminar per week. Prerequisites: GEOP 4316, GEOP 4319 or teacher authorization. In case of field trip, the student is over 18 years old. Have completed the first two years of their baccalaureate interview and authorization from the principal.

Study of real and contemporary problems in the area of operations and supplies. Research, discussion and analysis of issues of relevance to operations and supply management. This course can be offered with a required study tour.

GEOP 4335 - Purchasing Management

Three credits. Two hours of lecture and one hour of discussion per week. Prerequisite: GEOP 4315.

Analysis of the procurement function and its relationship with production, marketing, finance and engineering. Emphasis on the policies and organization of a procurement system, taking into consideration the legal aspects and strategies necessary to achieve an effective system.

GEOP 4336 - Inventory and Warehouse Management

Three credits. Three hours of lecture a week. Prerequisite: GEOP 4315.

Study of inventory and warehouse management with emphasis on planning and controlling appropriate inventory levels to meet the demand for materials, replacement parts, and finished products while minimizing costs. The course concludes the principles, concepts, and techniques for determining which items to order, how, and where to store them. It also introduces aspects related to the planning, design and control of receiving, warehouse and dispatch areas. This course will be offered in face-to-face, hybrid and online modalities.

GEOP 4345 - Operations and Supply Management Internship

Three credits. Twelve hours of supervised practice per week. Prerequisites: GEOP 4315, GEOP 4316, GEOP 4319, GEOP 4336.

Hands-on experience of theory and concepts learned in the classroom that relate to effective management of operations and materials in organizations through 180 hours of work in an assigned center. Advice and teacher supervision in the incorporation of students into the world of work.

GEOP 4355 - Global Supply Chain Management

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: GEOP 4315.

Study of operations management from a global approach, where internal operations are integrated with the functions of suppliers, distributors, transportation systems

and the customer. Multiple tools, processes, and strategies associated with supply chain management are covered. This course will be offered in face-to-face, hybrid and online modalities.

GEOP 4998 - Cooperative Education Experience in Operations and Supply Management

Two to four credits. Supervised practice. Prerequisite: Have completed 2 years of undergraduate study (60 credits or more); Minimum GPA 2.5.

Hands-on experience applying theoretical knowledge from the field of operations and supply management in a job, preferably full-time, that is paid and under academic supervision. Face-to-face, hybrid and online course. The course will be a full load for the student when it is 4 credits.

INCO 3008 - Pronunciation Techniques

Two credits. Two hours weekly of conference. Previous requisite: INGL 3102.

Study of English phonetics and their effect on oral expression. Systematic exercises for the correct production on the sound patterns that give the Spanish-speaking student greater difficulty with special emphasis upon rhythmic patterns and intonation. Face to face, online and hybrid.

INCO 3010 - Writing Techniques and Business Communication Skills in English

An hour and a half conference and an hour and a half of discussion per week. Three credits. Prerequisites: COEM 3001, first year of English or its equivalent. INGL 3101- 3102 or its equivalent.

Development of writing techniques and listening and oral skills in business communication in English through varied activities that include reading and discussing business literature in English. The course is aimed at office management students. Students learn to identify interference from Spanish to the English language in Business English documents. Emphasis is given to the terminology and expressions of Business English. The use of technology is fundamental in the search for information. One topic per semester of communication in companies will be chosen.

INCO 3011– Translation Spanish to English and English to Spanish/Traducción Español a Inglés e Inglés a Español

Two credits. Previous requisite: INGL 3102. INCO 3005 or its equivalent.

Translation techniques from Spanish to English and English to Spanish. Emphasis on vocabulary, modals and structure in both languages and its implications in business.

INCO 4006– Report Writing

Two credits. Two hours weekly of conference. Previous requisite: INCO 4008.

Training in the fundamental techniques of business communication through written reports. Special attention is given to the procedures employed in writing an objective, well organized, factual report, the classification of reports and the methods of research. The actual writing of a short analytical report is required. Face-to-face, online and hybrid course.

INCO 4008 - Strategic Business Communication

Two credits. One hour of conference, one of discussion, and one hour of lab per week. Prerequisite: COEM 3001 or its equivalent.

Application of strategic business communication applied to oral and written message development in English and document design. Research is a fundamental part of methodology. Technology is integrated through the interaction with international students using the "pen pal" project.

INCO 4045 - Business Communication in Multicultural Environments

Three credits. Three hours weekly of conference. Previous requisite: INCO 4008 or its equivalent.

The values and characteristics of diverse cultural groups in Puerto Rico as they are applied in business communication is the topic under study. A theoretical framework of nonverbal communication and its intercultural variations applied to specific business environments is presented.

INCO 4101 - Business Communication and Ethics

Three credits. Three hours weekly of conference.

An interdisciplinary and transdisciplinary course that links the related fields of philosophy, business communication, and ethics. It familiarizes students with relevant works of philosophy on various aspects of ethics. The assigned readings will enable students to explore, analyze, and contextualize assigned readings. Key business communications concepts and situations will be discussed, stemming from the essays discussed in class. Among other things, students will become acquainted with concepts such as ethics, agency, responsibility, and knowledge. This course is designed for students to assess ethical issues relating to business, business communications, and society.

INCO 4102 - Crisis communication

Three credits. Three hours weekly of conference.

Study of the planned and contingent crisis communication processes that links stakeholders before, during and after a crisis. Allows for discussing and problematizing the various crisis communication theories. Its case study approach enables students to apply these theories as epistemology, a way of knowing and thinking, and to devise communication strategies aiming at preparing for and reducing, limiting, and responding to crisis management issues. Face-to-face, online and hybrid course.

INCO 4103 - Design thinking and storytelling for business communication

Prerequisite: INGL3101-3102.

A design thinking and storytelling course to create innovative, effective, and sustainable solutions for business communication in the technological savvy workplace. The course focuses on qualitative research skills, business communication and oral narrative creation skills.

**INCO 4104 - Business communication technologies:
webinars, augmented reality, and artificial intelligence**

Prerequisite: INGL3101-3102.

A course to plan, design, produce and evaluate webinars, artificial intelligence (AI) chat bots, and augmented reality (AR) interactive experiences for business communication. The course introduces the student to the theory, practice, concepts, and methodologies for business communication content creation (written, oral visual, and nonverbal) for webinars, AR and AI.

INCO 4998 - Co-op Experience in English (Disney College)/Experiencia de Educación Cooperativa en Inglés (Disney College)

Two to four credits. 20 to 40 hours of supervised practice per week. Regular session: 20 to 30 hours per week - 3 credits, 31-40 hours per week - 4 credits. Summer session: 20 or more hours per week for 7 weeks - 2 credits; 300 or more hours in total - 3 credits. Prerequisite: have completed 2 years of undergraduate studies, INCO 3005 or INCO 3007, and have a minimum average of 2.5.

Advanced experience in the application of the theoretical and practical skills of the processes of business communication in English in an employment where the first language is English, preferably full-time, paid and under academic supervision.

LEGA 4005 - Legal Aspects of Business

Three credits. An hour and a half of lecture and an hour and a half of discussion per week.

Introduction and analysis of general principles of law, legislation, jurisprudence and doctrines that have an impact on individuals, businesses and society. It deepens the study of the legislation and jurisprudence that regulate commercial activity when starting, operating and maintaining a company, both nationally and internationally. Legal issues are integrated with practical situations promoting ethical and socially responsible behavior of future entrepreneurs, executives or employees of a company.

MECU 3001 - Quantitative Methods for Business Administration I

Three credits, three hours per week, duration one semester. Prerequisite: Have scored 610 points or higher on the Mathematics portion of the College Board College Admission Test (PAA) or have passed the Math Skills for Business Administration (MECU 1000) course.

Pre-calculus course. Study of functions, particularly linear, quadratic, rational, partial, exponential, and logarithmic functions. Algebra of matrices and solution of systems of equations by the reduction method. Emphasis on the application of these concepts in the solution of business management problems such as: trend, rate of change, optimization (revenue, profit, cost), tie point, equilibrium point, financial mathematics, preparation of graphical schemes and linear programming by the graphical method.

MECU 3032 - Quantitative Methods for Business Administration II

Three credits, three hours per week, duration one semester. Prerequisite: Pass Quantitative Methods for Business Administration I (MECU 3031) with C or higher.

Introductory course in Differential Calculus for business administration students. Study of the concepts of limit and continuity, the derivative of a function and the rules of differentiation of functions of an independent variable. Emphasis on applications of continuous interest, marginal analysis, function optimization, and curve tracing. Introduction to Integral Calculus.

MECU 3035 - Finite Mathematics and Precalculus for Business Administration

Three credits. The course requires three (3) hours per week of class time and one (1) hour of lab time. The lab does not carry credit. Prerequisite: Have scored less than 650 points on the math achievement portion of the test administered by the College Entrance Examination Board.

Linear equations are studied in two variables (graphs, line slope and applications); systems of linear equations in two variables (different solution methods and their applications); matrices (basic definitions, operations, solution of systems of linear equations by the reduction method); and linear programming. Emphasis is given to the concept of function and linear, quadratic, rational, square root, absolute value, departure, exponential and logarithmic functions are studied (domain, scope, evaluation, intercept, graph and applications to different areas of business administration).

MECU 4001: Quantitative Methods for Business Administration IV

Three credits, three hours per week of lecture and practice. Prerequisite: MECU 3032.

Transcendental functions, techniques of integration, applications of integration, two or more variables, of commercial applications.

MERC 3115 - Principles of Marketing

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: ADMI 4005.

Introduction to the marketing process as a managerial function. Emphasis on the strategic role of marketing in the value creation process of the company, whether it is a new venture, a small, large national or international company. It also considers the analysis, planning, implementation, organization and control of marketing programs, the role of marketing in society and the marketing decision-making process considering the laws and regulations that regulate marketing and respecting fundamental ethical principles. The course can be offered in face-to-face, hybrid and online modes.

MERC 4010 - Consumer Conduct

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: MERC 3115.

Study of the psychological, social, personal and cultural factors that influence the behavior of consumers in their decision process to purchase products or services. Emphasis on the use of

this knowledge in the design of marketing strategies.

MERC 4025 - Quantitative Methods in Marketing

Three credits. Three hours of lecture a week. Prerequisite: MERC 3115, MERC 4227 and ADMI 4006.

Expansion of the techniques used in the market research process. It includes model examination, use of Bayesian probabilities, statistical testing.

MERC 4027 - Advertising

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: MERC 3115.

Analysis, design, implementation and control of advertising programs. Emphasis on the design and evaluation of creative strategies.

MERC 4028 - Price Management

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: MERC 3115.

Study of the price variable as an integral part of the marketing strategy. Emphasis on the need to find a price that is attractive to the consumer and at the same time contributes to the achievement of the company's marketing and financial objectives.

MERC 4115 - International Marketing

Three credits. Three hours of discussion a week. Prerequisite: MERC 3115.

Development and implementation of marketing strategies in a global/international context. Emphasis on the search for information and the analysis of variables that can affect marketing strategies at an international or global level. Analysis of the strategic implications of marketing decisions in different cultures.

MERC 4128 - Product Management

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: MERC 3115.

Study and analysis of marketing strategies and tactics related to the development of new products and the different stages of the product life cycle. Emphasis on the analysis of the factors that contribute to the success or failure of products and on the design and implementation of marketing strategies and tactics.

MERC 4129 - Marketing of Services

Three credits. Two hours of lecture and one hour of discussion per week. Prerequisites: MERC 3115.

Study of marketing strategies used in the service industry. Analysis of how the unique characteristics of services affect the design and implementation of marketing strategies.

MERC 4130 - Promotion Management

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: MERC 3115.

Analysis, planning, implementation and control of promotional programs in the marketing of goods and services. Emphasis is placed on theories of communication, persuasion, and changes in attitudes and

perceptions. Emphasis is also placed on the use and management of traditional promotional tools, such as advertising and personal selling, as well as new tools and advances in the discipline.

MERC 4215 - Retail Sales Management

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: MERC 3115.

Development and implementation of marketing strategies in the context of retail business. Emphasis on the effective analysis of the environment in which the company competes and on the marketing strategies that derive from the changes that occur in that environment. Emphasis on studying retail business opportunities for small and medium-sized companies. Face-to-face, hybrid and online course. Effective January 2021.

MERC 4219 - Intermediate Marketing

Three credits. Three hours of lecture a week. Prerequisite: MERC 3115, ADMI 4005, CONT 3005-3006 and ESTA 3041-3042, ESTA 3045.

Design of strategies and tactics, formulation of marketing policies; organization; demand analysis; product planning; pricing systems; Logistics and sales promotion in the management decision-making process.

MERC 4226 - Public Relations

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: MERC 3115.

The study of public relations as an integral part of the marketing strategies used by an organization. Emphasis on designing strategies and tactics used in public relations to support the marketing efforts of small and medium-sized businesses.

MERC 4227 - Marketing Research

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: MERC 4010 and ESTA 3042 or ESTA 3045.

Study of concepts and applications in real situations of research processes, methods and techniques within an ethical and legal framework to understand consumer or market behaviors. The course entails the design of a research proposal that includes, among other elements, the identification of a problem, research methodologies, the development of research instruments. It also entails the implementation of research with the collection and statistical analysis of data through the use of specialized programs to arrive at recommendations aimed at guiding the managerial decision-making process in the company. The course can be offered in face-to-face, hybrid, and online modes.

MERC 4235 - Marketing Internship

Three credits. Twelve hours of practice per week. Prerequisite: 12 credits in marketing courses.

Hands-on experience of theory and concepts learned in the classroom that relate to effective marketing management in organizations through 180 hours of work in an assigned center. Advice and teacher supervision in the incorporation of students into the world of work.

MERC 4250 - Strategic Marketing Management

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: MERC 3115, MERC 4010, FINA 3106.

This course integrates and applies in a practical and innovative way previous knowledge of the marketing process in the strategic context of an organization and the obtaining or achievement of its organizational objectives. Its approach will be based on the creation and delivery of value to the consumer with the purpose of establishing profitable relationships that last in the long term. In addition, the course will consider key elements such as the organizational structure, the resources and capabilities of the company and its strategic positioning to create, capture and sustain the competitive advantage that contributes to organizational success. Other relevant topics in strategic development will be: market analysis, marketing mix strategies, marketing segmentation, innovation, and ethics and social responsibility in companies.

MERC 4998 - Marketing Cooperative Education Experience

Two to four credits. Supervised practice. Prerequisite: Have completed two years of undergraduate study (60 credits or more) minimum GPA 2.5

Hands-on experience applying technical theoretical knowledge of the marketing field in a job, preferably full-time, that is paid and under academic supervision.

MERC 5995 - Seminar on Contemporary Issues in Marketing

Three credits. Prerequisites: MERC 3115. Graduate students will require permission from the head of the management department.

Study of contemporary issues that directly affect marketing strategies. Analysis of new theories, methods and techniques related to this field in the different areas of marketing. Emphasis will be given to research and its importance in current situations and problems that require immediate attention, both by professionals in the marketing world, and by the prevailing conditions in the marketing environment in general. Students may enroll in up to two seminars, as long as the course topic is not the same.

REHU 4405 - Human Resources Management

Three credits. Two hours of lecture and one hour of discussion per week. Prerequisite: ADMI 4005.

Introduction to the various theories, strategies, practices, methods, and techniques related to effective human resource management. Social, ethical, and legal aspects are considered in relation to decision-making in the field of human resources, including the existing normative body in Puerto Rico. Recognizing the importance of human talent in the establishment, development and success of organizations, its strategic role in entrepreneurship as a fundamental competency that drives innovation in the organizational context is discussed. The course can be offered in face-to-face, hybrid, and online modes.

REHU 4406 - Labor-Management Relations

Three credits. Two hours of lecture and one hour of discussion per week. Prerequisite: REHU 4405.

Analysis of the dynamics of union-employer relations in organizations in both the U.S. and the U.S. from their origins to the present. Emphasis on the study of

structures of the parties involved in labor-management relations, as well as the strategies used by each of them in the fulfillment of their functions. Introduction to the basic processes related to collective bargaining, the administration of collective agreements and their relationship with the non-union sector.

REHU 4407 - Compensation Systems

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: REHU 4405.

Introduction to the design, implementation and administration of an effective compensation system. Emphasis on organizational diagnosis in terms of internal and external influences as a prelude to the design and management of a compensation system.

REHU 4408 - Organizational Conduct

Three credits. Two hours of lecture and one hour of discussion per week. Prerequisites: ADMI 4005.

Study of human behavior in the organizational context and how it can be executed individually or within a group or work team. It offers a complete perspective of application in large comparisons, as well as in SMBs. It emphasizes the development of the competencies that people need to fulfill roles as an employee, member or leader of a work team or be a manager of large or small organizations. Understanding organizational concepts, practices, theories, and processes contributes to improving organizational performance. The course can be offered in face-to-face, hybrid, and online modes.

REHU 4409 - Human Relations

Three credits. Prerequisite: PSIC 3005.

Behavioral concepts and theories of human relations that allow us to understand the nature of interpersonal relationships in organizations. It promotes the understanding of the human side of organizations in today's work context and practices student introspection to develop and apply skills and attitudes that pursue optimal interpersonal relationships, applicable in the organizational context, as well as the personal one. Teamwork in this course represents a fundamental context for the student to practice and apply the development of human skills and optimal interpersonal relationships. The course is dynamic and interactive and promotes learning through high-impact practices. The course can be offered in hybrid or online mode.

REHU 4415 - Collective Bargaining and Dispute Resolution

Three credits. One hour of lecture and two hours of discussion per week. Prerequisite: REHU 4405 and REHU 4406.

Exposure to the process of negotiating a collective bargaining agreement applying the labor-management legislation in force in P.R., specifically the Federal Labor-Management Relations Act of 1947 (Taft Hartley) and the P.R. Labor Relations Act of 1945 (Act 130). Study of the different strategies applied to the collective bargaining process and the methods of resolving conflicts or disputes between workers and employers.

REHU 4418 - Industrial/Organizational Psychology

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: PSIC 3005.

Emphasis on the basic principles of psychology that apply to situations and problems that affect human resource management and that contribute to the effective functioning of an organization. Application of scientific methodology to the development and administration of instruments for measuring and evaluating organizational influences on behavior.

REHU 4419 - Labor Legislation and Jurisprudence

Three credits. Two hours of lecture and one hour of discussion per week. Prerequisite: ADMI 4005, REHU 4405.

Analysis of labor and social legislation (federal and local) and how it affects business decision-making. Study and analysis of the jurisprudence that has been resolved by the Supreme Court and its effects on organizations. It stresses the importance of labour legislation, in particular labour protection legislation.

REHU 4435 - International Human Resources Management

Three credits. Three hours of discussion a week. Prerequisite: ADMI 4005 and REHU 4405.

Study of human resources management and how it is applied in different countries and continents around the world. Development of a global and at the same time comprehensive vision of the modern human resources professional.

REHU 4436 - Employee Recruitment and Selection

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisite: REHU 4405.

Study of models and strategies for the recruitment and selection of internal and external job candidates. Emphasis on planning and implementing effective strategies to identify short- and long-term recruitment needs and select candidates with the required competencies in competitive organizations.

REHU 4437 - Employee Training and Development

Three credits. An hour and a half of lecture and an hour and a half of discussion per week. Prerequisites: REHU 4405.

Study of learning theories and strategies that contribute to the effective creation, implementation, and evaluation of managerial and non-managerial employee training and development programs. Emphasis on techniques that contribute to the achievement of individual and organizational goals that affect effective talent management, good performance, productivity, and employee satisfaction in competitive organizations.

REHU 4450 - Internship in Human Resources Management

Three credits. Twelve hours of supervised practice per week. Prerequisites: REHU 4405, 4407, 4419.

Hands-on experience of theory and concepts learned in the classroom that relate to effective

human resource management in organizations through 180 hours of work in an assigned center. It involves advising and supervising teachers in the incorporation of the student into the world of work.

REHU 4998 - Cooperative Education Experience in Human Resource Management

Two to four credits. Supervised practice. Prerequisite: have completed two years of undergraduate study (60 credits or more); Minimum GPA 2.5.

Hands-on experience in applying theoretical knowledge from the field of human resources at work preferably full-time, paid and under academic supervision.

REHU 5005 - Seminar on Contemporary Issues in Human Resources Management

Three credits. Three hours of seminar per week. Prerequisites: REHU 4405, REHU 4407, REHU 4419.

Study of contemporary aspects or trends that directly affect effective human resources management. Analysis of new theories, methods, and techniques related to the field in the areas of managerial and strategic planning, job analysis, recruitment, personnel selection, performance evaluation, compensation, training, personnel discipline, labor-management relations, or occupational safety and health within domestic and global economic contexts.

SICI 3211 - Fundamentals of Information Systems

Three credits. Three hours of lecture a week and practice.

This course discusses the fundamentals of computerized information systems in the enterprise. It studies the strategic importance of these systems, the support they offer and their role in operations, decision-making and competitive advantages, as well as their influence on the management of the company and the global economy. It also studies computer and communication technologies, information as a critical resource in the organization, the process of systems development, the social and ethical aspects associated with the use of technology and professional development. Students prepare practice exercises using productivity tools and operating systems.

SICI 3245 - Technological Infrastructure for Information Systems

Three credits. Three hours of lecture and practice. Prerequisite: SICI 3211.

Study of the main components of the technological infrastructure on which information systems operate, emphasizing the functional aspects. Orientation towards the preparation of technological configurations on which information systems can be implemented, both for small and large companies. Also towards the installation and configuration of equipment and operating systems.

SICI 3255 - Application Programming

Three credits. Three hours per week of lecture and practice. Prerequisite: SICI 3211.

Steps in program preparation, basic operations of an algorithm, input and output, arithmetic operations, control operations, variables and expressions, handling of non-numerical data, user

interface and process design, data validation, program debugging , program structuring, use of arrays, organization and structure of data, file processing. Students practice the concepts and techniques discussed in class by preparing programs using a visual and object-oriented tool. Orientation towards the use of a visual and object-oriented tool, to practice concepts and techniques, and to practice the preparation of processes common to the systems.

SICI 4015 - Physical Design and Implementation of Systems using Database Management Systems

Three credits. Three hours per week of lecture and practice. Prerequisite: SICI 4025: Analysis and Logical Design of Systems.

Design of the physical components of a computerized information system, design of the database, processes, reports, screens and forms, special considerations for the design of the various components, standardization, refinement and administration of the database, design tools, preparation of the components of the system using a database management system, unit testing, system integration and acceptance testing, system documentation, data cleaning and conversion, user training. Orientation towards the physical design, preparation of the system components and the implementation of the system using the facilities provided by the database management systems.

SICI 4025 - Analysis and Logical Design of Systems

Three credits. Three hours per week of lecture and practice. Prerequisites: SICI 3255.

Study of the life cycle and feasibility of the system, analysis of processes, logical design, determination of requirements and evaluation of alternatives (acquisition versus development). Students put into practice techniques and tools to collect data and model processes. Study of administrative aspects such as project organization, cost estimates and implementation plans; Organizational aspects such as user participation, management support, change management, and group work. Orientation towards the analysis of operations, the design of new ways of carrying out processes in the company and the preparation of requirements for systems that support these new ways of operating.

SICI4215 - Business Intelligence and Analytics

Three credits. Three hours per week of lecture and practice. Prerequisite: SICI 4015.

This course discusses business intelligence technology with an emphasis on: tools and techniques for data integration, data quality assurance, analysis, reporting, and visualization for informed decision-making.

SICI 4266 - Physical Design and Implementation of Systems Using Emerging Tools

Three credits. Three hours per week of lecture and practice. Prerequisite: SICI 4025.

Design, programming, and testing of the physical components of a computerized information system to meet the needs of the organization. It focuses on physical design, program preparation, and system

implementation, using emerging programming tools that support the development of applications with a global reach.

SICI 4275 - Controls and Security in Computerized Information Systems

Three credits. Three hours per week of lecture and practice. Prerequisite: SICI 4015 or SICI 4266 or SICI 4405. Requirement: A face-to-face course of fifteen (15) meeting hours and zero (0) credit in substitution of the Business Ethics course (ADMI 4416). Ethics-related applications in computerized information systems will be discussed.

Study of the control and security measures that must be in place in an organization's systems operations, and the measures to recover in the event of incidents that cause loss of data and computing resources.

SICI 4278 - Project Management and Administrative Aspects of Systems

Three credits. Three hours of lecture and practice. Prerequisite: SICI 4015 or SICI 4266 or SICI 4405.

Study of project planning and management, emphasizing the determination of feasibility, the analysis of time and resources of activities or tasks. Students use a project planning and management tool to prepare project plans and to manage their implementation. The administrative aspects that affect the development, implementation and operation of information systems are also studied. The course is geared towards the preparation of a plan for a systems project, including the activities to be carried out, the dependencies between the activities, the time allotted and the resources required for each of them. This course will be offered under face-to-face and hybrid modalities.

SICI 4285 - Broad Data Communication Networks (WANs)

Three credits. Three hours of lecture and practice. Prerequisite: SICI 4286.

Means of transmission, for both wired and wireless networks, components of the OSI model, functions and characteristics of different communication equipment, typical configurations and uses of a wide communication network, codes, modes and transmission protocols, communication equipment, services and tariffs available for public networks, network security and availability, operation of the Internet network, network management concepts and techniques, equipment and systems for managing networks, organization and operation of a network operating center. Orientation towards the design of large networks that serve as infrastructure for the operation of systems in the company.

SICI 4286 - Local Data Communication Networks (LANs)

Three credits. Three hours per week of lecture and practice. Prerequisite: SICI 3245.

Transmission media most commonly used today for both wired and wireless networks, components of the OSI model for communication, functions and characteristics of different types of communication equipment, typical configurations and uses of a local communication network, functions performed by local area network operating systems, important considerations to be taken into account when installing and configuring a local network, applications of communications networks, such as the Internet, and

"ebusiness" applications. Students will install and configure a small local network, including both the computer and operating system parts. Orientation towards the design of local networks that serve as infrastructure for the operation of systems in the company.

SICI 4405 - Design and implementation of Electronic Business

Three credits. Three hours of lecture a week. Prerequisite: SICI 4025.

Strategies and technologies available to implement and operate an e-business, marketing and sales strategies, concepts and techniques related to virtual auctions, virtual communities and portals, legal, ethical and tax framework that applies to e-business, payment methods, confidentiality and security, technological products that support the implementation of e-business, important steps and considerations in the planning of an e-business. Students will prepare a plan for implementing an e-business. Orientation towards the implementation of an e-business by students, whether it is the sale of goods or the provision of services.

SICI 4465 - Seminar on Information Technology Standards

Three credits, three hours per week of lecture and practice. Prerequisites, co-requisites and other requirements: SICI 3211 or equivalent or practical experience. The course will serve as an elective aimed at students in the Computerized Information Systems concentration. It will serve as a free elective for students in the College of Business Administration or other faculties.

This course studies the existing policy base around communications and computer technologies and examines areas not served by the existing policy base. The normative context is first established through the study of the relevant norms and their hierarchy. It discusses, among others: the rules associated with the issues of restrictive trade practices, telecommunication technologies, the various forms of intellectual property protection, the responsibility faced by professionals in civil and criminal aspects, and the challenges to the professions in the face of a changing and complex regulatory world. The course culminates with real-world case studies in the context of computerized information systems in the organization.

SICI 4998 - Cooperative Education Experience

Credits: two credits if the student works fifteen hours per week (225 hours in the semester), three credits if they work twenty hours per week (300 hours in the semester), four credits if they work thirty hours per week (450 hours in the semester). Prerequisite: Two years of high school studies and approval by the teacher.

Work related to the concentration in Computerized Information Systems, duly supervised by the professor and the employer, in which the student will apply the knowledge acquired, as well as the skills and attitudes developed, in the courses of his or her concentration.

SICI 5015- Big Data Concepts and Applications

Three credits, three hours per week of lecture and practice. Prerequisites: Have passed the following courses: SICI 4015 - Physical Design and Implementation Using

Databases (or its equivalent) and ESTA 3042- Statistics for Business Administration II.

Study and practical use of technology, tools and techniques for the management and analysis of large volume data and a variety of formats (Big Data). Technology for distributed or elastic capture and storage of large data received in *both batch* and *streaming formats*. Parallel processing and tools for analysis of this type of data. Machine *learning* and its use for *big data analysis*. Algorithms for *big data* analytics such as predictive and prescriptive. Analysis of semi-structured and unstructured data such as text and images.

SICI 5250 - Enterprise Information Systems (ERP)

Three credits, 3 hours per week of lecture and practice. Prerequisites: SICI 3211: Fundamentals of Information Systems or its equivalent; CONT 3105: Introduction to the Fundamentals of Accounting or its equivalent. Graduate students must have permission from their program director.

The characteristics of enterprise information systems are studied, as well as their importance in organizations and the resources that these systems require to operate effectively. It discusses the steps required to implement a business information system, the tasks that make up each of these steps, and the resources involved in them. It also explains the modules that business information systems typically contain, the functions they perform, the data they require to perform those functions, and how these modules relate to each other. The course is oriented towards the research and application of the concepts and techniques studied in class, through the preparation of a project to configure and implement a business information system using a tool used in industry, such as SAP.

FACULTY OF EDUCATION

Dean: Dr. Mayra B. Chárriez Cordero

Associate Dean for Academic Affairs: Dr. Edwin Vega Milán

Assistant Dean of Student Affairs: Dr. Gabriel Ramos Cortés **Assistant**

Dean of Administrative Affairs: Ms. Carmen Heredia Marcano

- Director, Department of Programs and Teaching: *Dr. Nannette Portalatín Rivera*
- Director, Department of Fundamentals of Education: *Dr. Rubén Rosado González*
- Director, Department of Physical Education and Recreation: *Dr. Anthony Meléndez Nieves*
- Interim High School Principal: *Dr. Elena Maldonado Vargas*
- Interim Principal, Elementary School: *Dr. Elizabeth Cuevas de Jesús*
- Coordinator, Teaching Practice: *Dr. Aura González Robles*
- Director, Center for Educational Research: *Dr. Yarimar Rosa Rodríguez*
- Director of the Preschool Development Center: *Prof. Jackeline Adorno Ortiz*
- Coordinator, Office of Strategic Planning and Evaluation: *Profa. Consuelo Torres Burgos*

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HISTORY

The Eugenio María de Hostos School of Education is the unit in charge of the university training of teachers and other education professionals at the University of Puerto Rico. The beginnings of the Faculty (formerly the College of Pedagogy) date back to the year 1900 with the establishment of an Industrial Normal School in Fajardo with the purpose of preparing and training teachers for the country's educational system.

The following year (1901), the Industrial Normal School was moved to Río Piedras, to the Governors' Residence. When the University of Puerto Rico was established on March 12, 1903, the Normal School established the Department of Normal School. In 1902, the Industrial Normal School was inaugurated and the Model School (now the Elementary School) was also created to serve as a teaching laboratory for future teachers. In 1904, the Department of Agriculture was created.

The academic development of the School of Home Economics began with the offering of courses to train teachers beginning in 1908, and in 1909 courses in Industrial Arts began. In 1909, eight-week summer courses for teachers, including courses for rural leave, began in coordination with the

Department of Education at the island level. In 1910, the Associate Dean of the Normal Department, Felipe Janer, led the summer session. As early as 1911, about 400 students were taking courses in this session, which was offered in the towns of Río Piedras and Mayagüez. In 1917, the course to prepare rural teachers was initiated.

In 1917, the School of Home Economics began offering a four-year program leading to the Bachelor of Arts in Education with a concentration in Home Economics. The University of Puerto Rico High School was established in 1918 as part of a process of revising the teacher preparation curriculum. This revision concluded in 1919 and established the program leading to the Bachelor of Arts degree in Secondary Education and for school administrators. From that date on, the Department of Normal was called the Colegio de Normal.

By 1923, the Colegio de Normal began offering intramural extension courses for in-service teachers.

In 1925, with Law #50 of Reorganization of the University, the institution acquired its own personality and was separated from the Department of Education. A total review and evaluation of the programs is carried out and the Bachelor of Arts in Education is formally offered in various specialties. As a result of this revision, the Colegio de Normal passed a be called the College of Education of the University of Puerto Rico.

In 1930-31, the Bachelor of Science was created to prepare Nutritionists and Dietitians, and in 1942, the Child Development and Extension Work concentrations were approved. The College of Education, in its effort to contribute to the improvement of in-service teachers, began a offer extramural extension courses in 1933.

With the passage of a new university law on May 7, 1942, the name was changed a College of Pedagogy and a new structure was created with the establishment of the departments of Methodology and Practice, General Pedagogy and Home Economics. In 1947, the Gerardo Sellés Solá Library and the Nursery School were established.

In 1950, the Audiovisual Center was created, later converted into the Center for Educational Technology.

In 1961, a program was started for the Bachelor of Arts degree in Education with a concentration in Physical Education. In the same year, the Bureau of Investigations was created. The Bachelor of Arts Degree in Secondary Education with a concentration in Business Education began in 1964. That same year, the Department of Graduate Studies began offering programs leading to the Master's Degree in Education with a specialty in School Administration and Supervision, and Secondary Education.

During the 1971-72 academic year, the Bachelor of Arts degree in Secondary Education with a concentration in Health was offered, currently inactive. The program leading to the Bachelor of Arts degree with a concentration in Special Education began in 1974. The Council of Higher Education authorized the re-evaluation of the Bachelor of Arts program in Elementary Education in 1979.

In 1980, the Council of Higher Education revived the offer of a revised program leading to the Bachelor of Arts degree in Secondary Education with a concentration in Recreation, created in 1971-72 and inactive for several years.

In 1982, the Council of Higher Education approved the program leading to the Degree of Doctor of Education (Ed.D.). In 1988, the Master's Program in Special Education was approved; in 1989, the Program of Preschool Education, Elementary Level, and Teaching of Reading leading to a master's degree.

In the year 1994-95, the Board of Trustees and the Board of Higher Education approved the revision of the Bachelor of Arts in Elementary Education at K-3rd concentrations. and 4th-6th, and the Nutrition and Dietetics Program.

In 1996, the name of the School of Home Economics was changed to the School of Family Ecology and Nutrition. In 1997, the Bachelor of Arts in Family Ecology with a concentration in Preschool Education was approved, repealing the concentration in Child Development. In 2001, the Office of Academic Affairs of the Central Administration of the University of Puerto Rico authorized the revision, of a non-substantial nature, of the concentration of the Teaching of English to Spanish Speakers at the Elementary Level in accordance with the revision of the Bachelor of Arts in Elementary Education.

The College of Pedagogy was renamed the Faculty of Education in 1989. On May 2, 1995, the plaque identifying the building with the name of Eugenio María de Hostos was installed. In October 2000, on the occasion of the activities commemorating the centenary of the Faculty, an urn was placed at the entrance of the building in which documents were included that collect what has happened in the hundred years of the Faculty. This urn will be opened in the year 2100.

In 2008, the Baccalaureate Review of all programs offered at the Faculty was completed. As a result of this revision, the new names of the Programs are: Bachelor of Arts in Early Childhood Education, Bachelor of Arts in Education in Arts, Bachelor of Arts in Music Education, Bachelor of Arts in Theater Education, Bachelor of Arts in Secondary Education – Science, Bachelor of Arts in Secondary Education – Biology, Bachelor of Arts in Secondary Education – Chemistry, Bachelor of Arts in Secondary Education – Mathematics, Bachelor of Arts in Secondary Education – Physics, Bachelor of Arts in Secondary Education – Social Studies, Bachelor of Arts in Secondary Education – Commercial Education-General, Bachelor of Arts in Secondary Education – Physical Education, Bachelor of Arts in Secondary Education – Teaching English to Spanish Speakers, Bachelor of Arts in Elementary Education – Special Education, Bachelor of Arts in Elementary Education – Teaching English to Spanish Speakers, Bachelor of Arts in Elementary Education (K-3), Bachelor of Arts in Elementary Education (4-6), Bachelor of Arts in Secondary Education – Business Education

– Secretarial Program, Bachelor of Arts in Secondary Education – Family Ecology, Bachelor of Arts in Family and Community Education and Bachelor of Arts in Preschool Education. Another important change experienced at the Baccalaureate level is the transfer of the Nutrition and Dietetics Program to the Faculty of Natural Sciences in 2009. Some of the graduate programs were revised or incorporated into the curriculum between 2006 and 2013. For example, in 2006, the Master of Science in Exercise Science – Exercise Physiology Program was initiated. In 2013, the Puerto Rico Board of Education endorsed the revision of the master's and doctoral programs in Curriculum and Teaching. Through this review, three new areas of study are incorporated at both the master's and doctoral levels: Educational Technology, Theory, Curriculum Design and Evaluation, and Physical Education. In addition, Curriculum and Teaching in Science Education, History, Mathematics and Spanish are maintained. The Master of Education Program in Teaching English as a Second Language is maintained according to the last revision in 1979. On the other hand, the Master's and Doctorate programs in Administration and Supervision change to Leadership in Educational Organizations. During the years 2019 and 2021, three baccalaureates were reviewed and consolidated: Bachelor of Arts in Education with a concentration at the Elementary Level; Bachelor of Arts in Secondary Education with a concentration in Social Studies and History; Bachelor of Arts in Education with a concentration in Teaching English as a Second Language.

At present, the Faculty consists of the following departments: Fundamentals of Education, Programs and Teaching, Physical Education and Recreation, and the Department of Graduate Studies. The teaching support units at present are: the Center for Educational Technology, Center for Academic Computing Services, Office of Guidance and Counseling, Office of Evaluation, Center

for Educational Research, Office of External Resources and Collaborative Projects, Laboratory Schools (Nursery School, Elementary School, Secondary School), the Infant and Nursery Laboratory, attached to the Dean's Office of Students, the Child Development Center, the Disabled Audio Laboratory, the Inclusive Technology Assistance Center and the Gerardo Sellés Solá Library.

RECOGNITIONS AND ACCREDITATIONS

He has been a member of the *American Association of Colleges for Teacher Education* since 1954.

All teacher preparation programs in the College of Education are accredited by the Council for the *Accreditation of Educator Preparation* (CAEP), formerly NCATE (*National Council for Accreditation of Teacher Education*).

DEGREES AWARDED

- Bachelor of Arts in Education with a concentration in Elementary Level, Special Education, Art, Teaching English as a Second Language.
- Secondary Education Program with concentrations in Spanish, English as a Second Language, Math, Science, Biology, Chemistry, Physics, Social Studies and History, Physical Education.
- Bachelor of Arts in Preschool Education and Recreation. Bachelor of Arts in Music and Theatre Education.
- Master of Education with specialties in Exercise Science– Physiology, Leadership in Educational Organizations, Curriculum and Teaching, Child Education (Reading, Preschool), Special Education, Educational Research and Evaluation, Teaching English as a Second Language, Guidance and Counseling.
- Doctorate in Education with specialties in Leadership in Educational Organizations, Curriculum and Teaching, and Guidance and Counseling.

It offers, in all its programs, field and research experiences. He emphasizes, in his teaching, the construction of knowledge, critical analysis, integral development and the search for solutions to problems in an effective way.

ACADEMIC PROGRAMS LEADING TO BACHELOR OF ARTS DEGREE IN:

PRE-SCHOOL EDUCATION

This program is aimed at the education of early childhood: infants, nursery schools and preschoolers. Recognizing the importance of education in the early years of a child's life, it prepares the teacher to initiate and develop educational skills in a comprehensive and creative way at an early age.

ELEMENTARY EDUCATION IN THREE CONCENTRATIONS

Elementary Level. The concentration in the program is Kindergarten through Sixth Grade (K-6th grade), with two areas of emphasis: one from Kindergarten to Third Grade (K-3), and the other from Fourth to Sixth Grade (4th-6th). In addition to selecting the area of emphasis of their preference, the student chooses one (1) content area: Science, Spanish, Math, or Social Studies. The program offers elementary level teacher preparation in which they identify innovative teaching theories and strategies, evaluate and create educational materials, study reading teaching approaches and writing processes. It prepares the future teacher for the integration of

different academic areas and technology, evaluation through a continuous process of *assessment*, and inclusion and attention to the special needs of students.

Special education. In the Education Program, the future teacher is prepared to serve a growing population that needs specialists to provide them with a quality education.

Teaching English as a second language. The English as a Second Language program at the elementary level allows you to use creativity while learning how to teach English to Spanish-speaking children. The program integrates the use of emerging technologies, such as: interactive whiteboards, the internet, tablets, computer programs and smartphones. The courses are designed and aimed at preparing the best English teacher.

SECONDARY EDUCATION

General Science, Biology, Physics or Chemistry. The program offers four areas of concentration: Science, Biology, Physics, or Chemistry. The pre-service teacher has the opportunity to conduct action and scientific research in an available laboratory classroom and in schools that serve as centers of clinical and practice experiences. Science learning combines theory with practice in real environments and using innovative technologies.

Mathematics. The fundamental mission of the Secondary Level Mathematics Program is to prepare future teachers who can contribute to and support the programmatic goals of the Department of Education of Puerto Rico, as well as other countries. It focuses on the learning of Mathematics in a comprehensive way and promotes learning experiences that contribute to the development of mathematical reasoning for the solution of problems and decision-making in daily life. The use of manipulatives and technology are integrated, tools necessary for students to see the relevance of mathematics in everyday life.

BUSINESS EDUCATION (GENERAL) BUSINESS EDUCATION– SECRETARIAL

The Business Education Program prepares aspiring teachers who demonstrate that they possess the technical and professional competencies required to teach the various business subjects offered at the secondary and post-secondary levels of the public and private education system in Puerto Rico. It is offered in two concentrations: **General Business Education-** Prepares the future teacher to teach courses that develop the skills of computer accounting, data processing, economics, and computer programs. **Office Systems-** Prepares the future teacher to teach courses that develop skills in the abbreviated systems of writing, transcription, processing and handling electronic documents and information.

TEACHING ENGLISH TO SPANISH SPEAKERS

The program prepares future teachers to creatively and dynamically teach English as a second language. It emphasizes second language proficiency in the four language arts: reading, writing, speaking, and listening. The future teacher will integrate technology for language teaching. The Secondary English Program is one of the programs with the highest demand for employment, both in Puerto Rico and in the United States.

SPANISH

This program prepares teachers who will teach the mother tongue effectively from a perspective that will allow them to build their own knowledge by leveraging the talents of each learner. Spanish teachers refine knowledge about critical analysis of texts, the writing process, oral expression, ethical attitudes to the vernacular, and skills in thought processes. They also include technology as an effective tool.

HISTORY AND SOCIAL STUDIES

The History and Social Studies program prepares educators capable of transforming the classroom so that it can be learned meaningfully and of positioning themselves as leaders of a discipline that seeks to form good citizens. They will be teachers who develop in their students to think with full critical awareness and investigate their social and historical reality. Future teachers have the best resources for a solid preparation in this area that the UPR has: Center for Social Research, Center for Historical Research, Center for Archaeological Research, Center for Educational Research, Museum of History, Anthropology and Art.

K-12 EDUCATION

Music. The program prepares future teachers who possess musical ability and mastery of musical skills to have a management of music education that allows them to formulate, direct, apply, evaluate and promote musical educational activities. It develops the skills for the formation of instrumental ensembles, choirs, bands, bell choir, teaching professional music and music in general. The prospective teacher can offer courses at both the elementary and secondary levels.

Theatre. This program provides the opportunity to serve as an elementary or high school drama teacher. It prepares future teachers with courses in methodology, psychology, human and educational foundations, language arts, curriculum, and the nature and needs of exceptional students. As a specialty, courses are offered in theatre history, diction, stage direction, children's theatre, acting, set design, pantomime and the use of technology.

Art. The Arts Education program prepares education professionals trained to integrate their knowledge, skills, abilities, experiences, and creativity into teaching. The future teacher will promote values through creative expression through the visual arts and will integrate the new technologies that are used for the creation of artistic expression

PHYSICAL EDUCATION/RECREATION

The Department of Physical Education and Recreation has two programs that contribute to keep our people physically and mentally healthy. The K-12 Physical Education Program addresses the physical component of each child's school life. It is aimed at developing physically educated people with the knowledge, skills and confidence to enjoy physical activity throughout their lives.

The Recreation Program prepares professionals who help our citizens revitalize themselves physically and mentally through hobbies, games, celebrations, and self-improvement. It encourages people to make good use of their free time and use exercise as a therapeutic alternative, emphasizing a physically and mentally healthy population.

ARTS FOR FAMILY AND COMMUNITY EDUCATION

The program prepares professionals to be teachers of Secondary Education in Family and Consumer Sciences knowledgeable about the human being and the well-being of the individual, families and communities. Their preparation is based on five core areas: Family Relations and Human Development, Food and Nutrition, Family Resource Management, Clothing and Textiles, and Housing and Environment. For this reason, they have multiple options to be employed in different government agencies: Department of Education, Department of Family, Agricultural Extension Service, Department of Housing, Department of Consumer Affairs, among others.

STUDENT SERVICES, CENTRES AND PROJECTS

- Gerardo Sellés Solá Library
- Learning and Research Resource Center (CRAI)
 - Computer Centers or Student Technology Services
- Center for Educational Research
- Graduate Research Center
- Institute for the Development of Education and Learning (IDEA-STEM)
- Center for the Study of Children's Reading, Writing, and Literature (CELELI)
- Project to Integrate Information Skills into the Curriculum
- New Teacher Induction Project
- Drafting Project Workshop Area
- Center for Higher Education Studies
- Guidance and Counseling Laboratory
- Inclusive Technology Assistance Center
- E-holder. A formative *assessment* mechanism to facilitate the development of the Principles/Competencies

PROGRAMS OF STUDY

ELEMENTARY EDUCATION - TEACHING ENGLISH TO SPANISH SPEAKERS

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
EDFU 3011 - Fundamentals of Human Development	3	CISO 3121- Introduction to Social Sciences	3
CIBI 3005 - Biological Sciences for Preschool and Elementary School Teachers	3	CIFI 3005 - Basic Course of General Education in Physical Sciences	3
TAMALE	3	TAMALE	3
Art	3	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
EDPE 3013 - Teaching the mother tongue in elementary schools	3	EING 4047 - Teaching English Grammar to Spanish Speakers	3
EING 4006 - Teaching English to Spanish Speakers	3	English or American Literature (Level V or above)	3
ENGLISH (English Oral Communication Course, Level V or above)	3	Mathematical Logical Thinking	3
CISO 3122 - Introduction to Social Sciences II	3		

THIRD YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
EDES 4006 - Nature and Needs of Exceptional Learners	3	EING 4007 - Workshop for the Preparation and Evaluation of Teaching Materials from English to Spanish Speakers - Elementary School Level	3
ENGLISH (English Oral Communication Course, Level V or above)	3	ENGLISH (English Oral Communication Course, Level V or above)	3
EDFU 3017 - Learning Assessment	3	EDFU 4007 - Research Principles	3
EING 4016 - Children's Literature	3	EING 4046 - <i>Assessment of English as a Second Language</i>	3
EING 4045 - Teaching Writing in English as a Second Language (ESL)	3	Literature	3
EING 4019 - Teaching Literacy to Students Who Take English as a Second Language at the Elementary Level	3	Free Elective	3

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
HIST (History of Puerto Rico)	3	EDPE 4016 - Teaching Practice in the Teaching of Elementary English	3
		FAED 4003 - Professional Reflective Seminar III	1
INGL (English-Directed Elective, Level V or above)	3	Free Elective	3
Literature	3		
EING 4010 - English as a Second Language Methodology Elementary Level	4		
FAED 4002 - Professional Reflective Seminar II	1		
HIST (U.S. History Directed Elective)	3		

TOTAL CREDITS 131

Directed Electives: Options to Choose From

ENGLISH
HIST

ELEMENTARY EDUCATION - SPECIAL EDUCATION

FIRST YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
EDFU 3011 - Fundamentals of Human Development	3	CIFI 3005 - Basic Course of General Education in Physical Sciences	3
CIBI 3005 - Biological Sciences for Preschool and Elementary School Teachers	3	CISO 3122 - Introduction to Social Sciences II	3
CISO 3121 - Introduction to Social Sciences	3	TAMALE	3
TAMALE	3	EDES 4006 - Nature and Needs of Exceptional Learners	3

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
Literature	3	Literature	3
EDPE 3020 - Music and Body Movement in the Primary Grades	3	EDPE 3060 - Literacy Development at the Elementary Level (K-3)	3
TEED 3017- The Integration of Instructional and Computer Technology into the Elementary Level Curriculum	3	EDPE 3050 - Plastic and Theatrical Arts in Primary Grades	3
Art	3	EDFU 3007 - Social Foundations of Education	3
Free Elective	3	EDFU 3017 - Learning Assessment	3
Mathematical Logical Thinking	3	EDES 4019 - Nature and Diagnosis of Specific Learning Disabilities in Children	3
		FAED 4001 - Professional Reflective Seminar I	1

THIRD YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
EDFU 4019 - Philosophical Foundations of Education	3	EDES 3205 - Assistive Technology in Special Education	3
EDES 4005 - Nature and Needs of Children and Adolescents with Emotional Maladjustment	3	EDES 4008 (emphasis) - Education of the Child with Multiple Disabilities	3
EDFU 4007 - Research Principles	3	EDES 4026 - Inclusive Classroom Management and Administration	3
EDPE 3011 - Teaching Mathematics at the Elementary Level	3	Free Elective	3
		FAED 4002 - Professional Reflective Seminar II	1

FOURTH YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
HIST (History of Puerto Rico)	3	EDES 4016 (emphasis) - Methodology and Curriculum for the Retarded Child	3
		FAED 4003 - Professional Reflective Seminar III	1
EDES 4000 - K-12 Special Education Teaching Methodology	3	HIST (Directed Elective American History)	3
EDES 4018 (emphasis) - Teaching the Trainable Retarded Child	3		
EDES 4057 (emphasis) - Curriculum and Educational Practices Aimed at Students with Emotional or Behavioral Disorders	3		
EDPE 4122 - Seminar: Curriculum, Teaching, Learning and Assessment II	3		

TOTAL CREDITS 133

Directed Electives: Options to Choose From

HIST

ELEMENTARY EDUCATION - SPECIAL EDUCATION (EMPHASIS ON CONDUCT DISORDERS)

FIRST YEAR

SECOND YEAR

FIRST SEMESTER REQUIRED COURSES	CRS.	SECOND SEMESTER REQUIRED COURSES	CRS.
Literature	3	Literature	3
EDPE 3020 - Music and Body Movement in the Primary Grades	3	EDPE 3060 - Literacy Development at the Elementary Level (K-3)	3
Free Elective	3	EDPE 4005 - Nature of Children with Emotional Maladjustments	3
Art	3	TEED 3017 - Integration of Instructional Technology and Computer into the Elementary Level Curriculum	3
EDFU 3007 - Social Foundations of Education	3	EDFU 3013 - Learning Assessment	3
Mathematical Logical Thinking	3	EDES 4019 - Nature and Diagnosis of Specific Learning Disabilities in Children	3
		FAED 4001 - Professional Reflective Seminar I	1

THIRD YEAR

First Semester
Required Courses

Second Semester
Required Courses

HIST– History of Puerto Rico	3	EDPE 4121 - Seminar: Curriculum, Teaching, Learning and Assessment - Part I	3
		FAED 4002 - Professional Reflective Seminar II	1
EDES 4048 (emphasis) - Behavior Modification Applied to the School Setting	3	EDFU 4007 - Research Principles	3
EDFU 4019- Philosophical Foundations of Education	3	EDES 3205- Assistive Technology in Special Education	3
EDES 4026 - Management and Administration of the Inclusive Classroom	3	EDES 4018 (emphasis) - Teaching the Trainable Retarded Child	3
EDES 4057 (emphasis)- Curriculum and Educational Practices for Students with Emotional or Behavioral Disorders	3	EDES 4047 (emphasis) - The Education of the Emotionally Disturbed Child	3
EDPE 3011- Teaching Mathematics at the Elementary Level	3	Free Elective	3

FOURTH YEAR

First Semester
Required Courses

Second Semester
Required Courses

EDPE 3034 - Assessment and Diagnosis in the Literacy Process	3	EDES 4106 Teaching Practice– Conduct Disorders	4
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		FAED 4003- Professional Reflective Seminar III	1
EDES 4000 - K-12 Special Education Teaching Methodology	3	HIST** - Directed Elective History of the United States	3
EDPE 3058 - Teaching Grammar in Elementary School	3		
EDPE 3050 - Plastic and Theatrical Arts at the Primary Level	3		
EDPE 4122 - Seminar: Curriculum, Teaching, Learning and Assessment II	3		
TOTAL CREDITS			133

* Students will be placed in these courses according to the College Board's achievement score in Spanish and English.

** DE Teacher Certification Requirement (2012 Regulation).

**ELEMENTARY EDUCATION - SPECIAL EDUCATION
(EMPHASIS ON HEARING IMPAIRMENT-DEAF)**

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA* - Basic Spanish I	3	ESPA* - Basic Spanish II	3
INGL*– Basic English I	3	INGL* - Basic English II	3
EDFU 3011- Fundamentals of Human Development	3	CISO 3122- Social Sciences	3
CIBI- Life Sciences	3	CIFI– Physical Sciences	3
HUMA– Humanities I	3	HUMA– Humanities II	3
CISO 3121- Social Sciences I	3	EDES 4006- Nature and Needs of Exceptional Learners	3

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

Literature	3	Literature	3
EDPE 3020- Music and Body Movement in the Primary Grades	3	EDPE 3060 - Literacy Development at the Elementary Level (K-3)	3
Free Elective	3	EDPE 3050 - Plastic and Theatrical Arts at the Primary Level	3
Art	3	TEED 3017 - Integration of Instructional Technology and Computer into the Elementary Level Curriculum	3

EDFU 3007 - Social Foundations of Education	3	EDFU 3013 - Learning Assessment	3
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Mathematical Logical Thinking	3	EDES 4019- Nature and Diagnosis of Specific Learning Disabilities in Children	3
		FAED 4001 - Professional Reflective Seminar I	1

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 3034 - Assessment and Diagnosis in the Literacy Process	3	EDES 4075 (emphasis) - Nature and Needs of the Child with Hearing Impairments	3
EDES 4115 - Methodology for Teaching Reading to the Deaf and Partially Deaf*	3	EDPE 4121 - Seminar, Curriculum, Teaching, Learning and Assessment I	3
		FAED 4002 - Professional Reflective Seminar II	1
EDFU 4019- Philosophical Foundations of Education	3	EDES 4026 - Management and Administration of the Inclusive Classroom	
EDPE 3011- Teaching Mathematics at the Elementary Level	3	EDES 3205- Assistive Technology in Special Education	3
EDES 4005 - Nature and Needs of Children with Emotional Imbalances	3	EDES 4077 (emphasis) - Communication Techniques for the Audio-Impaired Population	3
EDFU 4007 - Research Principles	3	Free Elective	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

HIST - History of Puerto Rico	3	EDES 4110 - Teaching Practice - Hearing Impairments	4
		FAED 4003 - Professional Reflective Seminar III	1
EDES 4116 - Theory and Methodology of Language Development for the Deaf	3	HIST** - American History Elective	3
EDES 4076 (emphasis) - Curriculum and Teaching of the Hearing Impaired Child	3		
EDPE 4122 - Seminar: Curriculum, Teaching, Learning and Assessment II	3		
EDES 4000 - K-12 Special Education Teaching Methodology	3		
TOTAL CREDITS			133

* Students will be placed in these courses according to the College Board's achievement score in Spanish and

English.

** Requirement for DE Teacher Certification (2012 Regulation).

**ELEMENTARY EDUCATION - SPECIAL EDUCATION
(EMPHASIS ON VISUAL IMPAIRMENTS)**

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA* - Basic Spanish I	3	ESPA* - Basic Spanish II	3
INGL*– Basic English I	3	INGL* - Basic English II	3
EDFU 3011- Fundamentals of Human Development	3	CISO 3122- Social Sciences II	3
CIBI- Life Sciences	3	CIFI– Physical Sciences	3
HUMA– Humanities I	3	HUMA– Humanities II	3
CISO 3121- Social Sciences I	3	EDES 4006- Nature and Needs of Exceptional Learners	3

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

Literature	3	Literature	3
EDPE 3020- Music and Body Movement in the Primary Grades	3	EDPE 3060 - Literacy Development at the Elementary Level (K-3)	3
Free Elective	3	EDPE 4037 (emphasis) - Communicology in the education of the blind or visually impaired	3
Art	3	TEED 3017 - Integration of Instructional Technology and Computer into the Elementary Level Curriculum	3
EDFU 3007 - Social Foundations of Education	3	EDFU 3013 - Learning Assessment	3
Mathematical Logical Thinking	3	EDES 4019- Nature and Diagnosis of Specific Learning Disabilities in Children	3
		FAED 4001 - Professional Reflective Seminar I	1

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 3034 - Assessment and Diagnosis in the Literacy Process	3	EDPE 3011 - Teaching Mathematics at the Elementary Level	3
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EDES 3205 - Assistive Technology in Special Education	3	EDPE 4121 - Seminar, Curriculum, Teaching, Learning and Assessment I	3
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		FAED 4002 - Professional Reflective Seminar II	1
EDFU 4019- Philosophical Foundations of Education	3	EDES 4029 (emphasis) - Curriculum in the Education of the Visually Impaired Child	3
EDES 4028 (emphasis) - Nature and Needs of the Visually Impaired	3	EDPE 3058 - Teaching grammar at the elementary level	3
EDES 4005 - Nature and Needs of Children with Emotional Imbalances	3	EDPE 3050 - Plastic and Theatrical Arts at the Primary Level	3
EDFU 4007 - Research Principles	3	EDES 4038 (emphasis) - Orientation and Mobility	3

FOURTH YEAR

First Semester
Required Courses

Second Semester
Required Courses

HIST - History of Puerto Rico	3	EDES 4107– Teaching Practice – Visual Impairments	4
		FAED 4003- Professional Reflective Seminar III	1
EDES 4000 - K-12 Special Education Teaching Methodology	3	HIST** - Elective in U.S. History	3
EDES 4040 (emphasis) - Braille with contractions	3		
Free elective	3		
EDPE 4122 - Seminar: Curriculum, Teaching, Learning and Assessment II	3		
TOTAL CREDITS			133

* Students will be placed in these courses according to the College Board's achievement score in Spanish and English.

** Requirement for DE Teacher Certification (2012 Regulation).

ELEMENTARY EDUCATION - SPECIAL EDUCATION (EMPHASIS ON SPECIFIC LEARNING PROBLEMS)

FIRST YEAR

First Semester
Required Courses

Second Semester
Required Courses

ESPA* - Basic Spanish I	3	ESPA* - Basic Spanish II	3
INGL*– Basic English I	3	INGL* - Basic English II	3
EDFU 3011- Fundamentals of Human Development	3	CISO 3122- Social Sciences II	3

CIBI- Life Sciences	3	CIFI– Physical Sciences	3
CISO 3121- Social Sciences I	3	HUMA– Humanities II	3
HUMA– Humanities I	3	EDES 4006- Nature and Needs of Exceptional Learners	3

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

Literature	3	Literature	3
EDPE 3020- Music and Body Movement in the Primary Grades	3	EDPE 3060- Literacy Development at the Elementary Level (K-3)	3
Free Elective	3	EDES 4005– Nature and Needs of Children with Emotional Maladjustment	3
Art	3	TEED 3017– Integration of Instructional Technology and Computer into the Elementary Level Curriculum	3
EDFU 3007– Social Foundations of Education	3	EDFU 3013– Learning Assessment	3
Mathematical Logical Thinking	3	EDES 4019- Nature and Diagnosis of Specific Learning Disabilities in Children	3
		FAED 4001- Professional Reflective Seminar I	1

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDES 3028 (emphasis)– New Trends for the Education of the Exceptional Child in the Classroom	3	EDPE 4121– Seminar, Curriculum, Teaching, Learning and Assessment I	3
		FAED 4002– Professional Reflective Seminar II	1
EDPE 3058– Teaching Grammar at the Elementary Level	3	EDES 4026– Inclusive Classroom Management and Administration	
EDFU 4019- Philosophical Foundations of Education	3	EDES 3205– Assistive Technology in Special Education	3
EDPE 3050– Plastic and Theatrical Arts at the Primary Level	3	HIST– History of Puerto Rico	3

EDES 4065 (emphasis)– Nature and Needs of the Student with Specific Learning Disabilities	3	EDFU 4007– Research Principles	3
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EDPE 3015-Elementary Teaching Methods 3		Free elective	
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FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 3034- Assessment and Diagnosis in the Literacy Process	3	EDES 4109- Teaching Practice- Specific Problems in Learning	4
		FAED 4003- Professional Reflective Seminar III	1
EDES 4000- K-12 Special Education Teaching Methodology	3	HIST** - Elective in U.S. History	3
EDES 4039 (emphasis)- Technique for Remediation of Special Learning Disabilities	3		
EDES 4085 (emphasis)- Method for Designing, Organizing, and Managing Special Education Resource Classroom Programs	3		
EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3		
		TOTAL CREDITS	133

* Students will be placed in these courses according to the score obtained in Spanish and English on the College Board achievement tests

** Department of Education Teacher Certification Requirement (Regulations 2012)

**ELEMENTARY EDUCATION - SPECIAL EDUCATION
(EMPHASIS ON MENTAL RETARDATION)**

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA* - Basic Spanish I	3	ESPA* - Basic Spanish II	3
INGL*- Basic English I	3	INGL* - Basic English II	3
EDFU 3011- Fundamentals of Human Development	3	CISO 3122- Social Sciences II	3
CIBI- Life Sciences	3	CIFI- Physical Sciences	3
CISO 3121- Social Sciences I	3	HUMA- Humanities II	3
HUMA- Humanities I	3	EDES 4006- Nature and Needs of Exceptional Learners	3

SECOND YEAR**First Semester**

Required Courses

Second Semester

Required Courses

Literature	3	Literature	3
EDPE 3020- Music and Body Movement in the Primary Grades	3	EDPE 3060- Literacy Development at the Elementary Level (K-3)	3
Free Elective	3	EDES 4005– Nature and Needs of Children with Emotional Maladjustment	3
Art	3	TEED 3017– Integration of Instructional Technology and Computer into the Elementary Level Curriculum	3
EDFU 3007– Social Foundations of Education	3	EDFU 3013– Learning Assessment	3
Mathematical Logical Thinking	3	EDES 4019- Nature and Diagnosis of Specific Learning Disabilities in Children	3
		FAED 4001- Professional Reflective Seminar I	1

THIRD YEAR**First Semester**

Required Courses

Second Semester

Required Courses

HIST– History of Puerto Rico	3	EDPE 4121 - Seminar, Curriculum, Teaching, Learning and Assessment I FAED 4002 - Professional Reflective Seminar II	3 1
EDES 4015 (emphasis)– Nature and Needs of Mentally Retarded Children	3	EDPE 3058– Teaching Grammar in Elementary School	3
EDFU 4019- Philosophical Foundations of Education	3	EDES 3205– Assistive Technology in Special Education	3
EDES 4026– Inclusive Classroom Management and Administration	3	EDFU 4007– Research Principles	3
EDES 4008 (emphasis)– The Education of the Child with Multiple Disabilities	3	EDPE 3050– Plastic and theatrical arts at the average level	3
EDPE 3011– Teaching Mathematics at the Elementary Level	3	Free elective	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 3034– Assessment and Diagnosis in the Literacy Process	3	EDES 4105– Teaching Practice– Mental Retardation	4
		FAED 4003- Professional Reflective Seminar III	1
EDES 4000– K-12 Special Education Teaching Methodology	3	HIST** - Elective in U.S. History	3
EDES 4016 (emphasis)– Methodology and Curriculum for the Mentally Retarded Child	3		
EDES 4018 (emphasis)– Teaching the Trainable Retarded Child	3		
EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3		
TOTAL CREDITS			133

* Students will be placed in these courses according to the College Board's achievement score in Spanish and English.

** Department of Education Teacher Certification Requirement (Regulations 2012).

ELEMENTARY EDUCATION KINDERGARTEN THROUGH THIRD GRADE

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	CISO 3122- Introduction to Social Sciences II	3
TAMALE	3	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1
CIBI 3005- Biological Sciences for Preschool and Elementary School Teachers	3	TAMALE	3
EDFU 3011- Fundamentals of Human Development	3	CIFI 3005- Basic Course of General Education in Physical Sciences	3

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

TEED 3017- The Integration of Instructional and Computer Technology into the Elementary Level Curriculum	3	EDFU 4007- Research Principles	3
EDFU 3007- Social Foundations of Education	3	EDPE 3006- Teaching Social Studies in Elementary School	3
EDPE 3013- Teaching the Mother Tongue in Elementary School	3	EDPE 3060- Literacy Development at the Elementary Level (K-3)	3
EDES 4006- Nature and Needs of Exceptional Learners	3	EDES 4055- Teaching Strategies for the Inclusion of Students with Special Educational Needs in the Regular Classroom	3
Mathematical Logical Thinking	3	Art	3
Free Elective	3	Literature	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 3069- Science Teaching at the Elementary Level	3	EDPE 4121- Seminar: Curriculum, Teaching, Learning and Assessment - Part I	3
		FAED 4002- Professional Reflective Seminar II	1
EDPE 4007- Children's Literature	3	EDPE 3058- Teaching Grammar at the Elementary Level	3
EDPE 3011- Teaching Mathematics at the Elementary Level	3	Literature	3
EDFU 4019- Philosophical Foundations of Education	3	ECDO 4255- Working with Parents, Families, and Communities	3
EDPE 3050- Plastic and Theatrical Arts in Primary Grades	3	EDPE 3020- Music and Body Movement in the Primary Grades	3
EDFU 3017- Learning Assessment	3	Free Elective	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3	EDPE 4068- Teaching Practice at the Elementary Level	4
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EDPE 3034- Evaluation and Diagnosis of the Literacy Process	3	FAED 4003- Professional Reflective Seminar III	1
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EDPE 3049- Kindergarten in the School Program	3		
EDFU 3046- Health Education in Elementary School	3		
Puerto Rico's HIST	3		
HIST (Directed Elective American History)	3		
TOTAL CREDITS			133

Directed Electives: Options to Choose From
HIST

**ELEMENTARY EDUCATION - KINDERGARTEN
THROUGH THIRD GRADE CONTENT AREA: SCIENCE**

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

SPAIN*	3	SPAIN*	3
INGL*	3	INGL*	3
EDFU 3011**- Fundamentals of Human Development	3	CISO 3122- Social Sciences	3
CIBI - Life Sciences	3	CIFI- Physical Sciences	3
HUMA- Humanities	3	HUMA - Humanities	3
CISO 3121- Social Sciences	3	EDFU 3012**- Fundamentals of Educational Psychology	3
		FAED 4001 - Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

ART	3	Free elective	3
EDFU 3007**- Social Foundations of Education	3	EDPE 3236- Nature of Science	3
EDPE 3013- Teaching the Mother Tongue in Elementary School	3	EDFU 3046- Health Education at the Elementary Level	3
EDFU 3013- Learning Assessment	3	EDES 4055- Teaching Strategies for the Inclusion of Students with Special Needs in the Classroom	3
EDES 4006**- Nature and Needs of Exceptional Learners	3	TEED 3017** - Integration of Technology and Computer Use at the Elementary Level	3

Mathematical Logical Thinking	3	Literature	3
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THIRD YEAR**First Semester**

Required Courses

Second Semester

Required Courses

EDPE 3049– Kindergarten at the Elementary Level	3	EDPE 4121- Seminar: Curriculum, Teaching, Learning and Assessment - Part I	3
		FAED 4002- Professional Reflective Seminar II	1
You will choose 1 of the following courses: EDPE 4055 – Teaching Biology for Elementary Level Educators, EDPE 4057 – Principles of Earth Science for Elementary Level Educators, or EDPE 3048– Integrated Chemistry and Physics Course for Elementary Level Educators	3	EDPE 3060– Literacy Development at the K-3 Elementary Level	3
EDPE 3011- Teaching Mathematics at the K-3 Elementary Level	3	Literature	3
EDFU 4019** - Philosophical Foundations of Education	3	You will choose 1 of the following courses: EDPE 4055 – Teaching Biology for Elementary Level Educators, EDPE 4057 – Principles of Earth Science for Elementary Level Educators, or EDPE 3048– Integrated Chemistry and Physics Course for Elementary Level Educators	3
HIST** - History of Puerto Rico	3	EDPE 3006– Teaching Social Studies at the Elementary Level, K-3	3
EDFU 4007– Research Principles	3	Free Elective	3

FOURTH YEAR**First Semester**

Required Courses

Second Semester

Required Courses

EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3	EDPE 4068- Teaching Practice (K-3)	4
		FAED 4003- Professional Reflective Seminar III	1
EDPE 3069– Science Teaching at the K-3 Elementary Level	3		
EDPE 3034- Assessment and Diagnosis of the Literacy Process	3		
EDPE 3050– Plastic and Theatrical Arts in Primary Grades	3		
EDPE 3020– Music and Body Movement in the Primary Grades	3		

HIST** - U.S. History	3	
TOTAL CREDITS		133

* Students will be placed in these courses according to the College Board achievement score.

** DE Teacher Certification Requirement (2012 Regulation). Revised February 2021.

**ELEMENTARY EDUCATION KINDERGARTEN
THROUGH THIRD GRADE CONTENT AREA: SPANISH**

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

SPAIN*	3	SPAIN*	3
INGL*	3	INGL*	3
EDFU 3011- Fundamentals of Human Development**	3	CISO 3122- Social Sciences	3
CIBI- Life Sciences	3	CIFI- Physical Sciences	3
HUMA- Humanities	3	HUMA- Humanities	3
CISO 3121- Social Sciences	3	EDFU 3012**- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 3007**- Social Foundations of Education	3	EDPE 3006- Teaching Social Studies in K-3 Elementary School	3
EDPE 3013- Teaching the Mother Tongue in Elementary School	3	EDPE 3069- Science Teaching at the K-3 Elementary Level	3
EDES 4006**- Nature and Needs of Exceptional Learners	3	EDPE 3058- Teaching Grammar at the Elementary Level (Content Course)	3
EDFU 3013- Learning Assessment	3	EDES 4055- Teaching Strategies for the Inclusion of Students with Special Needs in the Classroom	3
Mathematical Logical Thinking	3	TEED 3017**- Integration of Technology and Computer Use at the Elementary Level	3
Free Elective	3	Literature	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

HIST**– History of Puerto Rico	3	EDPE 4121- Seminar: Curriculum, Teaching, Learning and Assessment - Part I	3
		FAED 4002- Professional Reflective Seminar II	1
EDPE 3011- Teaching Mathematics at the K-3 Elementary Level	3	EDPE 4007– Children's Literature (Content Course)	3
EDFU 4019**- Philosophical Foundations of Education	3	Literature	3
EDPE 3049– Kindergarten at the Elementary Level	3	EDPE 3060– Literacy Development at the K-3 Elementary Level	3
EDFU 4007– Principles of Research	3	ART	3
EDFU 3046– Health Education at the Elementary Level	3	Free Elective	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3	EDPE 4068- Teaching Practice (K-3) FAED 4003- Professional Reflective Seminar III	4 1
EDPE 3034- Assessment and Diagnosis of the Literacy Process	3		
EDPE 3020– Music and Body Movement in the Primary Grades	3		
EDPE XXXX– Constructive Strategies for Reading Comprehension (Content Course)	3		
EDPE 3050– Plastic and Theatrical Arts in Primary Grades	3		
HIST** - U.S. History	3		
TOTAL CREDITS			133

* Students will be placed in these courses according to the College Board achievement score.

** DE Teacher Certification Requirement (2012 Regulation). Revised February 2021.

ELEMENTARY EDUCATION KINDERGARTEN TO THIRD GRADE

CONTENT AREA: SOCIAL STUDIES

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

SPAIN*	3	SPAIN*	3
INGL*	3	INGL*	3
EDFU 3011**- Fundamentals of Human Development	3	CISO 3122- Social Sciences	3
CIBI- Life Sciences	3	CIFI- Physical Sciences	3
HUMA- Humanities	3	HUMA- Humanities	3
CISO 3121- Social Sciences	3	EDFU 3012**- Fundamentals of Educational Psychology FAED 4001- Professional Reflective Seminar I	3 1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

ART	3	Free elective	3
EDFU 3007**- Social Foundations of Education	3	GEOG 3150- Human Geography or, GEOG 3100- Elements of Geography (Content Course)	3
EDPE 3013- Teaching the Mother Tongue in Elementary School	3	EDFU 3046- Health Education at the Elementary Level	3
EDES 4006**- Nature and Needs of Exceptional Learners	3	EDES 4055- Teaching Strategies for the Inclusion of Students with Special Needs in the Classroom	3
EDFU 3013- Learning Assessment	3	TEED 3017**- Integration of Technology and Computer Use at the Elementary Level	3
Mathematical Logical Thinking	3	Literature	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

HIST**– History of Puerto Rico	3	EDPE 4121- Seminar: Curriculum, Teaching, Learning and Assessment - Part I FAED 4002- Professional Reflective Seminar II	3 1
EDPE 3155– Developing Thinking Skills in Social Studies (Content Course)	3	EDPE 3060– Literacy Development at the K-3 Elementary Level	3
EDPE 3011- Teaching Mathematics at the K-3 Elementary Level	3	Literature	3
EDFU 4019**- Philosophical Foundations of Education	3	EDPE 3050– Plastic and Theatrical Arts in Primary Grades	3
EDPE 3049– Kindergarten at the Elementary Level	3	EDPE XXXX– Teaching Social Studies to Educate in Cultural Diversity (Content Course)	3
EDFU 4007– Principles of Research	3	Free Elective	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3	EDPE 4068- Teaching Practice (K-3) FAED 4003- Professional Reflective Seminar III	4 1
EDPE 3006– Teaching Social Studies at the K-3 Elementary Level	3		
EDPE 3020– Music and Body Movement in the Primary Grades	3		
EDPE 3034- Assessment and Diagnosis of the Literacy Process	3		
EDPE 3069– Science Teaching at the K-3 Elementary Level	3		
HIST** - U.S. History	3		
TOTAL CREDITS			133

* Students will be placed in these courses according to the College Board achievement score.

** DE Teacher Certification Requirement (2012 Regulation). Revised February 2021.

ELEMENTARY EDUCATION KINDERGARTEN THROUGH THIRD GRADE

CONTENT AREA: MATHEMATICS

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

SPAIN*	3	SPAIN*	3
INGL*	3	INGL*	3
EDFU 3011**- Fundamentals of Human Development	3	CISO 3122- Social Sciences	3
CIBI- Life Sciences	3	CIFI- Physical Sciences	3
HUMA- Humanities	3	HUMA- Humanities	3
CISO 3121- Social Sciences	3	EDFU 3012**- Fundamentals of Educational Psychology FAED 4001- Professional Reflective Seminar I	3 1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

ART	3	Free elective	3
EDFU 3007**- Social Foundations of Education	3	EDPE 3011- Teaching Mathematics at the Elementary Level K-3	3
EDPE 3013- Teaching the Mother Tongue in Elementary School	3	HIST** - History of Puerto Rico	3
EDES 4006**- Nature and Needs of Exceptional Learners	3	EDES 4055- Teaching Strategies for the Inclusion of Students with Special Needs in the Classroom	3
Mathematical Logical Thinking	3	EDFU 4019** - Philosophical Foundations of Education	3
EDFU 3013- Learning Assessment	3	TEED 3017**- Integration of Technology and Computer Use at the Elementary Level	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 3069– Science Teaching at the K-3 Elementary Level	3	EDPE 4121- Seminar: Curriculum, Teaching, Learning and Assessment - Part I FAED 4002- Professional Reflective Seminar II	3 1
EDPE 3118– Geometry and Measurement for Educators	3	EDPE 3006– Teaching Social Studies at the K-3 Elementary Level	3
EDFU 3046– Health Education at the Elementary Level	3	EDPE 3060– Literacy Development at the K-3 Elementary Level	3
Literature	3	EDPE 3050– Plastic and Theatrical Arts in Primary Grades	3
EDPE 3020– Music and Body Movement in the Primary Grades	3	EDPE 3106– Teaching Statistics and Probability at the Elementary Level	3
EDFU 4007– Principles of Research	3	Free Elective	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4122 - Seminar: Curriculum, Teaching, Learning and Assessment II	3	EDPE 4068- Teaching Practice (K-3) FAED 4003- Professional Reflective Seminar III	4 1
EDPE 3034- Assessment and Diagnosis of the Literacy Process	3		
EDPE 3049– Kindergarten at the Elementary Level	3		
You will choose 1 of the following courses: EDPE 3119 – Algebra Concepts for Elementary Level Educators or, EDPE 4149– Teaching Problem Solving in Mathematics at the Elementary Level	3		
Literature	3		
HIST** - U.S. History	3		
TOTAL CREDITS			133

* Students will be placed in these courses according to the College Board achievement score.

** DE Teacher Certification Requirement (2012 Regulation). Revised February 2021.

ELEMENTARY EDUCATION– FOURTH TO SIXTH YEAR FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	CISO 3122- Introduction to Social Sciences II	3
TAMALE	3	EDFU 3012- Fundamentals of Educational Psychology FAED	3
		4001- Professional Reflective Seminar I	1
CIBI 3005- Biological Sciences for Preschool and Elementary School Teachers	3	TAMALE	3
EDFU 3011- Fundamentals of Human Development	3	CIFI 3005- Basic Course of General Education in Physical Sciences	3

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

Literature	3	TEED 3017- The Integration of Instructional and Computer Technology into the Elementary Level Curriculum	3
EDFU 3007- Social Foundations of Education	3	EDES 4055- Teaching Strategies for the Inclusion of Students with Special Educational Needs in the Regular Classroom	3
EDES 4006- Nature and Needs of Exceptional Learners	3	EDPE 3030- Read and Write: Basic Processes	3
EDPE 3013- Teaching the Mother Tongue in Elementary School	3	EDFU 4007- Research Principles	3
Mathematical Logical Thinking	3	ART	3
Free Elective	3	Free Elective	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

Literature	3	EDPE 3237- Science Teaching at the Elementary Level (4th-6th Grade)	3
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EDFU 3017- Learning Assessment	3	EDFU 3046- Health Education in Elementary School	3
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EDPE 3236- Nature of Science for Elementary Level Teachers (4th-6th. Grade)	3	EDPE 4057- Principles and Concepts of Earthlings for Elementary School Teachers	3
ECDO 4255- Working with Parents, Families, and Communities	3	EDPE 4007- Children's Literature	3
EDPE 4055- Biology Course for Elementary School Teachers	3	EDPE 4121- Seminar: Curriculum, Teaching, Learning and Assessment - Part I, FAED 4002- Professional Reflective Seminar II	3 1
EDFU 4019- Philosophical Foundations of Education	3	EDPE 4045- Workshop for the Preparation of Teaching Materials in the Area of Science	3

FOURTH YEAR

First Semester Required Courses

Second Semester Required Courses

EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3	EDPE 4068- Teaching Practice	4
EDPE 3034- Evaluation and Diagnosis of the Literacy Process or EDPE 3058- Teaching Grammar at the Elementary Level	3	FAED 4003- Professional Reflective Seminar III	1
EDPE 3048- Integrated Chemistry and Physics Course for Elementary School Teachers	3		
EDPE 4075- Creative Experiences in the Visual Arts, Music and Theater for the Elementary School Level	3		
Puerto Rico's HIST	3		
HIST (Directed Elective American History)	3		
TOTAL CREDITS			133

Directed Electives: Options to Choose From HIST

ELEMENTARY EDUCATION– FOURTH TO SIXTH

CONTENT AREA: FIRST YEAR SCIENCE

First Semester Required Courses

Second Semester Required Courses

SPAIN*	3	SPAIN*	3
INGL*	3	INGL*	3

CISO 3121- Social Sciences	3	CISO 3122- Social Sciences	3
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HUMA– Humanities	3	EDFU 3012**- Fundamentals of Educational Psychology	3
CIBI - Life Sciences	3	HUMA– Humanities	3
EDFU 3011**- Fundamentals of Human Development	3	CIFI - Physical Sciences	3

SECOND YEAR

First Semester Required Courses

Second Semester Required Courses

Literature	3	TEED 3017**- The Integration of Instructional and Computer Technology into the Elementary Level Curriculum	3
EDFU 3007**- Social Foundations of Education	3	EDPE 3236– Nature of Science (content area course)	3
EDFU 3013– Learning Assessment	3	EDPE 4075– Creative Experiences of the Arts, Music and Theatre at the Elementary Level	3
EDPE 3013- Teaching the Mother Tongue in Elementary School	3	EDES 4006 **– Nature and Needs of Exceptional Learners	3
MATE 3036– Mathematical Logical Thinking	3	Literature	3
EDPE 3048– Integrated Chemistry and Physics Course for Elementary Level Educators (Content Area Course)	3	FAED 4001– Professional Reflective Seminar I	1
		Free Elective	3

THIRD YEAR

First Semester Required Courses

Second Semester Required Courses

ART	3	EDPE 4121- Seminar: Curriculum, Teaching, Learning and Assessment - Part I FAED 4002- Professional Reflective Seminar II	3 1
EDFU 4007– Research Principles	3	EDPE 3058– Teaching Grammar at the Elementary Level	3
EDES 4055– Teaching Strategies for the Inclusion of Students with Special Needs	3	EDPE 3070– Literacy Development at the Elementary Level	3
EDFU 4019**- Philosophical Foundations of Education	3	EDPE 4057- Principles and Concepts of Earthlings for Elementary School Teachers	3
EDPE 4055- Teaching Biology to Educators at the Elementary Level (Course Content Area)	3	EDPE 3012– Teaching Mathematics at the Elementary Level 4th-6th	3

EDPE 3010– Teaching Social Studies at the Elementary Level 4th-6th	3	
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FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3	EDPE 4068- Teaching Practice FAED 4003- Professional Reflective Seminar III	4 1
EDPE 3034- Assessment and Diagnosis of the Literacy Process	3	HIST** - U.S. History	3
Free elective	3		
EDFU 3046– Health Education at the Elementary Level	3		
HIST** - History of Puerto Rico	3		
EDPE 3237 – Teaching Science at the Elementary Level 4th– 6th	3		
TOTAL CREDITS			133

* Students will be placed in these courses according to the score obtained on the College Board achievement tests in Spanish and English.

** Department of Education Teacher Certification Requirement (2012 Regulations). Revised February 2021.

ELEMENTARY EDUCATION– FOURTH TO SIXTH

CONTENT AREA: SPANISH

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

SPAIN*	3	SPAIN*	3
INGL*	3	INGL*	3
CISO 3121- Social Sciences	3	CISO 3122- Social Sciences	3
HUMA– Humanities	3	CIFI - Physical Sciences	3
CIBI - Life Sciences	3	HUMA– Humanities	3
EDFU 3011**- Fundamentals of Human Development	3	EDFU 3012**- Fundamentals of Educational Psychology	3

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

Literature	3	TEED 3017**- The Integration of Instructional Technology and Computer into the Level Curriculum elementary	3
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EDFU 3007**- Social Foundations of Education	3	FAED 4001- Professional Reflective Seminar I	1
EDES 4006** - Nature and Needs of Exceptional Learners	3	EDES 4055- Teaching Strategies for the Inclusion of Students with Special Needs	3
EDPE 3013- Teaching the Mother Tongue in Elementary School	3	EDPE 3060- Literacy Development at the Elementary Level (Content Area Course)	3
MATE 3036- Mathematical Logical Thinking	3	EDFU 3046- Health Education in Elementary School	3
EDFU 3013- Learning Assessment	3	EDFU 4007- Research Principles	3
		EDPE 3012- Teaching Mathematics at the Elementary Level 4th-6th	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4007- Children's Literature (Content Area Course)	3	EDPE 4121- Seminar: Curriculum, Teaching, Learning and Assessment - Part I FAED 4002- Professional Reflective Seminar II	3 1
EDPE 3237- Science Teaching at the Elementary Level 4th-6th	3	HIST** - History of Puerto Rico	3
ESPA 3013- Introduction to Linguistics (Content Area Course)	3	EDPE 3058- Teaching Grammar at the Elementary Level	3
EDPE XXXX- Constructivist Strategies for Reading Comprehension (Content Area Course)	3	EDPE 3070- Literacy Development at the 4th-6th Elementary Level	3
ART	3	EDPE 4075- Creative Experiences of the Arts, Music and Theatre	3
EDFU 4019**- Philosophical Foundations of Education	3	Free elective	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3	EDPE 4068- Teaching Practice FAED 4003- Professional Reflective Seminar III	4 1
EDPE 3034- Assessment and Diagnosis of the Literacy Process	3		
EDPE 3010- Teaching Social Studies 4th-6th	3		
Literature	3		

HIST** - U.S. History	3	
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Free elective	3		
		TOTAL CREDITS	133

* Students will be placed in these courses according to their score on the College Board Achievement Tests in Spanish and English.

** Department of Education Teacher Certification Requirement (2012 Regulations). Revised February 2021.

ELEMENTARY EDUCATION– FOURTH TO SIXTH

CONTENT AREA: SOCIAL STUDIES FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

SPAIN*	3	SPAIN*	3
INGL*	3	INGL*	3
CISO 3121- Social Sciences	3	CISO 3122- Social Sciences	3
HUMA– Humanities	3	EDFU 3012**- Fundamentals of Educational Psychology	3
CIBI - Life Sciences	3	HUMA– Humanities	3
EDFU 3011**- Fundamentals of Human Development	3	CIFI - Physical Sciences	3

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

MATE 3036– Mathematical Logical Thinking	3	TEED 3017**- Integration of Technology and Computer Use at the Elementary Level	3
EDFU 3007**- Social Foundations of Education	3	FAED 4001– Professional Reflective Seminar I	1
EDES 4006** - Nature and Needs of Exceptional Learners	3	HIST** - History of Puerto Rico	3
EDPE 3013- Teaching the Mother Tongue in Elementary School	3	EDPE XXXX– Teaching Social Studies to Educate in Cultural Diversity (Content Area Course)	3
EDFU 3013– Learning Assessment	3	EDFU 3046– Health Education at the Elementary Level	3
EDPE 3155– Developing Thinking Skills in Social Studies (Content Area Course)	3	EDPE 3012– Teaching Mathematics at the Elementary Level 4th-6th	3
		Literature	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 3070 – Literacy Development at the 4th – 6th Elementary Level	3	EDPE 4121- Seminar: Curriculum, Teaching, Learning and Assessment - Part I FAED 4002- Professional Reflective Seminar II	3 1
GEOG 3100 – Elements of Geography or, GEOG 3165– Geography of Puerto Rico (course content area)	3	ART	3
Elective	3	CIPO 3011– Political Science Principles and Problems (Content Area Course)	3
EDPE 3237– Science Teaching at the Elementary Level 4th-6th	3	EDPE 3058– Teaching Grammar at the Elementary Level	3
EDFU 4007– Research Principles	3	HIST** - U.S. History	3
EDFU 4019**– Philosophical Foundations of Education	3	EDES 4055– Teaching Strategies for the Inclusion of Students with Special Needs in the Classroom	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3	EDPE 4068- Teaching Practice FAED 4003- Professional Reflective Seminar III	4 1
EDPE 3010– Teaching Social Studies at the Elementary Level 4th-6th	3		
EDPE 3034– Assessment and Diagnosis of the Literacy Process	3		
EDPE 4075– Creative Experiences in the Visual Arts, Music and Theatre	3		
Literature	3		
Free elective	3		
TOTAL CREDITS			133

* Students will be placed in these courses according to the score obtained on the College Board achievement tests in Spanish and English.

** Department of Education Teacher Certification Requirement (2012 Regulations). Revised February 2021.

ELEMENTARY EDUCATION– FOURTH TO SIXTH**CONTENT AREA: FIRST YEAR MATH****First Semester**

Required Courses

Second Semester

Required Courses

SPAIN*	3	SPAIN*	3
INGL*	3	INGL*	3
CISO 3121- Social Sciences	3	CISO 3122 - Social Sciences	3
EDFU 3011**- Fundamentals of Human Development	3	EDFU 3012**- Fundamentals of Educational Psychology	3
CIBI - Life Sciences	3	CIFI - Physical Sciences	3
Mate 3036– Fundamental Concepts of Mathematics / Mathematical Logical Thinking	3	HUMA– Humanities	3

SECOND YEAR**First Semester**

Required Courses

Second Semester

Required Courses

HUMA– Humanities	3	TEED 3017**- Integration of Technology and Computer Use at the Elementary Level	3
Literature	3	EDFU 3046– Health Education at the Elementary Level	3
EDFU 3007**- Social Foundations of Education	3	FAED 4001– Professional Reflective Seminar I	1
EDFU 3013– Learning Assessment	3	EDES 4006**- Nature and Needs of Exceptional Learners	3
EDPE 3012 – Teaching Mathematics at the Elementary Level 4th– 6th	3	EDPE 3106– Teaching Statistics and Probability at the Elementary Level (Content Area Course)	3
EDPE 3013- Teaching the Mother Tongue at the Elementary Level	3	Literature	3

THIRD YEAR**First Semester**

Required Courses

Second Semester

Required Courses

EDFU 4007– Research Principles	3	EDPE 4075– Creative Experiences of the Arts, Music and Theatre at the Elementary Level	3
EDPE 3237– Science Teaching at the Elementary Level 4th-6th	3	EDPE 3010 – Teaching Social Studies at the Elementary Level 4th– 6th	3

EDFU 4019**– Philosophical Foundations of Education	3	EDPE 3070– Literacy Development at the Elementary Level 4th - 6th	3
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EDPE 4149– Teaching Mathematical Problem Solving at the Elementary Level (Content Area Course)	3	EDPE 3118– Geometry and Measurement for Educators (Content Area Course)	3
HIST** - History of Puerto Rico	3	Free elective	3
EDPE 3058– Teaching Grammar at the Elementary Level	3	EDPE 4121- Seminar: Curriculum, Teaching, Learning and Assessment - Part I FAED 4002- Professional Reflective Seminar II	3 1

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDES 4055– Instructional Strategies for Inclusion of Students with Special Needs	3	EDPE 4068- Teaching Practice FAED 4003- Professional Reflective Seminar III	4 1
EDPE 3034– Assessment and Diagnosis of the Literacy Process	3	Free elective	3
EDPE 3119– Algebra Concepts for Elementary Level Educators (Content Area Course)	3		
ART	3		
HIST** - U.S. History	3		
EDPE 4122- Seminar: Curriculum, Teaching, Learning and Assessment II	3		
TOTAL CREDITS			133

* Students will be placed in these courses according to their score on the College Board achievement tests in Spanish and English.

** Department of Education Teacher Certification Requirement (2012 Regulations). Revised February 2021.

SECONDARY-PHYSICAL EDUCATION

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
EDFU 3011- Fundamentals of Human Development	3	MATE 3152 - Calculation II	4
CIBI	3	CIFI	3
Calculation I	4	EDFU 3012- Fundamentals of Educational Psychology FAED 4001- Professional Reflective Seminar I	3 1

SECOND YEAR
First Semester
 Required Courses

Second Semester
 Required Courses

TAMALE	3	TAMALE	3
QUIM 3001- General Chemistry I	4	QUIM 3002- General Chemistry II	4
FISI 3011- University Physics I or FISI 3001- General Physics I FISI 3013- University Physics Laboratory I or FISI 3003- General Physics Laboratory I	3 1	FISI 3012- University Physics II or FISI 3002- General Physics II FISI 3014- University Physics Laboratory II or FISI 3004- General Physics Laboratory II	3 1
TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3	EDFU 4019- Philosophical Foundations of Education	3
CISO 3121- Introduction to Social Sciences	3	CISO 3122- Introduction to Social Sciences II	3

THIRD YEAR
First Semester
 Required Courses

Second Semester
 Required Courses

Literature	3	Literature	3
EDES 4006- Nature and Needs of Exceptional Learners	3	EDFU 4007- Research Principles	3
FISI 3025- Modern Elementary Physics	3	FISI 4041- Special Topics in Physics	3
EDFU 3007- Social Foundations of Education	3	HIST (from Puerto Rico)	3
BIOL 3101- General Biology I	4	Free Elective	3
		EDFU 3017- Learning Assessment	3

FOURTH YEAR
First Semester
 Required Courses

Second Semester
 Required Courses

EDPE 4116- Methodology for Teaching Science at the Secondary Level FAED 4002- Professional Reflective Seminar II	4 1	EDPE 4138- Teaching Practice in the Teaching of Physics in Secondary School FAED 4003- Professional Reflective Seminar III	4 1
EDPE 4255- Language Arts in Secondary School Curricula	3	HIST (United States)	3
Free Elective	3		
FISI (Directed Elective in Physics)	3		
FISI (Directed Elective in Physics)	3		
Art	3		
TOTAL CREDITS			129

Directed Electives: Options to Choose From

Directed Elective in Physics Directed Elective
in Directed Physics in American History

SECONDARY EDUCATION BIOLOGY-BIOLOGY

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
EDFU 3011- Fundamentals of Human Development	3	CISO 3121- Introduction to Social Sciences	3
CIBI	3	TAMALE	3
Calculation I	4	CIFI	3
		EDFU 3012- Fundamentals of Educational Psychology FAED	3
		4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

TAMALE	3	TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3
MATE 3101- Applied Statistics I or MATE 3026- Introduction to Computer Statistics	3	BIOL 3101- General Biology I or BIOL 3102- General Biology II	4
QUIM 3001- General Chemistry I	4	EDFU 3007- Social Foundations of Education	3
CISO 3122- Introduction to Social Sciences II	3	QUIM 3002- General Chemistry II	4
FISI 3011- University Physics I or FISI 3001- General Physics I FISI 3013- University Physics Laboratory I or FISI 3003- General Physics Laboratory I	3 1	EDFU 4019- Philosophical Foundations of Education	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 3017- Learning Assessment	3	BIOL 3111- Introduction to Ecology	3
BIOL 3410- Plant Organismal Biology or BIOL 3425- Animal Organismal Biology	4	HIST (Puerto Rico)	3

BIOL 3349- Genetics	3	Supervised Elective: Biology	3
EDFU 4007- Research Principles	3	Literature	3

Literature	3	Free Elective	3
EDES 4006- Nature and Needs of Exceptional Learners	3	Laboratory (Ecology, Genetics or Biotechnology)	1

FOURTH YEAR

First Semester Required Courses

Second Semester Required Courses

EDPE 4116- Methodology for Teaching Science at the Secondary Level FAED 4002- Professional Reflective Seminar II	4 1	EDPE 4137- Teaching Practice in the Teaching of Biology in Secondary School FAED 4003 - Professional Reflective Seminar III	4 1
HIST (United States)	3	Free Elective	3
EDPE 4255- Language Arts in Secondary School Curricula	3		
Art	3		
TOTAL CREDITS			126

Directed Electives: Options to Choose From
HIST

SECONDARY EDUCATION-SCIENCES FIRST YEAR

First Semester Required Courses

Second Semester Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
EDFU 3011- Fundamentals of Human Development	3	CIFI	3
CIBI	3	TAMALE	3
Calculation I	4	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester Required Courses

Second Semester Required Courses

TAMALE	3	EDFU 4007- Research Principles	3
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TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3	BIOL 3101- General Biology I	4
QUIM 3001- General Chemistry I	4	QUIM 3002- General Chemistry II	4

CISO 3121- Introduction to Social Sciences	3	CISO 3122- Introduction to Social Sciences II	3
FISI 3011- University Physics I or FISI 3001- General Physics I	3	EDFU 4019- Philosophical Foundations of Education	3
FISI 3013- University Physics Laboratory I or FISI 3003- General Physics Laboratory I	1		

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 3017- Learning Assessment	3	BIOL 3111	3
BIOL 3410- Plant Organismal Biology or BIOL 3425- Animal Organismal Biology	4	FISI 3012- University Physics II or FISI 3002- General Physics II FISI 3014- University Physics Laboratory II or FISI 3004- General Physics Laboratory II	3 1
EDFU 3007- Social Foundations of Education	3	HIST (Puerto Rico)	3
EDES 4006- Nature and Needs of Exceptional Learners	3	HIST	3
Directed Elective in Science	3	Literature	3
	3	Art	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4116- Methodology for Teaching Science at the Secondary Level FAED	4	EDPE 4136- Teaching Practice in the Teaching of General Science in Secondary School	4
4002- Professional Reflective Seminar II	1		
EDPE 4255- Language Arts in Secondary School Curricula	3	FAED 4003- Professional Reflective Seminar III	1
CINA or FISI (Earth Sciences)	3	Free Elective	3
Literature	3		
Free Elective	3		
TOTAL CREDITS			129

Directed Electives: Options to Choose From

Directed Elective in Science

SECONDARY EDUCATION - GENERAL BUSINESS EDUCATION

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	TAMALE	3
CIBI	3	CISO 3122- Introduction to Social Sciences II	3
TAMALE	3	CIFI	3
EDFU 3011- Fundamentals of Human Development	3	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

TEED 3018 - Integrating Instructional and Computer Technology into the Secondary Level Curriculum	3	EDFU 4007 - Research Principles	3
COEM 3001- Business Communication in Spanish I or COEM 3006- Seminar on Drafting and Analysis of Business Documents	3	INCO 4008 - Strategic Business Communication	2
ADSO 3035- Learning the Keyboard and Its Applications	3	ADSO 3036- Electronic Document Processing	3
CONT 3105- Introduction to the Fundamentals of Accounting I	3	CONT 3106- Introduction to the Fundamentals of Accounting II	3
Art	3	Mathematical Logical Thinking	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 4019- Philosophical Foundations of Education	3	Literature	3
EDES 4006- Nature and Needs of Exceptional Learners	3	EDFU 3017- Learning Assessment	3
EDPE 4047- Curriculum and Methodology in Computer Teaching	3	EDPE 4050- Curriculum and Teaching Methodology of Electronic Correspondence Processing	3

ADSO 3030- Seminar on Integration of Technologies in Organizations	3	EDPE 3075- Curriculum and Methodology in the Teaching of Socioeconomic Subjects for Accounting and Marketing	3
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FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

HIST	3	EDPE 4187- Teaching Practice in the Teaching of Business Education in High School	4
Free Elective	3	FAED 4003- Professional Reflective Seminar III	1
Free Elective	3	HIST	3
ADSO 3327- Training in Accounting Application Software	3		
Literature	3		
EDPE 3086- Systematic Approach to Laboratory Experiences in Business Education	2		
FAED 4002- Professional Reflective Seminar II	1		
TOTAL CREDITS			128

SECONDARY EDUCATION - SECRETARIAL BUSINESS EDUCATION

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	TAMALE	3
CIBI	3	CISO 3122- Introduction to Social Sciences II	3
TAMALE	3	CIFI	3
EDFU 3011- Fundamentals of Human Development	3	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3	EDFU 4007- Research Principles	3
COEM 3001- Business Communication in Spanish I or COEM 3006- Seminar on Drafting and Analysis of Business Documents	3	INCO 4008- Strategic Business Communication	2
ADSO 3035- Learning the Keyboard and Its Applications	3	ADSO 3036- Electronic Document Processing	4
EDFU 3007- Social Foundations of Education	3	ADSO 3055- Systems and Technologies for Enterprises	3
Art	3	Mathematical Logical Thinking	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

CONT 3105- Introduction to the Fundamentals of Accounting I	3	EDFU 3017- Learning Assessment	3
EDES 4006- Nature and Needs of Exceptional Learners	3	EDFU 4019- Philosophical Foundations of Education	3
EDPE 4047 Curriculum and Methodology in Computer Teaching	3	EDPE 4050 Curriculum and Teaching Methodology of Electronic Correspondence Processing	3
ADSO 4049- Production of Documents in Spanish with Electronic Media	3	EDPE 4048- Curriculum and Methodology in Abbreviated Writing Systems	3
ADSO 4105- Integration of Information Processing Programs o ADSO 4145- Seminar on Global Network Integration in Organizations o ADSO 4995- Cooperative Education Experience	3	ADSO 3030- Seminar on Integration of Technologies in Organizations	3
EDPE 4017- Integration of Spanish Writing Abbreviated Systems or ADSO 3046- Spanish Writing Abbreviated System	3	Free Elective	3

FOURTH YEAR
First Semester
 Required Courses

Second Semester
 Required Courses

Puerto Rico's HIST	3	EDPE 4180- Teaching Practice in the Teaching of Business Education- Office Systems	4
Free Elective	3	HIST from United States	3
Literature	3	FAED 4003- Professional Reflective Seminar III	1
ADSO 4045- Administrative Systems and Procedures for the Company	3		
Free Elective	3		
EDPE 3086- Systematic Approach to Laboratory Experiences in Business Education	3		
FAED 4002- Professional Reflective Seminar II	1		
TOTAL CREDITS			130

Directed Electives: Options to Choose From
 ADSO 4995 ADSO 4145 ADSO 4105

SECONDARY EDUCATION-PHYSICAL EDUCATION FIRST YEAR

First Semester
 Required Courses

Second Semester
 Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
EDFU 3011- Fundamentals of Human Development	3	EDFI 3675- Life, Health & Wellness	3
CIBI	3	CIFI	3
TAMALE	3	TAMALE	3
Mathematical Logical Thinking	3	CISO 3121	3
		EDFI 3675 Health, Life & Wellness	3

SECOND YEAR
First Semester
 Required Courses

Second Semester
 Required Courses

Literature	3	Literature	3
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Puerto Rico's HIST	3	EDFU 4007- Research Principles	3
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EDFI 3555- History and Principles of Physical Education	3	RECR 3685- Introduction to the Study of Recreation or RECR 3820- Leisure Education	3
EDFU 3007- Social Foundations of Education	3	EDFU 4019- Philosophical Foundations of Education	3
CISO 3122- Introduction to Social Sciences	3	EDFU 3012- Fundamentals of Educational Philosophy	3
Art	3	FAED 4001- Professional Reflective Seminar I	1

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 3017- Assessment of Learning or EDFU 4045- Educational Implications of the Psychology of Adolescence	3	EDFI 3686- Learning Motor Skills	3
EDFI 4115- Anatomy and Kinesiology	3	EDFI 4125- Physical Education Administration and Supervision	3
TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3	EDFI 4056 - Fundamentals of Teaching Basketball EDFI 4049 - Fundamentals of Teaching Volleyball	4
EDES 4006- Nature and Needs of Exceptional Learners or EDFI 3395- Physical Education for the Exceptional Child	3	EDFI 4036- Fundamentals of Teaching Track and Field or EDFI 4046 Fundamentals of Teaching Baseball	3
EDFI 3115 Physical Education as a Teaching Vehicle for K-3	3	Free Elective	3
EDFI 4057 – Fundamentals of Teaching Gymnastics or EDFI 4037 – Fundamentals of Teaching Swimming	3	EDFI 4018- Methodology for the Teaching of Physical Education for the Elementary Level	

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4219- Methodology for Teaching Secondary Physical Education	4	EDPE 4216- Teaching Practice in the Teaching of Physical Education in Secondary School	4
EDFI 4105- Physiology and Physiology of Exercise	3	FAED 4003- Professional Reflective Seminar III	1
EDFI 4028- Fundamentals of Softball Teaching or FAED 4048 Fundamentals of Handball Teaching	3	Free Elective	3

FAED 4002- Professional Reflective Seminar II	1	
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Free Elective	3	
		TOTAL CREDITS
		129

Directed Electives: Options to Choose From

EDFI 3056	EDFI 4187
EDFI 3090	RECR 3695
EDFI 3056	RECR 4025
EDFI 3689	RECR 4055
EDFI 3689	EDFI 3645
EDF1 4130	EDFI 3195
EDF1 4135	

SECONDARY EDUCATION-SPANISH

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	CIFI	3
CIBI	3	CISO 3122- Introduction to Social Sciences II	3
EDFU 3011- Fundamentals of Human Development	3	EDFU 3012- Fundamentals of Educational Psychology	3
HIST (from Puerto Rico)	3	FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

TAMALE	3	EDFU 4007- Research Principles	3
Literature	3	Literature	3
Mathematical Logical Thinking	3	TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3
ESPA 4231- Puerto Rican Literature I	3	ESPA 4232- Puerto Rican Literature II	3

EDFU 3007- Social Foundations of Education	3	EDFU 4019- Philosophical Foundations of Education	3
Art	3	TAMALE	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 3017- Learning Assessment	3	Free Elective	3
ESPA 3211- Introduction to Spanish Literature I	3	ESPA 3212- Introduction to Spanish Literature II	3
EDPE 4230- Reading and Writing at the Secondary Level	3	ESPA 4222- Hispanic American Literature II	3
ESPA 3013- Introduction to Linguistics Compendium or its equivalent	3	EDPE 4039- The Teaching of Modern Grammar	3
ESPA 4221- Hispanic American Literature: Colonial to Modernism	3	ESPA 3291- Spanish	3
		HIST	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4150- Methodology for Teaching Spanish at the Secondary Level	4	EDPE 4236- Teaching Practice in the Teaching of Spanish in Secondary School	4
FAED 4002- Professional Reflective Seminar II	1	FAED 4003- Professional Reflective Seminar III	1
Free Elective	3		
ESPA 3292- Spanish Grammar	3		
EDES 4006- Nature and Needs of Exceptional Learners	3		
TOTAL CREDITS			122

Directed Electives: Options to Choose From

HIST

SECONDARY EDUCATION- SOCIAL STUDIES

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3

CISO 3121- Introduction to Social Sciences	3	CISO 3122- Introduction to Social Sciences II	3
CIBI	3	CIFI	3

EDFU 3011- Fundamentals of Human Development	3	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

Mathematical Logical Thinking	3	TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3
Literature	3	EDFU 4019- Philosophical Foundations of Education	3
HIST 3241- History of Puerto Rico	3	HIST 3242- History of Puerto Rico	3
HIST 3111- American History	3	HIST 3112- American History	3
EDFU 3007- Social Foundations of Education	3	EDPE 4255- Language Arts in Secondary School Curricula	3
TAMALE	3	TAMALE	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 4007- Research Principles	3	HIST 3211- Hispanic American History	3
Literature	3	ECON 3005- Introduction to Economics	3
EDES 4006- Nature and Needs of Exceptional Learners	3	GEOG 3150- Human Geography	3
ANTR 3006- Sociocultural Anthropology	3	SOCI 3245- Principles of Sociology	3
EDFU 3017- Learning Assessment	3	Free Elective	3
		Art	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4126- Methodology for Teaching Social Sciences in Secondary Education	4	EDPE 4156- Teaching Practice in the Teaching of Social Studies in Secondary School	4
FAED 4002- Professional Reflective Seminar II	1	FAED 4003- Professional Reflective Seminar III	1

HIST 3212- Hispanic American History II	3	Free Elective	3
CIPO 3011- Principles and Problems of Political Science	3		

GEOG 3165- Geography of Puerto Rico	3		
Free Elective	3		
TOTAL CREDITS			125

SECONDARY EDUCATION-HISTORY

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	CISO 3122- Introduction to Social Sciences II	3
CIBI	3	CIFI	3
EDFU 3011- Fundamentals of Human Development	3	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

TAMALE	3	TAMALE	3
HIST 3241-History of Puerto Rico	3	HIST 3242- History of Puerto Rico	3
Mathematical Logical Thinking	3	HIST 3112- History of the United States	3
HIST 3111-American History	3	TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3
EDFU 3007- Social Foundations of Education	3	EDFU 4019- Philosophical Foundations of Education	3
EDFU 4007- Research Principles	3		

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 3017- Learning Assessment	3	EDPE 4255- Language Arts in Secondary School Curricula	3
Literature	3	Free Elective	3

HIST 3165- Renaissance, Reformation, and Emergence of the State	3	HIST 3155- Europe in the Nineteenth Century	3
HIST 3211- Hispanic American History I	3	HIST 3212- Hispanic American History II	3

EDES 4006- Nature and Needs of Exceptional Learners	3	Free Elective	3
Free Elective	3	GEOG 3150- Human Geography	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDPE 4126- Methodology for Teaching Social Sciences in Secondary Education	4	EDPE 4157- Teaching Practice in the Teaching of History in Secondary School	4
FAED 4002- Professional Reflective Seminar II	1	HIST 4225- Theory of History	3
HIST 3205- Problems of the Contemporary World	3	FAED 4003- Professional Reflective Seminar III	1
Art	3		
Literature	3		
Free Elective	3		
TOTAL CREDITS			125

SECONDARY EDUCATION-MATHEMATICS

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
EDFU 3011- Fundamentals of Human Development	3	MATE 3152 - Calculation II	4
CIBI	3	CIFI	3
MATE 3151- Calculation I	4	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

MATE 3325- Introduction to Discrete Mathematics	3	MATE 4032- Upper Algebra I	3
CISO 3121- Introduction to Social Sciences	3	CISO 3122- Introduction to Social Sciences II	3

EDFU 3007- Social Foundations of Education	3	TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3
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TAMALE	3	EDFU 4019- Philosophical Foundations of Education	3
EDFU 4007- Research Principles	3	TAMALE	3
Free Elective	3		

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 3017- Learning Assessment	3	EDPE 4255- Language Arts in Secondary School Curricula	3
MATE 3019- School Geometry	3	MATE 3040- Number Theory I	3
MATE 4120- History of Mathematics	3	MATE	3
EDES 4006- Nature and Needs of Exceptional Learners	3	HIST (from Puerto Rico)	3
Free Elective	3	Literature	3
MATE 3026- Introduction to Computer Statistics or MATE 3101- Applied Statistics I	3		

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

MATE	3	EDPE 4146- Practice of Teaching Mathematics in High School	4
EDPE 4128- Methodology for Teaching Mathematics in Secondary School	4	FAED 4003- Professional Reflective Seminar III	1
FAED 4002- Professional Reflective Seminar II	1		
ART	3		
HIST (United States)	3		
Literature	3		
TOTAL CREDITS			121

Directed Electives (9 Crs.): Options to choose from

MATE 3153 MATE 5201 MATE 4033 MATE 3030 MATE 4031 MATE 4120 MATE 5001 MATE 5002

SECONDARY EDUCATION-CHEMISTRY

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
EDFU 3011- Fundamentals of Human Development	3	TAMALE	3
CIBI	3	CIFI	3
Calculation I	4	CISO 3121- Introduction to Social Sciences	3
		EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

TAMALE	3	Free Elective	3
EDFU 3007- Social Foundations of Education	3	BIOL 3101- General Biology I	4
QUIM 3001- General Chemistry I	4	QUIM 3002- General Chemistry I	4
EDFU 4007- Research Principles	3	EDFU 4019- Philosophical Foundations of Education	3
TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3	Literature	3
CISO 3122- Introduction to Social Sciences II	3		

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 3017- Learning Assessment	3	HIST	3
BIOL 3410- Plant Organismal Biology or BIOL 3425- Animal Organismal Biology	4	FISI 3011- University Physics I or FISI 3001- General Physics I	3
EDES 4006 EDES 4006 - Nature and Needs of Exceptional Learners	3	FISI 3013- University Physics Laboratory I or FISI 3003- General Physics Laboratory I	1
Literature	3	QUIM 3032- Organic Chemistry II	4

FOURTH YEAR**First Semester**

Required Courses

Second Semester

Required Courses

EDPE 4116- Methodology for Teaching Science at the Secondary Level	4	EDPE 4139- Teaching Practice in Secondary School Chemistry Teaching	4
EDPE 4255- Language Arts in Secondary School Curricula	3	HIST (directed United States)	3
FISI 3012- University Physics II or FISI 3002- General Physics II FISI 3014- University Physics Laboratory II or FISI 3004- General Physics Laboratory II	3 1	FAED 4003- Professional Reflective Seminar III	1
QUIM 3025- Analytical Chemistry or its equivalent	3		
FAED 4002- Professional Reflective Seminar II	1		
Free Elective	3		
TOTAL CREDITS			125

SECONDARY EDUCATION - TEACHING ENGLISH TO SPANISH SPEAKERS**FIRST YEAR****First Semester**

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
EDFU 3011- Fundamentals of Human Development	3	CISO 3121- Introduction to Social Sciences	3
CIBI	3	CIFI	3
TAMALE	3	TAMALE	3
ART	3	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR**First Semester**

Required Courses

Second Semester

Required Courses

EING 4006- Teaching English to Spanish Speakers	3	ENGLISH (English Written Communication Course, Level V or above)	3
ENGLISH (English Written Communication Course, Level V or above)	3	EDFU 3017- Learning Assessment	3

ENGLISH (English Oral Communication Course, Level V or above)	3	TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3
EDFU 3007- Social Foundations of Education	3	EDFU 4019- Philosophical Foundations of Education	3
CISO 3122- Introduction to Social Sciences II	3	Mathematical Logical Thinking	3
		EDES 4006- Nature and Needs of Exceptional Learners	3

THIRD YEAR

First Semester Required Courses

Second Semester Required Courses

EING 4018- Linguistics and Reading Instruction	3	EING 4046- <i>Assessment of English as a Second Language</i>	3
ENGLISH English Literature (Level V or above)	3	EING 4045- Teaching English Writing as a Second Language (ESL)	3
EDFU 4007- Research Principles	3	Literature	3
ENGLISH 4206- Modern English Grammar: The Structure of Sentence and Clause, or INGL 4207- Introduction to Transformational Grammar, or INGL 4236- Comparative Analysis of the Syntactic Structures of English and Spanish	3	EING 4035- Teaching Reading in ESL for Secondary Education	3
ENGLISH Directed Elective English (Level V or above)	3	Free Elective	3
		EING 4005- Literature for Adolescents	3

FOURTH YEAR

First Semester Required Courses

Second Semester Required Courses

Literature	3	EDPE 4246- Teaching Practice in Teaching English in Secondary School	4
HIST	3	FAED 4003- Professional Reflective Seminar III	1
ENGLISH (Shakespeare Courses)	3	Free Elective	3
EING 4020- English as a Second Language Methodology in Secondary	4		
FAED 4002- Professional Reflective Seminar II	1		
HIST (U.S. History Directed Elective)	3		
TOTAL CREDITS			128

Directed Electives: Options to Choose From

BACHELOR OF ARTS IN EDUCATION-ARTS

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGL	3
CISO 3121- Introduction to Social Sciences	3	TAMALE	3
CIBI	3	CISO 3122- Introduction to Social Sciences II	3
TAMALE	3	CIFI	3
EDFU 3011- Fundamentals of Human Development	3	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

ART 3901- Fundamentals of the Visual Arts I	3	EDPE 3038- Design for Art Teachers	3
EDPE 4255- Language Arts in Secondary School Curricula	3	EDFU 4019- Philosophical Foundations of Education	3
HIST	3	EDFU 4007- Research Principles	3
ART 3401- Drawing I	3	ART 3902- Fundamentals of the Visual Arts II	3
TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3	EDES 4006- Nature and Needs of Exceptional Learners	3
ART	3	Mathematical Logical Thinking	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

EDFU 3007- Social Foundations of Education	3	Literature	3
Literature	3	EDPE 3046- Fine Arts in High School or EDPE 3045- Fine Arts in Elementary School	3
HART 3118-Art in Puerto Rico	3	EDPE 4131- Theory and Methodology of Art Teaching in Elementary School	3

ART 3815- Painting Processes I or equivalent	3	ART 3615- Sculpture Processes I	3
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ART 3315- Engraving Processes - Relief or equivalent	3	HART 3191- Western Art I	3
EDFU 3017- Learning Assessment	3	FAED 4002- Professional Reflective Seminar II	1

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

ART 3325- Engraving Processes - Intaglio or equivalent	3	EDPE 4166- Teaching Practice in Secondary School Art Teaching	4
ART 3846- Figurative Painting or equivalent	3	FAED 4003- Professional Reflective Seminar III	1
Directed Elective in Art	3	Free Elective	3
HIST	3		
EDPE 4132- Theory and Methodology of Art Teaching in Secondary School	3		
Free Elective	3		
TOTAL CREDITS			133

BACHELOR OF ARTS IN EDUCATION– FAMILY & COMMUNITY

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	TAMALE	3
CIBI 3006- Interdisciplinary Course in Biological Sciences with an Emphasis on Environmental Conservation I	3	CISO 3122- Introduction to Social Sciences II	3
TAMALE	3	CIBI 3007- Physical Sciences and Cyber Music	3
ECDO 3007 - Life Cycle of the Human Being	3	EDFU 3012- Fundamentals of Educational Psychology	3

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

ECDO 3006- Vision and Challenges of Professionals in the Field of Family and Consumer Sciences	3	ECDO 4035- Planning, Preparing and Serving Family Meals for Diverse Populations	3
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CISO 3205- Social Research Techniques or EDFU 4007- Research Principles	3	ECDO 3035- Housing: Consumer Issues	3
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ECDO 3015- Family Relations	3	EDFU 3050- Health and Safety in the Education of the Preschool Child or EDFU 4015- Fundamentals of Public Health Education	3
ECDO 4042- Basic Principles of Nutrition	3	EDFU 4058- Educational Implications of Adult Psychology	3
Literature	3	Literature	3
Free Elective	3	TEED 3125- Educational Communication	3

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

Logical Mathematical Thinking	3	ECDO 4115- Home Economics and Independent Living Techniques in Special Education	3
ECDO 3046- Clothing & Textiles: Selection & Purchase	3	ECDO 4095- Organization and Methodology in the Work of the Agricultural Extension Service	3
Free Elective	3	ECDO 4135- Introduction to Gerontology	3
ECDO 4255- Working with Parents, Families, and Communities	3	ECDO 4185- Home Management	3
ECDO 4146- Sustainable Consumption in the Family and Society	3	Free Elective	3

FOURTH YEAR

First Semester

Required Courses

Second Semester

Required Courses

ECDO 4235- Field Experiences in Community Agencies	4	ECDO 4205- Supervised Practice in the Work of the Agricultural Extension Service	4
Free Elective	3	Free Elective	3
Free Elective	3		
Art	3		
CISO 4166- Women in Contemporary Puerto Rico	3		
TOTAL CREDITS			125

BACHELOR OF ARTS IN EDUCATION-MUSIC

FIRST YEAR

First Semester

Required Courses

Second Semester

Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	TAMALE	3
CIBI	3	EDFU 3012- Fundamentals of Educational Psychology	3
TAMALE	3	FAED 4001- Professional Reflective Seminar I	1
MUSI 3085- Instrumental Technique I	1	CISO 3122- Introduction to Social Sciences II	3
EDFU 3011- Fundamentals of Human Development	3	CIFI	3
		MUSI , Instrumental Technique II	1

SECOND YEAR

First Semester

Required Courses

Second Semester

Required Courses

TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3	Literature	3
Literature	3	MUSI 4132- Instrumental Technique IV	1
MUSI 4131- Instrumental Technique III	1	MUSI 4003- Basic Piano II	1
MUSI 3276- Basic Piano I	1	EDPE 4091- Seminar I: Orchestral and Band Instruments	1
MUSI 4015- Music in the Baroque and Classicism	3		
EDFU 3007- Social Foundations of Education	3		
MUSI 3275- Reading and Dictation I	4	EDPE 4092- Seminar II: groups (Rondalla and choir)	1
		EDPE 4093- Seminar III: New Trends in Music Education	1
		EDFU 4007- Research Principles	3
		EDFU 4019- Philosophical Foundations of Education	3
		MUSI 4061- Reading and Dictation II	4

THIRD YEAR

First Semester

Required Courses

Second Semester

Required Courses

MUSI Instrumental Technique V	1	MUSI Instrumental Technique VI	1
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MUSI 3115- Diatonic Harmony	4	History of Puerto Rico	3
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MUSI 4062- Reading and Dictation III	1	MUSI 4177- Instrumental Conducting and Score Readings or MUSI 4175- Choral Conducting and Vocal Repertoire	4
MUSI 4025- Music in Romanticism and Impressionism	3	EDPE 4151- Curriculum and Methodology of Music Teaching in Elementary School	3
Mathematical Logical Thinking	3		
EDFU 3017- Learning Assessment	3	EDPE 4255- Language Arts in Secondary School Curricula	3
MUSI	1	FAED 4002- Professional Reflective Seminar II	1
		EDES 4006- Nature and Needs of Exceptional Learners	3

FOURTH YEAR
First Semester
Required Courses

Second Semester
Required Courses

Free elective	3	EDPE 4176- Teaching Practice in Music Teaching in Secondary School	4
Free elective	3		
EDPE 4152- Curriculum and Methodology of Music Teaching in Secondary School	3	FAED 4003- Professional Reflective Seminar II	1
MUSI 3045- Music and Musicians of Puerto Rico	2		
Art	3		
U.S. History	3		
TOTAL CREDITS			131

BACHELOR OF ARTS IN EDUCATION – PRE-SCHOOL

FIRST YEAR
First Semester
Required Courses

Second Semester
Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	CISO 3122- Introduction to Social Sciences II	3
CIBI 3005- Biological Sciences for Preschool and Elementary School Teachers	3	CIFI 3005- Basic Course of General Education in Physical Sciences	3
TAMALE	3	TAMALE	3
ECDO 3007 - Life Cycle of the Human Being	3	EDFU 3012- Fundamentals of Educational Psychology	3

		FAED 4001- Professional Reflective Seminar I	1
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SECOND YEAR

First Semester Required Courses

Second Semester Required Courses

Literature	3	Literature	3
EDFU 3007- Social Foundations of Education	3	Mathematical Logical Thinking	3
Art	3	EDFU 4019- Philosophical Foundations of Education	3
ECDO 3015- Family Relations	3	ECDO 4125- Organization and Administration of Infant, Nursery and Preschool Programs	3
ECDO 3075- Child Nutrition	3	TEED 3027- The Technology of Instruction and Computer Use in Early Childhood Education	3
Free elective	3	EDES 3025- Nature and Needs of the Handicapped Preschooler	3

THIRD YEAR

First Semester Required Courses

Second Semester Required Courses

ECDO 4127- Play in the Integral Development of Infants, Nursery and Preschoolers	3	ECDO 4011- Curriculum and Methodology at the Preschool Level (APRTE I) FAED 4002- Professional Reflective Seminar II	3
EDPE 3067- Language Development in Preschool Children	3		1
EDFI 3090- Physical Education for Preschool	3	ECDO 4255- Working with Parents, Families, and Communities	3
EDFU 3050- Health and Safety in Preschool Education.	3	ECDO 4136- Early Childhood Assessment: Infants, Nursery and Preschoolers	3
EDFU 4007- Research Principles	3	EDPE 4035- Creative Expression in Childhood and Preschool Years	3
HIST	3	ECDO 4137- Knowing the Emotions and Promoting the Prosocial Behavior of the Preschool Child	3
		Free elective	3

FOURTH YEAR

First Semester Required Courses

Second Semester Required Courses

ECDO 4126- Organization and Administration of Infant, Nursery and Preschool Programs	3	ECDO 4216- Teaching Practice at the Preschool Level	4
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ECDO 4012- Curriculum and Methodology at the Preschool Level (Part II)	3	
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EDPE 3145- Music in Early Childhood and Preschool	3	FAED 4003- Professional Reflective Seminar III	1
Free elective	3		
HIST	3		
TOTAL CREDITS			130

Directed Electives: Options to Choose From
HIST

BACHELOR OF ARTS IN EDUCATION-RECREATION FIRST YEAR

First Semester
Required Courses

Second Semester
Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	CISO 3122- Introduction to Social Sciences II	3
CIBI	3	CIFI	3
RECR 3820- Leisure Education	3	EDFI 3675- Life, Health & Wellness	3

SECOND YEAR

First Semester
Required Courses

Second Semester
Required Courses

Literature	3	Literature	3
Mathematical Logical Thinking	3	EDFU 3007- Social Foundations of Education	3
TAMALE	3	RECR 4006- Introduction to Therapeutic Recreation or RECR 4055- Sport in Recreation	3
EDFU 4019- Philosophical Foundations of Education	3	EDFU 3011- Fundamentals of Human Development	3
Puerto Rico's HIST	3	TAMALE	3
		RECR 3726- Outdoor Recreation	3

THIRD YEAR

First Semester
Required Courses

Second Semester
Required Courses

EDFI 4045- Evaluation in Physical Education or RECR 4095- Measurement and Evaluation for Research in Recreation	3	RECR 4142- Administration of Recreation Programs II	3
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RECR 4141- Administration of Recreation Programs I	3	RECR 3695- Leadership and Group Work	3
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RECR 4156- Seminar on Problems in Recreation, Leisure and Free Time	3	ART	3
EDFI 4115- Anatomy and Kinesiology	3	EDES 4006- Nature and Needs of Exceptional Learners or EDFI 3395- Physical Education for the Exceptional Child	3
Free elective	3	Free elective	3
Free elective	3		

FOURTH YEAR

First Semester Required Courses

Second Semester Required Courses

RECR 4145- Recreational Services Organization in Puerto Rico	3	RECR 4015- Boarding School and Seminary in Recreation	9
EDFI 3556- Introduction to the Application of Computers in Physical Education and Recreation	3	Free elective	3
Free elective	3		
Free elective	3		
TOTAL CREDITS			120

Directed Electives (18 Crs.): Options to choose from

RECR 3005	EDFI 4187
RECR 3686	EDFI 4130
RECR 3715	EDFI 4125
RECR 4025	EDFI 3689
RECR 4045	EDFI 4146
RECR 4065	

BACHELOR OF ARTS IN EDUCATION- THEATRE FIRST YEAR

First Semester Required Courses

Second Semester Required Courses

ESPA	3	ESPA	3
ENGLISH	3	ENGLISH	3
CISO 3121- Introduction to Social Sciences	3	TAMALE	3
CIBI	3	CISO 3122- Introduction to Social Sciences II	3
TAMALE	3	CIFI	3
EDFU 3011- Fundamentals of Human Development	3	EDFU 3012- Fundamentals of Educational Psychology	3
		FAED 4001- Professional Reflective Seminar I	1

SECOND YEAR
First Semester
 Required Courses

Second Semester
 Required Courses

Literature	3	Literature	3
History of Puerto Rico	3	EDPE 4255- Language Arts in Secondary School Curricula	3
TEED 3018- The Integration of Instructional and Computer Technology into the Secondary Level Curriculum	3	TEAT 4111- Dramatic Activities	3
EDFU 3007- Social Foundations of Education	3	TEAT 3102- History of Theatre II	3
Mathematical Logical Thinking	3	EDFU 4019- Philosophical Foundations of Education	3
TEAT 3101- History of Theatre I	3	TEAT 3005- Children's Theatre	3

THIRD YEAR
First Semester
 Required Courses

Second Semester
 Required Courses

TEAT 3161- Pantomime I	3	TEAT 3162- Pantomime II, or TEAT 3012- Performance II, or TEAT 3032- Voice and Diction II	3
TEAT 3011- Action I	3	HIST from United States	3
EDFU 4007- Research Principles	3	EDPE 3040- Theatrical Techniques in Elementary School	3
EDFU 3017- Learning Assessment	3	TEAT 3191- Introduction to Theatrical Production	3
EDES 4006- Nature and Needs of Exceptional Learners	3	EDPE 4141- Curriculum and Methodology of Teaching Drama in Elementary School	3
TEAT 3031- Voice and Diction I	3	FAED 4002- Professional Reflective Seminar II	1

FOURTH YEAR
First Semester
 Required Courses

Second Semester
 Required Courses

TEAT 4211- Stage Direction I or TEAT 4221- Stage Direction for Teachers	3	EDPE 4186- Teaching Practice in Teaching Theatre in Secondary School	4
TEAT 3192- Introduction to Theatrical Production	3		
Art	3	TEAT 4212- Stage Direction II or TEAT 4222- Stage Direction for Teachers	3
EDPE 4142- Curriculum and Methodology of Teaching Theatre in Secondary School	3		
Free elective	3	FAED 4003- Professional Reflective Seminar III	1
Free elective	3		

Directed Elective: TEAT 3101-3102

FACULTY OF EDUCATION

- Agosto Cepeda, Ariel; Ph.D., Michigan State University, 2009; Assistant Professor.
- Álvarez Cabán, José M.; M.A., Phoenix University, 2000, Instructor.
- Álvarez Romero, Claudia X.; Ph.D., University of Connecticut, 2006; Associate Professor.
- Amaral Figueroa, Marta; Ph.D., L.S. University, 1998; Professor.
- Aponte Hernández, Eduardo; Ed.D., University of Massachusetts, 1978; Professor.
- Aybar Soltero, Fernando J.; Ed.D., Temple University, 1998; Professor.
- Betancourt Rosario, José; Ed.D., Inter-American University of Puerto Rico, 2005; Professor.
- Bonilla Rodríguez, Víctor E.; Ph.D., Loyola University of Chicago, 2002; Professor.
- Capella Noya, Gladys R.; Ed.D., Harvard University, 1995; Professor.
- Carrión Guzmán, Javier E.; Ed.D., University of Wisconsin, 1985; Professor.
- Carro Nieves, Grace M.; Ed.D., Inter-American University of Puerto Rico, 2010; Professor.
- Carroll Miranda, Joseph; Ph.D., New Mexico State University, 2006; Assistant Professor.
- Carroll, Kevin S.; University of Arizona, 2009; Professor.
- Clark Mora, Linda; Ed.D., University of Puerto Rico (Río Piedras), 2008; Associate Professor.
- Corchado Vargas, Agustín; M.A., Sacred Heart University, 1997; Professor.
- Corujo Martínez, Germie; Ed.D., University of Puerto Rico (Río Piedras), 2009.
- Cruz Rosario, Liliana; Med, New York University, 1990; Professor.
- Cuevas de Jesús, Elizabeth; Ph.D., University of Puerto Rico (Río Piedras), 2011; Associate Professor.
- Dávila Hernández, Gladys; Ed.D., Inter-American University, 1996; Professor.
- Díaz Cabrera, Ángel A.; M.A., Universidad del Turabo, 2003; Instructor.
- Estrada Oliver, Luis, G.; Ed.D., Northcentral University, 2016; Assistant Professor.
- Fernandez Garcia-Menocal, Rosy; Ph.D., Ann Arbor University, 1992; Associate Professor.
- Figueroa Fuentes, Wanda I.; Ed.D., University of Denver, 2003; Professor.
- Figueroa Hernández, Ivonne; Ph.D., New York University, 1991; Associate Professor.
- Flores Manzano, María Socorro; M.A., University of Puerto Rico (Río Piedras), 1988; Professor.
- Fortis Rivera, Marta R.; Ed.D., University of Puerto Rico (Río Piedras), 2003; Professor.
- García Padilla, María del C.; Ed.D., Harvard University, 1993; Professor.
- Gonzalez Robles, Aura; Ed.D., University of Arizona, 2011; Associate Professor.
- Hernández Rodríguez, Omar A.; Ed.D., University of Puerto Rico (Río Piedras), 2002; Professor.

- López León, Ricardo; Ed.D., University of Granada, 2011; Associate Professor.
- López Rivera, Luis A.; Ed.D., University of Puerto Rico (Río Piedras), 1994; Professor.
- López Serrano, Nancy; Ed.D., University of Wisconsin, 1985; Professor.
- Maldonado Rodríguez, Jorge A.; Ed.D., Wayne State University, 1993; Professor.
- Maldonado Vargas, Elena; Ed.D., University of Puerto Rico (Río Piedras), 2003; Professor.
- Martínez Colón, Lucía del R.; Ph.D., Florida State University, 1991; Professor.
- Martínez Hernandez, Edwin J.; Ph.D., University of Puerto Rico (Río Piedras), 2000; Professor
- Associate.
- Martínez Miranda, Maria S.; Ph.D., University of Wisconsin, 1991; Professor.
- Martínez Ramos, Loida M.; Ed.D., University of Massachusetts Amherst, 1993; Professor.
- Maurás Modestti, Edwin; MFA, New York University, 1976; Professor.
- Medina Díaz, María del Rosario; Ph.D., University of Wisconsin, 1982; Professor.
- Meléndez Alicea, Juan José; Ed.D., Inter-American University, 1998; Professor.
- Meléndez Nieves, Anthony; Ed.D., University of North Carolina, 2011; Associate Professor.
- Mendoza Acevedo, Lillian; M.A., University of Puerto Rico (Río Piedras), 1985; Associate Professor.
- Mendoza Bas, Mari Lourdes; Med, University of Puerto Rico (Río Piedras), 1987; Assistant Professor.
- Miró Mejías, Ana G.; Ed.D., University of Puerto Rico (Río Piedras), 1999; Professor.
- Monroig González, Maribel; M.A., University of Puerto Rico (Río Piedras), 1999.
- Montañez García, Alicia; Ed.D., University of Puerto Rico, 2011; Assistant Professor.
- Nieves Hernández, Mariel; Ed.D., Inter-American University, 2008; Associate Professor.
- Ojeda Ayala, Rafael; Ed.D., Columbia University, 1979; Professor.
- Ortiz Reyes, María de los A.; Ph.D., New York University, 1987; Professor.
- Pacheco Sepúlveda, Carmen; Ed.D., Universidad Interamericana, 2011.
- Padín Zamot, William; Ed.D., Universidad Interamericana, 2004; Professor.
- Pandolfi de Rinaldis, Giuseppe; Ed.D., Nova University, Florida, 1976; Professor.
- Pedraza Burgos, Lisandra; Ph.D., Ohio State University, 2006; Assistant Professor.
- Pérez López, Sheila; Ph.D., University of Puerto Rico (Río Piedras), 2015; Assistant Professor.
- Portalatín Rivera, Nannette; Ph.D., University of Puerto Rico (Río Piedras), 2009; Assistant Professor.
- Pujols Gonzalez, Carmen T.; M.A., University of Puerto Rico (Río Piedras), 1992.
- Quintero Rivera, Ileana María; Ed.D., Harvard University, 1996; Professor.

- Ramirez Marrero, Farah; Ph.D., Ohio State University, 1997; Professor.
- Ramos Cortes, Gabriel; Ed.D., University of Puerto Rico (Río Piedras), 1994; Professor.
- Ramos Ortiz, Nicolás; M.A./J.D., University of Puerto Rico (Río Piedras), 2009.
- Rivera Morales, Mercedes; Ph.D., Universidad Albizu Campos, 2005.
- Rivera Rivera, Edwin; Ed.D., Inter-American University, 2005; Associate Professor.
- Rodríguez Torres, Julio E.; Ed.D., Rutgers University, 1986; Professor.
- Roman Spicer, Richard; Ed.D., University of Puerto Rico (Río Piedras), 2009; Associate Professor.
- Rosado Almedina, María G.; Ph.D., Center for Advanced Studies, 1993; Professor.
- Rosado Pacheco, Carmen M.; Ed.D., University of Puerto Rico (Río Piedras), 1996; Associate Professor.
- Sáez Vega, Ruth J.; Ph.D., University of Arizona, 1996; Professor.
- Sánchez Cabrera, Lourdes; M.A., Pennsylvania State University, 1987; Associate Professor.
- Santiago Díaz, Laura; Ed.D., Universidad del Turabo, 2010; Professor.
- Santiago Villafañe, Rose M.; Ph.D., University of Murcia, 2005; Associate Professor.
- Seale Collazo, James; Ed.D., Harvard University, 2006; Associate Professor.
- Segarra Vázquez, Maniliz; M.A., Universidad Interamericana de San Germán, 1999; Associate Professor.
- Snow Noguera, Josephine A.; Ph.D., Temple University, 1991; Professor.
- Solís Jordán, José; Ph.D., University of Illinois-Champaign, 1991; Professor.
- Soto Sonera, José; Ed.D., University of Puerto Rico (Río Piedras), 2006; Associate Professor.
- Suárez Silverio, Eduardo; Ph.D., New York University, 1984; Professor.
- Tomita Nashi, Hiromi; M.A., University of Warsaw, Poland, 2001; Assistant Professor.
- Torrado Pérez, Nellie E.; Ed.D., University of Puerto Rico (Río Piedras), 2000; Professor.
- Torrech San Inocencio, Lucy A.; Ed.D., Inter-American University, 2008; Assistant Professor.
- Torres Burgos, Consuelo; Med, Harvard University, 1986.
- Torres Otero, Elizabeth; Ed.D., University of Puerto Rico (Río Piedras), 1997; Professor.
- Torres Roig, Ivette M.; Ed.D., University of Puerto Rico (Río Piedras), 2009; Associate Professor.
- Vega Milán, Edwin; Ed.D., University of Puerto Rico (Río Piedras), 2008; Associate Professor.
- Velázquez Rivera, Lizzette M.; Ed.D., University of Puerto Rico (Río Piedras), 2001; Professor.
- Verdejo Carrión, Ada Lucía; Ed.D., Inter-American University, 1991; Professor.
- Vicente Cernuda, José C.; Ph.D., Florida State University, 1997; Professor.

- Villafañe Cepeda, Wanda; Ed.D., University of Puerto Rico (Río Piedras), 2001; Professor
- Yudkin Suliveres, Anita L.; Ph.D., University of Michigan, 1993; Professor.
- Zambrana Ortiz, Nellie J.; Ph.D., Temple University, 1992; Professor.
- Zorrilla Lassus, María del C; Ed.D., University of Puerto Rico (Río Piedras), 1997; Professor.

EDUCATION COURSES

ECDO 3005 - Child Growth and Development

Three credits. Three hours of discussion a week.

It encompasses the study of the development and growth of the child during the prenatal stage, infancy, preschool, school, and some aspects of the adolescent years. Emphasis is placed on the influence of the family on the integral development of the child and its implications in the guidance and care of the child. Studies related to the Puerto Rican child are analyzed. Observations of children are required.

ECDO 3006 - Vision and Challenges of Professionals in the Field of Family and Consumer Sciences

Three credits. Three hours of lecture a week.

It promotes personal reflection regarding their role as a professional in family and consumer sciences, new trends in the profession, research in this field, emphasizing the use of the computer and new technological tools for the planning, development and creation of effective educational presentations.

ECDO 3007 - Human Life Cycle

Three credits. Three hours of lecture a week. Prerequisite: Principal's permission.

Comprehensive study of the characteristics of the human being and its needs throughout the life cycle, from the prenatal period to late adulthood and finally to the process of death. The different theoretical variants in which the development of the human being and the influences that the environment exerts on it are described are investigated. Comparative analysis of physical, cognitive, social and emotional development from an educational and sociocultural perspective. The role of the Puerto Rican family and the influence of other environments on the growth, development and well-being of the individual are analyzed.

ECDO 3015 - Family Relations

Three credits. Three hours of lecture a week.

Introductory course to the study of the family. It offers the student the opportunity to formulate and evaluate personal attitudes and concepts in relation to the family. It stimulates the presentation and discussion of theories and practices of family life with special attention to the impact of internal factors (personal and intra-family) and external factors (interrelations with society), as they manifest themselves in our society. The course includes, but is not limited to, the following topics: the family, family roles, pre-marriage planning, adjustments, conflict and crisis solutions, parenthood, law and the family, and the future of the family as an institution.

ECDO 3025 - Housing: Space Plans and Home Furnishings

Three credits. Two hours of discussion and a two-hour lab a week.

Introductory course in space planning and furniture. It includes planning the space inside the home to meet the needs of the family; the study and application of design elements and principles and the selection, construction, use and care of home furnishings.

ECDO 3026 - Clothing Construction & Creative Projects

Three credits. Two hours of discussion and three hours of lab time per week.

Study, applications and development of basic sewing techniques, use of the commercial pattern in the construction of garment pieces, design and creation for the embellishment of textile products. This course is aimed at undergraduate students of the school of family ecology who will be future educators. It is carried out through conferences and a laboratory. This course will inactivate ECDO 4002.

ECDO 3035 - Housing: Consumer Issues

Three credits. Two hours of discussion and a two-hour lab a week.

Basic information about Puerto Rico as a frame of reference for housing problems. Social and economic changes on the island and their implications for housing. Analysis and description of the magnitude of the housing problem in Puerto Rico and detailed study of the public and private institutions that contribute to solving it. Consumer education in terms of home purchasing, laws, codes, regulations, and financing. Each student is required to submit a research paper related to one of the housing issues.

ECDO 3045 - Textiles and Consumer Issues

Three credits. Two hours of discussion and a three-hour lab a week.

Study of the latest developments in the textile field with emphasis on fibers; New techniques in the formation of fabric structures and finishes and their implications for the consumer. Laboratory work: includes physical and chemical testing of fabrics with emphasis on the current situation of the textile industry in Puerto Rico.

ECDO 3046 - Clothing & Textiles: Selection & Purchase

Three credits. Two hours of discussion and three hours of lab per week.

It includes the study of the socio-cultural aspects that are included in the selection and purchase of clothing. The elements to be considered in the selection, purchase and care of clothing and textile products are evaluated. The student will prepare a sample of basic sewing techniques used in the care and maintenance of garments.

ECDO 3055 - Clothing and its psychological, cultural and socio-economic implications on consumer behaviour

Three credits. Three hours of discussion a week.

Introduction to the study of psychological, cultural aspects; socioeconomic and artistic aspects of clothing and their implications on consumer behavior. Fundamentals in the selection, purchase and care of clothes. Experiences in some sewing techniques, to achieve a higher performance of the clothes made or bought. Independent study related to the course.

ECDO 3065 - Study Trip to New York: Manufacturing, Marketing of Clothing, Textiles and Related Industries

Three credits. Ten hours of lecture followed by excursion. Prerequisite: after consultation with the teacher.

Educational excursion to New York City to learn about the different processes, phases of manufacturing and marketing of clothing, textiles and related products. Educational visits to textile industries, institutes, factories, design centers and museums. It includes a series of lectures and discussions related to the topic, prior to the educational excursion.

ECDO 3075 - Child Nutrition

Three credits. Two hours of lecture per week and two hours of laboratory per week. Prerequisite: Principal's permission.

Basic concepts of nutrition with special attention to the child up to the age of twelve. Emphasis on developing eating habits.

ECDO 3095 - Basic Clothing Making Techniques

Three credits. Two hours of lecture and three hours of lab per week. Prerequisite: For students with little or no experience in the area of sewing and who do not take the class as a requirement

It includes the study and analysis of the commercial pattern, applying its use in the creation of clothing pieces, in order of complexity. During the construction of such projects, basic sewing techniques and principles will be discussed, analyzed, and used.

ECDO 3096 - Basic Clothing Making Techniques II

Three credits. Two hours of lecture and two hours of workshop per week. Prerequisite: ECDO 3095; It will be available to students in the university system who do not pursue a concentration in home economics.

It allows the student to expand the knowledge and experiences acquired in sewing. It includes the modifications of the trading pattern in the creation of new designs. During the construction of these projects, special sewing techniques will be analysed and used according to the design and textile fabrics used.

ECDO 4001 - Basic Principles of Sewing

Three credits. Two hours of discussion and a three-hour lab a week. Prerequisite: ECDO 3045.

The course includes the study and application of basic sewing techniques based on the principles and procedures of programmed teaching, the use of a commercial pattern, and the skills involved in basic fitting. The student applies the techniques learned by sewing a simple piece of clothing and preparing illustrative educational material.

ECDO 4002 - Advanced Sewing

Three credits. Two hours of discussion and a three-hour lab a week. Prerequisite: ECDO 4001.

Analysis and application of design principles in the selection of appropriate clothing and accessories for the individual. The use and notching of more sophisticated line business patterns is emphasized. It

includes the latest developments in sewing techniques and independent study related to the course is required.

ECDO 4011 - Curriculum and Methodology at the Preschool Level (Part I)

Three credits. Three hours of lecture and three hours of labs a week.

Prerequisites: EDFU 3002, ECDO 4125, EDES 3025, FAED 4001 and have passed 50% of the concentration courses. Corequisites: FAED 4002 Reflective Seminar II.

Study, analysis and application of the basic principles and approaches for the design and development of a curriculum for infants and nursery schools. Comparison of various programs, approaches, and curricular trends. 30 hours of field and pre-internship experience are required in centers that provide educational services to infants and nursery schools.

ECDO 4012 - Curriculum and Methodology at the Preschool Level (Part II)

Three credits. Three lecture hours and three lab hours a week. Prerequisites: ECDO 4011, FAED 4002 and have passed 75% of the courses of the concentration.

Study, analysis and application of the basic principles for the design and development of an integrative curriculum that is appropriate for preschool children. The various approaches, models, and curricular trends at the preschool level that predominate in Puerto Rico are compared and in other countries. 30 hours of field and pre-practice experiences are required in UPR and community preschools that provide appropriate educational services for children y preschool girls.

ECDO 4015 - Pattern making

Three credits. One hour of discussion and a three-hour lab a week.

Prerequisite: ECDO 4002.

The course is designed for the study, analysis and transformations of the basic trading pattern. You will develop designs based on changes in lines, pleats, collars, sleeves and skirts. A piece of clothing will be made based on one of the designs.

ECDO 4016 - Infant and Maternal Curriculum

Three credits. Three hours of lecture a week. Prerequisites: ECDO 4125 y EDFU 3002.

Study, analysis and application of the basic principles for the design, development and implementation of a curriculum for infants and nursery schools (n-3 years old). Study of the different curricular approaches. The theory will be complemented with professional and field experiences in centers where infants and nursery schools are cared for.

ECDO 4025 - Interior Design and Decoration

Three credits. Two hours of discussion and two hours of lab time per week.

Prerequisite: ECDO 3025.

Development of knowledge and skills in interior design and decoration through the analysis, synthesis and evaluation of related problems. It includes the design of plans, projection of color harmonies, the selection of materials, furniture and accessories, taking into account their function,

character and purpose. It also includes the calculation of expenses, materials, labor and the study of the basic principles of skills in arts and crafts related to interior design and decoration.

ECDO 4032 - Menu Planning and Food Service

Three credits. Two hours of discussion and a three-hour lab a week.

Prerequisite: ECDO 4031.

Theory and technique of designing, preparing, and serving well-balanced family meals. Emphasis on decision-making and efficient use of time, energy, and money in the food handling process. The cultural and psychological aspects of food are considered, as well as new trends and recent research in the food industry.

ECDO 4035 - Planning, Preparing and Serving Family Meals for Diverse Populations

Three credits. Two hours of lecture and three hours of lab per week.

It presents a philosophical model for planning, preparing, and serving family meals. It includes the principles of decision-making and planning as core elements of the process. Emphasis is placed on the selection of nutritious foods, the efficient use of money, and the conservation of time and energy to respond to the needs of individuals and the demands of emerging lifestyles. It considers psychological aspects, multicultural eating patterns, populations with special needs, and new trends in recent research in the food industry.

ECDO 4042 - Basic Principles of Nutrition

Three credits. Two hours of discussion and a two-hour lab a week.

Course designed for non-home economics students who need a foundation in nutrition to work, whether they are teachers, nurses, physical education students, and others. Understands fundamental knowledge of essential diets. Special emphasis on food composition and factors involved in the planning and selection of diets to meet the needs of different age groups and special conditions.

ECDO 4088 - Theory and Use of Microwaves in Food Preparation

Three credits. Three hours of lecture a week. Prerequisite: ECDO 4031 and ECDO 4042 or director's permission.

Theory and practice of microwave food preparation methods and techniques. Laboratory experiences in food preparation, considering the chemical composition of food. Basics of nutrition, food, and menu planning.

ECDO 4095 - Organization and Methodology in Family and Community Education

Three credits. Two hours of discussion and a two-hour lab a week.

PREREQUISITES: EDFU3012 AND ECDO 3007, 3015, 4255, 3046, 4042 OR ECDO 4035. COREQUISITES: ECDO 4115 AND 4185.

It includes the philosophy, objectives, and laws that govern the agricultural extension service and other public or private agencies or institutions with educational service programs for families and the community. It relates the student to educational programs for youth, adults, leaders, volunteers, and community development. It involves basic theories about methodology and teaching techniques. In

addition to the evolution of each of the educational processes and methods focused on family and consumer sciences.

ECDO 4105 - Personal Finance

Three credits. Three hours of discussion a week. Prerequisite: Principal's permission.

Personal and family finance planning. The values of the individual and their family will be analyzed in relation to: income, expenses, savings, investments, credits, retirement plans, taxes, insurance, and wills.

ECDO 4115 - Independent Living Techniques for Diverse Populations in Family and Consumer Sciences

Three credits. Three hours of discussion a week.

Practical techniques in family and consumer sciences that contribute to the development of independent living skills in diverse populations. Assistive equipment alternatives and modifications for daily living activities are explored.

ECDO 4122 - Supervised Practice in Nursery School

Three credits. One hour of discussion and two three-hour labs a week.

Prerequisite: ECDO 4121.

The internship is offered in pre-selected public or private nursery schools. Experience in the administrative and educational aspects of the nursery school program is required. All activities are coordinated with the school supervisor and the supervising teacher. Self-assessment is emphasized.

ECDO 4125 - Child Growth and Development: Infants, Nursery and Preschoolers

Three credits. Three hours of lecture a week. Prerequisite: Teacher's permission.

A global vision of early childhood development (infant, nursery and preschool) which frames the dimensions of childhood development within an ecological conceptual framework. The theoretical postulates that support the integral development of childhood are considered, including general characteristics of motor, cognitive, language, social, emotional and daily life development. Emphasis is placed on the creation of simple developmental tools that will be used in childhood observation experiences. Play activities will be designed to promote the optimal development of children.

ECDO 4126 - Organization and Administration of Infant, Nursery and Preschool Programs

Three credits. Three hours of lecture a week. Prerequisite: ECDO 4016.

Study of the principles of organization, implementation and administration of infant, nursery and preschool centers. Analysis of the historical background of early education; of programmatic paradigms and trends of appropriate models for the planning and establishment of infant, nursery and preschool programs. The theory will be enriched with practical experiences of active integration in various scenarios at the infant, maternal or preschool level.

ECDO 4127 - Play in the Integral Development of Infants, Nursery and Preschoolers

Three credits. Three hours of lecture a week. Prerequisite: ECDO 3005 or director's permission.

Study of the importance of play in its various manifestations, considering it as a means of creative expression of childhood that contributes to the cognitive, social, emotional and physical development of infants, nursery and preschoolers. Emphasis on the role of the teacher in encouraging constructive play in the child and in planning the various types of play. Clinical experiences in educational settings are required in order to relate the student to the diversity of games and to the organization of the environment to play.

ECDO 4128 - Curriculum at the Preschool Level (3-5 Years)

Three credits. Two hours of lecture and three hours of workshop per week. Prerequisite: ECDO 4016.

Study, analysis and application of the basic principles and approaches for the design, development and implementation of a curriculum for preschoolers. The theory will be complemented with professional and practical experiences in the centers where they are attended.

ECDO 4135 - Introduction to Gerontology

Three credits. Three hours of lecture a week.

The study of the physical, mental and social development of the human being during old age, starting from the stage of the middle years. Analysis of the changes and adjustments that occur and their implications. Special emphasis on practical attention to the basic needs of the elderly. Educational experiences in government and/or private institutions that provide services to the elderly.

ECDO 4136 - Early Childhood Assessment: Infants, Nursery and Preschoolers

Three credits. Three hours of lecture a week. Prerequisite: ECDO 4125.

Study of the principles, foundations, methodology and interpretation of the evaluation processes of growth, integral development and learning of early childhood (infants, nursery and preschool). The means of observation and continuous evaluation will be examined, considering the implications in the educational processes and in the optimal integral development of each child. Clinical experiences in preschool settings coordinated by the course teacher are required.

ECDO 4137 - Knowing the Emotions and Promoting the Preschooler's Prosocial Behavior

Three credits. Three hours of lecture a week. Prerequisites: ECDO 4125.

This course examines the theoretical frameworks that underpin a child's emotional development from a humanistic, ecological, and constructivist perspective. Effective means to promote the prosocial behavior of the child during the educational processes of the daily routine that promote the emotional, social, cognitive and physical development of children are presented. It highlights the use of strategies that facilitate the management of emotions in childhood, which can be incorporated into the preschool curriculum.

ECDO 4146 - Sustainable Consumption in the Family and Society

Three credits. Two hours of lecture and 3 hours of laboratory per week.

The student will analyse the different consumption modalities of individuals, families and society. It will develop research projects on sustainable consumption in the areas of environmentally friendly purchasing, organic gardens, recycling or composting. As part of the learning process, field visits will be made to places that are of ecological interest and reflect the consequences of unsustainable consumption. It is expected that at the end of the course the student will be able to apply the concept of sustainable development to their area of study and thus demonstrate the development of their competencies for the implementation of projects on sustainable consumption.

ECDO 4148 - Method for Teaching Family Science in Secondary School

Four credits. Four hours of seminar per week. Prerequisites: EDFU 3001 or EDFU 3011 EDFU 3002 or EDFU 3012, 3007, 3017, 4019, FAED 4001, EDES 4006 and 75% of concentration courses with a minimum grade of c. Corequisite: FAED 4002.

Analysis of instruction in the areas of specialty in the light of the prevailing philosophy and curriculum in our Puerto Rican reality; Relationship and comprehension of professional documents of the teacher in the field of family and consumer sciences. It focuses on the design of teaching planning in the field of family and consumer sciences. I am a student and application of teaching, assessment, assessment strategies and principles of action research. 30 hours of clinical experiences are required in line with the objectives of the course.

ECDO 4185 - Administration of Family Resources

Three credits. Two hours of lecture and three hours of lab per week. Prerequisite: ECDO 3007, 3015, 3035, and 4035 or 4042.

The basic aspects of the management of family resources and their application in home life or other environments are studied using systems theory. Emphasis is placed on the problems faced by the family in using human and non-human resources to achieve goals. It encourages the application and integration of administrative principles into the decision-making process in various family situations.

ECDO 4205 - Supervised Practice in Family and Community Education

Five credits. 4 hours of seminar and weekly hours. Prerequisite: ECDO4095 And ECDO4235.

It includes, but is not limited to, observations and supervised practice in family and community work in the agricultural extension service and other agencies with educational programs or services under the philosophy of the family and consumer science profession. It also involves educational activities with youth, adults, and community leaders. In addition to other experiences in tune with the agency's philosophy and practice requirements. Problems are discussed y situations related to fieldwork and possible solutions to them.

ECDO 4215 - Life Cycle Nutrition Seminar

Three credits. Three hours of discussion a week. Prerequisite: Teacher's permission.

Study and analysis of the recent literature related to nutrition during the different stages of the life cycle. Emphasis will be placed on biochemical and physiological, psychological and social aspects y the application of this knowledge to real-life situations.

ECDO 4216 - Teaching Practice at the Preschool Level

Six credits. Three hours of lecture and seventeen hours of laboratory per week.

Prerequisites: having passed the concentration courses, academic evaluation and authorization from the teacher.

Experiences of teaching practice in public or private preschool education centers. Student-teachers will put into practice the knowledge and techniques for the comprehensive planning and evaluation of educational processes. 20 hours per week of direct and interactive educational work with infants, nursery or preschoolers are required.

ECDO 4235 - Field Experience with Family and Community

Four credits. Three hours of lecture and 6 hours of field experience per week.

Prerequisite: ECDO4095.

This course offers the student a variety of experiences in their area of interest within the professional field of family and consumer sciences. It includes observation and participation in activities carried out by public and private institutions at the service of the family and the community in rural and urban areas. The professor's permission will be requested during the previous semester or on the date of the course. The student will pay for travel and subsistence expenses.

ECDO 4255 - Working with Parents, Families, and Communities

Three credits. Three hours of lecture a week.

Study of the importance and effective means for the integration of parents, family, school and community in the integral educational development of the learner. Strategies are presented to promote the collaboration and integration of community families at the preschool, primary, and elementary levels. Analysis and use of data related to the interests and needs of contemporary families, as well as the services and resources available to them in the community. The historical, sociocultural and legal processes and factors that impact children and their families in the social context are considered.

ECDO 4995 - Independent Study in Home Economics

One to three credits. Prerequisite: be a 4th year student; Teacher's permission.

Course designed for the purpose of offering the undergraduate student the opportunity to undertake independent work to deepen an area of home economics of special interest to him. The work to be carried out can be experimental or research. The preparation of a monograph or dissertation will be required.

ECDO 5006 - Curriculum and Methodology for Teaching Home Economics to the Exceptional Student

Three credits. Three hours of lecture a week. Prerequisite: EDES 4006, EDPE 4005, and EDPE 4006 or equivalent.

Design and adaptation of the home economics curriculum to meet the needs of the exceptional student. Preparation and use of the individualized education plan. Selection and use of appropriate techniques and methods for the teaching of these students. Study of alternatives for the organization of programs.

ECDO 5009 - The nature of the adult and its implications in the teaching-learning process

Three credits. Three hours of lecture a week. Prerequisite: ECDO 3005, ECDO 3015 or teacher's permission.

Study and analysis of the nature of the human being during the period of adulthood and its implications in the teaching-learning process. Especially important in family education programs.

ECDO 5015 - Methodology of Teaching Occupational Home Economics

Three credits. Two hours of lecture and three hours of workshop per week. Prerequisite (one of the following courses or equivalent): ECDO 4121, 4171, EDPE 4005.

The philosophy, curriculum, selection, and use of teaching strategies in the field of occupational education will be discussed with emphasis on the areas of home economics. Study of the organization and implementation of occupational programs and the legislation that provides for their development. It includes laboratory experiences in public schools, industry, and commerce.

ECDO 5017 - Theory and Methodology of Adult Education in Home Economics

Three credits. Three hours of lecture a week. Prerequisite: EDFU 3001, 3002, ECDO 3005, 3015 or teacher's permission.

Critical examination of theories, methodology, and strategies for adult education in home economics. It includes clinical experiences in adult education programs.

ECDO 5996 - Seminar on Special Topics in the Area of Clothing and Textiles

One to three credits. Lecture and workshop hours will vary according to the number of credits. This course can be repeated up to a maximum of four times as the topics vary. Prerequisite: ECDO 4001, ECDO 4002 or teacher's permission.

Special topics in clothing and textiles. Special importance will be given to new developments in materials, equipment, techniques, purchasing and handling of textile products.

EDES 3002 - Laboratory and Field Experiences for Elementary Education Students.

One to two credits.

Education students will begin a sequence of clinical and laboratory experiences to become familiar with the school system and community, as well as teaching and other curricular tasks. In this first phase, they will attend schools of different levels with different socioeconomic characteristics. They will participate first as observers and then as teacher's aides. They will be exposed to the teaching profession through seminars, conferences, films, etc.

EDES 3008 - New Approaches in the Visual Arts

Three credits. Three hours of lecture and two hours of laboratory time per week.

The course will be structured through a series of activities that provide new experiences in the perception and integration of the visual arts, as well as their application to teaching and human development. Work will be carried out in the workshop, using new materials, new techniques and new forms of plastic expressiveness will be analysed. In addition, galleries, studios, museums and plastic factories will be visited and lectures illustrated with films or slides will be organized .

EDES 3010 - Diagnosis and Assessment of Early Childhood Children with Disabilities

Three credits. Three hours of discussion a week.

Study and analysis of the factors, methods and instruments involved in the process of assessment and diagnosis of children with disabilities at an early age. Emphasis on the selection, development, evaluation and implementation of this process. It requires field experiences.

EDES 3015 - Laboratory and Field Experiences for High School Education Students

Two to three credits.

Education students will begin a sequence of clinical and laboratory experiences to become familiar with the school system and community, as well as teaching and other curricular tasks. In this first phase, they will attend schools of different levels with different socioeconomic characteristics. They will participate first as observers and then as teacher's aides. They will be exposed to the profession of magistrate through seminars, lectures, films, etc.

EDES 3016 - Laboratory and Field Experiences for High School Education Students

Two to three credits.

Education students will begin a sequence of clinical and laboratory experiences to become familiar with the school system and community, as well as teaching and other curricular tasks. In this first phase, they will attend schools of different levels with different socioeconomic characteristics. They will participate first as observers and then as teacher's aides. They will be exposed to the teaching profession through seminars, conferences, films, etc.

EDES 3025 - Nature and Needs of the Handicapped Preschooler

Three credits. Three hours of lecture a week.

A course that studies the effects of different impediments on the development of preschool-age children and their educational implications.

EDES 3026 - Physical Education of the Handicapped Preschool Child

Three credits. Three hours of lecture a week.

Knowledge and skills aimed at improving, alleviating, or correcting preschool-age children's impairments through physical activities.

EDES 3027 - Curriculum and Methodology for Teaching the Exceptional Adolescent

Three credits. Three hours of lecture a week.

Competencies needed to lead the learning of the exceptional adolescent. Curricular areas that must be covered in the teaching of this adolescent. Teaching methods and techniques that can be adapted and/or created to address the particular situation of the exceptional adolescent in the regular classroom. It is complemented by laboratory experiences in institutions that serve the exceptional adolescent.

EDES 3028 - New Trends for the Education of the Exceptional Child in the Classroom

Three credits. Three hours of lecture a week.

Analysis and study of new trends and strategies for the education of the exceptional student in the regular classroom. It focuses on fundamental concepts about each type of exceptionality and its implications for the teaching of curricular content at different academic levels. It presents the *mainstreaming* alternative and its implications as a strategy for change and organization, as well as the different processes of implementation of this alternative in light of the Puerto Rican reality.

EDES 3035 - Seminar: Curriculum and Methodology for Teaching the Handicapped Preschool Child

Three credits. Three hours of lecture a week.

Basic course on the education of handicapped pre-school children; analysis of the problems that these children may have; Planning and organization of educational activities. It will emphasize the study and analysis of this stage in the intellectual growth of the child according to developmental psychology. It offers hands-on experience in writing and implementing individualized educational plans.

EDES 3045 - Intervention of Parents of Preschool Children with Disabilities in Their Children's Education

Three credits. Three hours of lecture a week. Prerequisite: EDES 4006; 3025; 3035.

Competencies and techniques for engaging parents of preschool children with disabilities in their children's education and development. The effect of various impediments on the family, parent-teacher

communication strategies, and the development of this special child's potential is studied and analyzed within a functional context.

EDES 3205 - Assistive Technology in Special Education

Three credits. Three hours of lecture a week.

Analysis of the theoretical and practical foundations in the use of technological assistance for the education of people with disabilities. Emphasis on the integration of technological assistance in education and the family environment, in service models and in the process of assessing and identifying the needs of the educated. It requires field experiences.

EDES 4000 - Teaching Methodology in K-12 Special Education

Three credits. Three hours of lecture a week. Prerequisite: EDPE 4121, 75% concentration courses, 75% subconcentration courses, and FAED 4002.

Laboratory and field experiences for special education teacher-students. They will participate in the planning, teaching, and assessment processes of students with special needs in the regular and specialized contexts of K-12 levels. At the same time, they will identify and analyse the best educational practices to meet the particular needs of their students and their school contexts. The main purpose of these field experiences is to expose the teacher-student to the immediate reality of the field of special education that allows him to reflect on the theoretical and practical aspect of the teaching and learning process of children with special needs and the factors that affect them. Face-to-face, hybrid, distance and online course.

EDES 4001 - Laboratory and Field Experiences for Elementary Education Students

One to two credits. Six hours of clinical and laboratory experiences per week.

Students will be assigned to classrooms to teach one to three groups. They will plan, teach, and evaluate their classes with the help of a team of faculty-clinicians. They will identify learning problems of their students and/or the school and participate in the planning and action to solve them.

EDES 4002 - Laboratory and Field Experiences for Elementary Education Students

Four credits. Fifteen hours of practice per week.

Students will be assigned to classrooms to teach one to three groups. They will plan, teach, and evaluate their classes with the help of a team of clinical faculty. They will identify learning problems of their students and/or the school and participate in the planning and action to solve them.

EDES 4005 - Nature and Needs of Children and Adolescents with Emotional Imbalances

Three credits. Three hours of lecture a week. Prerequisite: EDFU 3001- 3002.

It discusses at length the most common behavioral deviations in children and adolescents, possible causative factors, and some provisions, both therapeutic and educational, that can be provided in these cases. It offers the student the opportunity to engage with and evaluate some of the best-known approaches to the prevention and intervention of conduct disorders in children and adolescents. It

concludes with an overview of the most recent innovations in aspects of treatment for children and adolescents with behavioral deviations. Face-to-face, hybrid, distance and online course.

EDES 4006 - Nature and Needs of Exceptional Learners

Three credits. Three hours of lecture a week.

It provides an overview of the psychological and educational needs of exceptional learners. It provides the necessary experiences and knowledge for the design and implementation of appropriate curricular programs, techniques, and strategies for these students. Laboratory and field experiences, including observations of exceptional learners in regular and special classrooms, will be an integral part of the course. The course can be offered face-to-face and online.

EDES 4008 - Education of the Child with Multiple Disabilities

Three credits. Three hours of lecture a week.

Basic course on methodology and curriculum for children with multiple and severe disabilities with emphasis on behavior modifications, early sensory estimation, intervention, and total communication. Face-to-face, hybrid and online course.

EDES 4015 - Nature and Needs of Mentally Retarded Children

Three credits.

Basic course on the psychology and principles of education of the mentally retarded child. The teacher is provided with the necessary background for a better understanding of the retarded child who is teachable, trainable, and in custody. Among the topics studied are: 1) the use of psychometric tests to diagnose, classify, and predict the behavior of the mentally retarded in educational and social situations; (2) the definitions, nature, causes and types of retardation and prevention of mental retardation; (3) educational and rehabilitation programmes for the mentally retarded; Face-to-face, hybrid and online course.

EDES 4016 - Methodology and Curriculum for the Mentally Retarded Child

Three credits.

The student must take this course one semester prior to the internship. It offers the student experiences in the appropriate techniques and methods for the teaching of mentally retarded children in the different areas of the curriculum and the application of psychological theories and learning laws in the teaching of these. It emphasizes the study of the special curriculum for mentally retarded children, the preparation of instructional materials, as well as the diagnosis and individualization of teaching in the education of the educable retarded. Face-to-face, hybrid and online course.

EDES 4018 - Teaching the Trainable Retarded Child

Three credits. Three hours of lecture a week.

An in-depth and detailed study of the nature of the mentally retarded trainable child (moderate and severe), his limitations and potentialities, and the implications of these aspects in his training. Analysis of the appropriate curriculum and study of the areas of training, pedagogical principles, techniques and effective strategies for the training of these children. Emphasis on

the study of systematic teaching and its application in the training of the trainable retarded, as well as on the selection of materials and equipment for this type of child.

EDES 4019 - Nature and Diagnosis of Specific Learning Disabilities in Children

Three credits. Three hours of lecture and two hours of laboratory time per week.

It includes the study of neuropsychological and psychological theories related to learning difficulties. It also provides experiences for the study of instruments to diagnose specific and limiting difficulties in children with learning disabilities. Face-to-face, hybrid, distance and online course.

EDES 4025 - Methodology for Teaching Children with Speech Defects

Three credits.

General concepts and new educational trends in the education of children with speech defects. It relates these defects to the child's behavior in the classroom and provides teachers with new techniques and materials to deal with the academic achievement of this type of student.

EDES 4026 - Inclusive Classroom Management and Administration

Three credits. Three hours of lecture a week. Prerequisite: EDES 4006.

Through this course, the student develops competencies and skills for the academic and administrative management of the inclusive classroom. It includes in its subject matter the areas related to educational strategies and practices that have proven to be effective in dealing with the teaching-learning process in this context, especially in relation to behavior management strategies, the proper management of documentation around students, compliance with the procedures established by the Department of Education, and interaction with parents of students with special educational needs. Face-to-face, hybrid and online course.

EDES 4028 - Introductory Course: Nature and Needs of the Visually Impaired

Three credits. Three hours of lecture a week.

This course provides an introduction to the sociological, psychological, and pedagogical problems created by an impairment in exceptional children. It will focus on the nature and needs of these children while offering an introduction to the concepts, techniques and materials used in the teaching of the visually impaired. Among the outstanding activities of the course are: visits to agencies, use of professional resources, observations, structures and information about the child with vision problems, methods of detection and prevention of visual problems in the regular classroom.

EDES 4029 - Curriculum in the Education of Children with Visual Impairments

Three credits. Three hours of lecture a week.

It focuses on the curricular areas that must be covered in the teaching of the visually impaired with their due adaptations and modifications. It also presents teaching methods and techniques that can be adapted to the particular situation of the visually impaired. It offers opportunities to create and adapt the

different teaching materials used in the education of the visually impaired, as well as experiences of observation and direct relationship with this type of child.

EDES 4035 - The Education of the Higher Mental Ability Student

Three credits. Prerequisite: For elementary and secondary school principal teachers.

This course includes the identification of the student of superior mental ability, practices used in his/her education (enrichment, grouping and acceleration), the study of existing programs, problems of personal, social and educational adjustment and the orientation of this student.

EDES 4037 - Communicology in the Education of the Blind and Visually Impaired

Three credits. Three hours of lecture a week. Prerequisite: EDES 4028, 4029.

It covers techniques and methods in teaching braille (reading and writing in English and Spanish). Use of magnifiers and materials for the visually impaired and the partially sighted.

EDES 4038 - Orientation and mobility

Three credits. Three hours of lecture a week. Prerequisite: EDES 4028 and EDES 4029.

This course covers the peripathology aspects necessary to be a specialist in the field of special education. The course deals with aspects of psychology, skills and techniques in the orientation and mobility of people with severe visual problems who need to use a cane or other mobility tools. It is planned to extend the concept of counselling to other disabled persons such as the mentally retarded, the deaf-blind and the multi-handicapped.

EDES 4039 - Techniques for the Remediation of Specific Learning Disabilities

Three credits. Three hours of lecture and two hours of laboratory time per week. Prerequisite: EDES 4019.

The course provides for the study of remedial procedures for the correction of specific learning disabilities of children that affect the acquisition of knowledge and skills relevant to school learning. It offers experiences for the use of diagnostic instruments and the use of results for the planning of individual instructional programs.

EDES 4040 - Braille System with Contractions and Mathematics

Three credits. An hour and a half of discussion and an hour and a half of workshop. Prerequisite: EDES 4037.

This course studies and discusses the theoretical principles, strategies, and methodology for teaching Braille with contractions in English, *the nemeth code* (braille applied to mathematics), and the use of the *cranmer* abacus to teacher candidates who will prepare to work with students with visual impairments.

EDES 4045 - Laboratory and Field Experiences for High School Education Students

Two to three credits.

Students will be assigned to classrooms to teach one to three groups. They will plan, teach, and evaluate their classes with the help of a team of clinical faculty. They will identify learning problems of their students and/or the school and participate in the planning and action to solve them.

EDES 4046 - Laboratory and Field Experiences for High School Education Students

Two to three credits.

Students will be assigned to classrooms to teach one to three groups. They will plan, teach, and evaluate their classes with the help of a team of clinical faculty. They will identify learning problems of their students and/or the school and participate in the planning and action to solve them.

EDES 4047 - The Education of the Emotionally Disturbed Child

Three credits. Prerequisite: EDES 4005.

Study of learning problems in children with emotional disturbances. Analysis of modern educational approaches (programs, techniques, materials, diagnosis, correction) used in the education of this type of child. It also studies the role of teachers and other professional personnel in the identification, diagnosis and education of children with emotional problems and behavioral deviations.

EDES 4048 - Behavior Modification Applied to the School Setting

Three credits. Three hours of lecture a week.

Analysis and management of the principles and techniques for altering, changing and modifying abnormal, inappropriate and deviant behavior associated with the teaching-learning process.

EDES 4055 - Teaching Strategies for the Inclusion of Students with Special Educational Needs in the Regular Classroom

Three credits. Three hours of lecture a week. Prerequisite: EDES 4006.

This course is based on the practical aspect of the teaching-learning process of students with special needs in the context of the regular classroom. In it, future teachers will carry out the planning process taking into consideration individual differences in the classroom, prepare teaching materials adapted to a wide range of human capacities, and develop educational intervention strategies aimed at adequately managing the context of diversity. The course is based on the postulates of universal design for learning and differentiated education. Face-to-face, hybrid and online course.

EDES 4057 - Curriculum and Educational Practices for Students with Emotional or Behavioral Disorders

Three credits. Three hours of lecture a week. Prerequisites: EDES 4005 and EDES 4047.

The course includes the systematic study of the curriculum based on various theoretical models, research, and local and national standards that are tailored to the individual needs of learners with emotional or behavioral disorders. It includes several programs that have been effective with this population. Areas of the general curriculum are inserted and accommodated to the individual needs of learners. We work with affective, social and daily living skills. In addition, we work with educational planning, the selection and preparation of varied materials adapted to their particular needs, cultural environment and human diversity. The individualized educational program, the development of a transition plan and the functional assessment of behavior are completed. Appropriate use of technology is incorporated for the achievement of learning.

EDES 4065 - Nature and Needs of the Student with Specific Learning Disabilities

Three credits. Prerequisite: EDES 4006.

Study of the basic components of the field of learning disabilities. Concepts related to etiology, theoretical background and current trends in this field of study are raised and analyzed.

EDES 4067 - Inclusion and Motivation of Students with Special Needs

Three credits. Three hours of lecture a week.

Development of skills in regular education students for the adequate care of students in the special education program integrated into the regular program. Emphasis on the development of teaching skills according to the different disabilities in the use of motivation and awareness techniques. The skills included in the course are based on the law that guarantees the educational rights of people with disabilities.

EDES 4069 - Transition from School to the World of Work

Three credits. Three hours of lecture a week. Prerequisite: None.

Development of the basic knowledge and skills necessary to provide transition services to students with disabilities, between the ages of 16 and 21. Emphasis on the development of teaching skills necessary for the transition process from school to the world of work. It includes the use of teaching methodology for transition at the intermediate, higher and post-secondary levels.

EDES 4075 - Nature and Needs of the Child with Hearing Impairments

Three credits. Three hours of lecture a week. Prerequisite: EDES 4006.

Introductory course that introduces the general concepts of hearing problems and their effects on the teaching-learning process of students with hearing difficulties.

EDES 4006 - Nature and Needs of Exceptional Learners

Three credits. Three hours of lecture a week.

It provides an overview of the psychological and educational needs of exceptional learners. It provides the necessary experiences and knowledge for the design and implementation of appropriate curricular programs, techniques, and strategies for these students. Laboratory and field experiences, including observations of exceptional learners in regular and special classrooms, will be an integral part of the course. The course can be offered face-to-face and online.

EDES 4076 - Curriculum and Teaching of the Hearing Impaired Child

Three credits. Three hours of lecture a week. Prerequisite: EDES 4006.

Various methods, techniques, equipment and materials to be used in the teaching of children with hearing impairments.

EDES 4077 - Communication Techniques for the Audio-Impaired Population

Three credits. Three hours of lecture a week. Prerequisite: EDES 4006, 4075, 4076.

The course is designed to provide the student-teacher with communication skills for the disabled population.

EDES 4085 - Methodology for the Design, Organization, and Management of Special Education Resource Classroom Programs

Three credits. Three hours of lecture a week. Prerequisite: EDES 4006.

Discussion of the various components that should be considered in the design, organization, and management of resource room programs. It includes the application of the diagnostic process and the use of instructional alternatives in the development of programs at the elementary, middle, and high school levels.

EDES 4095 - The Visual Arts in the Education of the Exceptional Child

Two credits. One hour of lecture and one hour of lab or workshop per week. Prerequisite: EDES 4006.

Theoretical and practical study of the visual arts as a resource in the education of the exceptional child. The basic principles of art, their properties and their educational and therapeutic function are studied. It includes methods for teaching art to the exceptional child and workshops for the student to exercise in the techniques and art materials proper to this child.

EDES 4105 - Teaching Practice in Special Education with Children with Severe Mental Retardation

Four credits. Twenty hours of practice a week. Prerequisite: EDES 3002, EDES 4000. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching process at a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field and that the student teaches are discussed and analyzed, as well as

situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDES 4106 - Teaching Practice in Special Education with Children with Severe Behavioral Deviations

Four credits. Twenty hours of practice a week. Prerequisites: Complete 100% of the professional courses and 100% of the specialty.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In this experience, students are provided with theoretical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDES 4107 - Teaching Practice in the Teaching of Special Education with Children with Visual Impairments

Four credits. Twenty hours of practice a week. Prerequisites: Complete 100% of the professional courses and 100% of the specialty.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In this experience, students are provided with theoretical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDES 4108 - Teaching Practice in Preschool Special Education

Four credits. Three hours of lecture and twelve hours of supervised practice per week. Prerequisite: Principal's permission.

The student is assigned to a public or private school in a special education preschool group, three hours a day, five days a week. Four days are devoted to teaching and participating in all the other activities inherent in the work of the teacher. One day a week he meets in seminar with the university professor to analyze and discuss the experiences of his teaching practice. In this laboratory, the student is assisted in his self-study by a supervising teacher, the school principal and a university professor.

EDES 4109 - Practice in Teaching Specific Learning Problems

Four credits. Four hours of seminar per week and sixteen hours of supervised practice. Prerequisite: having completed credits of the professional component, specialty credits and FAED 4001, 4002.

Teaching practice requires students to plan and facilitate the teaching and learning process in a public or private school with children who have specific learning disabilities, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDES 4110 - Practice in Teaching the Hearing Impaired

Four credits. Four hours of seminar and sixteen hours of supervised practice per week. Computer skills are required (includes use of blackboard). Prerequisites: to have completed the required credits in the professional component and those of the specialty; FAED 4001 and FAED 4002 seminars. Corequisites: FAED 4003.

Teaching practice requires students to plan and facilitate the teaching and learning process in a public or private school with children who are hearing impaired, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to the
to improve their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDFI 3009 - Introduction to Folk Dance.

Two credits. One hour of lecture and two hours of laboratory time per week.

A brief history of the development of dance. Talks about origin, style of the specific dance and customs of the people that the dance represents. Simple folk dances and an emphasis on fundamental movements. Preparatory exercises for dances.

EDFI 3010 - Social Dances

Two credits. One hour of discussion and two hours of lab time per week.

Presentation of a program of social dances to teach, learn and practice, following a progressive method, the fundamental elements of the most well-known and practiced social dances. It covers the teaching, learning, and practice of the following dances: *fox trot, lindy (swing or jitterburg), waltz, rumba, mambo, cha-cha-chá, tango, samba, paso doble, salsa en clave* and *meringue*. It includes how to direct and follow your partner, and basic skills related to laps. The course is aimed at students who do not know how to dance social dances.

EDFI 3017 - Elemental Fencing

Two credits. One hour of lecture and two hours of laboratory per week.

Introduction to the sport of fencing, its rules, history and evolution along with theory and practice of the fundamental skills of fencing and their formal application through individual competitions.

EDFI 3018 - Exploring the Movement of the Human Body

A credit. One lecture hour and one lab hour per week.

Methodology and study of the dynamism of the movement of the human body through rhythmic activities, creations, exercises and dances.

EDFI 3019 - Aerobic Rhythmic Exercises

Three credits. Three hours of lecture a week.

A fitness program that uses exercises, locomotor skills, and basic dance steps with musical accompaniment to improve the components of physical fitness, cardiorespiratory endurance, muscular endurance, strength, and the development of flexibility. The course also includes the design and implementation of rhythmic aerobic exercise programs.

EDFI 3020 - Aerobic Rhythmic Exercise: Step & Slide

Two credits. One hour of discussion and two hours of lab time per week.

Presentation of a rhythmic aerobic exercise fitness program for a healthy population, using a slider step. Discussion of theoretical and practical aspects in the design, implementation and evaluation of the program.

EDFI 3025 - Elementary Volleyball

Two credits. One hour of lecture and two hours of laboratory time per week.

It includes the theory and practice of the sport. Knowledge of fundamental skills and techniques, preparation and training. Skills development at an advanced level. Competition tactics.

EDFI 3030 - Aqua Aerobics

Two credits. One hour of discussion and two hours of lab time per week.

Presentation of an aquaaerobics program with music for healthy populations. Discussion of theoretical and practical aspects in the design, implementation and evaluation of the program.

EDFI 3035 - Elementary Basketball

Two credits. One hour of lecture and two hours of laboratory time per week.

It includes the theory and practice of the sport. Knowledge of fundamental skills, preparation and training. Skills development at an advanced level. Competition tactics.

EDFI 3045 - Softball

Two credits. One hour of lecture and two hours of laboratory time per week.

It includes the theory and practice of the sport. Knowledge of fundamental skills, preparation and training. Skills development at an advanced level. Competition tactics.

EDFI 3055 - Judo

Two credits. One hour of lecture and two hours of laboratory time per week.

It includes the theory and practice of the sport. Knowledge of fundamental skills, preparation and training. Skills development at an advanced level. Competition tactics.

EDFI 3056 - Introduction to Motion Analysis

Three credits. Three hours of lecture a week.

Analysis of the basic principles of learning and teaching human movement. It also includes the study of introductory concepts of motor learning and kinesiology. In addition, the development of fundamental movement patterns and their relationship with the process of human development will be studied.

EDFI 3065 - Elementary Baseball

Two credits. One hour of lecture and two hours of laboratory time per week.

It includes the theory and practice of the sport. Knowledge of fundamental skills, preparation and training. Skills development at an advanced level. Competition tactics.

EDFI 3075 - Sports Skills, Training and Techniques (Track and Field)

Two credits. Three hours of lab time a week.

This course covers hands-on learning and developing the skills necessary to be able to execute the various events that make up the sport of track and field and cross country.

EDFI 3090 - Physical Education for Preschool

Three credits. Three hours of lecture a week.

The fundamental aspects in the psychomotor, cognitive and affective development of the child up to the age of 5 and their relationship and application to physical education, with emphasis on the selection, organization and evaluation of movement activities at this level.

EDFI 3095 - Basketball Coaching

Two credits. One hour of lecture and three hours of laboratory time per week.

Theory and advanced practice of the fundamentals of the game, offense and defense, dressage.

EDFI 3115 - Physical Education as a Kindergarten-Third Grade Teaching Vehicle

Three credits. One hour of lecture and four hours of laboratory time per week.

Presentation of modern approaches to physical education for primary grades. Emphasis on the process of selecting, organizing, and evaluating movement activities that contribute to the child's perceptual-motor, socio-emotional, physical, and intellectual development. Evaluation of these activities as teaching vehicles. Face-to-face, hybrid and online course.

EDFI 3125 - Physical Education for Grades Fourth through Sixth

Three credits. One hour of lecture and four hours of laboratory time per week.

Discussion of the modern objectives of the elementary school physical education program. Emphasis on the process of selecting, organizing, and directing rhythmic activities, elementary gymnastics,

preparatory games, outdoor education (camp skills), and water activities. Evaluation of the contribution of these activities to child development.

EDFI 3135 - Track & Field Coaching

Three credits. One hour of lecture and three hours of laboratory time per week.

Theory and practice of track and field from a technical point of view. Study of personnel selection, physical, technical and psychological preparation. Current training theories analyzed and practiced according to the needs of Puerto Rico.

EDFI 3145 - Rescue and safety on the water

Two credits. One hour of lecture and two hours of laboratory time per week. Prerequisite: EDFI 3441-3442.

Technical skills such as approaching the victim, blocking, swimming underwater, etc. As well as advanced swimming with the purpose of perfecting the styles used in lifesaving: inverted side style, breaststroke and freestyle with emphasis on the kick. Resuscitation methods. Certification.

EDFI 3147 - Swimming & Diving

Two credits. Three hours of lecture a week.

Development of swimming and diving skills. Emphasis on learning basic techniques as a resource for teaching fundamental swimming skills in school curricula and supervised recreation programs.

EDFI 3155 - Training Principles and Problems

Three credits. Three hours of lecture a week.

Scientific principles on which training in any sport rests, both physiological, psychological and social.

EDFI 3165 - Arbitration

Three credits. One hour of lecture and three hours of laboratory time per week.

Knowledge of rules, mechanics of refereeing and their application in major sports. Fieldwork in intramural activities.

EDFI 3175 - Physical Education for the Mentally Retarded Child

Three credits. Three hours of lecture a week.

It provides the teacher with the opportunity to study and immerse himself in the nature and problems of the mentally retarded child in physical education and recreation programs, as well as with the school curriculum in the case of the mentally retarded.

EDFI 3185 - Corrective Physical Education

Three credits. One hour of lecture and three hours of laboratory time per week.

School-based programs of special activities for the development and conditioning of students with physical limitations, according to their interests, abilities and limitations. It includes relationships with school staff, medical and auxiliary services, family, and staff in the community.

EDFI 3195 - Massage and bandage

Two credits. Three hours of lecture a week.

Practical course that tries to familiarize the student with the elementary concepts of bandages and their physiological effects, as well as the need and application of preventive and protective bandages. (Students will need to bring their own material.) Face-to-face, hybrid and online course.

EDFI 3375 - Intermediate Judo

Two credits. One hour of lecture per week and two hours of lab.

Prerequisite: teacher's permission or at least yellow ribbon in judo.

The student will have the opportunity to improve the judo skills already acquired. These include: falls, grappling techniques, pulls and immobilization. It delves into basic training which can be used to develop in any sport. Upon completion of the course, the student is expected to gain the skills and practice necessary to obtain the orange ribbon degree.

EDFI 3385 - Physical Efficiency

Two credits. Three hours of lab time a week.

Knowledge and information about physical efficiency and its affinity to health. Means of obtaining the level of fitness necessary to maintain desirable physical proportions. Face-to-face, hybrid and online course.

EDFI 3395 - Physical Education for the Exceptional Child

Three credits. Three hours of lecture a week.

Adaptation of physical education to the needs of the child who deviates from the normal in his or her mental, physical or social characteristics. Special emphasis on programs for the disabled.

EDFI 3405 - Gymnastics

Two credits. Three hours of lab time a week.

This course covers hands-on learning and the development of the skills necessary to be able to execute the various events that make up the sport of gymnastics.

EDFI 3407 - Intermediate Gymnastics

Two credits. One hour of lecture and two hours of laboratory per week.

Prerequisite: EDFI 3405 and teacher's permission.

Introduction to the intermediate difficulty movements of artistic gymnastics. Emphasis on the practical and theoretical teaching of the intermediate skills necessary to perform the different events that make up artistic gymnastics.

EDFI 3415 - Self-Defense

Two credits. One hour of lecture and two hours of laboratory time per week.

Methods and materials to be used in self-defense. Simple materials and preventive methods. For ladies only.

EDFI 3427 - Sport & Weight Training

Two credits. One hour of lecture and two hours of supervised practice.

Introduction to the principles and practices related to weight training for fitness purposes.

EDFI 3441 - Introduction to Swimming

Two credits. One hour of lecture and two hours of laboratory time per week.

History of swimming. Elementary skills, movement analysis, and water safety rules. Elementary styles and introduction to diving. It is offered to both men and women.

EDFI 3442 - Intermediate Swimming

Two credits. One hour of lecture and two hours of laboratory time per week. Prerequisite: EDFI 3441.

Improvement of basic skills. Body conditioning. Some advanced styles and improvement of elementary dives. Introduction to basic lifesaving skills.

EDFI 3451 - Tennis

Two credits. One hour of lecture and two hours of laboratory time per week.

Theory and practice of sport. Knowledge of fundamental skills, preparation and training. Skills development at an advanced level. Competition tactics.

EDFI 3452 - Advanced Tennis

Two credits. One hour of lecture and two hours of laboratory time per week. Prerequisite: EDFI 3451 or equivalent.

It includes the theory and practice of the sport. Knowledge of fundamental skills, preparation and training. Skills development at an advanced level. Competition tactics.

EDFI 3455 - Tennis Skill Analysis

Two credits. One hour of lecture and two hours of laboratory per week.

Analysis of the correct mechanics of basic movements in the sport of tennis and study of methods to detect and correct common errors in learning. Emphasis on the planning of activities for the development of basic movement patterns necessary in this sport and on the analysis of strategies for teaching rules, scoring system and history.

EDFI 3475 - Softball, Volleyball & Baseball

Two credits. Three hours of lab time a week.

This course covers hands-on learning and developing the skills necessary to execute the movements required in the sports of baseball, softball, and volleyball.

EDFI 3525 - Recreational Manual Skills

Two credits. One hour of lecture and two hours of laboratory time per week.

Fundamental techniques for the use of cheap material for the manufacture of personal and household items as a means of recreation. Instruction in the development of wood projects; *papier mache*; crumb (bread dough) and/or *decoupage*. A simple method to encourage creativity and to be used for recreational purposes.

EDFI 3555 - History and Principles of Physical Education

Three credits. Three hours of lecture a week.

Historical research of Physical Education from its origin to the present. Study and interpretation of the fundamental basic principles in Physical Education programs. Face-to-face, hybrid and online course.

EDFI 3556 - Introduction to the Application of Computers in Physical Education and Recreation

Three credits. One hour of lecture and two hours of workshop per week.

It includes the basic concepts of the management of information systems through the use of computers and provides the skills for the application of computerized programs relevant to physical education and recreation. The organization of administrative and academic data contributes to efficiency in the provision of educational and community services. Through the use of computers, this process is streamlined and programs are improved qualitatively and quantitatively. Students will have experiences organizing databases, *spreadsheets*, graphs, simple statistics programs, conversion of processed data from application *formats to ascii formats*, computer communications, and the use of electronic library files.

EDFI 3565 - Intermediate Folk Dances

Two credits. One hour of lecture and two hours of laboratory time per week. Prerequisite: EDFI 3009 or equivalent.

Greater focus on origin, sociological background, folk customs, costumes, style. Dances with more elaborate choreography. Preparatory exercises for dances.

EDFI 3585 - Basic Rhythms

Two credits. Two hours of meeting per week.

Theory and practice of rhythms applied to the physical education program.

EDFI 3595 - Basketball & Football

Two credits. Three hours of lab time a week.

This course covers hands-on learning and developing the skills necessary to be able to execute the movements required in the sports of basketball and football.

EDFI 3645 - First Aid & Safety

Two credits. One hour of lecture and two hours of laboratory time per week.

Incidence, causes, and prevention of accidents, along with appropriate procedures for the prevention and treatment of injuries. Accepted first aid instructions leading to certification in this field. Face-to-face, hybrid and online course.

EDFI 3655 - Elementary School Games

Two credits. One hour of lecture and two hours of laboratory time per week.

Theory, practice and method of simple organization games, relays, preparatory games and sports, track and field activities and special activities.

EDFI 3675 - Life, Health & Wellness

Three credits. Three hours of lecture a week.

Study of the main individual and collective health problems. Emphasis on the relationship between lifestyles and external factors and their consequences on individual and societal well-being. Basic aspects of safety, prevention and management of risks and/or accidents in daily life at home and in the community. Face-to-face, hybrid and online course.

EDFI 3686 - Learning Motor Skills

Three credits. Three hours of lecture a week.

Study of aspects related to learning, control and performance of motor skills. Concepts of processes of control, practice, transfer, and other conditions surrounding the execution of skills. Face-to-face, hybrid and online course.

EDFI 3687 - Psychological Foundations of Sport and Physical Activity

Three credits. Three hours of lecture a week.

Theory and research of the psychology of sport and physical activity and its application to physical education and competitive sport. Hands-on laboratory experiences using psychological strategies.

EDFI 3689 - Psychology of Child and Youth Physical Activity

Three credits. Three hours of lecture a week.

Theory and research related to the participation of children and young people in physical activity and sport. Emphasis on psychological behavior as a result of participation. Basic concepts of sports psychology and its relationship with physical and mental development.

EDFI 4001– Swimming, Games and Water Activities

Three credits. Two hours of workshop, half an hour of discussion and half an hour of lecture per week. Prerequisite: EDFI 3555.

Demonstrate mastery of the rules, tactical concepts, fundamental psychomotor skills and games of the different activities and water sports. Apply methodological and curricular knowledge to the teaching of water activities and sports. Plan in the short and long term for the teaching of the different activities and water sports at levels pk-12. Design assessment strategies to assess student learning. Face-to-face, hybrid and online course.

EDFI 4002– Fundamentals of Individual Sports

Three credits. Three hours of lecture a week. Long-term for teaching different individual sports Prerequisite: EDFI 3555

Demonstrate mastery of the fundamental psychomotor rules and skills of the different individual sports. Apply methodological and curricular knowledge to the teaching of individual sports. Short-term and long-term planning for teaching different individual sports at different levels. Design assessment strategies to assess student learning. Face-to-face, hybrid and online course.

EDFI 4003– Basics of Mesh Games

Three credits. Two hours of workshop, half an hour of lecture and half an hour of discussion per week. Prerequisite: EDFI 3555.

Demonstrate mastery of the rules, tactical concepts, and fundamental psychomotor skills of the different mesh games. Apply methodological and curricular knowledge to the teaching of mesh games. Plan for the short and long term for teaching different mesh games at different levels. Design assessment strategies to assess student learning. Face-to-face, hybrid and online course.

EDFI 4004– Fundamentals of Invasion Games

Three credits. Two hours of workshop, half an hour of discussion and half an hour of lecture per week. Prerequisite: EDFI 3555

Demonstrate mastery of the rules, tactical concepts, and fundamental psychomotor skills of the different invasion games. Apply methodological and curricular knowledge to the teaching of invasion games. Plan for the short and long term for teaching different invasion games at different levels. Design assessment strategies to assess student learning. Face-to-face, hybrid and online course.

EDFI 4015 - Advanced Volleyball

Three credits. One hour of lecture and three hours of laboratory time per week.

Study and analysis of defensive play; offensive play, the selection of players by position; tactical play, practical problems in team management and player control.

EDFI 4018 - Methodology for the teaching of physical education at the elementary level

Three credits. Three hours of lecture a week. Prerequisites. EDFI 3090, EDFI 3115, EDFI 3125.

Study of the basic principles of the elementary school physical education curriculum. Emphasis on designing, reviewing, organizing, and adapting content that best responds to the student's needs, learning styles, and abilities. The theoretical, philosophical and research approaches that underpin the curricular principles will be discussed. Emphasis on the following topics: teaching strategies and methodologies, group management, *assessment* and evaluation. Discussion of research principles and ethical issues in elementary education. Use of emerging technology as a teaching strategy at the elementary level. Requires observational clinical experiences in elementary school. Face-to-face, hybrid course

y online.

EDFI 4019 - Fundamentals of Tennis Teaching

Three credits. Three hours of lecture a week.

Analysis and application of the fundamental principles of tennis teaching. It includes mastery of the basic skills of this sport so that you can demonstrate and teach them in class.

EDFI 4025 - Advanced Basketball

Three credits. One hour of lecture and three hours of laboratory time per week.

Study and analysis of defensive play; offensive play, the selection of players by position; tactical play, practical problems in team management, management and control of players.

EDFI 4028 - Fundamentals of Softball Teaching

Three credits. Three hours of lecture a week.

Analysis and application of the fundamental principles of softball teaching. It includes mastery of the basic skills of this sport so that you can demonstrate and teach them in class.

EDFI 4035 - Advanced Baseball

Three credits. One hour of lecture and three hours of laboratory time per week. Prerequisite: EDFI 3065.

Study and analysis of defensive play; offensive play, the selection of players by position; tactical play, practical problems in team management and player control.

EDFI 4036 - Fundamentals of Track and Field Teaching

Three credits. Three hours of lecture a week.

Analysis and application of the fundamental principles of track and field teaching. It includes mastery of the basic skills of this sport so that you can demonstrate and teach them in class.

EDFI 4037 - Fundamentals of Swimming Teaching

Three credits. Three hours of lecture a week. Prerequisite: EDFI 3441.

Analysis and application of the fundamental principles of swimming education. It includes mastery of the basic skills of this sport so that you can demonstrate and teach them in class.

EDFI 4045 - Evaluation in Physical Education

Three credits. Two hours of lecture and two hours of laboratory time per week.

General and fundamental considerations of testing, introduction to procedures and analysis, uses and limitations of testing and evaluation, introduction to statistics, qualities of a test, various kinds of tests, measuring tests in physical education, etc. Face-to-face, hybrid and online course.

EDFI 4046 - Fundamentals of Baseball Teaching

Three credits. Three hours of lecture a week.

Analysis and application of the fundamental principles of baseball teaching. It includes mastery of the basic skills of this sport so that you can demonstrate and teach them in class.

EDFI 4047 - Fundamentals of Football Teaching

Three credits. Three hours of lecture a week.

Analysis and application of the fundamental principles of football education. It includes mastery of the basic skills of this sport, so that you can demonstrate and teach them in class.

EDFI 4048 - Fundamentals of Handball Teaching

Three credits. Three hours of lecture a week. Prerequisites: EDFI 3555.

Analysis and application of the fundamental principles of handball teaching. It includes mastery of the basic skills of this sport so that you can demonstrate and teach them in class.

EDFI 4049 - Fundamentals of Volleyball Teaching

Three credits. Three hours of lecture a week. Prerequisite: EDFI 3555.

Analysis and application of the principles. It includes mastery of the basic skills of this sport, so that you can demonstrate and teach them in class.

EDFI 4056 - Fundamentals of Teaching Basketball

Three credits. Three hours of lecture a week. Prerequisite: EDFI 3555.

Analysis and application of the fundamental principles of basketball education. It includes mastery of the basic skills of this sport so that you can demonstrate and teach them in class.

EDFI 4057 - Fundamentals of Teaching Gymnastics

Three credits. Three hours of lecture a week.

Analysis and application of the fundamental principles of gymnastics teaching. It includes mastery of the basic skills of this sport so that you can demonstrate and teach them in class.

EDFI 4105 - Physiology and Physiology of Exercise

Three credits. Three hours of lectures and labs per week. Prerequisite: EDFI 4115.

Introduction to the study of the acute and chronic effects of physical activity on the functions of the human body applied to physical education, recreation and sport. Discussion of theoretical concepts and practical application through laboratory experiences on physical conditioning and its relationship to the functions of the human body. Face-to-face, hybrid and online course.

EDFI 4115 - Anatomy and Kinesiology

Three credits. One hour of lecture and three hours of lab per week.

Introduction to the study of the human body and its various movements, based on lectures and demonstrations, followed by the study of the organic system. The mechanism of joints and muscles. Analysis of the various movements of the body in relation to physical education. Face-to-face, hybrid and online course.

EDFI 4125 - Physical Education Administration and Supervision

Three credits. Three hours of lecture a week.

Effective procedures in relation to organization, administration and supervision in the field of physical education. Requisition, use and care of equipment. Distribution of time and space and organization of students. Selection, organization of routine activities and procedures necessary for effective administration. Special emphasis is given to activities at the high school level. Face-to-face, hybrid and online course.

EDFI 4130 - Preventive and Restorative Exercise

Three credits. Three hours of lecture a week.

Introduction to exercise as a health alternative for youth, adults, and special populations. Prescription, injury prevention, relaxation techniques tempered to the individual needs of the participants of an exercise program.

EDFI 4135 - Introduction to Stress Testing

Three credits. Three hours of lecture a week.

Fundamentals of electrocardiography. Basic principles related to the administration of stress tests and physical exercise prescription for healthy adults and people with cardiovascular, pulmonary, or other chronic conditions.

EDFI 4146 - Law, Responsibility in Physical Education and Recreation

Three credits. Three hours of lecture a week. Prerequisite: Principal's permission.

Parameters of legal responsibility that correspond to physical education professionals and recreation in the celebration of activities. Standards and guidelines on safety rules and adequate supervision for games and sports in the instructional, competition and recreation phases. Application of the aforementioned rules to the use of equipment, facilities, teaching of physical education and the organization of recreation. Case studies.

EDFI 4187 - Physical Fitness for the Elderly

Three credits. Three hours of lecture a week.

Theories about the aging process and the diseases that affect this population. Exercises and physical activities that promote the physiological, sociological and social development of this group.

EDFI 4235 - Principles of Exercise Programs for Fitness Development

Three credits. Three hours of lecture a week.

Discussion of the scientific principles applicable to the design of exercise programs for the development of health-related components of physical fitness: cardiorespiratory tolerance, muscle strength and tolerance, flexibility, and body composition. Face-to-face, hybrid and online course.

EDFI 4305 - Fundamentals of the Sports Trainer

Three credits. Two hours of lecture and one hour of discussion per week.

Demonstrate mastery of the basic functions of the sports coach and the pedagogical strategies that affect sports training. Understand and apply the processes of identifying and developing the talent of young athletes. Plan short- and long-term trainings for different populations. Examine the contemporary issues that permeate sports training. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDFI 4307 - Entrepreneurship and Sports-Recreational Management

Three credits. Two hours of lecture and one hour of discussion per week.

The course will facilitate learning experiences around the fundamentals, theories and concepts in entrepreneurship and management of sport and recreation. Emphasis will be placed on the process of selection, design, development and evaluation of an entrepreneurial project in the field of sport or recreation with a business vision. It will reflect on leadership styles, budgeting, promotion in sports and creative entrepreneurship. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDFI 5015 - Introduction to Research in Physical Education and Recreation

Three credits. Three hours of lecture a week. Prerequisites: EDFI 4045 and RECR 4095.

Introduction to the Scientific Method, Types of Research, Literature Review, Theoretical Aspects and ethical in the collection, analysis of, and reporting on data obtained in research related to the field of physical education and recreation. This course will be offered face-to-face, hybrid, and online.

EDFU 3001 - Human Growth and Development I

Three credits.

The course aims to give future teachers knowledge about the nature and scope of psychology as a background to better understand the educational process. It confronts the student with knowledge about the growth and development of children and adolescents. It examines the natural and environmental forces that contribute to the development of a healthy personality.

EDFU 3002 - Human Growth and Development II

Three credits. Prerequisite: EDFU 3001.

Students are introduced to the psychological principles that explain the teaching-learning process and the individual and social conditions that affect it. Part of the time is devoted to the study of the evaluation process with special attention to the principles that govern the construction of educational exams and school promotion.

EDFU 3006 - Organization and Administration of School Libraries

Three credits.

The role of the school library in the modern educational curriculum; standards for school libraries; selection and acquisition of books and other materials; cataloguing and classification of books and

administration of the school library. Laboratory work in the libraries of the university's elementary and secondary schools.

EDFU 3007 - Social Foundations of Education

Three credits.

Educational processes, institutions and systems are studied based on the concepts offered by sociology, anthropology, economics and political science. It explores the main theoretical perspectives that examine the social aspects and implications of education. The school is studied as a social institution, its relations with other social institutions and the historical, political, social, cultural, economic, technological and legal processes and factors that condition its functioning. It examines the importance and effect of these factors and processes on curricula and educational practices, as well as on the academic and social performance of teachers and students. In addition, the socializing function of the school and its relationship with social and educational equity are analyzed.

EDFU 3008 - Educational Implications of Puerto Rico's Social and Economic Problems

Three credits.

Condensed and intensive analysis and interpretation of the main social and economic problems of Puerto Rico and their educational implications. Population, production and distribution, living standards, health, prostitution, crime, illegitimacy, race, education, and political status; and the relationship of these problems to the role of the school in the community. Possible solutions offered by the school to these problems.

EDFU 3009 - Principles of Cataloguing and Classification

Three credits. Lectures, lectures and laboratory work.

This subject includes the hope of theoretical and practical procedures for cataloguing and classifying books and other materials. Special study of the various types of catalog and the different classification systems, especially the Dewey decimal system. The preparation of the catalogue-dictionary and the study and determination of the subject headings are fundamental aspects of the course.

EDFU 3010 - Fundamentals of Childhood Development

Three credits. Three hours of lecture a week.

Study of the fundamentals of cognitive, social, emotional and physical development in the human life cycle, paying special attention to the period of childhood. The various paradigms associated with these areas of development are discussed and analyzed from a comprehensive perspective and their implications for elementary education in Puerto Rico are examined.

EDFU 3011 - Fundamentals of Human Development

Three credits. Three hours of lecture and/or discussion per week.

The course introduces future teachers to the study of the fundamentals of cognitive, social, emotional and physical development in the human life cycle, paying particular attention to the period of adolescence. The various paradigms associated with these areas of development are discussed and analyzed from a comprehensive perspective and their implications for education in Puerto Rico are examined.

EDFU 3012 - Fundamentals of Educational Psychology

Three credits. Three hours of lecture and discussion per week.

Prerequisites: EDFU 3010 or EDFU 3011. Corequisite: FAED 4001.

The course introduces prospective teachers to the study of psychological theories, research, and innovations that explain the processes of learning and thinking in the school context. It examines the basic concepts of behaviorist, cognitive, sociocultural, and humanistic theories, among others, in their interrelation with teaching, motivation, diversity, and school coexistence. It analyzes its application to educational practice in Puerto Rican society. Requires field experience in school settings. This course is equivalent to EDFU 3002 as of January 2011.

EDFU 3013– Learning Assessment

Three credits. Three hours of lecture a week. Prerequisites: EDFU 3001 and EDFU 3002.

The course aims to raise awareness in the teacher candidate about the philosophy of assessment as part of the educational process. It aims to promote in the student a knowledge of the quantitative and qualitative techniques of evaluation and their uses. Valid and reliable assessment techniques for identifying, stimulating, predicting, and guiding characteristics of student behavior will be analyzed. It shall include appropriate procedures for differentiated and alternate assessment. The organization, presentation and statistical analysis of the data obtained through the measurement instruments and the interpretation of these data to make decisions related to teaching strategies will also be discussed.

EDFU 3015 - Bibliography and reference

Three credits.

Study of the most representative works in all fields of research, including the most well-known sources: encyclopedias, index of printed matter, bibliographies, dictionaries, yearbooks and manuals.

EDFU 3016 - Selection and Evaluation of Library Material

Three credits. Lectures, lectures and laboratory work.

Study of the problems involved in the selection of library material and the various methods used in the selection: bibliographic manuals, guides, catalogues, critical reviews, etc. It also includes the study of the criteria used in the evaluation of such material.

EDFU 3020 - Psychology of Reading

Three credits. Three hours of lecture a week. Prerequisite: EDFU 3001, 3002, 3017.

Study of the reading process as an imminently psychological and cognitive one. Analysis of the various models that explain the development and consolidation of the reading process, as well as the psycholinguistic, psychosocial and pedagogical components that interact in the process of learning to read. The course provides for the student to become familiar with the means of assessing reading achievement and visualize the educational implications.

EDFU 3025 - Family Life Education

Three credits.

Importance of the family as a social and educational institution. Discussion of related problems between husband and wife, and between parents and children and the educational and social implications of these problems.

EDFU 3029 - Personal Development Seminar

A credit. Three hours of seminar per week.

Personal development experiences in small groups, through which the student explores and gets to know themselves. Emphasis is placed on examining the student's value system, attitudes, feelings, beliefs, motivations, and needs in light of the significance they have on their personal and occupational functioning. The group counseling method is employed in the process of giving and receiving help.

EDFU 3030 - Peace Education

Three credits. Three hours of lecture a week.

The core concepts, components, and practices of peace education are studied and critically analyzed. Human rights, non-violence, valuing diversity, conflict resolution, disarmament and sustainable development with thematic axes. This course is interdisciplinary in nature and open to students from various faculties. Emphasis is placed on the interrelationship between theory, reflection and action when studying initiatives in this field. It explores the proposals and implications of peace education to pressing social and educational issues globally and in Puerto Rico.

EDFU 3031 - Seminar: Child, Family, Society and Culture I

Three credits. Three hours of lecture and three hours of laboratory time per week. Prerequisite: Basic course of general studies.

Interdisciplinary seminar with a focus on field experiences at various socio-economic levels with the child at the center.

EDFU 3032 - Seminar: Child, Family, Society and Culture II

Two credits. Three hours of lecture and three hours of lab per week. Prerequisite: EDFU 3031.

Interdisciplinary seminar with a focus on field experiences at various socio-economic levels with the child at the center.

EDFU 3035 - School Discipline

Three credits. Three hours of lecture a week. Prerequisite: Principal's permission.

A broad view of the discipline process and its practical and theoretical applications in the classroom.

EDFU 3036 - Early Childhood Assessment

Three credits. Three hours of discussion a week. Prerequisites: EDFU 3001 or ECDO 3007; EDFU 3002.

This course examines the foundations, methodology, and interpretation of developmental and learning assessment processes at different stages of early childhood. Requires fifteen (15) hours of field experience.

EDFU 3037 - History of Education in Puerto Rico

Three credits. Three hours of lecture a week.

Analysis of the fundamental changes occurring in Puerto Rico's educational system as a result of historical events that are summarized in Spanish colonization and the change of sovereignty. The historical ideas, issues, and approaches to these events will be widely discussed.

EDFU 3046 - Health Education in Elementary School

Three credits. Two hours of lecture and one hour of laboratory time per week. Prerequisite: Principal's permission.

Study of the basic content, objectives, organization and implementation of a school health program in elementary school. Requires student participation in laboratory experiences.

EDFU 3050 - Health and Safety in Preschool Education

Two credits. Two hours of lecture and one hour of laboratory time per week.

Emphasis is placed on problem identification, planning, development, and evaluation of health and safety services in early childhood education. Public policy and current regulations are analyzed. A minimum of 15 hours of field experience is required.

EDFU 3055 - Legal Foundations of Education

Three credits. Three hours of lecture and discussion per week.

Legal aspects related to education, educators, learners and the surrounding community are studied and analysed. Two models or schemes of analysis will be used: the normative priority model and the jurisprudential model. The course includes, among others, the following aspects, under the legal approach: the right to education and the constitution of the commonwealth of Puerto Rico compared to the United States, the special education law, the organization chart of the department of education (functions, levels of authority and administrative channels), the basic regulatory rights and duties of teachers and students, the basic civil rights and duties of teachers and students, corporal punishment and school discipline, assaults on teachers, vandalism, drugs, the Children's Act, Act No. 30 (school entry) and the legal implications of AIDS within the school environment.

EDFU 3057 - Critical Thinking and Education

Three credits. Three hours of lecture a week.

Analysis of the theoretical and practical models of critical thinking applied to education.

EDFU 3070 - Biomedical Aspects of Health Education.

Three credits. Three hours of discussion a week. Prerequisite: BIOL 3711- 3712.

Study of the general development of modern diseases and the different levels of prevention. It includes the basic principles of epidemiology, microbiology, parasitology, and immunology; description of the most common communicable and non-communicable diseases; chronic and degenerative diseases and exceptionalities.

EDFU 3087 - Educational Implications for the Study of Women

Three credits. Three hours of lecture a week.

The course discusses the educational implications of the study of women. It aims to model cooperative learning skills and epistemological and axiological models specific to the field of study.

EDFU 3095 - AIDS: education and prevention

Three credits. Three hours of lecture a week.

This course discusses the biomedical, psychosocial, and ethical-legal aspects of acquired immunodeficiency syndrome. It has a multidisciplinary and interdisciplinary approach; It is aimed not only at the traditional university community, but also at the Puerto Rican community and its public and private agencies, entities, and institutions.

EDFU 4001 - Seminar: Child, Family, Society and Culture III

Two credits. Three hours of lecture and three hours of laboratory time per week. Prerequisite: EDFU 3032.

Interdisciplinary seminar with a focus on field experiences at various socioeconomic levels with the child at the center.

EDFU 4002 - Seminar: Child, Family, Society and Culture IV

Three credits. Three hours of lecture and three hours of laboratory time per week. Prerequisite: EDFU 4001.

Interdisciplinary seminar with a focus on field experiences at various socioeconomic levels with the child at the center.

EDFU 4003 - Seminar: Child, Family, Society and Culture V

Two credits. Three hours of lecture and three hours of laboratory time per week. Prerequisite: EDFU 3031- 3032.

Seminar for special education students with an interdisciplinary approach that discusses issues related to the experiences that these students have visiting schools in different sociocultural environments and agencies and institutions that serve exceptional children.

EDFU 4004 - Seminar: Child, Family, Society and Culture VI

Three credits. Three hours of lecture and three hours of laboratory time per week. Prerequisite: EDFU 3031- 3032, 4003.

Seminar for special education students with an interdisciplinary approach that discusses issues

related to the experiences that these students have visiting schools in different sociocultural environments and agencies and institutions that serve exceptional children.

EDFU 4006 - The Child and His Social Environment

Three credits.

Study of the child and his or her social and cultural context; analysis of social forces and their effect on behavior; the socializing function of the most important agencies and their contribution to the achievement of objectives in education.

EDFU 4007 - Introduction to Educational Research

Three credits. Three hours of lecture a week. Prerequisites: EDFU 3012 or EDFU 3007.

This course analyzes the different positions regarding the theoretical and practical problems of the methodologies used to carry out educational research. Possible problems conducive to carrying out educational research are identified with emphasis on the teacher as researcher, different research methods and techniques used to carry out research in the educational field are also practiced.

EDFU 4008 - The Role of the Teacher as Counselor

Three credits. Three hours of lecture a week.

It introduces the teacher to the different aspects of the guidance function and provides practical help in the performance of that function in the school. Emphasis will be placed on the following topics: understanding the needs of children and youth, knowledge of recent findings on child and adolescent development, ways of studying students, the dynamics of group interaction, the relationship between guidance and curriculum, opportunities for guidance presented to the teacher in the classroom, in the homeroom and in curricular activities, cooperation with parents to encourage student adjustment and ways to involve all school personnel in a coordinated program of orientation.

EDFU 4009 - Montessori: Alternatives in Education

Three credits. Three hours of lecture a week. Prerequisite: Permission from the department director.

It aims to prepare the future preschool teacher in one of the many educational alternatives: the *Montessori system*.

EDFU 4015 - Fundamentals of Public Health Education

Three credits. Three hours of lecture a week.

Designed for students to understand the role of education in the development of basic public health concepts and to understand the means used to preserve, enhance, and promote individual and community health. Emphasizes the study and analysis of Puerto Rico's public health problems and the contribution of schools and other agencies to their solution; the educational action necessary for disease prevention, environmental sanitation, nutrition, personal hygiene, dental hygiene, industrial hygiene, safety and first aid, and mental hygiene.

EDFU 4016 - Basic Statistics in Education

Three credits. Three hours of lecture and one hour of lab per week.

Introductory course to the principles of statistics with special emphasis on non-parametric methods. Specially designed to prepare students for a graduate-level course in research techniques in education. It will cover: fundamental elements in data collection, notions about possibility, the normal curve, measures of central tendency and dispersion, to give way to the study of the most commonly used non-parametric methods. Laboratory experiences will be provided as an essential part of this course.

EDFU 4017 - Ethics and Education

Three credits. Three hours of lecture a week. Prerequisite: EDFU 4019.

It examines the philosophical foundations of ethics as it relates to the field of education. In it, and following the analytical approach, the following concepts will be studied, among others: value, axiology, morality, autonomy, heteronymy, equality and clarification of values. Concepts and problems of Puerto Rican education will be analyzed from an ethical point of view.

EDFU 4018 - Puerto Rican Family Issues and Educational Implications

Three credits. Three hours of lecture a week. Prerequisite: EDFU 3001 and EDFU 3032.

Through this course, the student will delve into the historical-social background of the transformation that has occurred in the institution of the Puerto Rican family, from an eminently agricultural society to an industrial society. Topics such as: shared responsibility in parenting, economic emancipation of women, emancipation of children in terms of authority, the generation gap and others will be discussed.

EDFU 4019 - Philosophical Foundations of Education

Three credits.

This course is an introduction to philosophical reflection on education. The purpose is for students to engage in the activity of philosophizing education in a critical and imaginative way. Authors and currents of philosophical thought relevant to education, from Socrates to the present day, are studied. Ontological, epistemological, ethical, and socio-political issues that are intertwined in the theorizing and practicing of education are discussed, considering diverse interpretive perspectives. Educational philosophies, theories, and practices in Puerto Rico and other contexts are analyzed. The course uses various teaching, learning and assessment strategies that stimulate the active participation of students, as well as the reflection, analysis and problematization of the ideas studied.

EDFU 4025 - School Health Education

Three credits

Study of the health problems of the schoolchild; the scope of the global school health programme; healthy school environment, direct health services, and the teaching of knowledge and the development of desirable health habits and attitudes; the teacher's responsibility in the program; the role of health educators in the school and community.

EDFU 4026 - Introduction to Jean Piaget's Cognitive Theory and Its Application to the Classroom

Four credits. Three hours of lecture and one hour of laboratory time per week. Prerequisite: EDFU 3001- 3002.

It equates the teacher with knowledge of Jean Piaget's theory, which will help him or her to better design his or her materials for the teaching-learning process.

EDFU 4027 - Group Dynamics Seminar

Three credits. Prerequisite: EDFU 3001-3002, 3007, 4046.

Study of the structure, functioning, interaction and leadership in groups. Special attention will be given to the role of the teacher working with groups of adolescents in diagnosing specific problems of the groups and techniques to help them solve them in a democratic atmosphere.

EDFU 4028 - Aesthetics & Education

Three credits. Three hours of lecture a week. Prerequisite: EDFU 4019.

It introduces the future teacher to the area of aesthetic theories in their intimate relationship with culture and education. The Institute of Puerto Rican Culture will offer hands-on experience by offering seminars and workshops with distinguished Puerto Rican artists.

EDFU 4029 - Educational Psychology: Special Themes and Issues in Child Development

Three credits. Three hours of lecture a week. Prerequisite: EDFU 4002 o 4038 or EDPE 3046.

Seminar in which fundamental themes and *issues* of child development are considered, with emphasis on the Puerto Rican child.

EDFU 4035 - Communication and its effects on social behavior

Three credits.

The course attempts to develop in the student a clear concept of the process of human communication; the variables involved in it, the sociological factors that influence and condition its effects, in order to give the communicator scientific knowledge and mastery of this process. It begins with a study of communication theory and relevant theoretical fields; learning theories, group theory, etc. It continues with a detailed analysis of various communicative vehicles such as the written word, pictorial presentations, photographs and graphics, film, radio and television. Opportunities will be provided for the student to develop skills and understanding concerning the effective use and production of messages through these media.

EDFU 4036 - Issues, Problems and Legal Aspects Surrounding Minors in Puerto Rico: Educational Implications

Three credits. Three hours of lecture a week. Prerequisite: A course in sociology and EDFU 3007.

It deals with civil rights and legal issues that affect the child and the teacher.

EDFU 4037 - Logic, Language, and Education

Three credits. Three hours of lecture per week Prerequisite: Be a junior or senior student.

Introduction to logic applied to education. Analysis of the logical structure of communication in the classroom.

EDFU 4038 - Educational Implications of Childhood Psychology

Three credits. Lectures, readings, discussion, problem study Prerequisite: EDFU 3001-3002 or equivalent.

The psychology of childhood, from birth to adolescence and its application to the problems of the child in school.

EDFU 4039 - Transactional Analysis and Its Application to the Classroom

Three credits. Three hours of lecture a week. Prerequisite: Principal's permission.

This course will teach the theories and techniques of transactional analysis and their usefulness to the teacher in the classroom.

EDFU 4040 - Transactional Analysis in the Classroom - Scripts and Games - Part Two

Three credits. Three hours of lecture a week. Prerequisite: EDFU 4039.

Study and analysis of games and scripts to apply them to better discipline and classroom environment.

EDFU 4045 - Educational Implications of the Psychology of Adolescence

Three credits. Lectures, Readings, Discussion and Study of Problems Prerequisite: EDFU 3001-3002 or equivalent.

Psychology of adolescence with special attention to practical problems of behavior at home and at school.

EDFU 4046 - Mental Hygiene in School

Cases are discussed, readings, demonstrations

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Study of the psychology of human adjustment with special attention to the mental health of the teacher and the child. Emphasis will be placed on: preventive and remedial therapy for behavioural problems; the relationship of mental hygiene to the school and community; mental conflicts and personality maladjustments in the teacher and child; understanding human attitudes and behavior; human relations, and mental hygiene.

EDFU 4047 - Sex Education in Elementary and Secondary School

Three credits. Three hours of lecture a week. Prerequisite: EDFU 3025.

It will offer sex education methodology at the elementary and secondary levels with an emphasis on techniques that the future teacher will be able to use to deal with sex problems in society.

EDFU 4048 - Education for Occupations

Three credits. Three hours of lecture a week.

It includes the study and analysis of the concept of education for career education occupations. Emphasis is placed on the ways in which all curricular and guidance activities can be directed to prepare the individual for economic independence and to an appreciation of the dignity of work. It discusses the diversity of existing occupations and the possible barriers in obtaining the skills and knowledge necessary to enter them and the importance of mastery of basic fields of knowledge for the achievement of a successful working life.

EDFU 4055 - Fundamentals of Environmental Sanitation

Three credits. Three hours of lecture a week.

It includes a global vision of what constitutes environmental sanitation, sanitary control of the environment with a view to preventing the spread of diseases. The areas that compose it are studied, sanitation of the air, water, soil, milk and other public food, insect control and rodents, swimming pools, spas, industrial establishments; the main problems in these areas; effective ways to work on them using existing resources.

EDFU 4056 - Puerto Rican Adolescent Issues

Three credits. Three hours of lecture a week. Prerequisite: EDFU 4045.

Seminar for the Study of the Problems Confronting Puerto Rican Adolescents; analysis of the problems in the different socio-cultural environments and their possible effects on the physical, social and psychological changes that occur at this stage of development; Intensive case study from different socioeconomic levels. Implications for the high school teacher.

EDFU 4057 - Education and Rural Life in Puerto Rico

Three credits.

Research on rural social organization in Puerto Rico to better understand the environment of our rural school. It includes an analysis of research on the subject by specialists and a study of social research techniques. The following issues will be emphasized: the changing structure of rural society, the interrelationship between urban and rural areas, the nature of the rural school curriculum, and plans for the enrichment of rural life.

EDFU 4058 - Educational Implications of Adult Psychology

Three credits. Prerequisite: EDFU 3001-3002.

Study of the psychological principles that explain behavior from the end of adolescence to the age of 60 and beyond. Review of adult education programmes and analysis of the most appropriate methodological resources for teaching.

EDFU 4059 - The Nature of the Culture of Poverty and Its Educational Implications

Three credits. Prerequisite: Be a fourth-year student.

It will cover the general theory of the culture of poverty. The different aspects involved in the economic problems faced by different groups in areas of poverty. It will study aspects such as: cultural change, geographical mobility, population ecology, population growth problems and the impact of these and other problems on the development of that culture.

EDFU 4065 - Society, Economy and Education in Puerto Rico

Three credits.

Study of culture and society in Puerto Rico and its relationship with education. It focuses on the discussion of the following topics: traditional patterns and changing patterns of Puerto Rican culture; socio-economic development and the problems of social change; the political sphere and strategy of educational planning in its historical perspective; valuation problems involved in the regulation of education in Puerto Rico; natural and human resources and the social distribution of the national product, population growth and structure, and educational demand; urbanization and industrialization and educational projections, social class and the distribution of educational opportunities.

EDFU 4066 - Advanced Educational Sociology

Three credits. Readings, reports and discussion.

Advanced Course in the Sociological Foundations of Education: the relationship between education and the following topics is studied: culture, socialization, stratification, control, disorganization, and social change. Human relations in the school and the relationship between the school and the community are also studied. Throughout the course, emphasis will be placed on the implications of these topics for education in contemporary Puerto Rican culture.

EDFU 4067 - The organization and administration of health education in the school and community

Three credits. Prerequisite: EDFU 3007.

Study of the principles of the organization and administration of health education programs in schools and in the community; factors that promote community development; Administrative structure of agencies involved in different patterns of health services and how these are organized and carried out, how to coordinate programs and services, and the contribution of various types and levels of health workers.

EDIN 3005 - Basic Fundamentals of Vocational Education

Three credits. Three hours of lecture a week.

Analysis of the objectives that govern the function of different types of industrial vocational programs.

EDIN 3006 - Special Methods in Job and Task Analysis

Three credits. Three hours of lecture a week.

Practice in the technique of analysis, determination of the content of the curriculum; Preparation of instruction sheets for the teaching of trades in industrial vocational education.

EDIN 3008 - Working on plastic material

Two credits. Two three-hour lecture and laboratory periods.

Basic course in plastics technology. Analysis of the different processes used in the manufacture of plastic products such as: injection, baking and extraction, among others. It includes the design and manufacture of various plastic products.

EDIN 3009 - General Woodworking

Four credits. Two three-hour workshop periods and one three-hour lecture period per week.

Elementary principles of cabinetmaking. The student is instructed in the basic processes in bench work which includes the use of hand tools. Practice in the construction and use of the most common joints. Interpretation of project drawings; implementation of simple projects; Application of the appropriate methodology and organization of workshop and safety rules.

EDIN 3015 - Technical Drawing

Three credits. Two hours of discussion and four hours of workshop per week.

Fundamental principles of drawing with instruments, for the drawing of mechanical plans. It includes the use of symbols, design and problem solving, as well as the application of geometric principles related to the preparation of simple diagrams for the production of parts. The reading and interpretation of plans, designs, diagrams and the application of the computer in the drawing is applied.

EDIN 3016 - General Course in Finishes

Three credits. Two two-hour workshop periods and one two-hour lecture.

Uses of the different classes of finishes and preparation of each class. The use of removers, fillers, varnishes and paint to duco. Finished for commercial and non-commercial purposes.

EDIN 3017 - General Craftsmanship

Three credits. Two hours of lecture and four hours of lab per week.

It provides the student with the basic principles for teaching exceptional children to prepare projects according to their age, intelligence, and abilities. It's about relating academic courses to hands-on activities.

EDIN 3018 - Cabinetmaking I

Four credits. One three-hour conference period and three workshop periods per week.

Introduction to the use of machinery in woodworking. Construction of projects that require the use of more advanced joints, in addition to the practice in the use of panels, drawers, doors, etc. Application of correct working methods and favourable conditions that contribute to preventing accidents in the use of machinery.

EDIN 3019 - Introduction to Occupational Training

Two credits. Two hours of lecture per week. Prerequisite: Principal's permission.

This course covers three basic concepts that have broad significance for occupational training. These are: personality, work, and training. Under the first, the future teacher is intended to help his students to know themselves and the importance of certain aspects of personality for the work. In the second, the future teacher must learn to put his students in contact with the world of work including the different occupations, employment opportunities, requirements and qualifications, future prospects, human relations at work, trade unionism and accident

prevention. The third aims to enable teachers to guide their students in making occupational decisions and how to prepare them properly for work.

EDIN 3020 - Introduction to the Study of Technology

Three credits. Two hours of lecture and four hours of laboratory time per week.

Introduction to the study of technology and its implications for human beings. This course is designed to develop in students the competencies and attitudes necessary to understand the nature of technology. It includes understanding, analyzing, and discussing the changes brought about by technologies in human history. The concepts, functions and modern practices of technological advances are studied, as well as the creation of instruments and machines for the improvement of human coexistence. Students must design technology instrumentation concepts while simulating possible tools for the future.

EDIN 3025 - Introduction to Occupation Technology

Two credits. Three hours of lecture a week. Prerequisite: Principal's permission.

Study of the evolution of technology and its relationship with science and industry. Analysis of the basic elements of the technology such as: the machine, the materials, the raw material conversion processes and the energy sources. Emphasis is placed on the role of information in technology, including storage and processing of data and statistics, and the components of communication. It studies the relationship between man and machine including the design, construction, operation, maintenance of machines and how to prepare and use the human element effectively.

EDIN 3026 - Ceramics

Two credits. One hour of lecture and three hours of laboratory time per week. Laboratory and deposit fees are waived.

Study of the processes of hand molding, shaping and turning on the potter's wheel and the essential techniques for decorating, glazing and baking the items produced. Special attention is given to works in the country's clay.

EDIN 3027 - Leather embossing

Three credits. Two three-hour lecture periods in combination with laboratory work.

Instruction in designing, cutting, printing, carving, etc., of leathers. Suggested projects: wallets, keychains, straps, ornaments, etc.

EDIN 3029 - Cooperative Occupational Training Programs

Three credits. Three hours of lecture a week. Prerequisite: EDIN 3005 and EDIN 3006.

Organization, administration, and evaluation of a cooperative occupational training program.

EDIN 4005 - Evaluation in Industrial Vocational Education

Three credits. Three hours of lecture a week.

Designed to develop knowledge of the close relationship between scientific educational assessment and effective teaching in industrial vocational education. The content of the course includes the teaching of the essential principles of psychometrics applied to workshop courses; the construction, administration, interpretation and application of tests of achievement, execution and industrial vocational aptitude in the classroom; the organization and presentation of evaluative data; and the conversion of numerical scores or assessments to standard grades used in the Puerto Rico school system.

EDIN 4006 - Labour Relations

Three credits. Three hours of lecture a week.

Development of the workers' movement. Organized labor and its relations with industry and school. Labor-management relations. Knowledge of labor-management legislation and its applications in Puerto Rico.

EDIN 4007 - Metal Technology

Three credits. Two hours of lecture and two hours of laboratory time per week.

Fundamental principles of metallurgy and metallography. Laboratory techniques and practical work in: Dimensional metrology, laminated metal, work with hand tools, planting, casting and metal modeling. General work of forging, welding and technical treatment of metal. Elementary techniques and practices in machines for cutting and shaping metal. General principles of metal design, polishing and finishing of metal surfaces.

EDIN 4015 - Work in weaving with fibres, straws and vines

Three credits. One hour of lecture and four hours of lab per week.

Elementary course of weaving work using native materials. Pulping and preparation in native fibers and straws such as: cattail, rush, skin, bud. Use of dyes. Furniture straw wrapping, weaving the backs of chairs, armchairs, etc. Using straw, rope, reed and cattail. Creation of different designs to knit. Study and application of the color wheel.

EDIN 4016 - Architectural Drawing

Two credits. Two two-hour drawing periods per week. Laboratory fees are waived.

Short course on the principles and essential characteristics of architectural drawing. Building elements, conventional symbols, details, specifications, etc. Each student will prepare a set of plans showing: plan, elevation, roofs, materials, sanitary and electrical installations and auxiliary details.

EDIN 4018 - Advanced Graphic Arts

Two credits. A four-hour lecture and lab period per week. Laboratory fees are waived.

Fundamental principles of the basic methods and procedures of photolithography and their applications to the offset printing method.

EDIN 4019 - Construction Technology

Three credits. Two hours of lecture and two hours of lab per week.

Prerequisite: EDIN 3009, EDIN 3018.

A study of the world of construction that provides experience to learn and apply the basic knowledge and skills of the construction industry. Readings, lectures and discussions of the practices and skills required for a construction. Construction concepts that are carried out in laboratories to test the knowledge acquired. The world of construction is divided into three stages: 1) introduction, 2) analysis of production, management and personnel, 3) synthesis of construction practices and planning regulations.

EDIN 4020 - Electrical Systems Technology

Three credits. Two hours of discussion and four hours of lab per week.

Study of scientific and technological concepts related to the production, control and use of electrical energy. It includes the application of laws and principles of electricity, magnetism, electric current, circuits, and measurement. Requires laboratory experiences.

EDIN 4025 - Introduction to Electronics

Three credits. Two hours of lecture and four hours of lab per week

Prerequisite: EDIN 4009.

Introduction to the study of electronics and its application to modern life. It deals with the laws and formulas for the principles of electromagnetism, inductive reactance, capacitive reactance, and the analysis of alternating and direct current circuits with resistive, inductive, capacitive elements in series, parallel, and parallel series in resonance. The study of basic symbols used in electronics and the use of them in schematic diagrams. Reading and using measuring instruments to determine and correct faults in electronic circuits. Laboratory work will emphasize experimentation and problem solving.

EDIN 4026 - Individualized Instruction and Module Preparation

Three credits. Three hours of lecture a week. Prerequisite: Be a teacher in vocational service.

Course to prepare teachers of industrial vocational education in the understanding and use of resources and materials, teaching techniques and assessment instruments applicable to this field. Special emphasis is placed on the use of the system of individualized instruction through training modules, as well as the instruments used with this system by the vocational and technical and high-skill instruction program. As the main vehicle in the teaching of this course, 16 teacher training modules are used at the same time, offering specific guidance on the application of the individualized instruction system for the training of students in industrial and service occupations.

EDIN 4027 - Advanced Electronics Course

Three credits. Two hours of lecture and four hours of lab per week.

Prerequisite: EDIN 4025.

Advanced electronics concepts. Multivibrators. Voltage regulators. Transmission lines and antennas. Television circuits. Radar and microwaves. Circuit design and analysis. Semiconductors and transistor circuits. Digital computers. Gaseous tubes. Photoelectric circuits. Industrial electronics.

EDIN 4028 - Manufacturing Technology

Three credits. One hour of lecture and four hours of lab per week.

Prerequisite: Have a high school diploma.

It trains masters of industrial arts in the basic concepts and methods of an organized system of manufacture. It includes simulating the mass production of an item in an industrial arts lab. The aspects of management, personnel, raw materials, production planning, production processes, distribution and service of products as they are developed in an industrial plant or factory are studied. Other activities include role-playing in simulated situations and laboratory experiences in the design, materials study, development, and production of consumer items.

EDIN 4029 - Organization and Administration of Workshops

Three credits: Three hours of lecture per week.

Students are given the opportunity to discuss issues concerning the organization and management of workshops. Distribution of space: natural light, artificial light and ventilation. Equipment, materials, inventories, requisitions, records, and reports. Safety rules and fundamental principles to avoid accidents, fires, with application to industrial vocational education.

EDIN 4035 - Industrial Safety and Occupational Health

Three credits. Three hours of lecture a week. Prerequisite: EDIN 3005 and EDIN 4029.

Discussion and analysis of the basic principles related to industrial safety and occupational health and their relationship to the teaching of industrial vocational education.

EDIN 4045 - Art and Design Applied to the Industrial Arts

Two credits. One hour of lecture and three hours of laboratory time per week. Laboratory fees are waived. Prerequisite: EDIN 3015.

It covers the application of art and design principles related to workshop courses included in the industrial arts curriculum. Practice of mechanical drawing, *free-hand sketching*. Design theory, principles, and application of colors to drawing. Conferences.

EDIN 4046 - General Metal Work

Four credits. Eight hours of workshop work per week.

Analysis of the different aspects of the metallurgical industry. An introduction to the various methods by which ore is processed such as tinsmithing, smelting and welding processes (oxyacetylene, arc, mig and tic). Design and manufacture of various metal products.

EDIN 4049 - Graphic Communication Technology

Three credits. Two hours of lecture and four hours of lab per week.

Prerequisite: EDIN 3020.

Theory and practice of the principles of graphic communication, history, development and evolution of the methods and techniques used for the production of graphic information. It includes technology of compositing, photography, screen printing, lithography and engraving, binding and finishing of products related to the reproduction, storage and distribution of printed materials.

EDIN 4055 - Construction Drawing I

Three credits. Two hours of lecture and four hours of lab per week.

Prerequisite: EDIN 3015, 4045 and 4016.

Principles in technical drawing for draughtsmen. Study and practice on projection theory, applied geometry, orthographic drawing, surface development, intersection of solids, pictorial drawing, and freehand drawing in order to develop skills in the technique of preparing construction sketches and drawings used in industry.

EDIN 4059 - Force Technology

Three credits. Two hours of lecture and four hours of laboratory time per week. Prerequisite: Principal's permission.

Introduction to the study of force technology. Analysis of force production as the main element that moves modern industrial technology. Methods used by man to convert different types of energy into useful force. Emphasis on the current energy crisis and the need to look for alternatives.

**EDIN 4065 - Curriculum and Methodology for Teaching
Industrial Vocational Education to the Exceptional Adolescent**

Three credits. Three hours of lecture a week. Prerequisite: EDES 3027, EDES 4006.

Study of curricular modifications and appropriate teaching strategies to cater for the exceptional adolescent in the industrial vocational education program.

**EDIN 4085 - Curriculum and Methodology for Teaching
Industrial Arts to the Exceptional Adolescent**

Three credits. Three hours of lecture a week. Prerequisite: EDES 3027, EDES 4006, Director's Permission.

Study of curricular modifications and appropriate teaching strategies to cater to the exceptional adolescent in the industrial arts program.

EDIN 4095 - Using the Computer for CAD-CNC Design and Numerical Control

Three credits. Two hours of lecture and four hours of workshop per week.

Prerequisite: EDIN 3015.

Study and analysis of the application of microcomputers to design and control machines numerically.

EDIN 4105 - Conveyor System Technology

Three credits. Two hours of discussion and four hours of lab time per week.

Prerequisite: EDIN 3020.

The study of transportation systems designed and used by humans to move and transport people, animals, and objects over the surface of the earth, seas, air, and space. It includes the evolution of such systems, technology systems, social impact, and problem solving. Requires laboratory experiences.

EDIN 4106 - Design and Evaluation of Training Programs

Three credits. Three hours of lecture a week. Prerequisite: EDIN 3006.

Study of the fundamentals of the curriculum and the different models applied to the design of occupational technical programs. The course is aimed at in-service teachers and future occupational education teachers with the purpose of training them to design specialized curricula for technical training in vocational schools and technological institutes. Participants will analyze the characteristics of the occupational and technical curriculum and, once designed, they will implement them in a real scenario.

EDPE 3001 - Linguistic notions, methodology and content of mother tongue teaching in elementary school.

Two credits. Three hours of lecture and one hour of laboratory time per week. Prerequisite: Principal's permission.

Language themes, content, and methodology of all language arts: listening, speaking, reading, writing, pictorial appreciation, and creation.

EDPE 3002 - Linguistic notions, methodology and content of mother tongue teaching in elementary school

Two credits. Three hours of lecture and one hour of laboratory time per week. Prerequisite: permission from the direct.

Language themes, content, and methodology of all language arts: listening, speaking, reading, writing, pictorial appreciation, and creation.

EDPE 3003 - Teaching Language Arts in Elementary School

Three credits. Three hours of lecture and discussion per week. Prerequisite: ESPA 3101-3102.

The Vernacular as a Learning Tool in the Elementary School Curriculum: The Nature of the Linguistic Process; the importance and function of the vernacular as an instrument of communication and expression, the relationship between the process of human development and growth and the development of language skills; the arts of language in the total curriculum, the program of progressive teaching of the vernacular in its phases of hearing, speaking, reading and writing; techniques, teaching materials and other resources that can be used in the development of fundamental language skills.

EDPE 3004 - Diagnosis and Correction of Reading and Writing Deficiencies

Two credits. Three hours of lecture and discussion per week. Prerequisite: EDPE 3031-3032.

Study of reading and writing difficulties in elementary school with emphasis on the means of diagnosing and correcting them. Discussion of available techniques and tests. It requires field experiences.

EDPE 3006 - Teaching Social Studies in Elementary School

Three credits. Two hours of lecture and two hours of laboratory time per week. Prerequisite: Principal's permission.

Diagnosis of needs, formulation of objectives, selection of content and planning of units in the area of social studies; curriculum design, teaching methods and practices, planning and assessment, as well as the use of community resources. Laboratory experiences are required. Face-to-face, hybrid and online course.

EDPE 3011 - Teaching Mathematics at the Elementary Level: K-3

Three credits. Three hours of lecture and one hour of laboratory time per week. Prerequisites: Pass the corresponding course in the area of mathematical logical reasoning according to the student's concentration. Some of these courses may be: MATE 3001, MATE 3036 or MATE 3041 or MATE 3171.

Methodology and basic content of mathematics in elementary school, grades k-3. Emphasis is placed on the mathematical content that future teachers need to teach this discipline, problem solving, and the integration of technology to teach this subject. The recommendations offered by different professional organizations on the teaching of this discipline are studied and documents related to this subject are analyzed. Also, the student is related to the professional literature related to the teaching of mathematics. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDPE 3012 - Teaching Mathematics in Grades 4-6

Three credits. Three hours of lecture and one hour of laboratory time per week. Prerequisites: Pass the corresponding course in the area of mathematical logical reasoning according to the student's concentration. Some of these courses may be: MATE 3001, or MATE 3036, or MATE 3041, or MATE 3171.

Methodology and basic content of mathematics in elementary school, grades k-3. Emphasis is placed on the mathematical content that future teachers need to teach this discipline, problem solving, and the integration of technology to teach this subject. The recommendations offered by different professional organizations on the teaching of this discipline are studied and documents related to this subject are analyzed. Also, the student is related to professional literature related to the teaching of mathematics. This course will be offered in face-to-face, distance, hybrid, distance and online modalities.

EDPE 3013 - Teaching the Mother Tongue in Elementary School

Three credits. Three hours of discussion a week.

Analysis of the structure of the linguistic system as a conceptual framework to promote the development of language and thought. The content, methodology and materials for the teaching of the mother tongue at the elementary level with emphasis on the oral language are studied. It requires field experiences. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDPE 3017 - Teaching Music in Elementary School

Three credits. Three hours of lecture a week. Prerequisite: fifteen credits in music or equivalent.

The study of music in relation to the physical, intellectual, social and cultural development of the individual; its importance in the school curriculum and in the life of the community. Presentation of instructional materials used in the teaching of the various aspects that make up the music education program (songs, listening experiences, rhythmic experiences, folk dances, musical instruments, still sights, movies, etc.). The fundamental and theoretical elements presented as an effective means to reach a better understanding of the art of music.

EDPE 3018 - Teaching English as a Second Language

Three credits. Three hours of lecture a week.

Analysis and discussion of the nature and functions of a language; discussion of the phonological, morphological, and syntactic characteristics of English spoken in the United States and the essential differences that exist with Spanish spoken in Puerto Rico; understanding of the principles underlying the teaching of a foreign language; analysis of the problems involved in teaching English to Puerto Ricans; specific methods; examination of texts used in the Puerto Rican school system and their adaptation and enrichment; Formulate plans to guide and assess the learning of English as a second language. It involves observation in elementary school.

EDPE 3020 - Music and Body Movement in the Primary Grades

Three credits. Three hours of discussion a week.

Integration of music and body movement as fundamental elements for the physical/motor, cognitive, affective, social and cultural development of primary level learners in the regular, special or integrated stream. Emphasis on planning, execution, and evaluation of psychomotor and rhythmic activities. It requires demonstration and practice.

EDPE 3025 - Remedial Course on Basic Written Language

Skills with an Emphasis on Spelling

Two credits. Three hours of lab time a week. Prerequisite: The student will be referred by a professor after being evaluated.

It aims to strengthen basic skills in written language with an emphasis on the importance and use of spelling rules. As it is a remedial course, it will serve students of both levels, elementary and higher.

EDPE 3026 - Science in High School

Three credits. Two hours of lecture and two hours of laboratory time per week.

This course builds on the science curriculum content in high school, especially in the middle grades. It aims for the student teacher to relate to and use the processes of science (observation, relationships of space and time, prediction, measurement, inference, etc.) integrating them into the study and analysis of laboratory exercises in the different areas of science. The exercises that are selected for study and analysis come from the programs in force in the school system and from any other innovative programs in this field.

EDPE 3030 - Read and Write: Basic Processes

Three credits. Three hours of discussion and field experience per week.

Analysis and study of the principles that serve as the basis for the development of the literacy process in elementary school students. Development of competencies that allow the student to know and critically apply educational approaches, methods, techniques and strategies to teach reading and writing.

EDPE 3031 - Teaching Reading and Writing at the Preschool and Primary Level

Two credits. Two hours of lecture per week. Prerequisite: EDPE 3002.

The principles that underpin the process of teaching and learning reading and writing are discussed. Requires clinical experiences in using methods and techniques to teach a read and write.

EDPE 3032 - Teaching Reading and Writing from 4th to 6th Grade

Two credits. Two hours of lecture per week. Prerequisite: EDPE 3002.

The principles that underpin the process of teaching and learning reading and writing are discussed. Requires clinical experiences in using methods and techniques to teach a read and write.

EDPE 3034 - Assessment and Diagnosis in the Literacy Process

Three credits. Three hours of lecture a week.

Study and analysis of the various factors involved in learning to read and write in relation to the evaluation and evaluation of the diagnosis; support for the reading and writing processes, and the prevention of difficulties. Discussion of the strategies, executions, behaviors, and instruments that strengthen the validity and reliability of the process and product of assessment and teaching, its authentic, continuous, holistic, analytical, and functional character. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDPE 3038 - Design for Art Teachers

Three credits. Four hours of lab time a week. Prerequisite: ARTE 3127 or be enrolled in ARTE 3127.

Study of design with appropriate structures and materials that are used in the different grades of elementary and high school. Emphasis on the role of the basic elements of design in the visual arts program of Puerto Rico's schools.

EDPE 3039 - The Arts at the Preschool and Elementary Level

Three credits. Three hours of lecture and discussion per week.

Study of the contribution of the visual arts and music to the integral development of the child. Analysis of the influence they exert on the development of their creative power and on the process of socialization. Emphasis on the selection of materials in tune with the different levels of development in the students. Study of the means used to bring children into contact with these arts.

EDPE 3040 - Theatrical Techniques in Elementary School

Three credits. One hour of lecture, one hour of discussion and one hour of workshop per week.

Study of the different forms of theatrical manifestation and their application in the teaching-learning process in elementary school.

EDPE 3045 - Fine Arts in Elementary School

Three credits. Three hours of lecture a week.

The different stages of the child's artistic development, practices in various techniques of artistic expression, teaching methodology and ways of evaluating the child's work.

EDPE 3046 - Fine Arts in High School

Three credits. Three hours of lecture a week.

Study and discussion on the artistic development of the adolescent, methodology of teaching the visual arts, experimentation and practice with various artistic materials, evaluation of the student's work and ways of presenting exhibitions.

EDPE 3047 - Elementary School Dramatic Creativity Seminar

Six credits. Three hours of lecture and discussion and three hours of workshop per week.

Study and analysis of drama as a vehicle for teaching the humanities, the arts and theatre. In addition, there will be demonstrations and dramatic exercises, choral recitation, storytelling technique, and the improvised preparation of studied scenery, props, and costumes; Subsequently, there will be analysis and discussion of such practices. This seminar will be led by a specialist in dramatic creation and two teaching assistants working as a team.

EDPE 3048 - Integrated Course in Chemistry and Physics at the Elementary Level

Three credits. Two hours of lecture and one hour of lab per week.

The course addresses the integrated contents, principles, and concepts of chemistry and physics for the elementary level. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDPE 3049 - Kindergarten in the School Program

Three credits. Three hours of lecture and discussion per week.

It offers a global vision of the education of preschool children: the suggested curriculum for their personal and academic preparation and the mastery of the essential skills that facilitate their management and the satisfaction of their needs. It consists of lectures, discussions, preparation of material and observation of classes at this school level. It also includes the study of the most significant works in this field. Face-to-face, hybrid and online course.

EDPE 3050 - Plastic and Theatrical Arts in Primary Grades

Three credits. Three hours of discussion a week.

Study and analysis of the strategies, skills and knowledge of the teaching of plastic arts at the primary level. It offers the opportunity to select, develop, explore, experiment and evaluate creative activities related to these arts.

EDPE 3051 - Teaching Biology to Middle School Teachers I

Four credits. Three hours of lecture a week.

Biology curricular content that is included in seventh-grade science education. Emphasis is also placed on methods and techniques, as well as the processes inherent in science education. By its very nature, this course frequently exposes the student to a laboratory experiences.

EDPE 3052 - Teaching Biology to Middle School Teachers II

Four credits. Three hours of lecture a week. Prerequisite: EDPE 3051.

Biology curriculum content that is included in seventh-grade science education. Emphasis is also placed on methods and techniques, as well as the processes inherent in science education. By its very nature, this course frequently exposes the student to a laboratory experiences.

EDPE 3055 - Introduction to Children's Literature

Two credits. Two hours of lecture per week. Prerequisite: EDPE 3001, 3007.

It studies the value of the word in its multiple meanings, from the practical of communication to the most refined levels of literary creation in the light of the reality of the Puerto Rican child.

EDPE 3056 - Perceptual motor development through body movement at the primary level

Two credits. Two hours of lecture and one hour of laboratory time per week.

Prerequisite: Principal's permission.

It allows the student to develop skills to organize, select, direct, execute, and evaluate movement activities that stimulate the perceptual motor development of the elementary level child.

EDPE 3058 - Teaching Grammar at the Elementary Level

Three credits. Three hours of lecture a week.

The teaching of Spanish grammar through a systematic organization in close connection with language arts and student development. Face-to-face, hybrid and online course.

EDPE 3060 - Literacy Development at the Elementary Level (K-3)

Three credits. Three hours of discussion a week. Prerequisite: EDPE 3002.

Analysis of the principles that underpin the development of literacy processes at the primary level. It fosters the development of skills necessary to implement various modes, approaches, methods and techniques for teaching reading and writing. It requires field experiences. Face-to-face, hybrid, distance learning and online course.

EDPE 3061 - Teaching Physical Science to Middle School Teachers

Four credits. Four hours of lecture per week.

Curricular content of the physical sciences implemented in the teaching of this subject in middle school. Emphasis is placed on the methods and techniques for teaching science and the current curriculum in public and private middle schools is analyzed.

EDPE 3062 - Teaching Physical Science to Middle School Teachers

Four credits. Four lecture hours per week Prerequisite: EDPE 3061 approved.

Curricular content of the physical sciences implemented in the teaching of this subject in middle school. Emphasis is placed on the methods and techniques for teaching science and the current curriculum in public and private middle schools is analyzed.

EDPE 3067 - Language Development in Preschool Children

Three credits. Three hours of lecture a week.

Study of oral and written language as an integrated process of development from birth to four years of age. Design of activities that stimulate oral and written language. Analysis of techniques for selecting, adapting and producing materials. Face-to-face, hybrid and online course.

EDPE 3068 - Introduction to the *Montessori Method*

Three credits. Three hours of lecture a week.

I study, through lectures and workshops, the philosophy and methodology of *Montessori*.

EDPE 3069 - Science Teaching at the Elementary Level: K-3

Three credits. Three hours of lecture a week.

Study of the nature of science with emphasis on its attributes, content, methodology, and values. Appropriate practices for science learning at the K-3 level are modeled and analyzed, and appropriate *assessment* techniques and instruments for that level are discussed. Requires additional hours for field experience. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDPE 3070 - Literacy Development in Grades 4-6

Three credits. Three hours of discussion a week. Prerequisites: EDPE 3013, EDPE 3060.

Analysis of the fundamental principles and methodologies in the processes of teaching and learning literacy in grades four to six. Practical experience is required in the use of appropriate methods, materials and activities for teaching reading and writing at these levels. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDPE 3075 - Curriculum and Methodology in the Teaching of Socioeconomic Subjects for Accounting and Marketing

Three credits. Three hours of lecture a week. Prerequisites: 75% of the courses in the specialty; EDPE 4050, FAED 4001, FAED 4002.

Generic course for future masters in the areas of accounting and marketing. Planning, writing objectives, development of critical thinking, *assessment techniques*, teaching strategies, learning principles and methodology will be discussed. Students will apply all of these concepts to their particular area of specialty. Minimum 20 hours of field experience is required.

EDPE 3086 - Systematic Approach to Laboratory Experiences in Business Education

Three credits. One hour of lecture and two hours of laboratory per week. Prerequisite: EDPE 4047, EDPE 4048, or EDPE 4049.

Systematic Focus on Laboratory Experiences in Business Education Three Credits. One hour of lecture and two hours of laboratory per week. Prerequisite: EDPE 4047, EDPE 4048, or EDPE 4049. Systematic focus on business education laboratory experiences in public or private schools, secondary and post-secondary level. The student becomes familiar with the school, physical facilities, services, and laboratories of a business education program. In addition, it participates in activities related to classroom administration, systematic observation, and active and gradual participation in the teaching-learning process. This course requires field experiences.

EDPE 3105 - The Teaching and Use of the Metric System

Three credits. Two hours of lecture and two hours of lab per week.

The measurements of the metric system and its use in the various educational, scientific and daily living spheres. Interdisciplinary and workshop approach with extensive use of technological resources.

EDPE 3106 - Teaching Statistics and Probability at the Elementary Level

Three credits. Three hours of lecture a week. Prerequisites: EDPE 3012 or EDPE 3011.

The course will provide future elementary level mathematics teachers with the opportunity to learn about some topics related to the content that includes the teaching of statistics and probability. In addition, discussion of activities that can be used to teach the concepts related to this material will be integrated. This will enable them to teach this content in their professional practice. In addition, it will provide alternatives for the use of technological and manipulative tools for the development of concepts. It will also enable them to integrate them into the math classes they will teach. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDPE 3117 - Workshop for the Preparation of Educational Materials in the Teaching of Mathematics in Elementary School

Three credits. Three hours of lecture a week.

Seminar-workshop for the design, preparation and creation of educational materials that facilitate

the teaching of mathematics in elementary school. Students will use their creativity to turn low-cost or disposable materials into teaching tools. Evaluation of available educational materials, analysis and demonstration of different strategies and resources that at a commercial level the teacher can use to enrich a mathematics class, such as: instructional modules, games, differentiated tasks, bulletin board, computer programs and application of mathematics to daily life.

EDPE 3118 - Geometry and Measurement for Educators

Three credits. Three hours of lecture a week.

The course emphasizes the following topics: how the child learns mathematics, learning processes in mathematics, basic Euclidean ideas, two- and three-dimensional figures, polygons, circle, similarities, congruences, transformations, area, perimeter, volume, system of measurements. Different strategies are used to integrate mathematical content with the methodology of teaching geometry and measurement at the elementary level. The strategies, models, and activities presented in the course are based on the results of research in the field, the recommendations of professional organizations, and the curricular standards for the teaching of mathematics presented by the National Council of Teachers of Mathematics and the Puerto Rico Department of Education. This course will be offered in the face-to-face modalities, hybrid, remote and online.

EDPE 3119 - Algebra Concepts for Elementary Level Educators

Three credits. Three hours of lecture a week.

The major emphasis of the course is on the study of the following topics: learning mathematics, problem solving, sets, numeracy, integers, number theory, rational numbers, real numbers, graphs, and functions. Teaching methodology will be one of the main components of the course. Methodological applications will be incorporated into class discussions. Problem-solving strategies will be given prominence across all topics. Different technological tools will be used to teach algebraic concepts. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDPE 3120 - Teaching Geometry to Talented Students at the High School Level

Three credits. Three hours of lecture and discussion per week.

It will emphasize the content and methodology of geometry, the method of discovery, the laboratory, and problem solving. Geometry-related curricular content from middle school to high school is identified and analyzed.

EDPE 3127 - Scientific research with a pedagogical approach

Three credits. An hour and a half of lecture and an hour and a half of workshop per week. Prerequisite: EDPE 3026.

Designed for prospective teachers who specialize in the area of science education. It requires the planning and development of a research project in the area of physical sciences or biological sciences. The method used in scientific research will be considered in detail as a component of the task of teaching science in elementary and secondary schools.

EDPE 3129 - The Use of Microcomputers in the Classroom

Three credits. Three hours of lecture a week.

Introductory course on the place of the microcomputer in the classroom. Special importance will be given to the uses of the microcomputer in the school environment, resources available to the teacher, as well as the ways of integrating computers into the teaching process. Class discussions will be complemented by workshop experiences and special assignments.

EDPE 3135 - General Science for Elementary School Teachers

Two credits. Two hours of discussion a week.

Study of the basic integrated concepts of biology, physical sciences, earth sciences, and space sciences for elementary level teachers (k-3). Scientific concepts are developed using the corresponding methodology with emphasis on the method of inquiry and on basic and integrated processes. It requires field experiences.

EDPE 3145 - Music in Early Childhood and Preschool

Three credits. Three hours of discussion a week.

Organization, development and evaluation of musical activities that facilitate the integral development of infants and preschool children. Management of systems for the selection, creation and evaluation of musical activities. Face-to-face, hybrid and online course.

EDPE 3155 - The Development of Thinking Skills in Social Studies

Three credits. Three hours of discussion a week.

Study and analysis of the methodology that promotes the development of thinking skills in social studies in elementary and middle school students. Face-to-face, hybrid and online course.

EDPE 3205 - Educational Intervention Focused on Individual Needs

Two credits. Two hours of discussion a week.

Analysis and study of approaches, models, methodology and development of educational techniques to individualize teaching and learning according to the particular needs of students. It requires field experiences.

EDPE 3215 - Role of the Adult Educator

Three credits. Three hours of discussion a week.

Study and critical analysis of the functions of the adult educator. Emphasis on the competencies and characteristics that the adult educator must possess in order to carry out these functions in the various adult education programmes. Requires field experiences outside of school hours.

EDPE 3235 - Methodology for Teaching Literary Genres and Thinking Skills

Three credits. Three hours of lecture a week.

Analysis of the phenomenon of comprehension and the internal mechanisms of reading literary genres within the teaching-learning process. They are studied as mediators between the text and the development of thinking skills.

EDPE 3236 - Nature of Science for Elementary Level Teachers (4th-6th. Grade)

Three credits. Three hours of lecture a week.

Study of the nature of science as a discipline with emphasis on its attributes, content, methodology and values. An analysis of the relationship between science, technology and society is carried out. The student will relate to scientific research and visit scenarios where they are being carried out. It will be offered in face-to-face, hybrid and online modalities.

EDPE 3237 - Science Teaching at the Elementary Level

Three credits. Three hours of lecture a week.

Study of the importance, approaches, trajectory of science education, the implications for its teaching and learning at the elementary level. Emphasis is placed on the analysis and application of methodologies that promote the development of scientific culture. It includes the study of public policy, new trends and controversies related to science education. The student will be related to the pedagogical research of science education and will carry out field experience.

This course will be offered in face-to-face, hybrid and online modalities.

EDPE 4001 - Elementary School Teaching Theory and Methodology I

Three credits. Three hours of lecture a week.

It includes the philosophy and objectives of education and the study of the Puerto Rican educational system, the elementary school curriculum, and the aspects of child health that every teacher should know in order to better understand and direct the child in his or her self-learning. It also includes the general aspects of the organization and methodology of teaching. Students participate in a series of specially designed observations in public schools.

EDPE 4002 - Theory and Methodology of Elementary School Teaching II

Three credits. Three hours of lecture a week.

The specific methodology of the curricular area in which each student specializes is studied. The study is based on the curricula of these disciplines in force in the education system and on innovations in these curricular areas. Students participate in a range of clinical activities in public and private schools.

EDPE 4007 - Children's Literature

Three credits. Three hours of lecture and discussion per week.

Developmental and critical study of literary contents and forms for children from 3 to 12 years of age, from the oldest folkloric forms to the modern ones; critical selection of a representative anthology of

literature for children in elementary school and in the Puerto Rican environment; problems and study and laboratory projects including the production of creative literary work; readings, reports, practical observations, discussions, and demonstrations in the effective use of children's literature. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDPE 4008 - Teaching Reading in Elementary School

Three credits. Three hours of lecture a week.

Study of child development and reading; linguistic, psychological, sociological, philosophical and methodological principles that serve as foundations for the development of the process of learning to read. Different approaches to teaching reading: basic, linguistic, use of children's experiences, individualized reading, and the blended approach. Means in the organization of teaching: grouping, individualization; programming and others, to cater to individual differences. Selection, preparation, adaptation and use of reading materials. Means of evaluating and correcting reading deficiencies.

EDPE 4010 - Teaching Written Speech in Elementary School

Three credits. An hour and a half of discussion and an hour and a half of workshop per week.

This course studies and discusses the theoretical principles, strategies, and methodology for teaching written discourse at the K-6 levels. The course, aimed at future elementary school teachers, is a hands-on approach to writing as a process, its components and stages. From a critical and practical perspective, we will work with theoretical and literary texts for the construction of various written discourses and the design of pedagogical planning that shows the use of appropriate strategies and techniques in the teaching of the writing process. Face-to-face, hybrid and online course.

EDPE 4011 - The Primary Level Curriculum

Three credits. Three hours of lecture a week. Prerequisite: EDFU 3032.

Study of the basic principles of the primary level curriculum and innovative teaching practices. It emphasizes the integration of knowledge and the importance of play, experimentation, and problem-solving in the curricular content of the primary level.

EDPE 4012 - The Primary Level Curriculum

Three credits. Three hours of lecture a week. Prerequisite: EDFU 3032, EDPE 4011.

Study of the basic principles of the primary level curriculum and innovative teaching practices. It emphasizes the integration of knowledge and the importance of play, experimentation, and problem-solving in the curricular content of the primary level.

EDPE 4016 - Teaching Practice in the Teaching of Elementary English

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the

knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours a day at the assigned school or weekly at the university as appropriate.

EDPE 4017 - Integration of Spanish Writing Abbreviated Systems

Three credits. Three hours of lecture a week. Prerequisites: ESPA 3102.

The Spanish Writing Abbreviated Systems Integration course provides a combination of learning several abbreviated systems (at this time, Spanish shorthand and speed writing). It trains the student-teacher in the development of the skills necessary to take dictation and transcribe in Spanish. The student-teacher will be guided in the analysis and study of teaching-learning techniques and the basic components of skill. Skills are also provided in the development of the Spanish language, in the rules of language, grammar, punctuation, writing and spelling. It is offered to students in the office systems business education program.

EDPE 4021 - Seminar: Curriculum, Teaching, Learning and Assessment

Three credits. Three hours of lecture and three hours of laboratory time per week. Prerequisite: EDFU 3031- 3032.

Study of the basic principles of the elementary level curriculum, giving importance to the design, review, organization and adaptation of the content that best suits the needs, styles and styles of the curriculum. y children's abilities.

EDPE 4022 - Seminar: Curriculum, Teaching, Learning and Assessment

Two credits. Three hours of lecture and three hours of laboratory time per week. Prerequisite: EDFU 3031- 3032, EDPE 4021.

Study of the basic principles of the elementary level curriculum, giving importance to the design, review, organization and adaptation of the content that best suits the needs, styles and styles of the curriculum. y children's abilities.

EDPE 4029 - Teaching Modern Grammar in Elementary School

Two credits. Two hours of lecture per week.

The teaching of grammar through a systematic organization in close connection with the language arts and the intellectual development of the child at the elementary level.

EDPE 4030 - Manipulatives and Technology in Secondary Mathematics

Two credits. Two hours of lecture per week. Prerequisites: MATE 3151, 3152, 3040, 3019, 3026 or (MATE 3101 or EDFU 4016).

The course will provide future teachers with the opportunity to learn about different manipulative options, face-to-face and virtual, to integrate them into the teaching-learning process of secondary school students. It will also provide the student-teacher with alternatives for the use of technological tools for the development of mathematical knowledge that is covered at the level to be taught. Face-to-face, hybrid and online course.

EDPE 4034 - Constructive Strategies for Reading Comprehension

Three credits. Three hours of lecture a week.

Students will develop skills to promote the development of reading comprehension in students in kindergarten through 6th grade through the study and analysis of literary genres and other modes of discourse. Face-to-face, hybrid, distance learning and online course.

EDPE 4035 - Creative Expression in Childhood and Preschool Years

Two credits. Three hours of discussion a week.

Study and analysis of creative expression in the early stages, its role in integral development and in the education of early childhood. Different means and techniques appropriate for this age will be studied. The theory will be complemented by practical experiences.

EDPE 4036 - Neurobiological Development and Educational Implications for Early Childhood

Three credits. One hour of lecture, one hour of discussion and one hour of workshop per week. Prerequisite: Have taken two K-3 methodology courses.

Analysis of neurobiological discoveries from the last 20 years and educational implications for early childhood education. The structure and function of the different components of the brain related to memory and learning will be discussed. Emphasis will be placed on the developmental stages and plasticity of the brain.

EDPE 4037 - Teaching Marketing in High School

Three credits. Three hours of meeting a week. Prerequisite: 15 credits in the area of distribution and marketing.

It will be dedicated to the analysis of instruction in the area of distribution and marketing in the light of the prevailing philosophy and curriculum in our Puerto Rican reality. Laboratory experiences will be offered in tune with the course units.

EDPE 4038 - Science Teaching Techniques at the Elementary Level

Three credits. Three hours of lecture a week. Prerequisite: EDPE 3048.

Study of the different techniques of science teaching. It emphasizes research, the handling of laboratory materials and instruments, and the processes that the scientist develops as he or she carries out his or her work.

EDPE 4039 - Teaching Modern Grammar

Three credits. Three hours of lecture a week. Prerequisite: ESPA 3291-3292.

It emphasizes the methodology involved in teaching a language course using a modern linguistic approach that facilitates a better knowledge of the language and greater proficiency in oral and written expression. Face-to-face, hybrid and online course.

EDPE 4045 - Workshop for the preparation of teaching materials in the area of science

Three credits. Three hours of lecture a week. Prerequisite: EDPE 3041, EDPE 4002.

Workshop to train elementary level science teachers in the preparation of materials and simple equipment basic to the teaching of the subject. The identification and creative use of available homemade materials, as well as other free or low-cost materials available to the teacher, will be required. The teacher will broaden and deepen the knowledge of the content of science and the indispensable processes in the teaching of science, thus coordinating the theoretical and practical aspects of teaching.

EDPE 4046 - Special Topics in Primary Education

Two credits. Two hours of lecture per week. Prerequisite: EDPE 4011-4012, EDPE 4021.

Seminar that takes the student deeper into special topics of primary education and emphasizes the results of research, innovations, and the evaluation of child development y sex education.

EDPE 4048 - Curriculum and Methodology in Abbreviated Writing Systems

Three credits. Three hours of lecture a week. Prerequisites: EDFU 3001-3002, EDFU 3007. Minimum 30 credits in business education.

This course enables the student to teach abbreviated writing systems, such as the *Gregg* system and other alphabetic systems, at the elementary level and at the advanced level of transcription using multimedia. Course planning, objective writing, learning principles, *assessment principles* and methodology are discussed.

EDPE 4049 - Curricular Innovations in Accounting

Three credits. Three hours of lecture a week. Prerequisite: EDFU 3001- 3002, EDFU 3007. Minimum 20 credits in business education (accounting).

This course equips the student with the competencies required for the teaching of accounting at all levels.

EDPE 4055– Teaching Biology at the Elementary Level

Three credits. Three hours of lecture a week.

Study of teaching, at the elementary level, of the fundamental theories, principles and concepts of the biological sciences; These include characteristics of life, genetics, evolution and ecology. It focuses on planning, focusing on the problematization of learning and the assessment of the development of a scientific culture. This course will be offered in face-to-face, hybrid, distance and online modalities.

EDPE 4056 - Alternatives in Primary Level Approaches and Programming

Three credits. Three hours of lecture a week. Prerequisite: Principal's permission.

This course studies different programs and pedagogical alternatives at the primary level. It emphasizes, among others, non-grade schooling, *Montessori* methods, child development centers, *Head Start* programs, and *mainstreaming*.

EDPE 4057 - Principles of Earth Science at the Elementary Level

Three credits. Three hours of lecture a week.

Basic course in earth and space sciences for elementary school teachers. It includes fundamental concepts of meteorology, oceanography, geology, and astronomy. Emphasis is placed on the teaching of these disciplines at the elementary level, considering the planning and use of educational materials. This course will be offered in face-to-face, hybrid, and distance learning modalities
y online.

EDPE 4058 - Speech and Language Development - Developmental Problems

Three credits. Three hours of lecture a week.

Study of the child's language formation, the factors that may cause impediments in their development, common problems and some of the speech problems. It discusses therapeutic techniques and measures to correct language and speech problems and alterations.

EDPE 4060 - Keyboard Teaching Methodology and Technology Integration

Four credits. Two hours of lecture and two hours of workshop per week.

Prerequisites: EDFU 3001, FAED 4001, ADSO 4105.

Development of professional skills for keyboard teaching and information processing at the intermediate, secondary and post-secondary levels. Training in methods and strategies to direct the learning of skills related to the development of keyboard skills and the integration of technology in education. These competencies will be developed through the study and analysis of the fundamental components for the learning of these skills, field experiences, the preparation of specialized materials and projects in the areas of keyboard handling and integration of technology in teaching, offering demonstration classes, discussion of cases and preparation of semester plans. and journal. This course replaces EDPE 4047 and EDPE 4050.

EDPE 4061 - Middle School Curriculum Design and Development I

Three credits. Three hours of discussion a week.

Study and analysis of the design of the curriculum that responds to the needs of students at the intermediate level. From the various academic areas, the principles of curricular integration, teaching strategies and means of assessment for this level are studied. It requires field and clinical experiences.

EDPE 4062 - Middle School Curriculum Design and Development I

Three credits. Three hours of discussion a week. Prerequisite: EDPE 4061.

Study and analysis of the design of the curriculum that responds to the needs of students at the intermediate level from the various academic areas, the principles of curricular integration, the teaching strategies and the means of evaluation for this level are studied. It requires field experiences.

EDPE 4065 - Creative Power and Plastic and Musical Manifestations y dramatic

Three credits. Two hours of lecture and one hour of lab per week.

This course leads the student to create, select, execute and evaluate creative activities in the field of music, visual and dramatic arts. Orients the student around the needs and skills of children at the elementary school level.

EDPE 4066 - Materials and Techniques for the Teaching of Plastic Arts in Elementary School

Three credits. Two hours of lecture and one hour of lab per week.

The student is guided in the development of skills in the application of basic techniques to the plastic arts in two and three dimensions. Includes student participation in lab experiences.

EDPE 4067 - Seminar on Teaching Reading and Writing

Six credits. Six hours of lecture per week. Prerequisite: Principal's permission.

Seminar designed to train elementary school teachers in the processes of teaching reading and writing with emphasis on: basic skills, special techniques, preparation of materials, individualization, evaluation and special attention to children with reading problems.

EDPE 4068 - Teaching Practice at the Elementary Level

Four credits. Twenty hours of practice a week. Prerequisites: Be a fourth-year student and complete 75-100% of professional and specialty courses, as applicable.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, attitudinal issues are discussed and analyzed in the field that the student teaches, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university as appropriate in the semester calendar.

EDPE 4070 - The Purposes of the Teaching Practice Program and the Tasks of the Cooperating Teacher

Three credits. Three hours of lecture a week. Prerequisite: EDPE 4006 or 4016 or EDES 4068, teacher's license.

Discussion, analysis and practice of different strategies related to the tasks implemented by the cooperating teacher in the activities of teaching practice. Face-to-face, hybrid and online course.

EDPE 4075 - Creative Experiences in the Visual Arts, Music and Theatre for the Elementary School Level

Three credits. Three hours of lab time a week. Prerequisite: Principal's permission.

Integrated course. Individual and group experimentation with the concepts of color, movement, rhythm, feeling, sound, volume, surface and space to explore their relationship in the aesthetic experience. Observation and work with the environment that surrounds the child; laboratory experiences.

EDPE 4076 - Perceptual motor development through body movement (4th-6th)

Two credits. Two hours of discussion and one hour of lab per week.

Aimed at developing in the student the skills of selecting, organizing, directing, executing and evaluating movement activities that stimulate the perceptual motor development of the child who attends the upper levels of elementary school (4th - 6th).

EDPE 4077 - Curriculum and Methodology in Teaching Computers to Students with Disabilities

Three credits. Prerequisites: Fundamentals of Education EDFU 3001-3002. Elementary and intermediate keyboarding, and a course in electronic information processing (ADSO 3035 and ADSO 3036, having passed 70% of the specialty courses. EDES 4006, EDES 3205, or 4019 special education courses.

Development of professional competencies for computer teaching to students with disabilities: methods; teaching techniques; specialized materials; modifications and adaptations to equipment; and laboratory experiences.

EDPE 4091 - Seminar I: Orchestral and Band Instruments

A credit. One hour of seminar per week.

Practical approach to teaching-learning. All aspects related to instruments of the symphony orchestra and concert band will be studied for the teaching of ensembles in public elementary and secondary schools. Basic content in the area; resource preparation, adaptation and utilization; Technical methodology and teaching strategies. They will get to know all the string instruments, reeds, woodwinds, brass and percussion. These practical experiences will complete the student's training, as a musical educator, to be able to carry out their musical work in the classroom.

EDPE 4092 - Seminar II: groups (Rondalla and choir)

A credit. One hour of seminar per week. Prerequisites: EDPE 4091.

Practical approach to teaching and learning. All aspects related to the practical knowledge of the different school groups in the teaching of music in elementary and secondary schools will be studied. Basic content in the area; resource preparation, adaptation and utilization; methodology, technique and teaching strategies. They will learn how to organize the different elementary and secondary school groups such as: choir of voices, choir of bells (diatonic and chromatic); recorder, rhythm band and sound tools. These experiences will enable the student to develop in different school ensembles and in their training as a musician and educator in the Puerto Rican context.

EDPE 4093 - Seminar III: New Trends in Music Education

A credit. One hour of seminar per week. Prerequisites: EDPE 4091, EDPE 4092.

Practical approach to teaching and learning. All aspects related to musical research, international experiences and school musical arrangements will be studied. Basic content in the area; resource preparation, adaptation and utilization; Methodology, technique and teaching strategies in the preparation of scores on computers for the different school sets. Development in the international field of pedagogical-musical and avant-garde research that allows to meet the curricular needs of elementary and secondary school music students and in the training of the student as musician-educator and researcher.

EDPE 4116 - Methodology for Teaching Science at the Secondary Level

Four credits. Four hours of seminar per week. Prerequisite: EDFU 3001 or EDFU 3011, 3002 or EDFU 3012, 3007, 3017, 4007, 4019, TEED 3018, FAED 4001, EDES 4006 and 75% of the concentration courses with a minimum grade of C. Corequisite: FAED 4002

This course emphasizes the nature of science by considering epistemological, ethical, and historical aspects. The constructivist approach, based on the method of inquiry and discovery and problem solving, is highlighted in the course. The teaching planning process is developed in the context of learning theories and based on the analysis of the curriculum and methodology of science teaching. We work on the planning of teaching focusing on the three levels: unit, lesson and daily plan. Strategies, methods, and techniques for science teaching are used for the process of teaching design and planning. It also emphasizes the importance of action research and that students know the educational policies of the science program. Requires completion of 30 hours of high school field experience. Face-to-face, hybrid course y online.

EDPE 4121 - Curriculum, Teaching, Learning and Assessment Seminar - Part I

Three credits. Three hours of lecture and three hours of field experience per week. Corequisite: FAED 4002. Prerequisite: 50% on concentration courses including FAED

4001, EDFU 3001-3002, EDFU 3017, EDFU 4019, TEED 3017, EDES 4006, EDFU 4007. 50% in the specialty area.

First part of a year-long seminar. It consists of three hours of lecture and three hours of field experience per week. This seminar covers the design, development, implementation of and curriculum assessment in a manner that promotes meaningful learning for all students by addressing their diverse needs, learning styles, and abilities, within the framework of the foundations of education at the elementary level. Face-to-face, hybrid and online course.

EDPE 4122 - Curriculum, Teaching, Learning and Assessment Seminar - Part II

Three credits. Three hours of lecture and three hours of field experience per week. Prerequisite: EDPE 4121, FAED 4001-4002.

Second part of a year-long seminar. It consists of three hours of lecture and three hours of field experience per week. This seminar covers the design, development, implementation of and curriculum assessment in a manner that promotes meaningful learning for all students, addressing their diverse needs, learning styles, and abilities, within the framework of the foundations of education at the elementary level. Face-to-face, hybrid and online course.

EDPE 4125 - Teaching and Assessment Techniques in Adult Education

Three credits. Three hours of lecture a week. Prerequisite: EDFU 3001, 3002 and/or 3007, 4019 or equivalent courses.

Emphasis is placed on the development and application of various methods and techniques for adult teaching and assessment.

EDPE 4126 - Methodology for Teaching Social Studies in Secondary Education

Four credits. Four hours of seminary per week. Prerequisites: EDFU 3001 or 3011, EDFU 3002 or 3012, EDFU 3007, 3017, 4019, TEED 3018, FAED 4001, EDES 4006 and 75% of the concentration courses with a minimum grade of C. Corequisite: FAED 4002.

The course emphasizes the theoretical and practical study of the teaching and learning of Social Studies and History in secondary education. The epistemology of the discipline, its history and its methodological peculiarities are analyzed. The methods, techniques and strategies that promote the learning of the discipline are studied, including both emphases, as well as the basic curricular materials. The development of teaching skills in the areas of planning and production of lessons and didactic units is studied. In addition, it covers the study of action research, the implementation of active learning strategies, and assessment, in the practical context of the area. The student is required to develop laboratory experiences (30 hours per semester). Face-to-face, hybrid, distance learning and online course.

EDPE 4128 - Methodology for Teaching Mathematics in Secondary School

Four credits. Four hours of seminar per week. Prerequisites: EDFU 3001, or EDFU 3011, 3002, or EDFU 3012, 3007, 3017, 4019, TEED 3018, FAED

4001, EDES 4006 and 75% of the concentration courses with a minimum grade of C.
Correquisite: FAED 3002.

The course provides a combination of theoretical and practical foundations that enable the student to effectively cope with the responsibilities and attitudes of a mathematics teacher at the secondary level. An overview of the history of education and the conditions of education today is studied. In addition, the theories that underpin the principles of teaching and learning are covered. We work with the curricular framework, the curricular standards and the current mathematics curriculum at the secondary level. You learn about the planning and strategies needed to teach in the area. Through the course, theory, practice and research are integrated through field experiences in public or private secondary schools. Requires 30 hours of field experience per semester in public or private school. Face-to-face, hybrid and online course.

EDPE 4131 - Theory and Methodology of Art Teaching in Elementary School

Three credits. Three hours of lecture a week. Prerequisites: 50% credits in the major; EDFU 3001, EDFU 3002, EDFU 3007, EDFU 4019, FAED 4001, EDES 4006, EDFU 4007, TEED 3018. Correquisite: FAED 4002.

All aspects related to the teaching of art in elementary school will be studied: planning, innovative education and curriculum analysis; core content in this area of expertise; preparation, adaptation and utilization of resources; teaching methodology, techniques and strategies; Fundamentals of measurement and evaluation. The content is integrated into a practical foundation. All students will be required to complete a minimum of 20 hours of lab time at a public or private school. These experiences prepare students to develop critical, dynamic and creative attitudes towards the problems of education in Puerto Rico.

EDPE 4132 - Theory and Methodology of Art Teaching in High School

Three credits. Three hours of lecture a week. Prerequisites: 75% of the courses in the specialty; EDPE 4131 (Part One); FAED 4001, FAED 4002.

All aspects related to the teaching of art in secondary school will be studied: planning, innovative education and curriculum analysis; core content in this area of expertise; preparation, adaptation and utilization of resources; teaching methodology, techniques and strategies; Fundamentals of measurement and evaluation. The content is integrated into a practical foundation. All students will be required to complete a minimum of 20 lab hours at a public or private school. These experiences will prepare students to develop critical, dynamic and creative attitudes towards the problems of education in Puerto Rico.

EDPE 4135 - Theory and Methodology of Science Teaching in Secondary School

Three credits. Prerequisite: Principal's permission.

Theoretical and practical approach to the teaching-learning process. All aspects of secondary school science education will be studied: planning; innovative education and curriculum analysis; basic content in the area; resource preparation, adaptation and utilization; teaching methodology,

techniques and strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen hours of laboratory experiences and at least an additional 30 hours of lectures. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality.

EDPE 4136 - Teaching Practice in the Teaching of General Science in Secondary School

Six credits. Twenty hours of practice a week. Prerequisite: Principal's permission. Prerequisites: Complete 100% of professional courses and 75% of specialization.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In this experience, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4137 - Teaching Practice in Secondary School Biology Teaching

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In this experience, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4138 - Teaching Practice in Secondary School Physics Teaching

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In this experience, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4139 - Teaching Practice in Secondary School Chemistry Teaching

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In this experience, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4141 - Curriculum and Methodology for Teaching Drama in Elementary School

Three credits. Three hours of lecture a week. Prerequisites: 50% of the courses of the specialty in theater, EDFU 3001, EDFU 3002, EDFU 3007, EDPE 4019 and FAED 4001, EDES 4006, EDFU 4007, TEED 3018. Corequisite: FAED 4002.

Theoretical and practical approach to the teaching and learning process of aspects related to the theatre teaching process such as: planning, curricular analysis, educational innovations, basic curricular contents and basic principles of assessment; adaptation and use of resources and materials. The methodologies, techniques, and strategies of teaching theater from kindergarten through twelfth grade will be studied.

The course is designed to be offered in two consecutive semesters. It is visualized as a practical perspective so it requires laboratory experiences. These are aimed at exploring educational levels, so the student is required to complete 20 hours per semester of direct contact in schools. One of the semesters will be at the elementary level and the other at the secondary level. Through these experiences, students will be trained to assume a critical, dynamic and creative attitude towards Puerto Rican educational problems. Face-to-face, hybrid, distance and online course.

EDPE 4142 - Curriculum and Methodology of Teaching Theatre in Secondary School

Three credits. Three hours of lecture a week. Prerequisites: 75% of the courses in the specialty; EDPE 4141, FAED 4001, FAED 4002.

Theoretical and practical approach to the teaching and learning process. All aspects related to the theatre teaching process are highlighted, such as: planning, curricular analysis, educational innovations, basic curricular content and basic principles of assessment; adaptation and use of resources and materials. Particular consideration will be given to the methodologies, techniques, and strategies of teaching theatre from kindergarten to twelfth grade. The course is designed to be offered in two consecutive semesters (3 credits each semester). The educational system is monitored from a practical perspective, so it requires laboratory experiences. These are aimed at exploring educational levels, so the student is required to complete 20 hours per semester of direct contact in schools. One

of the semesters will be at the elementary level and the other at the secondary level.

EDPE 4145 - Theory and Methodology of Teaching Mathematics in Secondary School

Three credits. Prerequisite: Principal's permission.

Theoretical and practical approach to the teaching-learning process. All aspects of teaching mathematics in secondary school will be studied: planning; innovative education and curriculum analysis; basic content in the area; resource preparation, adaptation and utilization; teaching methodology, techniques and strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen hours of laboratory experiences. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality.

EDPE 4146 - Practice of Teaching Mathematics in High School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In this experience, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4147 - The Calculator in Mathematics Teaching

Two credits. Two hours of lecture per week.

Methods for integrating the calculator into problem solving, exploring, developing, and reinforcing concepts, and experimenting with mathematical ideas are demonstrated and discussed. The student will participate in laboratory-type activities in which they will develop skills in the use of the calculator as a teaching tool and resource.

EDPE 4149 - Teaching Problem Solving in Mathematics at the Elementary Level.

Two credits. Two hours of discussion a week.

Study and analysis of the background and different strategies for learning and teaching the problem-solving process in elementary school mathematics. It emphasizes the creation and development of problems and how to assess student learning using different assessment techniques. Face-to-face, hybrid and online course.

EDPE 4150 - Methodology for Teaching Spanish at the Secondary Level

Four credits. Four hours of seminar per week. Prerequisite: EDFU 3001, or EDFU 3011, 3002 or EDFU 3012, 3007, 3017, 4019, TEED 3018, FAED 4001,

*EDES 4006 and 75% of the concentration courses with a minimum grade of C.
Correquisite: FAED 4002.*

The course presents a theoretical and practical approach to the teaching-learning process of all aspects related to the teaching of Spanish in secondary school: planning, innovative education and curriculum analysis; basic content in the area; resource preparation, adaptation and utilization; teaching methodology, techniques and strategies; Fundamentals of Measurement and Evaluation and Action Research. Students will complete at least 30 hours of laboratory experiences. These laboratory experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems prevailing in our Puerto Rican reality. Face-to-face, hybrid and online course.

EDPE 4151 - Curriculum and Methodology for Teaching Music in Elementary School

Three credits. Three hours of lecture a week. Prerequisites: 50% credits in the major; EDFU 3001, EDFU 3002, EDFU 3007, EDFU 4019, FAED 4001, EDES 4006, EDFU 4007, TEED 4007, TEED 3018, and Seminar I (orchestra and band). Correquisite: FAED 4002.

Theoretical and practical approach to teaching-learning. All aspects related to the music teaching process are highlighted, such as: planning; innovative education, curriculum analysis; Basic curricular content and basic principles of assessment: preparation, adaptation and use of resources and materials. In particular, the methods, techniques and strategies of teaching music at the elementary level will be studied; Fundamentals of measurement and evaluation, technology and research in action. The educational system is monitored from a practical perspective, so laboratory experiences are required. These are aimed at exploring the elementary level, requiring the student to complete 20 contact hours in schools. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality. Face-to-face, hybrid and online course.

EDPE 4152 - Curriculum and Methodology of Music Teaching in Secondary School

Three credits. Three hours of lecture a week. Prerequisites: 75% of the courses in the specialty; EDPE 4151, FAED 4001, FAED 4002, Seminar I (orchestra y band).

Theoretical and practical approach to teaching-learning. All aspects related to the music teaching process are highlighted, such as: planning; innovative education, curriculum analysis; Basic curricular content and basic principles of assessment: preparation, adaptation and use of resources and materials. In particular, the methods, techniques and strategies of teaching music in secondary school will be studied; Fundamentals of measurement and evaluation, technology and research in action. The educational system is monitored from a practical perspective, so laboratory experiences are required. The student is required to complete 20 contact hours at the schools. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality.

EDPE 4155 - Theory and Methodology of Teaching History and Social Studies in High School

Three credits. Prerequisite: Principal's permission.

Theoretical and practical approach to the teaching-learning process. All aspects of social studies teaching in secondary school will be studied: planning; innovative education and curriculum analysis; basic content in the area; resource preparation, adaptation and utilization; teaching methodology, techniques and strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen hours of laboratory experiences. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality.

EDPE 4156 - Teaching Practice in the Teaching of Social Studies in Secondary School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the specialty.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school and seminary at the university as appropriate.

EDPE 4157 - Teaching Practice in the Teaching of History in Secondary School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends school or seminary at the university for four hours a day, as appropriate.

EDPE 4165 - Theory and Methodology of Art Teaching in High School

Three credits. Prerequisite: Principal's permission.

Theoretical and practical approach to the teaching-learning process. All aspects related to teaching art in secondary school will be studied: planning; innovative education and curriculum analysis; basic content in the area, preparation, adaptation and use of resources; teaching techniques and strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen

hours of laboratory experiences. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality.

EDPE 4166 - Teaching Practice in Teaching Art in High School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of specialty.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4175 - Theory and Methodology of Music Teaching in Secondary School

Three credits. Prerequisite: Principal's permission.

Theoretical and practical approach to the teaching-learning process. All aspects related to the teaching of music in secondary school will be studied: planning; innovative education and curriculum analysis; basic content in the area; resource preparation, adaptation and utilization; methodology, technique and teaching strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen hours of laboratory experiences. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality.

EDPE 4176 - Teaching Practice in Secondary School Music Teaching

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the specialty.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4178 - Theory and Methodology of Teaching Ballet in High School

Three credits. Three hours of discussion per week per week.

Theoretical and practical analysis of the teaching-learning process of ballet in secondary school. The aspects of planning, curricular analysis, basic content of the area are highlighted; preparation, adaptation

and use of materials; teaching methodology; assessment of learning and instruction. It requires field experiences.

EDPE 4180 - Teaching Practice in Business Education Teaching - Office Systems

Four credits. 20 hours of seminar and supervised practice per week. Prerequisites: The course is offered to students who have completed the required credits in the professional component and those in the major; FAED 4001 and FAED 4002.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university as appropriate in the semester calendar.

EDPE 4185 - Theory and Methodology of Teaching Theatre in Secondary School

Three credits. Prerequisite: Principal's permission.

Theoretical and practical approach to the teaching-learning process. All aspects related to teaching theatre in secondary school will be studied: planning; innovative education and curriculum analysis; basic content in the area; resource preparation, adaptation and utilization; teaching methodology, techniques and strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen hours of laboratory experiences. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality.

EDPE 4186 - Teaching Practice in Teaching Theatre in Secondary School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4187 - Teaching Practice in the Teaching of Business Education in High School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of specialty.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4188 - Teaching Practice of Teaching Business Education-Marketing

Four credits. 20 hours of seminar and supervised practice per week. Prerequisites: The course is offered to students who have completed the required credits in the professional component and those in the major; FAED 4001 and FAED 4002. Corequisite: FAED 4003.

The course requires students to lead the teaching and learning process in business education, concentration in marketing at a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university as appropriate in the semester calendar.

EDPE 4189 - Teaching Practice in the Teaching of Business Education - Accounting

Four credits. 20 hours of seminar and supervised practice per week. Prerequisites: The course is offered to students who have completed the required credits in the professional component and those in the major; FAED 4001 and FAED 4002. Corequisite: FAED 4003.

The course requires students to lead the teaching and learning process in business education with an emphasis in the area of accounting, in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university as appropriate in the semester calendar.

EDPE 4195 - Theory and Methodology of Industrial Arts Teaching in High School

Three credits Prerequisite: Principal's permission.

Theoretical and practical approach to the teaching-learning process. All aspects related to the teaching of industrial arts in secondary school will be studied: planning; innovative education and curriculum analysis; basic content in the area; Preparation, adaptation and resource utilization; teaching methodology, techniques and strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen hours of laboratory experiences. These experiences will enable them to develop critical, dynamic activities y creative toward the prevailing educational problems in our Puerto Rican reality.

EDPE 4196 - Teaching Practice in the Teaching of Industrial Arts in High School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4205 - Theory and Methodology of Teaching Industrial Vocational Education in Secondary School

Three credits. Three hours of lecture and fifteen hours of lab or workshop per week.

Theoretical and practical approach to the teaching-learning process. All aspects related to the teaching of industrial vocational education in secondary school will be studied: planning; innovative education and curriculum analysis; basic content in the area; preparation, adaptation and use of teaching resources, methodology, techniques and strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen hours of laboratory experiences. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality.

EDPE 4206 - Teaching Practice in the Teaching of Vocational and Industrial Education in Secondary School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of specialty.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues are discussed and analyzed

in the field the student teaches, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4215 - Theory and Methodology of Teaching Physical Education in Secondary School

Three credits. Prerequisite: Principal's permission.

Theoretical and practical approach to the teaching-learning process. All aspects related to the teaching of physical education in secondary school will be studied: planning, innovative education and curriculum analysis; basic content in the area; resource preparation, adaptation and utilization; teaching methodology, techniques and strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen hours of laboratory experiences. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality.

EDPE 4216 - Teaching Practice in Teaching Physical Education in Secondary School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of specialty.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4219 - Methodology for Teaching Secondary Physical Education

Four credits. Four hours of seminar per week. Prerequisites: EDFU 3001 or EDFU 3011, 3002 or EDFU 3012, 3007, 3017, 4019, FAED 4001 EDES 4006, TEED 3018 and 75% of the concentration courses with a minimum grade of C. Corequisite: FAED 4002.

The course is designed to integrate the concepts, theories and methodology of the physical education teaching and learning process into the school curriculum. Topics such as: the historical and contemporary background of physical education, policies and protocols applicable to the operation of the department of education and private education in Puerto Rico will be included. It will also include topics related to planning, teaching strategies and techniques, preparation and/or adaptation of teaching resources, assessment, evaluation, action research, professional considerations, discipline and the use of new technological trends. 30 hours of field experiences are required in public and private schools that are used as a practice center. Face-to-face, hybrid and online course.

EDPE 4226 - Practice of Teaching Home Economics in High School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4227 - Practice of Health Teaching in High School

Six credits. Three hours of discussion and twelve hours of supervised practice per week.

The student observes, plans, conducts and evaluates the teaching-learning process in his/her role as a student-teacher in the health area in a high school. She participates in other teaching-related activities and attends concurrent seminars where situations are discussed and their needs are addressed, and theoretical knowledge and experience in the school are reflected upon and integrated.

EDPE 4230 - Reading and Writing at the Secondary Level

Three credits. One hour of lecture, one hour of discussion, and one hour of laboratory per week. Prerequisite: Core courses.

Study of pedagogical ideas around human communication as a requirement for teachers of the Spanish area at the secondary level. These ideas will serve as the basis for the analysis of the principles that underpin the teaching-learning process of reading and writing at the secondary level, with emphasis on the methodology of teaching the vernacular language. Face-to-face, hybrid and online course.

EDPE 4235 - Theory and Methodology of Teaching Spanish in Secondary School

Three credits. Prerequisite: Principal's permission.

Theoretical and practical approach to the teaching-learning process. All aspects related to the teaching of Spanish in secondary school will be studied: planning, innovative education and curriculum analysis; basic content in the area; resource preparation, adaptation and utilization; teaching methodology, techniques and strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen hours of laboratory experiences. These laboratory experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems prevailing in our Puerto Rican reality.

EDPE 4236 - Teaching Practice in the Teaching of Spanish in Secondary School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend university seminars. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4237 - Practice of Teaching French in Secondary School

Six credits. Twelve hours of practice and three hours of discussion per week. Prerequisite: Principal's permission.

In the semester, the student is assigned to a public (or private) high school three hours a day, five days a week. Four days are devoted to teaching French and participating in all the other activities inherent to the work of the teacher. One day a week he meets in seminar with the university professor to analyze and discuss the problems faced in his teaching practice. In this laboratory, the student is assisted in his self-study by a supervising teacher, the school principal and a university professor.

EDPE 4238 - Practice of Teaching Italian in Secondary School

Six credits. Twelve hours of practice and three hours of discussion per week. Prerequisite: Principal's permission.

In the semester, the student is assigned to a public (or private) high school three hours a day, five days a week. Four days are devoted to teaching Italian in secondary school and participating in all the other activities inherent to the work of the teacher. One day a week he meets in seminar with the university professor to analyze and discuss the problems faced in his teaching practice. In this laboratory, the student is assisted in his self-study by a supervising teacher, the school principal and a university professor.

EDPE 4245 - Theory and Methodology of Teaching English in Secondary School

Three credits. Prerequisite: Principal's permission.

Theoretical and practical approach to the teaching-learning process. All aspects related to teaching English in secondary school will be studied: planning; innovative education and curriculum analysis; basic content in the area; resource preparation, adaptation and utilization; teaching methodology, techniques and strategies; Fundamentals of measurement and evaluation. Students will complete at least fifteen hours of laboratory experiences. These experiences will enable them to develop critical, dynamic, and creative attitudes toward the educational problems that prevail in our Puerto Rican reality.

EDPE 4246 - Teaching Practice in Teaching English in Secondary School

Six credits. Twenty hours of practice a week. Prerequisites: Complete 100% of professional courses and 75% of the major.

The course requires students to lead the teaching and learning process in a public or private school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, and practical tools and methodological skills to develop in them the knowledge, skills and attitudes that contribute to improving their teaching practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. The student attends four hours daily at the assigned school or seminary at the university, as appropriate.

EDPE 4255 - Language Arts in Secondary School Curricular Areas

Three credits. Three hours of lecture a week. Prerequisite: EDFU 3001, 3002 and fifteen credits in the specialty.

Application of language skills: spelling, reading, oral communication and writing within their disciplines. In this course, students will analyze and apply effective language teaching in learning and teaching processes within multidisciplinary contexts. Face-to-face, hybrid and online course.

EDPE 4275 - Theory and Methodology of Health Teaching in Secondary School

Three credits. Three hours of discussion a week.

Theoretical and practical approach to the teaching-learning process. All aspects of health education will be studied from elementary to secondary school: planning, innovative education and curriculum analysis; basic content of the area; resource preparation, adaptation, utilization and assessment; teaching methodology, assessment of learning and instruction. A minimum of 15 hours of clinical and field experiences is required.

EDPE 4305 - The Curriculum in Adult Education

Three credits. Three hours of lecture a week. Prerequisites: EDFU 3001, 3002, 3007, 4019. Critical examination of problems inherent in the curriculum in adult education programmes.

It includes: analysis and evaluation of the literature, research, principles and basic factors for planning related to curriculum design for adults. Schools where adult education programmes exist will be visited.

EDPE 4345 - Practice in General Science Teaching at the Secondary Level

Four credits. Four hours of seminar and 16 hours of supervised practice per week.

Prerequisite: Have completed the requirements for the professional component and those for the FAED 4001-4002 specialty component. Corerequisite: FAED 4003.

Teaching practice requires students to plan and facilitate the process of teaching and learning general science in a public or private secondary school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student. Face-to-face course.

EDPE 4346 - Practice in Teaching Chemistry at the Secondary Level

Four credits. Four hours of seminar and 16 hours of supervised practice per week.

Prerequisite: students who have completed the required credits in the professional component and those in the major; FAED 4001 and 4002. Corerequisite: FAED 4003.

Teaching practice requires students to plan and facilitate the process of teaching and learning chemistry in a public or private secondary school, participating in school activities, and attending seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDPE 4347 - Practice in Teaching Physics at the Secondary Level

Four credits. Four hours of seminar and 16 hours of supervised practice per week. Prerequisite: having completed the required credits in the professional component and those in the specialty; FAED 4001-4002. Correct:

FAED 4003.

Teaching practice requires students to plan and facilitate the process of teaching and learning physics in a public or private secondary school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice.

EDPE 4348 - Practice in Teaching Biology at the Secondary Level

Four credits. Four hours of seminar and 16 hours of supervised practice per week.

Prerequisite: to have completed the required credits in the professional component

*and those in the specialty. FAED 4001-4002. Correct.
FAED 4003.*

Teaching practice requires students to plan and facilitate the process of teaching and learning biology in a public or private secondary school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDPE 4349 - Practice in Teaching Social Studies Secondary Level

*Four credits. Four hours of seminar and 16 hours of supervised practice per week. Prerequisite: to have completed the required credits in the professional component and those in the specialty. FAED 4001-4002. Correct:
FAED 4003.*

Teaching practice requires students to plan and facilitate the process of teaching and learning social studies in a public or private secondary school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDPE 4350 - Practice in Teaching History at the Secondary Level

*Four credits. Four hours of seminar and sixteen hours of supervised practice per week. Prerequisite: having completed the credits required in the professional component and those in the specialty: FAED 4001-4002. Correct:
FAED 4003.*

Teaching practice requires students to plan and facilitate the teaching-learning process of history in a public or private secondary school, participate in school activities, and attend seminars at the university. In these experiences, students will be provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDPE 4355 - Practice in Teaching Theatre at the Secondary Level

*Four credits. Four hours of seminar and 16 hours of supervised practice per week.
Prerequisite: having completed the required credits in the professional component and*

those in the specialty; FAED 4001-4002. Correct: FAED 4003.

The practice of teaching requires students to plan and facilitate the process of teaching and learning drama in a public or private secondary school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDPE 4356 - Practice in Music Teaching at the Secondary Level

Four credits. Four hours of seminar and 16 hours of supervised practice. Prerequisites: The course is offered to students who have completed the required credits in the professional component and those in the major; FAED 4001 and FAED 4002. Corerequisite: FAED 4003.

Teaching practice requires students to plan the process of teaching and learning music in a public or private high school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDPE 4357 - Art Practice High School

Four credits. Four hours of seminar and sixteen hours of supervised practice per week. Prerequisite: having completed the required credits in the professional component and those in the specialty; FAED 4001-4002. Correct: FAED 4003.

Teaching practice requires students to plan and facilitate the process of teaching and learning art in a public or private high school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDPE 4358 - Practice in Teaching Mathematics at the Secondary Level

Four credits. Four hours of seminar and sixteen hours of supervised practice. Prerequisite: have completed credits required in the professional component and those of the specialty; FAED 4001-4002. Corerequisite: FAED 4003.

Teaching practice requires students to plan and facilitate the process of teaching and learning mathematics in a public or private secondary school, participate in school activities, and attend

seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDPE 4359 - Practice in Teaching English at the Secondary Level

Four credits. Four hours of seminar and sixteen hours of supervised practice per week. Prerequisite: having completed the required credits in the professional component and those in the specialty; FAED 4001-4002; Correct: FAED 4003.

Teaching practice requires students to plan and facilitate the process of teaching and learning English in a public or private secondary school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDPE 4360 - Practice in Teaching Spanish at the Secondary Level

Four credits. Four hours of seminar and sixteen hours of supervised practice per week. Prerequisite: having completed the required credits in the professional component and those in the specialty; FAED 4001-4002; Correct: FAED 4003.

Teaching practice requires students to plan and facilitate the process of teaching and learning Spanish in a public or private high school, participate in school activities, and attend seminars at the university. In these experiences, students are provided with theoretical, technical, practical and methodological tools to develop in them the knowledge, skills and attitudes that contribute to improving their practice. In addition, current issues in the field the student teaches are discussed and analyzed, as well as situations that arise in practice. A university professor, a cooperating teacher, and the principal of the selected school supervise the student.

EDPE 4995 - Directed Independent Study

One to six credits. Conferences by arrangement. Maximum of nine credits. Prerequisite: by agreement with the teacher and with the permission of the principal.

Study of special topics or specific problems of interest to individuals or small groups of undergraduate-level students led by a faculty.

EDPR 4011– Curriculum and Methodology at the Preschool Level (Part I)

Three credits. Three hours of lecture and three hours of lab per week.

Prerequisites: EDPR4125, EDFU3012, FAED4001. Corequisites: EDPR4255, EDPE4136, EDPE4035, EDPR4137.

Study, analysis and application of the basic principles and approaches for the design and development of an appropriate curriculum for infants and nursery schools. Comparison of various programs, approaches, and curricular trends. 25 hours of field and pre-practice experiences are required in centers that provide educational services to infants and nursery schools. Face-to-face, hybrid and online course. This course replaces ECDO4011 from August 2017.

EDPR 4012– Curriculum and Methodology at the Preschool Level (Part II)

Three credits. Three hours of lecture and three hours of lab per week.

Prerequisites: EDPR4011, FAED4002. Corequisites: EDPR4126, EDPE3145, two electives and a writing workshop.

Study, analysis and application of the basic principles for the design and development of an integrative curriculum that is appropriate for preschool children. The various approaches, models, and curricular trends at the preschool level that predominate in Puerto Rico are compared and in other countries. 30 hours of field and pre-practice experiences are required in UPR and community preschools that provide appropriate educational services for children and preschool girls. Face-to-face, hybrid and online course. This course replaces ECDO4012 from August 2017.

EDPR 4125– Child Growth and Development: Infants, Nursery and Preschoolers

Three credits. Three hours of lecture a week. Corequisites: Lite, Literature, Math, Logical Thinking, EDFU 4019, TEED 3027, EDES3025.

A global vision of childhood at an early age (infant, nursery and preschool) which frames the dimensions of childhood development within an ecological and ecosystem conceptual framework. It considers the theoretical postulates that support the integral development of childhood, including general characteristics of motor, cognitive, linguistic, social, emotional and daily life development. It establishes a scaffolding of experiences among which it requires the construction of development guides, observation of childhood, interviews with the family and the design of play experiences to promote the optimal development of children in their natural and educational context. Face-to-face, hybrid, distance learning and online course. This course replaces ECDO4125 as of August 2017.

EDPR 4126– Organization and Administration of Infant, Nursery and Preschool Programs

Three credits. Three hours of lecture a week. Prerequisites: EDPR4011, FAED4001, FAED4002. COREQUISITES: EDPR4012, EDPE3145, two free electives of 3 credits each.

Study of the principles of organization, implementation and administration of infant, nursery and preschool centers. Analysis of the historical background of early education; of programmatic paradigms and trends of appropriate models for the planning and establishment of infant, nursery and preschool programs. The theory will be enriched with practical

experiences of active integration in various scenarios at the infant, maternal or preschool level. Face-to-face, hybrid and online course. This course replaces ECDO4126 from August 2017.

EDPR 4136– Early Childhood Assessment: Infants, Nursery and Preschoolers

Three credits. Three hours of lecture a week. Prerequisite: EDPR4125.

Corequisites: EDPR4011, EDPR4255, EDPR4137, FAED4002, EDPE4035

Study of the principles, foundations, methodology and interpretation of the evaluation processes of growth, integral development and learning of early childhood (infants, nursery and preschool). The means of observation and evaluation and continuous evaluation will be examined, considering the implications in the educational processes and in the optimal integral development of each child. Field experiences and research in infant, nursery and preschool scenarios are required. Face-to-face, hybrid, distance learning and online courses. This course replaces ECDO4136 as of August 2017.

EING 4002 - Methodology for Teaching ESL to Spanish Speakers in Primary Education Part II.

Three credits. Three hours of lecture a week. Prerequisites: 75% of the courses of the specialty FAED 4001, FAED 4002.

Preservice teachers will plan demonstration classes and curricular activities to develop English as a Second Language (ESL) skills based on national and local standards. Future teachers will implement authentic *assessment* strategies which will serve as a basis for planning curricular activities. An action research project will be designed for which a pilot test will be carried out. National and local standards will serve as the basis for planning an integrated curriculum unit. 30 hours of lab experiences in ESL at the elementary level are required.

EING 4005 - Literature for Teens

Three credits. Three hours of lecture a week.

This course is designed to familiarize teacher candidates with a wide range of young adult literature. Class sessions will include reading and discussing leading authors and literary works of different genres. Innovative and traditional strategies for teaching literature, as well as student-centered activities, will be examined and practiced. Extensive reading of literary works is required. Emphasis will be placed on the enjoyment of literature and on stimulating a love of reading in adolescents. Class observation and field experiences are required. Face-to-face, hybrid and online course.

EING 4006 - Teaching English to Spanish Speakers

Three credits. Three hours of lecture a week.

Study information about the latest linguistic theory and its relationship to the communication process and learning. Seek information about the nature and function of language in related disciplines such as: psychology, anthropology, sociology, philosophy, etc.; as well as in the natural sciences. Study the problem of bilingualism; the different factors affecting Puerto Rico and other bilingual countries and their pedagogical implications. Lectures, with classroom discussion; guest lecturers in various disciplines; Films, individual and group presentations, and intensive language-related readings will be part of the activities of this course. Face-to-face, hybrid and online course.

EING 4007 - Workshop for the Preparation and Evaluation of Teaching Materials from English to Spanish Speakers - Elementary School Level

Three credits. Three hours of lecture a week.

It introduces elementary and secondary school teachers to various aspects of the preparation and evaluation of materials for teaching English to Spanish speakers. It offers a large number of audiovisual and audiolingual materials and their possibilities for use in the classroom. Demonstrate the use of electronic equipment and train in the preparation of didactic and illustrative material. It includes lectures, individual and group projects, visits to audiovisual centres, demonstrations, etc. Face-to-face, hybrid, distance and online course.

EING 4008 - Workshop for the Preparation and Evaluation of Teaching Materials from English to Spanish Speakers - High School Level

Three credits. Three hours of lecture a week.

It introduces elementary and secondary school teachers to various aspects of the preparation and evaluation of materials for teaching English to Spanish speakers. It offers a large number of audiovisual and audiolingual materials and their possibilities for use in the classroom. Demonstrate the use of electronic equipment and train in the preparation of didactic and illustrative material. It includes conferences, individual and group projects, visits to audiovisual centres, demonstrations, etc.

EING 4009 - Methods and Techniques for Teaching English to Spanish Speakers– Elementary Level

Three credits. Three hours of lecture a week.

It reconciles the various approaches, methods, and techniques recommended for the teaching of modern foreign languages and develops a common philosophy in teachers of teaching a second language. It studies the impact of modern technology on the teaching of foreign languages through the use and handling of electronic equipment and materials suitable for different levels. Demonstration classes will be offered with observation and discussion of these. Students will do sample *teaching* in the classroom to practice various techniques and discuss them. The microteaching steps will be analyzed and applied to teaching English as a second language.

**EING 4010 - English as a Second Language Methodology
Elementary Level**

Four credits. Four hours of seminar per week. Prerequisites: EDFU 3001 or EDFU 3011, EDFU 3002 or EDFU 3012, EDFU 3007, 3017, 4007, 4019, TEED 3017, FAED 4001, EDES 4006 and 75% of the courses of the specialty with a minimum grade of C. Correquisite: FAED 4002.

The course presents a brief overview of the history of English language teaching in Puerto Rico from 1898 to the present, which will serve as a discussion of current issues related to the instruction of English as a second language (ESL), and analyzes the principles of foreign language teaching. Different approaches, methods, educational and research strategies, and techniques for teaching English as a second language are studied. In addition, the impact of modern technology on teaching English as a second language is explored. Teacher candidates plan demonstration classes and draft plans for ESL skill development based on national and local standards. The course requires 30 hours of lab experience in an elementary ESL classroom. Face-to-face, hybrid and online course.

EING 4015 - Methods and Techniques for Teaching English to Spanish Speakers– Secondary Level

Three credits. Three hours of lecture a week.

It reconciles the various approaches, methods, and techniques recommended for the teaching of modern foreign languages and develops a common philosophy in teachers of teaching a second language. It studies the impact of modern technology on the teaching of foreign languages through the use and handling of electronic equipment and materials suitable for different levels. Demonstration classes will be offered with observation and discussion of these. Students will do sample *teaching* in the classroom to practice various techniques and discuss them. The microteaching steps will be analyzed and applied to teaching English as a second language.

EING 4016 - Children's Literature

Three credits. Three hours of lecture a week.

It will be offered to elementary and high school teachers. Prospective teachers will read intensively and extensively in the field of children's and adolescent literature in order to relate well to this field. The genres with the greatest literary value and style will be selected and their linguistic and literary relationship will be studied. Creative activities will be offered such as: oral recitation, dramatization, acting, pantomime, song by chorus, in tune with the various genres presented at the various levels: stories, rhymes, ballads, legends, myths, poetry, biography, drama, essay and other informative materials of interest to our children and adolescents. Special attention will be given to the appreciation and interpretation of those cultural patterns presented in the various selections aimed at interpreting to the students the cultural background and values of the American people and other English-speaking countries.

EING 4017 - Comparative Analysis Between English and Spanish

Three credits. Three hours of lecture a week.

A contrast and comparison analysis of English and Spanish to determine the similarities and differences of the phonological and syntactic patterns of the two languages. Special attention will be given to the differences between the two languages as these are the sources from which the linguistic difficulties that the student has to face when learning English as a second language emanate. Lectures, textbook readings, supplementary readings such as books, magazines, studies, etc., as well as research papers, tape recordings, film screenings and other audio-visual aids will be used.

EING 4018 - Linguistics and Reading Instruction

Three credits. Three hours of lecture a week.

Prospective elementary and secondary teachers appointed to guide candidates in clarifying a consistent theory of learning as it relates to the psychology of reading and its relationship to language development. Reading readiness factors will be presented; new trends in reading instruction, initial activities of the reading process, and more advanced activities in relation to the diverse interests and needs of students at various levels. Various techniques and procedures will be demonstrated, and units and daily plans will be prepared illustrating the various skills and how to transmit them to different levels. Face-to-face, hybrid and online course.

EING 4019 - Teaching Literacy to Students Who Take English as a Second Language at the Elementary Level

Three credits. Three hours of lecture a week. Prerequisites: EING 4006 and EING 4018.

This course emphasizes teaching English as a second language reading to students starting out in the reading process. The stages of reading development from emergent to the most independent readers will be studied, as well as the most appropriate practices for each stage. Trends and issues related to phonics teaching, literature-based approaches, phonological knowledge, and theories pertaining to emergent reading and writing and reading readiness will be explored. Best practices in writing development are also studied. Teacher candidates will learn how to plan instruction for students to develop reading and writing competencies. Assessment procedures are also included to diagnose the levels of reading and writing development and student achievement. Face-to-face, hybrid course

y online.

EING 4020 - English as a Second Language Methodology in Secondary School

Four credits. Four hours of seminar per week. Prerequisites: EDFU 3001, 3002 or EDFU 3012, 3007, 3017, 4019, TEED 3018, FAED 4001, EDFU 4007, EDES 4006. Corequisite: FAED 4002.

The course emphasizes the relationship between short-term and long-term planning. The teacher candidate will learn how to plan standards- and content-based ESL instruction to determine culturally appropriate practices aimed at a diversity of students. The course emphasizes the relationship between assessment, planning, and implementation of teaching and student performance. Different assessment tools and techniques will be used to diagnose and evaluate students' academic progress. They will analyze the results of the assessment and use them for instructional planning, which should respond to the needs of students in the school context. The teacher candidate will observe and actively participate in field experiences (30 hours). Where you will practice one-on-one or small group teaching at the high school level. Students will conduct an action research study.

Face-to-face, hybrid and online course.

EING 4035 - Teaching ESL Reading for Secondary Education

Three credits. Three hours of lecture a week. Prerequisites: EING 4006; EING 4018.

This course focuses on students' literacy needs in the process of learning English as a Second Language (ESL) in middle and high schools. The preservice teacher will develop the understanding, knowledge, and skills to help students with reading and writing difficulties develop essential ESL literacy skills. Teaching methods, procedures, diagnoses and *assessment* of the reading and writing process will be studied. Preservice teachers will plan activities and curricular units that integrate language arts and content-based knowledge. Class observation and field experiences are required. Face-to-face, hybrid and online course.

EING 4045 - Teaching Writing in English as a Second Language (ESL)

Three credits. Three hours of lecture a week. Prerequisites: EING 4006, EING 4018, EING 4019, EING 4035.

This course is designed for both elementary and high school teacher candidates. The main emphasis is to refine their skills in written composition and in turn interest them in the art of teaching writing. Candidates will plan teaching for a series of activities with the purpose of helping their students develop writing from the context of prayer to expository text. In addition, it will focus on candidates' ability to draft, revise, lecture, edit and publish, as well as form grammatically correct text. These will model skills in the process of teaching students the process of writing sentences and essays in English as a Second Language (ESL). Field experiences are required. Face-to-face, hybrid and online course.

EING 4046 - Assessment of English as a Second Language

Three credits. Three hours of lecture a week. Prerequisites: EDFU 3017, EING 4006, EING 4018, EING 4005 or 4016, EING 4035.

Course designed to provide ESL teacher candidates, at the primary and secondary levels, with evaluation and assessment procedures specific to the learning of second languages. It will provide students with the skills necessary to select, assess, administer, interpret and communicate the results of formal and informal assessment strategies, including the assessment of language skills and placement procedures. Currently, it is a requirement for these instruments in school contexts. Face-to-face, hybrid and online course.

EING 4047 - Teaching English Grammar to Spanish Speakers

Three credits. Two hours of lecture per week. Prerequisite: EING 4009, ENGLISH 4206.

Alternatives and strategies for teaching grammar from English to Spanish speakers. Face-to-face, hybrid and online course.

FAED 4001 - Professional Reflective Seminar I

A credit. Three hours of lecture a week. Concurrent: EDFU 3012, or ECDO 3007 or EDFI 3618.

The faculty of education's professional reflective seminar is offered in three stages that extend from the student's arrival at the faculty to the end of their baccalaureate. It provides students have the opportunity to reflect on teaching and the academic and professional preparation that this career entails. It uses the e-portfolio as a tool to stimulate and evidence its process of reflection and development based on competencies and the principles presented in the conceptual framework of the Faculty of Education. In the Professional Reflective Seminar I, the student will get to know the conceptual framework of the Faculty of Education and start the process and development of the electronic portfolio. The theme that serves as the basis for the reflective process in this first seminar is to be an educator. Face-to-face, hybrid course
y online.

FAED 4002 - Professional Reflective Seminar II

A credit. Three hours of lecture a week. Concurrent requirement: internship course according to specialty.

The faculty of education's professional reflective seminar is offered in three stages that extend from the student's arrival at the faculty to the end of their baccalaureate. It provides students have the opportunity to reflect on teaching and the academic and professional preparation that this career entails. It uses the e-portfolio as a tool to stimulate and evidence its process of reflection and development based on competencies and the principles presented in the conceptual framework of the Faculty of Education. In the Professional Reflective Seminar II, the student reflects on the teaching-learning process, his or her educational philosophy: he or she links his or her field and learning experiences to the teaching-learning processes to the portfolio. Face-to-face, hybrid and online course.

FAED 4003 - Professional Reflective Seminar III

A credit. Three hours of lecture a week. Concurrent requirement: practice course according to the specialty.

The faculty of education's professional reflective seminar is offered in three stages that extend from the student's arrival at the faculty to the end of their baccalaureate. It provides students have the opportunity to reflect on teaching and the academic and professional preparation that this career entails. It uses the electronic portfolio as a tool to stimulate and demonstrate its process of reflection and development based on competencies and the principles presented in the conceptual framework of the Faculty of Education. In the Professional Reflective Seminar III, the student completes the portfolio and the topic that serves as the basis for the reflective process is research in the teaching process. Face-to-face, hybrid and online course.

RECR 3005 - Dancing in Recreation

Two credits. Two hours of lecture and one hour of practical workshop per week.

Introduction to the development of dance as a recreational medium. Exploration of the ramifications of dance and the services offered at the community level. Creation and assembly of a dance event.

RECR 3105 - Sport and Physical Activity for Special Populations

Three credits. Two hours of lecture and one hour of workshop per week.

This course is aimed at special populations with sensory (blind and deaf), intellectual-mental (mental retardation, autism and mental illness) and social (confined and institutionalized) impairments. Emphasis will be placed on the design of adapted sports programmes in accordance with the international statutes of organised sport for persons with disabilities. Sports services for special populations are in significant demand in today's society. The increase in the population with disabilities calls for better school, rehabilitative and community sports programmes to support their physical, psychological and social development. Sport and adapted physical activity have different types, organizations, modalities and classifications according to the condition of the participant. Adapted physical activity will follow the guidelines of the protocols designed for the counseling of leisure time and the prescription of exercise in special populations. Face-to-face, hybrid and online course.

RECR 3685 - Introduction to the Study of Recreation

Three credits. Three hours of lecture a week.

Philosophical principles. History of the recreational movement, government accountability at various levels, voluntary partnerships, leadership, and programs. Development of a recreational concept with particular application to Puerto Rico. Face-to-face, hybrid and online course.

RECR 3686 - Prescription and Treatment of Recreational Therapy

Three credits. Three hours of lecture a week.

Analysis of prescription and different treatment modalities for special populations. Evaluation of the instruments, treatments and activities used in the different sectors. This course will be offered face-to-face, hybrid, distance learning, and online.

RECR 3695 - Leadership and Group Work

Three credits. Three hours of lecture a week.

Basic principles and theoretical foundations of working with directed groups and their value and significance in democratic societies. Methods and techniques used to promote individual and collective development through group experience with an emphasis on organized recreation. Face-to-face, hybrid and online course.

RECR 3715 - Art in Recreation

Three credits. Two hours of lecture and one hour of supervised practice per week.

Basic principles of art theory and practice for the future administrator of recreational programs or services. Analysis of offers in recreational programs that include art-related activities. Historical panorama of art and its influence on popular aesthetics.

RECR 3726 - Outdoor Recreation

Three credits. Three hours of lecture a week.

Study of the relationship between natural resources, recreation and people. Issues impacting areas and resources for outdoor recreation. Special attention to the management and conservation of the environment for recreational purposes. Skills for leading groups outdoors. It requires visits or outings and overnight stays outside the premises. Face-to-face, hybrid and online course.

RECR 3820 - Leisure Education

Three credits. Three hours of lecture a week.

Study of leisure time as a social phenomenon of growing importance in contemporary society and its belonging to formal and informal education. I appreciate free time as an opportunity to reach a rewarding level of life satisfaction. Promote values, attitudes, knowledge and leisure skills that have an impact on intellectual, emotional, physical, metaphysical and social development during the life course. To combine education, as a lifelong process, with daily leisure practices, both for personal use and for professional performance within the various educational environments.

RECR 4006 - Introduction to Therapeutic Recreation

Three credits. Three hours of lecture a week.

History, principles, philosophy, and modalities of therapeutic recreational services. Face-to-face, hybrid and online course.

RECR 4015 - Internship and Seminary in Recreation

Nine credits. One hour of lecture and 24 hours of workshop per week.

Prerequisite: Principal's permission.

The practice of educational recreation in the different government agencies and private enterprise, the student will actively participate in the program of the cooperating agency. You will be provided with experience in organizing and implementing programs in association with the professional leadership of the agency and on your own under the supervision of the cooperating agency and the university supervisor. It is considered a full load. Face-to-face, hybrid course
y online.

RECR 4025 - Camp Management

Three credits. Three hours of lecture a week. Prerequisite: RECR 3725.

A brief history of the development of organized camps. Planning, organization and management, selection and training of personnel and evaluation of all areas. Basic concepts of safety, health, and risk management. Requirements in Puerto Rico for the operation of camps. Face-to-face, hybrid and online course.

RECR 4045 - Interpreter Services in Recreation Areas

Three credits. Three hours of lecture and workshop per week. Prerequisite:

RECR 3685, RECR 3726 or approval from the program coordinator. That the student has a free weekend to do fieldwork.

Introduction to the resource of interpretation of recreation areas as a means of educating and expanding the services offered to visitors to museums, historical areas, parks, forests, refuges, places of social and cultural interest and others. Presentation and research of alternatives to facilitate the knowledge, appreciation and enjoyment of a particular place, using its resources (social, cultural or historical events, flora, fauna, geology or pre-history of the place, etc.). This course will be offered face-to-face, hybrid, distance learning, and online.

RECR 4055 - Sport in Recreation

Three credits. Three hours of lecture a week.

Analysis of the nature, values and purposes of various individual and team sports, including aquatic sports, the rules and scoring systems of these are studied, as well as the organization, implementation and evaluation of competitive tournaments. This course will be offered in face-to-face, hybrid, distance and online modalities.

RECR 4065 - Tourism and Recreation

Three credits. Three hours of lecture a week.

Study of tourism as a social phenomenon framed within the field of study of leisure time and recreation, its origins, current and future characteristics and social impact. Study of the components of the system for the development of recreation areas, parks and tourism. Consideration of physical facilities and programs as important factors in the development of areas for the use of visitors. This course will be offered in face-to-face, hybrid, distance and online modalities.

RECR 4095 - Measurement and Evaluation for Recreation Research

Three credits. Three hours of lecture a week.

Fundamental Considerations in Measurement and Evaluation. Procedures, uses, analyses, strengths and weaknesses of different tests in the field of recreation. Introduction to the fundamentals of data collection, management, and statistical analysis.

RECR 4141 - Administration of Recreation Programs I

Three credits. Three hours of lecture a week.

Fundamentals of administrative practices related to the provision of recreational services including; legal aspects of recreational and park services, principles of planning and operation of facilities, recreation areas and parks, financial and/or budgetary procedures, marketing, public relations, principles of organization and coordination of services, personnel administration and evaluation. Face-to-face, hybrid and online course.

RECR 4142 - Administration of Recreation Programs II

Three credits. Three hours of lecture a week.

Fundamentals of administrative practices related to the provision of recreational services including; legal aspects of recreational and park services, principles of planning and operation of facilities, recreation areas and parks, financial and/or budgetary procedures, marketing, public relations, principles of organization and coordination of services, personnel administration and evaluation. Face-to-face, hybrid and online course.

RECR 4145 - Recreational Services Organization in Puerto Rico

Three credits. Three hours of lecture a week. Prerequisites: RECR 3685, 4141 or 4142 and/or coordinator's permit.

Analysis and evaluation of the state of the recreational services system on the island, including the public and private sectors. Emphasis on the organization and scope of such services; visits to recreational organizations and evaluation of the services they offer. This course is designed as a preamble to the recreation boarding school. Face-to-face, hybrid and online course.

RECR 4156 - Seminar on Problems in Recreation, Leisure and Free Time

Three credits. Three hours of seminar per week. Prerequisite: RECR 3820 or RECR 3685.

Study of various topics related to recreation, leisure and free time in Puerto Rico. It identifies and analyzes the processes influencing the provision of contemporary recreational services and new trends in such processes. It also examines current issues that affect Puerto Ricans' leisure time behaviors. It can be repeated up to a maximum of six credits.

TEED 3005 - Material Production Techniques - Deployment Techniques

Two credits. Three hours of lecture and three hours of lab per week.

It familiarizes students with the different types of displays, namely: bulletin board, holdograph, exhibits, and posters. It trains the student in the design and production of these.

TEED 3006 - Material Production Techniques– Transparencies

Two credits. Three hours of lecture and three hours of lab per week.

It familiarizes the student with the methods of producing transparencies, namely: hand-playing, color, harmony, and image transfer. It includes the design and production of transparencies using each of these methods.

TEED 3007 - Material Production Techniques - Still Photography

Two credits. Three hours of lecture and three hours of lab per week.

It familiarizes the student with the different basic types of cameras, their use and handling. It provides training in the process of developing black and white film and in some basic laboratory techniques.

TEED 3008 - Introduction to Educational Technology

Three credits. Three hours of lecture a week.

It analyzes the role of educational technology in contemporary education. It relates the student to the concept of instructional systems, the various materials and technological equipment, their characteristics, potentialities and limitations. It discusses the role they play in teaching, learning, and communication processes.

TEED 3015 - Evaluation and Selection of Technology Resources

Three credits. Three hours of lecture a week. Prerequisite: TEED 3008 or instructor's permit.

It offers students the opportunity to work intensively with the different audiovisual resources in order to learn to evaluate them, to recognize their merits, their limitations and to apply them at those levels or grades for which they are best suited. Familiarize the student with all the local and foreign sources that can supply audiovisual material.

TEED 3016 - Systematic Instructional Design

Two credits. Six hours of lecture per week. Prerequisite: TEED 3008.

Development of basic skills involved in systematic instructional design. Emphasis on day-to-day and topical planning. Analysis of the relationship that must exist between the learning that is intended to be achieved and the dynamics in which the student is involved.

TEED 3017 - Integrating Instructional Technology and Computer into the Elementary Level Curriculum

Three credits. Three hours of lecture a week.

Study of the elements of instructional design to select, evaluate, and correctly use technology in the teaching-learning process. It includes the design and development of low-cost materials using the computer, among others. It provides experiences for the integration of instructional programs into the elementary level curriculum. Some of these are field experiences in various educational settings in which the future teacher can observe, develop and implement teaching-learning experiences that integrate technology to promote student learning. Face-to-face, online course

e hybrid.

TEED 3018 - The Integration of Instructional Technology and Computer into the Secondary Level Curriculum

Three credits. Three hours of lecture a week.

Study of the elements of instructional design to select, evaluate, and correctly use technology in the teaching-learning process. Includes basic experiences and various questions about the use of the computer and its integration into the curriculum. Some of these constitute field experiences in various educational scenarios in which the future teacher can observe, develop and implement teaching-learning experiences that integrate technology in order to promote student learning. Online and hybrid face-to-face course.

TEED 3020 - Production of Instructional Modules

Two credits. Six hours of lecture for five weeks.

Course to train the student in the design and production of an instructional module. It analyzes the relationship between the function of the module and distinctive characteristics.

TEED 3027 - The Technology of Instruction and Computer Use in Early Childhood Education

Three credits. Three hours of lecture a week.

Design, development, and validation of instructional materials that promote the early child's active exploration and curiosity with his or her environment. It includes the production of concrete and iconic materials and the appropriate use of the computer according to the stages of development of the preschool child, the course includes field experiences in various educational scenarios in which the future teacher can observe, develop and implement teaching-learning experiences that integrate technology to promote the learning of the early child. Face-to-face, online and hybrid course.

TEED 3035 - Integrating Telecommunications into the Classroom

Three credits. Three hours of discussion a week.

Study of the use of telecommunications as an effective means for the enrichment of the teaching-learning process. Basic knowledge is imparted to identify, locate and exchange information. Discussion of the vocabulary, equipment, and obstructive strategies that a teacher may use for distance communication.

TEED 3045 - Telecommunications for Education II: Project Design and Websites

Three credits. One hour of lecture and about two hours of discussion per week.

Prerequisite: TEED 3035.

Analysis of the benefits it offers for educators and students of online collaborative projects. Design of instructional projects and development of electronic pages using online telecommunications.

TEED 3125 - Educational Communication

Three credits. Three hours of lecture a week.

Study of the principles of design of educational messages and verbal and non-verbal communication and visual. It develops in the future professional of education the knowledge and skills necessary to use digital media for the purpose of designing, planning and producing educational messages through printed or electronic materials in which text, images and images are incorporated y sound. Face-to-face, hybrid and distance learning courses.

TEED 4005 - Material Production Techniques - Screenwriting

Two credits. Three hours of lecture and three hours of lab per week.

It trains the student with the basic elements needed in screenwriting. It also familiarizes them with those forms of expression whose knowledge is necessary to write librettos. In addition, the student is related to those elementary principles in the production of a script for the narration of a series of transparencies.

TEED 4007 - Instructional Technology Program Administration

Three credits. Three hours of lecture a week. Prerequisite: TEED 3008 and 3015.

The most important aspects in the organization, supervision and administration of audiovisual programs, both in elementary and secondary school. Analytical and critical study of existing programs and their possible adaptation to our school system. Principles and practices for vitalizing teaching through the use of audiovisual materials. The duties of the audiovisual education coordinator.

TEED 4009 - Seminar on Educational Technology

Four credits. One hour of lecture and three hours of laboratory time per week.

Planning of an independent study program with audio-visual aids. The use of programmed instruction, 8mm films will be discussed. On cartridges, closed-circuit television systems and the concept of learning resource centers and other related topics.

TEED 4016 - Material Production Techniques– Television

Two credits. Three hours of lecture and three hours of laboratory.

Theory and practice in closed-circuit television production. You will provide laboratory experiences with an emphasis on screenwriting, camera handling, lighting, television visual production, and directing techniques.

TEED 4017 - Material Production Techniques - Audio Experiences

Two credits. Three hours of lecture and three hours of lab per week.

It provides basic knowledge for the production of auditory materials such as recordings on tapes (reel and cartridge, page and sound card). It also includes the selection, evaluation, use and maintenance of recorded material.

TEED 4018 - Introduction to Computers in Education

Three credits. Three hours of lecture a week. Prerequisite: B.A.

Introduction to computer integration in education. Emphasis on evolution, impact and educational implications, the theories that support their integration, the analysis of studies and research, the evaluation and selection of educational programs. Practice with some programs. Study of the basics of designing a lesson for computers.

TEED 4020 - Computer-Based Learning

Three credits. Three hours of lecture per week; In addition, practical exercises will be required, at the student's expense, in the microcomputer laboratory. Prerequisite: TEED 4018.

Provide the student with the opportunity to produce a lesson to be used on microcomputers using the full potential of the medium. Students interact with different types of computer-assisted instruction, languages, and assessment media available to microcomputers in the educational area.

TEED 4027 - Slide Production for Education

Three credits. One hour of lecture and five hours of laboratory per week. Prerequisite: TEED 3009.

Special emphasis is placed on the visualization of ideas in sequence, production approach, script writing, slide production, and still films. It is required to produce a series of slides or a still film.

TEED 4028 - Design and Production of Teaching Materials for the Primary Level

Two credits. Two hours of lecture per week. Prerequisite: Principal's permission.

It aims to develop in the student the basic skills of design and production of simple materials for teaching at the primary level.

TEED 4029 - Educational Radio and Television

Three credits. Three hours of lecture a week.

Principles, practices and the use of radio and television in the field of education. Emphasis on the following aspects: program production, script and guide writing, and other aspects related to the field.

TEED 4030 - Production Techniques: Designing Electronic Presentations for the Classroom

A credit. Prerequisites: None

The advantages and limitations of the means and schedules used for electronic submissions are discussed. The student will design and develop an electronic presentation appropriate for the classroom incorporating multimedia.

TEED 4036 - Educational Film Production

Four credits. Two hours of lecture and three hours of workshop per week.

Introduction to the fundamentals in the planning and production of educational films. Laboratory experience in the use of cameras, production, direction, lighting, editing, sound recording, script presentation and special effects. The film as a means of enriching educational programs.

TEED 4038 - Productivity Software for Microcomputers

Three credits. Three hours of lecture a week. Prerequisite: TEED 4018.

It prepares the teacher in the use of programs that facilitate their administrative work, such as: keeping records of students, drafting documents, preparing brochures and keeping inventories, among others.

TEED 4039 - Educational Technology for Adult Education

Three credits. Three hours of discussion a week. Prerequisite: EDFU 4058.

Corequisites: EDPE 4305, 4125 and 3215.

Study of: the different modalities of educational technology and its application in adult education, the basic concepts of instructional design, selection and evaluation of technological resources for instruction. Educational materials will be produced. Learning opportunities and design of educational experiences using Internet and World Wide Web technologies are incorporated.

TEED 4045 - Computer Lab Management

Three credits. Three hours of lecture a week. Prerequisite: TEED 4018.

Development of the administrative competencies necessary to carry out the common activities of a school computer laboratory: preparing inventories, purchasing equipment and materials, planning seminars, preparing budgets, and evaluating and integrating materials into the elementary and secondary school curriculum.

TEED 4046 - Seminar: Trends in Educational Technology

Three credits. Three hours of lecture a week. Prerequisite: TEED 4007.

Analysis of issues and problems of theoretical and practical interest in the field of educational technology. New trends in educational technology, their impact on teaching-learning processes and the development of technological projects are discussed. Emphasis is placed on research related to the design and development of technology initiatives and their impact on the educational process.

TEED 4047 - Production Techniques: Electronic Design of Publications for the School Environment

Two credits. Four hours of discussion and two hours of lecture per week.

Discussion of the advantages and limitations of electronic publications in the school environment. Analysis of the importance of design and graphic elements in the verbal and visual communication of printed messages created in the electronic medium of computers. Emphasis on the uses, classification, advantages and disadvantages of the different types of typography. Students will manipulate and edit images in various artistic manifestations such as: related concepts, related

images, illustrations, *clip arts*, and photography. They will produce school newspapers, newsletters, brochures, manuals, leaflets, among other creations.

TEED 4995 - Innovative Projects in Educational Technology

One to three credits.

The advantages and limitations of the media and programs used for electronic submissions are discussed. The student will design an appropriate electronic presentation for the classroom incorporating multimedia.

TEED 5005 - Theory and Practice of Distance Learning

Three credits. Three hours of lecture a week.

Study and analysis of distance learning theory and practice assessment. It includes the study of methods for the design, elaboration, presentation and evaluation of the distance lesson. Emphasis on interactive video conferencing.

TEED 5006 - Digital Storytelling in Education and Technology

Three credits. One hour of lecture and two hours of workshop.

The main objective of this course is to provide knowledge about the integration of digital video technology into the curriculum based on theoretical principles and research on the use of digital video technology (DV) and digital dialectics as an educational practice. Students will go through the process of generating an idea as a result of their research on a curricular topic. They will write a mini-proposal for community projects based on the art of digital storytelling and prepare a model for teaching digital storytelling methodology to the classroom. This block of activities will culminate with the filming of the digital films created that will be designed for an electronic portal. They will also explore various technologies for video editing on both PC and Mac platforms. The course includes a content manual with technical and digital production aspects.

