

Table 1.1.1: EPP Description of Required Courses by Specialized Program Aligned to CAEP, InTASC and State Standards

Cluster 1 – Elementary Programs

<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
<i>Foundation Courses (required for all programs)</i>				
EDFU 3011 <i>Foundations of Human Development</i>	The course introduces future teachers to the study of the cognitive, social emotional and physical development in the human life cycle, with special attention to adolescence. The various paradigms associated to these areas of development are discussed and analyze from an integral perspective and their implications in Puerto Rico are examined.	I. The learner and learning	1. Learner Development	5.Diversity and Special Needs
EDFU 3012 <i>Foundations of Educational Psychology</i>	The course introduces future teachers to the study of the psychological theories, investigations and innovations that explains the learning and thinking processes in the school context. Examines the basic concepts of the behaviorist, cognitive, sociocultural and humanist theories, among others in their relationship to school teaching motivation, diversity and life together. Analyze their application to educational practice in contemporary Puerto Rican society. Requires field experiences in school setting.	I. The learner and learning	1. Learner Development	5. Diversity and Special Needs
EDFU 3013 <i>Evaluation of Learning</i>	The course intends to develop awareness in the teacher candidate about the philosophy of evaluation as part of the education process. It aims to promote student knowledge of quantitative and qualitative evaluation techniques and their applications. It will analyze the valid and reliable evaluation techniques to identify, stimulate, predict and guide student behavior characteristics. It will include the appropriate techniques for differentiated and alternative assessment. Also it will discuss the organization, presentation and statistical analysis of data obtained by measurement instruments and the interpretation of the data to make decisions related to teaching strategies.	III. Instructional Practice	6 Assessment	6 Evaluation and Assessment
EDFU 3007	Analysis of the basic social science	I. The learner and	2.Learning	5.Diversity and

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
<i>Social Foundations of Education</i>	principles in terms of the educational process. Study and discussion of the social problems that have conditioned the development of education in Puerto Rico.	learning	Differences	Special Needs
EDFU 4007 <i>Principles of Research</i>	The purpose of this course is to acquaint the student with the techniques and methods of scientific research. It is geared to the development of the Ability to identify problems and hypotheses and to the selection of methods or gathering, analyzing and interpreting data.	III. Instructional Practice III. Instructional Practice IV. Professional Responsibility	7 Planning for Instruction 8 Instructional Strategies 9 Professional Learning and Ethical Practice	2 Pedagogical Knowledge 3 Instructional Strategies 11 Professional Development
EDFU 4019 <i>Philosophical Foundations of Education</i>	Study of philosophic theory and its relation to pedagogical practice. Presentation of major problems that have been caused by conflicting educational Philosophies in terms of their historical development and their present day Impact. The course emphasizes and clarifies the role of the teacher in regard To educational goals, curriculum programs, and evaluation. Basic philosophical problems such as the meaning of truth and knowledge, the relation between Knowledge and action, the nature of beauty, truth, happiness, and their educational implications are analyzed. The course also endeavors to promote an understanding of the way in which the development of the scientific method, the progress of democracy, changes in social and economic institutions, and the Advance of human knowledge demand changes in philosophical attitudes as well as in all educational practice.	III. Instructional Practice IV. Professional Responsibility	7 Planning for Instruction 9 Professional Learning and Ethical Practice	2 Pedagogical Knowledge 11 Professional Development
ECDO 3007 <i>Life Cycle of the Human Being</i>	Integrated study of the characteristics and needs of human beings through their life span, from the prenatal through late adulthood and lastly to the process of dying. Different theoretical views are investigated in order to describe human development as well as the influences that the environment sets in it. Comparative analysis of the physical, cognitive, social, and emotional development from an educational and socio cultural	I. The learner and learning	1. Learner Development	5.Diversity and Special Needs

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
	perspective. Examines these developmental factors. Analyzes the role of Puerto Rican family as well as the influences that other contexts create in the growth, development and wellness of individuals.			
ECDO 3015 <i>Family Relationships</i>	An introductory course in the study of the family. Opportunity is given for the formulation and evaluation of personal attitudes and concepts regarding the family. It encourages discussion of theories and practices on family life with special attention to the impact of internal factors (personal and intra-family) and external factors (interrelationships with Society) as they are evident in our society. The course includes, among others, the following topics: the family, roles, planning before marriage, adjustments, solving conflicts and crisis, parenthood, the law and the family, it's future as an institution.	II. Content Knowledge IV. Professional Responsibility	4 Content Knowledge 10 Leadership and Collaboration	3 Content Knowledge 9 Family and Community
EDES 4006 <i>Nature and Needs of Exceptional Learners</i>	This course offers an overview of the psychological and educational needs of exceptional learners. It provides the experiences and knowledge necessary for the design and implementation of curricular programs, special teaching techniques and strategies appropriate for exceptional learners. Laboratory and field experiences will be an integrate part of the course.	I. The learner and learning	2 Learning Differences	5 Diversity and Special Needs
FAED 4001, 4002, 4003 <i>Professional Reflective Seminar I, II, & III</i>	The professional reflexive seminar of the faculty of education is offered In three stages that extend from the student's entry into the faculty until they complete their B.A. degree. The seminar provides students the opportunity to reflect upon teaching and the academic and professional preparation this profession requires. The electronic portfolio is used as a tool to stimulate and evidence the student's reflection and development process using the competencies and principles presented in the faculty of education's conceptual framework of the faculty of education and will begin the development of his or her electronic portfolio.	I. The learner and learning II. Content Knowledge III. Instructional Practice Technology	3 Learning Environments 5 Application of Content 8 Instructional Strategies Technology	4 Learning Environment 3 Instructional Strategies 3 Instructional Strategies Technology

<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
HIST 3241 or HIST 3242 <i>History of Puerto Rico</i>	Analysis of the historical evolution of Puerto Rico from its founding until present, without relegating the pre-colonization period. The course Covers Political, Economic and Socio-cultural History.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HIST 3111 <i>History of the United States</i>	A census of the history of the United States since the beginning of the colonization during the XVII century until the civil war. The course Covers Political, Economic and Socio-cultural History with the purpose of understanding the events surrounding the American revolution, founding of the republic, the rapid growth from the XIX century to the events that lead to the civil war of 1861.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: Preschool Program

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
ECDO 3075 <i>Child Nutrition</i>	Basic concepts on nutrition with special emphasis on children up to 12 Years. Emphasis in development of alimentary patterns.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ECDO 4125 <i>Growth and Development of Child: Infants, Toddlers and Preschoolers</i>	Global vision of early childhood development (infant, toddler, and Preschooler), which considers child development from an ecological conceptual Model. The theoretical principles that support child's unifying development Including motor, cognitive, language, social, emotional, as well as activities Of daily living will be consider. Emphasizes the creation of simple develop- Mental tools, which will be used during observation of children play activities will be designed to promote children's optimal development.	I. The learner and learning	1. Learner Development	5.Diversity and Special Needs
ECDO 4011 <i>Curriculum and Methodology at Preschool Level I</i>	Study, analysis and application of basics principles and approaches for the designing and development of an appropriate curriculum for infants and toddlers. Comparison of the diverse programs, approaches and curricular trends. Requires 30 hours of the diverse programs, approaches and curricular trends. Requires 30 hours of practicum experiences in child care programs that offers educational services to infants and toddlers.	III. Instructional Practice	7 Planning for Instruction	2 Pedagogical Knowledge
ECDO 4012 <i>Curriculum and Methodology at Preschool Level II</i>	Study, analysis and application of basic principles for the design and Development of an integrated curriculum which is appropriate for the preschool Child. Comparative of the diverse curriculum focus, models and tendencies of Preschool level that predominates at Puerto Rico and in other countries. Requires 30 hours of field experiences and pre-practicum in preschool center of the University of Puerto Rico and from the community that offers appropriate educational services for the preschool child.	III. Instructional Practice	7 Planning for Instruction	2 Pedagogical Knowledge
ECDO 4127 <i>Play in the Integral Development of Infants, Toddlers and Preschoolers</i>	Study of the importance of play in its diverse manifestations considering it as a way of self-expression of the child that promotes the cognitive, social language, emotional and physical development of the infants, toddlers and preschooler children. Emphasis on the role of the teacher in fostering children's constructing play and in the	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: Preschool Program

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
	planning of the diverse categories of play. Clinical experiences in early childhood scenarios are required to relate students with the diversity of play and with the organization of the environment to play			
ECDO 4126 <i>Organization and Administration of Infant, Toddlers and Preschool Programs</i>	Study of the principles of planning, implementing and administrating infants, toddlers and preschool programs. Analyze historical perspective of early childhood education; the views and programmatic trends of appropriate models for the planning and implementation of infants, toddlers and preschool programs. The theory will be enriched by practical experience of integration and active investigation in the diverse sceneries at infants, toddlers or preschool levels.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3145 <i>Music for Early Childhood</i>	Study of selection criteria and creation of musical activities in early childhood education, organization, development and evaluation of activities that promote development in infants and preschool children.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDFI 3090 <i>Physical Education for the Preschool Level</i>	The fundamentals of perceptual-motor, intellectual and socio-emotional development of the preschooler and its application to physical education. Includes the teaching and learning process of physical education with emphasis on the selection, organization and evaluation of movement activities for this age level.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ECDO 4136 <i>Assessment in Early Childhood: Infants, Toddlers and Preschoolers</i>	Study of principles, fundamentals, methodology and interpretation of the evaluation processes of development and learning of early childhood (infants, toddlers and preschoolers). Observation methods and continuous evaluation considering implications of educational processes and the optimal integrated development of the child are assessed. Clinical experiments in early childhood scenarios coordinated by the professor of course are required.	III. Instructional Practice	6 Assessment	6 Evaluation and Assessment
EDPE 3067 <i>Linguistic Development in Preschool Children</i>	Study of oral and written language development as an integrated process from birth to age four. Design of appropriate activities that foster oral and written language development. Analysis of procedures to select and adopt materials.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 4035	Study and analysis of creative	II. Content	4 Content	3 Content

Specialized: Preschool Program

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
<i>Creative Expression in the Early Years</i>	expression during early beginning. Developmental stages; its role in the holistic development of children and early childhood education. Study of appropriate practice for early Childhood. Emphasis on theory and practical experiences	Knowledge	Knowledge	Knowledge
EDFU 3050 <i>Health and Safety in the Education of Preschooler</i>	Emphasizes the identification of problems, planning, and evaluation of health services and security in the education of preschoolers. Analyzes public policy, laws and regulations in force. Requires a Minimum of fifteen (15) hours of field experience.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDES 3025 <i>Nature and Needs of Pre-School Handicapped Children</i>	Study of the effects of handicapping conditions on the development of the preschool child and their educational implications.	I. The learner and learning	2 Learning Differences	5 Diversity and Special Needs
TEED 3027 <i>The Technology of Instruction and the Use of the Computers in the Preschool Education.</i>	Design, development, and validation of instructional materials that promote the exploration and curiosity of the young child with his/her environment. Includes the production of concrete and iconic materials and the use of computers for the appropriate developmental stages.	I. The learner and learning II. Content Knowledge III. Instructional Practice Technology	3 Learning Environments 5 Application of Content 8 Instructional Strategies Technology	4 Learning Environment 3 Instructional Strategies 3 Instructional Strategies Technology
ECDO 4255 <i>Working with Parents, Families and Community</i>	Study of effective strategies and their importance for parents, families, school, and community integration in the educational and integral development of families and communities at the preschool, primary and elementary level will be presented. This course emphasizes gathering, analyzing and utilizing data pertaining the interests and needs of contemporary families as well as the services and resources available for them in the community. Historical socio-cultural and legal factors that have an impact on families and children are considered within their social context.	II. Content Knowledge IV. Professional Responsibility	4 Content Knowledge 10 Leadership and Collaboration	3 Content Knowledge 9 Family and Community
ECDO 4216 <i>Educational Practicum in the Preschool Level</i>	Educational practicum experiences in a public or private preschool educational center. Students teachers will put into practice knowledge and techniques for planning and assessment of the educational process. Requires 20 hours	I. The learner and learning II. Content Knowledge	3 Learning Environments 5 Application of Content	4 Learning Environment 3 Instructional Strategies

Specialized: Preschool Program

<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
	per week of the direct educational work and interaction with infants, toddlers or preschoolers.	III. Instructional Practice III. Instructional Practice	7 Planning for Instruction 8 Instructional Strategies	2 Pedagogical Knowledge 3 Instructional Strategies
ECDO 4137 <i>Knowing about Emotions and Promoting Pro-Social Guidance for the Preschool Child</i>	This course examines the theoretical principles that support children's emotional development from a human, ecologic and constructivist perspective. Presents effective ways to promote pro-social guidance of the child during the educational process of the daily routine that propitiate the cognitive, social and emotional development of children. Emphasizes in the use of strategies that facilitate children's management of their emotions, which can be easily incorporated in the preschool curriculum.	I. The learner and learning	2 Learning Differences	5 Diversity and Special Needs

Specialized: K-3rd Grade Program

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
EDPE 3013 <i>The Teaching of the Vernacular in the Elementary School</i>	Analysis of the linguistic system's structure as a conceptual framework to promote the development of language and thought. The content, methodology and materials are studied in order to prepare students for the teaching of the vernacular in the elementary level, with emphasis on oral language. Field experiences are required.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3060 <i>Literacy Development in The Primary Level</i>	Analysis of the principles that lay the foundation for the development of the reading and writing processes in the primary level. It fosters the acquisition of skills needed in order to be able to implement approaches, methods and techniques to teach reading and writing.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 4007 <i>Literature for Children</i>	A critical study of the form and content of literature for children (3 to 12 years old) from ancient folklore to modern writing. Critical selection of a universally representative anthology of stories for children and ways of developing an appreciation of literature in elementary school children in Puerto Rico. Study of problems and laboratory projects including production of creative literary projects.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3058 <i>The Teaching of Grammar in the Elementary Level</i>	The teaching of Spanish grammar following a systematic approach closely related to the language arts and the cognitive development of the elementary school student.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3034 <i>The Assessment and Diagnosis of the Reading and Writing Processes</i>	Study and analysis of the factors that mediate the process of assessment and diagnosis of learning, of reading and writing. Emphasis on the diverse strategies implemented in the process as well on the pertinent corrective teaching. This course requires field experiences.	III. Instructional Practice	6 Assessment	6 Evaluation and Assessment
EDPE 3049 <i>The Kindergarten in the School Program</i>	A general survey of the education of pre-school children; the suggested curriculum for their personal and academic improvement and mastery of the skills necessary for them to function adequately. Includes lectures, discussion, the preparation of teaching materials and classroom laboratory work. Outstanding literature on the subject will be studied.	III. Instructional Practice	7 Planning for Instruction	2 Pedagogical Knowledge
EDPE 3020 <i>Music and Corporal Movement in the Primary Grades</i>	Integration of music and corporal movement as fundamental elements for the physical/motor, cognitive, affective, social and cultural development of primary level student in the regular, special, and integrated mainstream. Emphasis is a planning. Execution and evaluation of	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

	psychomotor and rhythmic activities. Demonstration and practice is required.			
EDPE 3050 <i>Plastic and Performing Arts in the Primary Grades</i>	Study and analysis of the strategies, skills and knowledge in the teaching of the visual and theatrical arts in the primary level. It offers the opportunity to select, develop, explore, experiment and evaluate creative activities related to these arts.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3011 <i>The Teaching of Mathematics in the Elementary Level</i>	Methodology and basic content of mathematics in the elementary school.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3069 <i>Science Teaching at the Elementary Level (K-3)</i>	The study of the nature of science discipline with emphasis in their attributes, content, methodology and values. In addition, some appropriate assessment instruments and techniques for this level will be studied.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3006 <i>Teaching of Social Studies in the Elementary School</i>	Curriculum trends, instructional practices, teacher pupil planning and evaluation, unit organization, use of community resources. Clinical experience required.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: 4-6th Math Program

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
EDPE 3106 <i>Teaching Statistics and Probability Grades 4th-6th.</i>	The course will provide prospective teachers of mathematics at the fourth to sixth level, the opportunity to meet some content issues including the teaching of statistics and probability. It also integrates the discussion of activities that can be used to teach concepts related to this material. This will enable them to possess the knowledge they need to teach this content in their professional practice. In addition, they provide students, alternative use of technological tools and manipulatives to develop the concepts similarly, it will enable them to integrate it into math classes they will teach.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3012 <i>The Teaching of Mathematics in the Elementary Level</i>	Methodology and basic content of mathematics in the elementary school.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3118 <i>Geometry and Measurement for Teachers</i>	Study of the concepts of geometry, probability and statistics at the Elementary school level in terms of content and teaching methodology	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3119 <i>Concepts of Algebra for Elementary School Teachers</i>	The course will be focused on the following topics: mathematics learning, problem solving, sets, numeration, integers numbers, number theory, rational numbers, real numbers, graphics and functions. The methodology of teaching will be a main component of this course. Methodological applications will be included throughout class discussions. Problem solving strategies will be emphasized. The course will offer laboratory experiences in using calculators and microcomputers as tools for teaching.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 4149 <i>The Teaching of Mathematical Problem Solving The Elementary Level.</i>	Study and analysis of the different strategies to learn and teach the process of problem solving in mathematics at the elementary level. It emphasizes in the creation and development of problems and on how to evaluate students learning using different assessment techniques.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: 4-6th Spanish Program

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
ESPA 3208 <i>Writing and Style</i>	This is a practical course on writing and composition, which covers from the simple sentence to the full essay. It will emphasize enrichment of vocabulary and the following qualities of style: distinctness, accuracy, coherence, correctness and sobriety.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 4010 <i>Teaching of The Written Discourse in Elementary School</i>	In this course the student will review and analyze the theoretical principles, strategies and methodologies that are needed in order to teach the written discourse in elementary grades (k-6). The course, which is intended for prospective teachers of elementary school, delivers a practical approach to the written process, its components and stages. From a critical and a practical perspective the student will work with theoretical and literary texts in order to create a variety of written discourses, and with the design of pedagogical plans that incorporates strategies and technique adequate for the writing process.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3070 <i>Literacy Development in the 4th-6th Grades</i>	Study of the fundamental principles of the teaching-learning process of literacy in grades 4th-6th. It promotes the development of competencies which will enable the students to know and apply in a critical manner, approaches, methods, techniques, and educational strategies to teach reading and writing. Field experiences are required.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3058 <i>The Teaching of Grammar in the Elementary Level</i>	The teaching of Spanish grammar following a systematic approach closely related to the language arts and the cognitive development of the elementary school student.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: 4-6th Science Program

EDPE 3236 <i>Nature of Science for Elementary School Teachers</i>	Study of the nature of sciences as a subject-matter, placing emphasis on its attributes, content, methodology and values. In addition, the course intends to analyze the present relationship among science, technology and society; and to offer students the opportunity to become familiar with scientific research and to visit a variety of related scenarios.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3048 <i>Integrated Course in Biology, Chemistry and Physics for Elementary School</i>	Fundamental principles and concepts of biology, physics and chemistry for elementary school teachers. Stress is given to interrelationships among principles and concepts in these areas.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 4055 <i>Course of Biology for Teachers of Elementary School</i>	Course which considers the curriculum of science in the elementary school harmonizing content and basic and integrated processes of the sciences.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3237 <i>Science Teaching at the Elementary Level (4th-6th Levels)</i>	Course content will be focus on the value, the approaches and the Evolution of science education, and its implication on the teaching-learning Process at the elementary level. Emphasis will be placed on the analysis and Implementation of teaching methodologies that promote scientific literacy. Course will enable students to become family with science teaching pedagogical Practices and researches, and to acquire real field experiences.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 4057 <i>Principles and Concepts of Science for Teachers of Elementary Schools</i>	A basic course on earth and space science for elementary school teachers. Includes the fundamental concepts of astronomy, geology and meteorology.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: 4-6th Social Studies Program

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
EDPE 3010 <i>Teaching Social Studies Fourth-Sixth</i>	This course is a compulsory course for all students in the elementary school program. The course aims to offer to the future teacher, relevant skills related to this area. There will be particular attention to the concepts and generalizations that nourish the contents of social studies which have been derived from the broad field of knowledge in the social sciences, history, geography, sociology, anthropology, psychology, science, politics and economics the curriculum of the elementary school social studies will be analyzed.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3155 <i>The Development of the Thinking Skill in the Social Studies</i>	Study and analysis of the methodology that promotes the development of the thinking skills in the social studies for elementary and intermediate level students.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
GEOG 3150 <i>Human Geography</i>	Description and discussion of the human components of geography. The courses emphasizes the concepts, process and basic agents responsible for special heterogeneity which exists on our planet.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
CIPO 3011 <i>Principles and Problems of Political Science</i>	Different views of political life. Analysis of the most important processes and institutions intervening in the collective decision making of the political systems and their application to the particular case of Puerto Rico.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: 4-6th Teaching English to Spanish Speakers Program

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
EING 4006 <i>Teaching English to Spanish Speakers</i>	Study of the most recent linguistic theory and explanation of the proper relationship between this theory, the learning process and the communication Process. Search for information on the nature and function of language in the Natural sciences and in related disciplines such as psychology, anthropology, sociology and philosophy. Study of the problem of bilingualism and factors affecting Puerto Rico and other bilingual groups and their implications for teaching a second language. Formal lectures followed by class discussions; Guest lectures from various related disciplines above mentioned; panel Discussions by students; individual and group presentations, film viewing and Extensive reading will be used throughout the course.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EING 4018 <i>Linguistics and the Teaching of Reading</i>	For future elementary and secondary school teachers of English as a second language. Designed to have the student propound a definition of a consistent theory of learning through the understanding of the psychology of the reading process and the relationship of the reading aspects to language. The factors in reading readiness, the new trends in reading instruction, initial reading activities as related to student's needs will be presented. Experience will be provided in teaching, procedures and preparation of lesson plans, units concerning the development of readings skills, and their transmission at the various grade levels.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EING 4045 <i>Teaching Writing in ESL</i>	This course is designed for both elementary and secondary teacher candidates. The main emphasis is to refine teacher candidates ability in composition Writing and at the same time engage them in the art of teaching writing. teacher Candidates will plan instruction for a series of activities to help students Develop writing from the sentence to expository text.it will also focus on the Ability to draft, revise, conference, edit, proofread, and publish, and to from well-Constructed, effective texts. Teacher candidates will model these skills in Teaching students how to write sentences and compositions in English as a Second Language Field experiences are required.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EING 4046 <i>"Assessment" of English as a Second Language</i>	Designed to equip elementary and secondary school ESL teacher candidates with assessment and evaluation procedures specific to second language learning. It will provide ESL teacher candidates the skills necessary to select, evaluate, administer, Interpret and communicate the results of	III. Instructional Practice	6 Assessment	6 Evaluation and Assessment

	formal and informal Assessment strategies, including language proficiency testing, entry and placement procedures. Implementation of such instruments is required in an Actual school setting.			
EING 4016 <i>Literature for Children</i>	For elementary and secondary school teachers. The prospective teachers will read intensively in the fields of children and adolescent literature in order to become familiar with such fields. Literary selections that best appeal to children and adolescents in Puerto Rico and other parts of the world will be presented, preferably those with the best literary style. Students will read about and perform such creative activities as choral speaking, play acting, dramatization and choral singing in relation to the various grade levels. Careful analysis of those literary genres most appealing to children and adolescents such as short stories, nursery rhymes, ballads, tales, myths poems, biography, plays, essays, drama and informative material will be an integral part of the course. Special attention will be given to the appraisal and discussion of cultural patterns presented in selected readings as a mean of interpreting American ways of life and American values to Puerto Rican students.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EING 4007 <i>Workshop for the Preparation and Appraisal of Materials for the Teaching of English to Spanish Speakers- Elementary School Level</i>	Introduces elementary and secondary school teachers to the preparation, appraisal and evaluation of material for the teaching of English to Spanish speakers. Demonstrates the various uses of audiovisual and audiolingual materials and offers possibilities for their use in the classroom trains in the preparation of such materials, lectures, individual orientation, projects, trips to audiovisual centers, demonstrations, etc.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EING 4019 <i>Literacy Instruction for Elementary School ESL Learners</i>	This course emphasizes on how to teach reading as a second language to beginning readers. It is designed for ESL elementary school teacher candidates. The developmental stages of reading from emergent to independent readers will be studied along with developmentally appropriate practices. Current issues will be explored in the topics of phonics instruction, literature-based approaches, phonemic awareness, and the competing theories of emergent literacy and "reading readiness". Best practices in developmental writing are also studied. Teacher candidates will learn how to plan instruction for literacy development. Assessment procedures for diagnosing the students' levels of literacy development and achievement are also included.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EING 4047	Provides prospective teachers with	II. Content	4 Content	3 Content

<i>Teaching English Grammar to Spanish Speakers</i>	methodological alternatives and strategies to be utilized in the teaching of the grammatical structures of the English language to Spanish speakers.	Knowledge	Knowledge	Knowledge
<i>In the following, the candidate selects a course with the advisor's counsel.</i>				
<i>INGL _____</i>	English Writing Communication Courses (Level V or more)	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<i>INGL _____</i>	English Oral Communication Courses (Level V or more)	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<i>INGL _____</i>	English or American Literature (Level V or more)	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<i>INGL _____</i>	English Elective (Level V or more) Literature, Linguistics, Grammar.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<i>INGL _____</i>	English Writing Communication Courses (Level V or more)	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: Special Education

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
EDPE 3060 <i>Literacy Development in the Primary Level</i>	Analysis of the principles that lay the foundation for the development of the reading and writing processes in the primary level. It fosters the acquisition of skills needed in order to be able to implement approaches, methods and techniques to teach reading and writing. It requires field experiences.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3058 <i>The Teaching of Grammar in the Elementary Level</i>	The teaching of Spanish grammar following a systematic approach closely related to the language arts and the cognitive development of the elementary school student.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 3034 <i>The Assessment and Diagnosis of the Reading and Writing Processes</i>	Study and analysis of the factors that mediate the process of assessment and diagnosis of learning, of reading and writing. Emphasis on the diverse strategies implemented in the process as well on the pertinent corrective teaching. This course requires field experiences.	III. Instructional Practice	6 Assessment	6 Evaluation and Assessment
EDES 4006 <i>Nature and Needs of Exceptional Learners</i>	This course offers an overview of the psychological and educational needs of exceptional learners. It provides the experiences and knowledge necessary for the design and implementation of curricular programs, special teaching techniques and strategies appropriate for exceptional learners. Laboratory and field experiences will be an integrate part of the course.	I. The learner and learning	2 Learning Differences	5 Diversity and Special Needs
EDES 4005 <i>Nature and Needs of Children and Adolescents with Behavior Disorders</i>	Broad discussion of the most common behavior disorders in children and adolescents, possible factor contributing to their etiology and some of therapeutic as well as educational provisions that can be provided in these cases. The course provides the students the opportunity of relating with and evaluating some of the most known approaches in the prevention and intervention of behavior disorders. It concludes with a general vision of the most recent innovations concerning the treatment of these children and adolescents.	I. The learner and learning	2 Learning Differences	5 Diversity and Special Needs
EDES 4019: <i>Nature and Diagnosis of Specific Difficulties in Children</i>	A clinical course in the diagnosis of specific learning difficulties in children. The course includes: a) study and analysis of neuropsychology and psychology theories related to learning difficulties; b) the study and analysis of instruments used for the diagnosis of specific learning difficulties in children.	III. Instructional Practice	6 Assessment	6 Evaluation and Assessment
EDES 3205 <i>Assistive Technology in Special Education</i>	Analysis of the theoretical and practical basis of the use of Assistive technology for the education of the people with disabilities. Emphasizes the integration of assistive technology in education and within a familiar environment, as well as in terms of service	I. The learner and learning II. Content Knowledge	3 Learning Environments 5 Application of Content	4 Learning Environment 3

	models and related to the process of evaluation and identification of student`s needs. Field experiences are required.	III. Instructional Practice Technology	8 Instructional Strategies Technology	Instructional Strategies 3 Instructional Strategies Technology
EDES 4000 <i>Field and Laboratory Experiences for Students of Special Education</i>	The students will be assigned to classroom where they will teach from one to three groups of exceptional children. They will plan, teach and evaluate their classes assisted by a team of clinical professors. They will identify student and school problems and plan cooperatively toward their solutions.	I. The learner and learning II. Content Knowledge III. Instructional Practice III. Instructional Practice	3 Learning Environments 5 Application of Content 7 Planning for Instruction 8 Instructional Strategies	4 Learning Environment 3 Instructional Strategies 2 Pedagogical Knowledge 3 Instructional Strategies

Specialized: Special Education - Visual Impairments

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
EDES 4028 <i>Introductory Course on the Nature and Needs of the Visually Handicapped</i>	This course gives an introduction to the psychological, educational, and sociological problems of the Puerto Rican visually handicapped as he relates to his cultural heritage and national ethos. The nature and needs of the visually impaired will be stressed through practical structured observations of these handicapped children in the available educational setting. Other highlights of the course includes visits to diagnostic and instructional materials center and introduction to the techniques (formal and informal) used in the detection of visual impairment.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDES 4029 <i>Curriculum in the Education of the Visually Handicapped</i>	This course deals with the fundamental principles of the methodology of teaching the visually handicapped, and techniques in the adaptation of current curriculum materials to the needs of the visually handicapped in the Puerto Rican socio-economic and cultural settings. Curriculum areas of instruction, as well as specific orientation and mobility skills adapted to the geographic conditions of Puerto Rico, early childhood, industrial arts and vocational education for the visually handicapped will also be stressed. Students will have an early exposure to the visually handicapped through pre-practicum experiences such as tutorial situation and short internship at the instructional material center. Survey of commercial materials and adaptation and design of didactic aids to meet the educational needs of the visually handicapped Puerto Rican children will be also part of this course.	III. Instructional Practice	7 Planning for Instruction	2 Pedagogical Knowledge
EDES 4037 <i>Communication Skills for the Visually Handicapped</i>	This course will stress the mastery of Spanish and English Braille and techniques utilized in reading and writing the Braille Systems. Educational aids for the partially seeing will be introduced and evaluated by students in the course. Extensive laboratory sessions will be conducted to apply the Braille skills in transcribing instructional materials not available for the visually handicapped children in Puerto Rico.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDES 4038 <i>Mobility and Orientation</i>	This course deals with psychological aspects, skills and techniques in orientation and mobility of the severely visually impaired. Cane travel techniques suited to the geographical problems involved in the orientation and mobility of the visually handicapped in Puerto Rican setting.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDES 4040 <i>Braille System with Contractions and</i>	Through this course the student studies and analyzes the theoretical principles, strategies and methodologies for teaching the Braille system with contractions in English, the Nemeth Code (Braille used for mathematics)	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

<i>Mathematics</i>	and the use of the Cranmer abacus used for the teaching of students with vision impairments.			
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Specialized: Special Education - Hearing Impediments and Deafness

<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
EDES 4115 <i>Teaching Reading to Deaf and Partially Deaf Students</i>	The course analyzes contemporary practices, methods and strategies used to teach reading to students who are deaf, partial deaf and with hearing problems, as well as the factors which lead to successful outcomes. The course requires 10 hours of field experiences for the observation and implementation of these methods and strategies in a real context.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDES 4075 <i>Nature and Needs of the Auditory Handicapped Children</i>	Introductory course, which provides an overview of the general concepts, related to hearing problems and their effects on the teaching-learning process of students with learning impairments.	I. The learner and Learning I. The learner and Learning	1 Learner Development 2 Learning Differences	5 Diversity and Special Needs 5 Diversity and Special Needs
EDES 4076 <i>Curriculum and Teaching of the Hearing Impaired Child</i>	The curricula, methodology, materials and equipment for teaching the hearing-impaired child.	III. Instructional Practice	7 Planning for Instruction	2 Pedagogical Knowledge
EDES 4077 <i>Communication Techniques for the Auditory Impaired</i>	Course for student teachers in communicative skills for the audio impaired.	III. Instructional Practice	8 Instructional Strategies	3 Instructional Strategies

Specialized: Special Education - Conduct Disorders

<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
EDES 4018 <i>Teaching of the Trainable Mentally Retarded Child</i>	The course offers an intensive and detailed study of the nature of the moderate and severe mentally retarded child; 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, learning principles, techniques and strategies effective for his training. The course emphasizes the study of systematic teaching applied for the training of the moderate and severe mentally retarded and the selection of appropriate equipment and materials for his training.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDES 4047 <i>The Education of Emotionally Disturbed</i>	The study of the learning problems of children with behavior disorders. Analysis of modern approaches to their education, including special programs, strategies, materials and special techniques for coping with individualized education. The role of the teacher in the professional team, working with parents, and use of educational resources and records will be also discussed.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDES 4048 <i>Behavior Modification and its Application to the Classroom</i>	Analysis and management of the principles and techniques to alter, change, and modify abnormal, inappropriate, and deviant behavior, associated with the teaching-learning process.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDES 4057 <i>Curriculum and Educational Practices for Students with Emotional or Behavioral Problems</i>	The systematic study of the curriculum based on various theoretical models, research and local and national standards that are adapted to the needs of students with emotional or behavioral problems. Educational strategies that have been proven effective for this population are studied. Areas of the general curriculum are integrated and adapted to the individual needs of the students. Emotional, social, and daily living skills are integrated in the general subject area. Students work on educational planning, selection and preparation of materials that meet the particular needs of the student and his or her cultural background in this course students are required to complete an individualized education program (IEP), a transition plan and a functional behavioral assessment. The appropriate use of technology is integrated as a tool for learning.	III. Instructional Practice	7 Planning for Instruction	2 Pedagogical Knowledge

Specialized: Special Education - Learning Disability

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
EDES 3028 <i>New Trends for the Education of the Exceptional Child in the Regular Classroom</i>	Analysis and study of new trends and strategies for the education of the exceptional child in the regular classroom. Deals with basic concepts regarding exceptionalities and its implications for teaching of different levels of the curriculum and their content areas. Introduces mainstreaming as an educational alternative, its implications as a strategy of change in the school organization and its implementation in the Puerto Rican educational system.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDES 4085 <i>Methodology for the Design, Organization and Management of Resource Room Programs in Special Education</i>	Discussion of the various components to be considered in designing, organizing, and managing resource room programs. It includes the application of the diagnostic process the use of instructional alternatives in program development at the elementary, intermediate, and secondary levels.	I. The learner and Learning II. Content Knowledge III. Instructional Practice III. Instructional Practice	3 Learning Environments 4 Content Knowledge 7 Planning for Instruction 8 Instructional Strategies	4 Learning Environment 3 Content Knowledge 2 Pedagogical Knowledge 3 Instructional Strategies
EDES 4065 <i>Nature and Needs of the Student with Specific Learning Disabilities</i>	Study of the basic components in the field of learning disabilities. Presentation and analysis of concepts related to the etiology, the theoretical background, and current trends within this field of study.	I. The learner and Learning I. The learner and Learning	1 Learner Development 2 Learning Differences	5 Diversity and Special Needs 5 Diversity and Special Needs
EDES 4039 <i>Techniques for Correcting Specific Learning Disabilities in Children</i>	This course provides for the study of strategies and techniques for the correction of specific learning disabilities in children, which affect them in the acquisition of knowledge and skills relevant to the school learning. It also provides experiences for the use of diagnostic instruments as basis for the planning of individual instruction.	III. Instructional Practice	8 Instructional Strategies	3 Instructional Strategies

Specialized: Special Education - Mental Retardation

<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
EDES 4016 <i>Methods and Curriculum for the Mentally Retarded Child</i>	This course gives the student experiences in the adequate methods and techniques for the education of the educable mentally retarded in the different areas of the curriculum and the application of psychological and learning principles for their teaching. Emphasize the study of the special curriculum for the retarded, the preparation of instructional material and the diagnostic and individualization of instruction for the educable mentally retarded child. This course must be taken a semester previous to the intensive practice teaching.	III. Instructional Practice	7 Planning for Instruction	2 Pedagogical Knowledge
EDES 4015 <i>Nature and Needs of the Mentally Retarded Child</i>	Basic course of the psychology and principles of education of the mentally retarded. Gives the background necessary for the adequate understanding of the educable, trainable and profound mentally retarded child. Among the topics included for study are the following: 1) the use of psychometry tests for the diagnostic, classification and prognostic of the mentally retarded behavior in social and learning situations; 2) the definitions, natures, causes and types of mental retardation and its prevention; 3) educative programs for the rehabilitation of the retarded, 4) parents orientation.	I. The learner and Learning I. The learner and Learning	1 Learner Development 2 Learning Differences	5 Diversity and Special Needs 5 Diversity and Special Needs
EDES 4018 <i>Teaching of the Trainable Mentally Retarded Child</i>	The course offers and intensive and detailed study of the nature of the moderate and severe mentally retarded child; 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, learning principles, techniques and strategies effective for his training. The course emphasizes the study of systematic teaching applied for the training of the moderate and severe mentally retarded and the selection of appropriate equipment and materials for his training.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDES 4008 <i>Education of Multiple Handicaps Child</i>	A basic course in curriculum and methodology for the severely multiple handicapped. Emphasis will be given to the application of behavior modification techniques, sensory stimulation, early intervention and total communication.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Cluster 2 – Secondary Programs

<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
<i>Foundation Courses (required for all programs)</i>				
FAED 4001, 4002, 4003 <i>Professional Reflexive Seminar I, II and III</i>	The professional reflexive seminar of the faculty of education is offered In three stages that extend from the student's entry into the faculty until they complete their B.A. degree. The seminar provides students the opportunity to reflect upon teaching and the academic and professional preparation this Profession requires. The electronic portfolio is used as a tool to stimulate and evidence the student's reflection and development process using the competencies and principles presented in the faculty of education's conceptual framework of the faculty of education and will begin the development of his or her electronic portfolio.	I. The learner and learning II. Content Knowledge III. Instructional Practice Technology	3 Learning Environments 5 Application of Content 8 Instructional Strategies Technology	4 Learning Environment 3 Instructional Strategies 3 Instructional Strategies Technology
EDFU 3011 <i>Foundations of Human Development</i>	The course introduces future teachers to the study of the cognitive, social emotional and physical development in the human life cycle, with special attention to adolescence. The various paradigms associated to these areas of development are discussed and analyze from an integral perspective and their implications in Puerto Rico are examined.	I. The learner and learning	1. Learner Development	5.Diversity and Special Needs
EDFU 3012 <i>Foundations of Educational Psychology</i>	The course introduces future teachers to the study of the psychological theories, investigations and innovations that explains the learning and thinking Processes in the school context. Examines the basic concepts of the behaviorist cognitive, sociocultural and humanist theories, among others in their relationship to school teaching, motivation, diversity and life together. Analyze their application to educational practice in contemporary Puerto Rican society. Requires field experience in school setting	I. The learner and learning	1. Learner Development	5.Diversity and Special Needs
EDFU 3007 <i>Social Foundations of Education</i>	Analysis of the basic social science principles in terms of the educational process. Study and discussion of the social problems that have conditioned the development of education in Puerto Rico.	I. The learner and learning	2.Learning Differences	5.Diversity and Special Needs
EDFU 4007 <i>Principles of Research</i>	The purpose of this course is to acquaint the student with the techniques and methods of scientific research. It is geared to the development of the Ability to identify problems and hypotheses and to the selection of methods or gathering, analyzing and interpreting data.	III. Instructional Practice III. Instructional Practice IV. Professional Responsibility	7 Planning for Instruction 8 Instructional Strategies 9 Professional Learning and Ethical Practice	2 Pedagogical Knowledge 3 Instructional Strategies 11 Professional Development

<p>EDFU 4019 <i>Philosophical Foundations of Education</i></p>	<p>Study of philosophic theory and its relation to pedagogical practice. Presentation of major problems that have been caused by conflicting educational Philosophies in terms of their historical development and their present-day Impact. The course emphasizes and clarifies the role of the teacher in regard to educational goals, curriculum programs, and evaluation. Basic philosophical problems such as the meaning of truth and knowledge, the relation between Knowledge and action, the nature of beauty, truth, happiness, and their educational implications are analyzed. The course also endeavors to promote an understanding of the way in which the development of the scientific method, the progress of democracy, changes in social and economic institutions, and the Advance of human knowledge, demand changes in philosophical attitudes as well as in all educational practice.</p>	<p>III. Instructional Practice</p> <p>IV. Professional Responsibility</p>	<p>7 Planning for Instruction</p> <p>9 Professional Learning and Ethical Practice</p>	<p>2 Pedagogical Knowledge</p> <p>11 Professional Development</p>
<p>EDFU 3013 <i>Evaluation of Learning</i></p>	<p>The course intends to develop awareness in the teacher candidate about the philosophy of evaluation as part of the education process. It aims to promote student knowledge of quantitative and qualitative evaluation techniques and their applications. It will analyze the valid and reliable evaluation techniques to identify, stimulate, predict and guide student behavior characteristics. It will include the appropriate techniques for differentiated and alternative assessment. Also it will discuss the organization, presentation and statistical analysis of data obtained by measurement instruments and the interpretation of the data to make decisions related to teaching strategies.</p>	<p>III. Instructional Practice</p>	<p>6 Assessment</p>	<p>6 Evaluation and Assessment</p>
<p>EDES 4006 <i>Nature and Needs of Exceptional Learners</i></p>	<p>This course offers an overview of the psychological and educational needs of exceptional learners. It provides the experiences and knowledge necessary for the design and implementation of curricular programs, special teaching techniques and strategies appropriate for exceptional learners. Laboratory and field experiences will be an integrate part of the course.</p>	<p>I. The learner and learning</p>	<p>2 Learning Differences</p>	<p>5 Diversity and Special Needs</p>
<p>TEED 3018 <i>The Integration of Instructional Technology and the Computer to the Curriculum of the Secondary Level</i></p>	<p>Study of the elements of instructional design for the appropriate selection, evaluation, and use of information technology in the teaching-learning process. Includes basic experiences with computers and its integration with the teaching and learning process. Includes field experiences in diverse settings where the future teacher can observe, develop and facilitate learning that uses information technology.</p>	<p>I. The learner and learning</p> <p>II. Content Knowledge</p> <p>III. Instructional Practice</p>	<p>3 Learning Environments</p> <p>5 Application of Content</p> <p>8 Instructional Strategies</p>	<p>4 Learning Environment</p> <p>3 Instructional Strategies</p> <p>3 Instructional Strategies</p> <p>Technology</p>

		Technology	Technology	
HIST 3241 or HIST 3242 <i>History of Puerto Rico</i>	Analysis of the historical evolution of Puerto Rico from its founding until present, without relegating the pre-colonization period. The course Covers Political, Economic and Socio-cultural History.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HIST 3111 <i>History of the United States</i>	A census of the history of the United States since the beginning of the colonization during the XVII century until the civil war. The course Covers Political, Economic and Socio-cultural History with the purpose of understanding the events surrounding the American revolution, founding of the republic, the rapid growth from the XIX century to the events that lead to the civil war of 1861.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: English to Spanish Speakers

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
EDPE 4359 <i>Teaching Practice of English at the Secondary Level</i>	In their teaching practice, students are required to plan and facilitate the teaching-learning process of English in a public or private school of the secondary level, participate in activities and attend professional seminars at the university. These experiences provide students with the theoretical tools, techniques, practices and methods to increase their knowledge, develop skills and attitudes to enhance their practicum experience. In addition, current pertinent topics in the student's area of specialty are discussed and analyzed, as well as situations that occur during the practicum experience. The university professor, the collaborating teacher and the school director provide supervision of the student's performance.	I. The learner and learning II. Content Knowledge III. Instructional Practice III. Instructional Practice	3 Learning Environments 5 Application of Content 7 Planning for Instruction 8 Instructional Strategies	4 Learning Environment 3 Instructional Strategies 2 Pedagogical Knowledge 3 Instructional Strategies
EING 4020 <i>Methodology of English as Second Language Secondary Level</i>	The course is designed to emphasize the relationship among short and long term planning. The teacher candidate will learn to plan for standard-based ESL instruction and to determine culturally appropriate practices for diverse students. The course is designed to emphasize the relationship among assessment planning and implementation of instruction and student's achievement. Different assessment tools and techniques will be used to diagnose and assess academic progress and achievement. The results or assessment will be analyzed to determine planning and instruction that address students' needs in a classroom setting. The teacher candidates will observe and participate actively in field experiences (30hrs.) In small group or individual instruction at the secondary level. As part of this experience, students will carry out an action research pilot study.	I. The learner and learning II. Content Knowledge III. Instructional Practice III. Instructional Practice	3 Learning Environments 5 Application of Content 7 Planning for Instruction 8 Instructional Strategies	4 Learning Environment 3 Instructional Strategies 2 Pedagogical Knowledge 3 Instructional Strategies
EING 4005 <i>Literature for Adolescents</i>	Prospective Teachers will read intensively in the fields of children and adolescent Literature in order to become familiar with such fields. Literary selections that best appeal to children and adolescents in Puerto Rico and other parts of the world will be presented, preferably those with the best literary style. Students will read about and perform such creative activities as choral speaking, play acting, dramatization and choral singing in relation to the various grade levels. Careful analysis of those literary genres most appealing to children and adolescents such as short stories, nursery rhymes, ballads, tales, myths, poems,	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

	<p>biography, plays, essays, drama, and informative material will be an integral part of the course. Special attention will be given to the appraisal and discussion of cultural patterns presented in selected readings as A means of interpreting American ways of life and American values to Puerto Rican students.</p>			
<p>EING 4046 <i>“Assessment” of English as a Second Language</i></p>	<p>Designed to equip elementary and secondary school ESL teacher candidates with assessment and evaluation procedures specific to second language learning. It will provide ESL teacher candidates the skills necessary to select, evaluate, administer, interpret and communicate the results of formal and informal Assessment strategies, including language proficiency testing, entry and placement procedures. Implementation of such instruments is required in an Actual school setting.</p>	<p>III. Instructional Practice</p>	<p>6 Assessment</p>	<p>6 Evaluation and Assessment</p>
<p>EING 4045 <i>Teaching Writing in ESL</i></p>	<p>This course is designed for both elementary and secondary teacher candidates. The main emphasis is to refine teacher candidates ability in composition Writing and at the same time engage them in the art of teaching writing. Teacher Candidates will plan instruction for a series of activities to help students Develop writing from the sentence to expository text.it will also focus on the Ability to draft, revise, conference, edit, proofread, and publish, and to from well-constructed, effective texts. Teacher candidates will model these skills in Teaching students how to write sentences and compositions in English as a Second language. Field experiences are required.</p>	<p>II. Content Knowledge</p>	<p>4 Content Knowledge</p>	<p>3 Content Knowledge</p>
<p>EING 4006 <i>Teaching English to Spanish Speakers</i></p>	<p>Study of the most recent linguistic theory and explanation of the proper Relationship between this theory, the learning process and the communication Process. Search for information on the nature and function of language in the Natural sciences and in related disciplines such as psychology, anthropology, sociology and philosophy. Study of the problem of bilingualism and factors affecting Puerto Rico and other bilingual groups and their implications for Teaching a second language. Formal lectures followed by class discussions; Guest lectures from various related disciplines above mentioned; panel Discussions by students; individual and group presentations, film viewing and extensive reading will be used throughout the course.</p>	<p>II. Content Knowledge</p>	<p>4 Content Knowledge</p>	<p>3 Content Knowledge</p>
<p>INGL 4207 <i>Introduction to Transformational Grammar</i></p>	<p>Introduction to linguistics principles as viewed by transformational grammarians A study of the linguistic processes by means of which thoughts are expressed in English. Principles and history of transformational grammar.</p>	<p>II. Content Knowledge</p>	<p>4 Content Knowledge</p>	<p>3 Content Knowledge</p>

<p>EING 4035 <i>Teaching Reading in ESL for Secondary Education</i></p>	<p>The course focuses on the literacy needs of ESL students in middle and Secondary school. The teacher candidate will develop the necessary understanding, knowledge, and skills to help struggling readers and writers build essential literacy-life skills in English as a second language. Methods of Teaching, diagnostic procedures and assessment of reading and writing will be Studied. Student-centered approaches to literacy development will be emphasized. Teacher candidates will plan lessons and units that integrate the language arts and content-based knowledge. Observation of classes and field Experiences are required.</p>	<p>III. Instructional Practice</p>	<p>8 Instructional Strategies</p>	<p>3 Instructional Strategies</p>
<p><i>In the following, the candidate selects a course with the advisor's counsel.</i></p>				
<p><i>INGL</i> _____</p>	<p>English Writing Communication Courses (Level V or more)</p>	<p>II. Content Knowledge</p>	<p>4 Content Knowledge</p>	<p>3 Content Knowledge</p>
<p><i>INGL</i> _____</p>	<p>English Oral Communication Courses (Level V or more)</p>	<p>II. Content Knowledge</p>	<p>4 Content Knowledge</p>	<p>3 Content Knowledge</p>
<p><i>INGL</i> _____</p>	<p>English or American Literature (Level V or more)</p>	<p>II. Content Knowledge</p>	<p>4 Content Knowledge</p>	<p>3 Content Knowledge</p>
<p><i>INGL</i> _____</p>	<p>English Elective (Level V or more) Literature, Linguistics, Grammar.</p>	<p>II. Content Knowledge</p>	<p>4 Content Knowledge</p>	<p>3 Content Knowledge</p>
<p><i>INGL</i> _____</p>	<p>English Elective (Level V or more) Literature</p>	<p>II. Content Knowledge</p>	<p>4 Content Knowledge</p>	<p>3 Content Knowledge</p>

Specialized: Math

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
MATE 4031** <i>Linear Algebra</i>	Matrix algebra. Determinants. Systems of linear equations. Finite dimensional vector spaces. Linear dependence and independence. Bases. Euclidean spaces. Linear transformations the matrix of a linear transformation. Similarity transformations. Eigenvectors and eigenvalues. Inner products. Norms. Orthogonal projection. Gram-Schmidt Orthogonalization.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MATE 3152 <i>Calculus II</i>	Transcendental functions. Techniques of integration. The conic sections, polar coordinates, parametric equations, sequences, indeterminate forms, improper integrals and infinitive series.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MATE 4032 <i>Advanced Algebra I</i>	Introduction to group theory. Cosets and Lagrange's Theorem. Normal subgroups and quotient groups. Group homomorphisms. The isomorphism theorems. Finite groups. Permutation groups and Cayley's theorem.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MATE 3019 <i>College Geometry</i>	The study of Euclidean geometry with emphasis on the proof of propositions and theorems. Axioms of incidence, of distance, of interposition, of separation of the plane, concerning the construction segments. The parallel postulate. Axioms and basic theorems related to the congruence and similarity of triangles. Elementary properties of quadrilaterals. Ruler and compass constructions. Axioms and basic theorems concerning the areas of polygonal regions.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MATE ____	Elective in Math <i>Candidate selects course with advisor's counsel.</i>	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MATE ____	Elective in Math <i>Candidate selects course with advisor's counsel.</i>	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MATE 3026 <i>Introduction to Statistics with Computers</i>	Elementary combinatorics. Probability theory. Bayes theorem. Descriptive statistics. Random variables. Discrete and continuous sampling distributions. Estimation. Hypothesis testing. Correlation and regression. Scientific programming. Statistical computer packages. Computer simulations of random experiments. The student will carry out programming projects in which the concepts of the course are implemented.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MATE 3325 <i>Introduction to Discreet Mathematics</i> or CCOM 3020 <i>Discreet Mathematics</i>	MATE 3325 - Logic, elementary set theory, demonstration techniques, relations, functions, counting and counting arguments, mathematical induction, graph theory, combinatorics, discreet probability, recurrence relations, number theory, and cryptography. This course is designed for students in their first or second year in the Computer Science or Mathematics Program. In this course, students will learn techniques for doing elementary mathematical demonstrations. It will also introduce students to topics related to sets or processes that can be listed or associated with any subset of natural numbers. Topics to be discussed will be necessary for other	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

	mathematical and computer science courses			
MATE 4120 <i>History of Mathematics</i>	The history of mathematics with special reference to astronomy, classical mechanics and mathematical physics.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MATE 4031** <i>Linear Algebra</i>	Matrix algebra. Determinants. Systems of linear equations. Finite dimensional vector spaces. Linear dependence and independence. Bases. Euclidean spaces. Linear transformations the matrix of a linear transformation. Similarity transformations. Eigenvectors and eigenvalues. Inner products. Norms. Orthogonal projection. Gram-Schmidt Orthogonalization.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: Spanish

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
ESPA 3211-3212 <i>Introduction to Spanish Literature I and II</i>	Study of literary traditions, authors and works Spanish Literature from the middle ages until the Renaissance Study of literary traditions, authors and works Spanish Literature from the golden age until the present.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ESPA 3291-3292 <i>Spanish Grammar</i>	Descriptive studies of Morphosyntactic aspects of Spanish stemming from simple sentence and including coordination and subordination. Text analysis presenting different linguistic levels and their values.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 4039 <i>The Teaching of Modern Grammar</i>	The course will review the methodology of language teaching through the use of a modern linguistic approach. This should enable students to obtain a more thorough understanding of the structure and function of language and also will improve their oral and written expression.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ESPA 4231-4232 <i>Literature of Puerto Rico</i>	Study of the history of Puerto Rican Literature from its's origins until the contemporary age and their works and principal author.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ESPA 3013 <i>Introduction of Linguistics Compendium</i>	Study of foundations of Spanish linguistic analysis as a system, at the phonetic, phonological, morphological, syntactical and pragmatic levels.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 4230 <i>Reading and Writing in the Secondary School</i>	Study of pedagogical ideas related to human communication as a required course for secondary Spanish teachers. These ideas will serve as the basis for the analysis of fundamental principles in the teaching-learning process of reading and writing in secondary school, giving special attention to methodology in teaching Spanish.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

<i>Specialized: Biology</i>				
<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
BIOL 3101 <i>General Biology</i>	Study of the fundamental principals of biology in the following areas: Structure, Biological Molecule Function, the cell, evolution and genetics.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
BIOL 3410 <i>Plant Organismal Biology</i> or BIOL 3425 <i>Animal Organismal Biology</i>	Morphology, anatomy and physiology of plants with emphasis on the vascular plants. Morphology, anatomy and physiology of animals.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
BIOL 3111 <i>Ecology</i>	Introduction to the basic principles of modern ecology. It covers physiological ecology, populations, community ecology, and ecosystem ecology	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
BIOL 3349 <i>Genetics</i>	Classical genetics, Chemical nature, physical and functional organization of genetic material and introduction to population genetics.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
FISI 3011 <i>College Physics I</i>	An introduction to mechanics with calculus for science majors. Vector and their algebra. Galilean invariance newton's laws of motion and fictitious forces. Non-relativistic dynamics, constant acceleration motion in the presence of constant electric and magnetic fields. Conservation of linear momentum, center of mass, torque and conservation of angular momentum, harmonic motion, damping and driven harmonic oscillators. Dynamics of rigid bodies, moments of inertia and kinetic energy of rotation. Inverse-square-law forces, gravitational and electrostatic two body problems and Kepler's laws. Speed of light and the Doppler effect. Lorentz transformations of length and time. Relativistic dynamics: momentum and energy. Whenever possible.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
FISI 3001 <i>Physics I</i>	A general study of the main subjects in physics.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
FISI 3013 <i>Laboratory for College Physics I</i>	Various physical laws and relations studied in the introductory physics course will be tested in the laboratory. The student will also develop the basic skills needed for further experimental work in physics. The first semester covers the areas of geometrical optics, nuclear physics and electrical circuits.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
FISI 3003 <i>General Physics Laboratory</i>	Laboratories to accompany FISI 3001-3002.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

QUIM 3001 - 3002 <i>General Chemistry I and II</i>	Fundamental principles of the science of chemistry with emphasis on atomical and molecular structure and chemical equilibrium. The laboratory work includes qualitative analysis of cations and anions.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	Fundamental principles of the science of chemistry with emphasis on atomic and molecular structure and chemical equilibrium. The laboratory work includes qualitative analysis of cations and anions.			
<i>BIOL</i> ___	Elective in Biology. Candidate selects course with advisor's counsel.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
Laboratory	Laboratory to be taken with Biology course selected by the candidate with advisor's counsel.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
Statistics Course	Elective course in Statistics. Candidate selects course with advisor's counsel.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

<i>Specialized: Physics</i>				
<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
FISI 3001 – 3002 <i>Physics I & II</i> or FISI 3011 – 3012 <i>College Physics I & II</i>	A general study of the main subjects in physics	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	A general study of the main subjects in physics	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	An introduction to mechanics with calculus for science majors. Vector and their algebra. Galilean invariance newton's laws of motion and fictitious forces. Non-relativistic dynamics, constant acceleration motion in the presence of constant electric and magnetic fields. Conservation of linear momentum, center of mass, torque and conservation of angular momentum, harmonic motion, damping and driven harmonic oscillators. Dynamics of rigid bodies, moments of inertia and kinetic energy of rotation. Inverse-square-law forces, gravitational and electrostatic two body problems and Kepler's laws. Speed of light and the Doppler effect. Lorentz transformations of length and time. Relativistic dynamics: momentum and energy. Whenever possible.			
	An introduction to electricity and magnetism with calculus for science majors. Electrostatics; charges and fields. Coulomb's law. Gauss law. Energy of the electrostatic field. Introduction to concepts of vector calculus; line and surface integrals; gradient, divergence and curl of a vector function; gauss and stokes theorems. Electric potential. Electrical fields in conductors and insulators energy stored in a capacitor. Electric currents. Ohm's law. Circuits, electromotive force. Variable currents in capacitors for potential. Ampere's law. Electromagnetic induction. Displacement current and Maxwell equations. Inductive circuits. Altering current circuits and solutions to linear ordinary equations. At the level of Berkeley series.			
FISI 3003 – 3004 <i>Laboratory for Physics I & II</i> or FISI 3013 – 3014 <i>Laboratory for College Physics I & II</i>	Laboratories to accompany FISI 3001-3002.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	Various physical laws and relations studied in the introductory physics course will be tested in the laboratory. The student will also develop the basic skills needed for further experimental work in physics. The first semester covers the areas of geometrical optics, nuclear physics and electrical circuits.			
	Various physical laws and relations studied in the introductory physics course will be tested in the laboratory. The student will also develop the basic skills needed for further experimental work in physics. The second semester covers the areas of optics, nuclear physics and electric circuits.			
FISI 3025 <i>Elemental Modern Physics</i>	A study of the modern concepts in physics, such as the theory of relativity, the quantum theory, the fundamentals of quantum mechanics, electronics configurations in the atom. General applications to chemistry, biology, medicine and other fields.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
QUIM 3001 - 3002 <i>General Chemistry I and II</i>	Fundamental principles of the science of chemistry with emphasis on atomical and molecular structure and chemical equilibrium. The laboratory work includes qualitative analysis of cations and anions.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	Fundamental principles of the science of chemistry with			

	emphasis on atomic and molecular structure and chemical equilibrium. The laboratory work includes qualitative analysis of cations and anions.			
MATE 3152 <i>Calculus II</i>	Transcendental functions. Techniques of integration. The conic sections, polar coordinates, parametric equations, sequences, indeterminate forms, improper integrals and infinite series.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
BIOL 3101 <i>General Biology</i>	Study of the fundamental principals of biology in the following areas: Structure, Biological Molecule Function, the cell, evolution and genetics.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<i>In the following, the candidate selects a course with the advisor's counsel.</i>				
<i>FISI</i> _____	Electives in Physics excluding Physics 3016	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<i>FISI</i> _____	Electives in Physics excluding Physics 3016	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<i>FISI</i> _____	Electives in Physics excluding Physics 3016	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: Chemistry

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
QUIM 3001-3002 <i>General Chemistry I and II</i>	Fundamental principles of the science of chemistry with emphasis on atomical and molecular structure and chemical equilibrium. The laboratory work includes qualitative analysis of cations and anions.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	Fundamental principles of the science of chemistry with emphasis on atomic and molecular structure and chemical equilibrium. The laboratory work includes qualitative analysis of cations and anions.			
FISI 3011 – 3012 <i>College Physics I & II</i>	An introduction to mechanics with calculus for science majors. Vector and their algebra. Galilean invariance newton's laws of motion and fictitious forces. Non-relativistic dynamics, constant acceleration motion in the presence of constant electric and magnetic fields. Conservation of linear momentum, center of mass, torque and conservation of angular momentum, harmonic motion, damping and driven harmonic oscillators. Dynamics of rigid bodies, moments of inertia and kinetic energy of rotation. Inverse-square-law forces, gravitational and electrostatic two body problems and Kepler's laws. Speed of light and the Doppler effect. Lorentz transformations of length and time. Relativistic dynamics: momentum and energy. Whenever possible.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	An introduction to electricity and magnetism with calculus for science majors. Electrostatics; charges and fields. Coulomb's law. Gauss law. Energy of the electrostatic field. Introduction to concepts of vector calculus; line and surface integrals; gradient, divergence and curl of a vector function; gauss and stokes theorems. Electric potential. Electrical fields in conductors and insulators energy stored in a capacitor. Electric currents. Ohm's law. Circuits, electromotive force. Variable currents in capacitors for potential. Ampere's law. Electromagnetic induction. Displacement current and Maxwell equations. Inductive circuits. Alternating current circuits and solutions to linear ordinary equations. At the level of Berkeley series.			
BIOL 3101 <i>General Biology</i>	Study of the fundamental principals of biology in the following areas: Structure, Biological Molecule Function, the cell, evolution and genetics.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
FISI 3013 – 3014 <i>Laboratory for College Physics I and II</i>	Various physical laws and relations studied in the introductory physics course will be tested in the laboratory. The student will also develop the basic skills needed for further experimental work in physics. The first semester covers the areas of geometrical optics, nuclear physics and electrical circuits.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	Various physical laws and relations studied in the introductory physics course will be tested in the laboratory. The student will also develop the basic skills needed for further experimental work in physics. The second semester covers the areas of optics, nuclear physics and electric circuits.			
BIOL 3410 <i>Plant Organismal Biology</i> or	Morphology, anatomy and physiology of plants with emphasis on the vascular plants	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	Morphology, anatomy and physiology of animals			

BIOL 3425 <i>Animal Organismal Biology</i>				
QUIM 3025 or equivalent <i>Analytical Chemistry</i>	Study of Theory and methods of the chemical qualitative and quantitative analysis using gravimetric and volumetric methods including potent metrical titration. Brief introduction to the spectrophotometric methods of analysis with emphasis in the UV region of the light spectrum. The course emphasizes fundamental theory of Chemical analysis, equilibrium and calculating results. Also, common Error analysis and data interpretation are studied.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
QUIM 3031 & 3032 <i>Organic Chemistry I & II</i>	The study of the anaphylactic and aromatic nature of carbon based compounds.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

<i>Specialized: General Sciences</i>				
<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
BIOL 3101 <i>General Biology</i>	Study of the fundamental principals of biology in the following areas: Structure, Biological Molecule Function, the cell, evolution and genetics.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
BIOL 3410 <i>Plant Organismal Biology</i>	Morphology, anatomy and physiology of plants with emphasis on the vascular plants.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
BIOL 3111 <i>Ecology</i>	Introduction to the basic principles of modern ecology. It covers physiological ecology, populations, community ecology, and ecosystem ecology	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
QUIM 3001 – 3002 <i>General Chemistry I and II</i>	Fundamental principles of the science of chemistry with emphasis on atomical and molecular structure and chemical equilibrium. The laboratory work includes qualitative analysis of cations and anions.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	Fundamental principles of the science of chemistry with emphasis on atomic and molecular structure and chemical equilibrium. The laboratory work includes qualitative analysis of cations and anions.			
FISI 3001 or 3002 <i>General Physics I and II</i>	A general study of the main subjects in physics	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	An introduction to mechanics with calculus for science majors. Vector and their algebra. Galilean invariance newton's laws of motion and fictitious forces. Non-relativistic dynamics, constant acceleration motion in the presence of constant electric and magnetic fields. Conservation of linear momentum, center of mass, torque and conservation of angular momentum, harmonic motion, damping and driven harmonic oscillators. Dynamics of rigid bodies, moments of inertia and kinetic energy of rotation. Inverse-square-law forces, gravitational and electrostatic two body problems and Kepler's laws. Speed of light and the Doppler effect. Lorentz transformations of length and time. Relativistic dynamics: momentum and energy. Whenever possible.			
FISI 3011 or 3012 <i>College Physics I and II</i>	A general study of the main subjects in physics	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	An introduction to mechanics with calculus for science majors. Vector and their algebra. Galilean invariance newton's laws of motion and fictitious forces. Non-relativistic dynamics, constant acceleration motion in the presence of constant electric and magnetic fields. Conservation of linear momentum, center of mass, torque and conservation of angular momentum, harmonic motion, damping and driven harmonic oscillators. Dynamics of rigid bodies, moments of inertia and kinetic energy of rotation. Inverse-square-law forces, gravitational and electrostatic two body problems and Kepler's laws. Speed of light and the Doppler effect. Lorentz transformations of length and time. Berkeley series used whenever possible.			
FISI 3013 or 3014 <i>Laboratory for College Physics I & II</i>	Various physical laws and relations studied in the introductory physics course will be tested in the laboratory. The student will also develop the basic skills needed for further experimental work in physics. The first semester covers the areas of geometrical optics,	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

	nuclear physics and electrical circuits.			
	Various physical laws and relations studied in the introductory physics course will be tested in the laboratory. The student will also develop the basic skills needed for further experimental work in physics. The second semester covers the areas of optics, nuclear physics and electric circuits.			
FISI 3003 or 3004 <i>Laboratory for Physics I & II</i>	Laboratories to accompany FISI 3001-3002.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
Earth Sciences	Elective in Earth Sciences Candidate selects course with advisor's counsel.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
Elective in Science	Elective in Science Candidate selects course with advisor's counsel.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: Family and Consumer Sciences

<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
ECDO 3006 <i>Vision and Challenges of Professionals in Family and Consumer Sciences</i>	Promotes personal reflection with reference to his or her role as a professional in family and consumer sciences, new trends in the profession, and research in the field. Emphasizes the use of the computer and new technologies to plan, develop, and create effective educational presentations	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ECDO 3007 <i>Life Cycle of the Human Being</i>	Integrated study of the characteristics and needs of human beings through Their life span, from the prenatal through late adulthood and lastly to the Process of dying. Different theoretical views are investigated in order to Describe human development as well as the influences that the environment sets In it. Comparative analysis of the physical, cognitive, social, and emotional development from an educational and socio cultural perspective. Examines these developmental factors. Analyzes the role of Puerto Rican family as well as the influences that other contexts create in the growth, development and wellness of individuals.	I. The learner and learning	1. Learner Development	5.Diversity and Special Needs
ECDO3015 <i>Family Relationships</i>	An introductory course in the study of the family. Opportunity is given for the formulation and evaluation of personal attitudes and concepts regarding the family. It encourages discussion of theories and practices on family life with special attention to the impact of internal factors (personal and intrafamiliar) and external factors (interrelationships with Society) as they are evident in our society. The course includes, among others, the following topics: the family, roles, planning before marriage, adjustments, solving conflicts and crisis, parenthood, the law and the family, it's future as an institution.	II. Content Knowledge IV. Professional Responsibility	4 Content Knowledge 10 Leadership and Collaboration	3 Content Knowledge 9 Family and Community

ECDO 3035 <i>Housing: Consumer's Problems</i>	Basic information about Puerto Rico as a reference framework to the housing problems. Social and economic changes of the island and their effects upon housing. Analysis and description of the magnitude of housing problem in Puerto Rico and detailed study of the private and public institutions that deals with it. Consumer education in terms of house in market, codes, laws, regulations and financing. A practical experience in research is required of each student in an area of interest related to one of the housing problems	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ECDO 3046 <i>Clothing and Textiles: Selection and Purchase</i>	It includes the study of socio-cultural concepts that impact clothing selection and purchasing. Elements to be considered in the selection, purchasing and care of clothing and textile products are evaluated. Students are required to prepare samples of clothing construction techniques.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ECDO 3026 <i>Clothing and Creative Project Construction</i>	Study, application and development of sewing techniques used, with a commercial pattern, to make clothing and create or embellishment textile products. This course is offered to the school of family ecology and nutrition undergraduate students who will be educators. It will be offered throughout conference and laboratories.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ECDO 4035 <i>Planning, Preparing and Serving Family Meals for Diverse Population</i>	Philosophical model for planning, preparation and service of family meals. Includes the principles of decision making and planning as medullar elements of the process. Emphasizes in the selection of nutritive foods, efficient use of money and conservation of time and energy to respond to the needs of individuals and the challenges of emergent life styles. Considers the psychological aspects, the multicultural food patterns the population with special needs and the new trends in recent research in the food industry.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ECDO 4042 <i>Basic Principles of Nutrition</i>	A course designed for none-home economics students who need a background of nutrition for their field, including teachers, nurses, physical health education students and others. Fundamental knowledge of dietary essentials. Special emphasis on food composition and factors involved in the planning and selection of diets to meet these needs for all age groups and different special conditions.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ECDO 4146 <i>Sustainable Consumption in The Family and Society</i>	Analyze different kinds of individual, family and society consumption modalities. Develop research projects about sustainable consumption in the areas of environmentally friendly purchases, organic gardens, recycling or compost. As part of the learning process the course includes field trips to places of ecological interest and to places that show the consequences of unsustainable consumption. At the end of the semester the students should apply the sustainable development concept to	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

	his or her own study area and show their acquired competences for the implementation of sustainable consumption projects.			
ECDO 4185 <i>Resource Management for Families</i>	The basic aspects of the family resources administration and its application in home life or other environments are studied using systems theory. They emphasize the problems facing the family to use the human and nonhuman resources to achieve goals. Encourages the application and integration of management principles in the process of decision-making in diverse family situation.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ECDO 4135 <i>Introduction to Gerontology</i>	A study of the various aspects of human development during its later years. Analysis of changes and adjustments that take place and their implications. Special emphasis on meeting the needs of, and caring for the aged. Planned learning experiences in government and/or private institutions serving the aged.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

<i>Specialized: Recreation</i>				
<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
RECR 3685 <i>Introduction to the Study of Recreation</i> or RECR 3820 <i>Leisure Education</i>	Philosophical principles. History of recreative movement. Government responsibilities at different levels, voluntary associations, leadership and programs. The development of a recreative concept with particular application to Puerto Rico.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	The study of free time as a social phenomenon of growing importance in contemporary society and its pertinence to formal and non-formal education. Appreciation of free time as an opportunity to attain a gratifying level of life satisfaction. Promote the acquisition of values, attitudes, knowledge, And skills related to leisure that will influence their intellectual, emotional, physical, metaphysical and social development through the life course. Education as a long life process will be linked to leisure lifestyles, both as a strategy for professionals in educational settings as well as for the individual's benefit.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDFI 3675: <i>Life, Health and Well-Being</i>	Analysis of the main individual and collective health problems. Emphasis on the relationship between lifestyles and external factors and their consequences for the individual and society well-being. Basic aspects of safety, prevention and risk/accident management of daily life at home and the community.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
RECR 3695 <i>Leadership</i>	Basic principles and theoretical foundations of working with organized Groups and its importance and value within democratic societies. Methods and techniques used to promote individual and collective development through group experiences with emphasis on organized recreation.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
RECR 4006 <i>Introduction to Therapeutic Recreation</i> or RECR 4055 <i>Recreational Sports</i>	History, principles, philosophy, and modalities of therapeutic Recreation services.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	Analysis of the nature, values and purposes of different individual and Team sports, including the aquatic, their rules, procedures and scoring systems Will be studied. In addition, the organization, implementation and evaluation Of competitive events are considered.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
RECR 3726 <i>Outdoor Recreation</i>	Study of the existing relationship between the natural resources, recreation and individuals. Problems affecting the areas and resources of Outdoor recreation. Special attention to management and conservation of the Environment for recreation purposes. Skills required to bring groups to outdoor recreational activities. Requires visits, outings, and stayovers outside the campus.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
RECR 4141 <i>Administration of Recreational Programs I</i>	Basic administrative principles related to the delivery of recreation Services including: legal considerations, planning principles, facility Operation, financing and budgets, marketing, public relations, principles of Organization and coordination, personnel administration and evaluation.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
RECR 4142 <i>Administration of</i>	Basic administrative principles related to the delivery of recreation Services including: legal	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

<i>Recreational Programs II</i>	considerations, planning principles, facility operation, financing and budgets, marketing, public relations, principles of organization and coordination, personnel administration and evaluation.			
RECR 4145 <i>Organization of Recreative Services in Puerto Rico</i>	Analysis and evaluation of the state of affairs of the recreative services system of the island, including the public and private sectors. Emphasis in organization and scope of said services: visits to recreation organizations and the evaluation of the services they offer. This course is designed as a preamble to the recreation internship.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
RECR 4015 <i>Internship or Seminar</i>	Internship and seminar in education in the various government and private recreational agencies. The student will participate in the host agency and will gain experience in the organization and implementation of recreational program. This experience will be under the guidance and supervision of an agency professional and a university faculty member.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

<i>Specialized: History</i>				
<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
HIST 3165 <i>History of the Renaissance</i>	The renaissance as threshold to the modern world in its social, political, economic and cultural aspects. The religious crisis which was initiated in the sixteenth century until the peace of Westphalia, and following this, the manifestation of the two great currents of the modern state; monarchical absolutism exemplified in France and the English model: the parliamentary system. The European intellectual revolution until the eighteenth century.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HIST 3155 <i>Europe in the Nineteenth Century</i>	Discussion of the impact of the French revolution and the industrial revolution on European history during the nineteenth century. Analysis of social thought, economic life, diplomatic relations, the labor movement, etc. The course will not cover the history of all Europe, but will attempt to study similar problems that were present in the particular histories of European states.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HIST 3205 <i>Problems of the Contemporary World</i>	The intention of this course is to show the remote origins of the principal problems and conflicts of contemporary history. Therefore, for example, we will study the mechanism of underdevelopment, the Israeli-Palestinian conflict, the great revolutions, the cold war, etc. Due to the impossibility of exhausting the interminable list of problems of the twentieth century, principal emphasis will fall upon the clarification of concepts and the development of an historic vision to overcome the episodic and journalistic concept of contemporary conflicts.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HIST 3211 <i>Spanish American History I</i>	The course constitutes an approach to the Hispanic American colonial world especially the areas conquered by Spain. A vision of the geographic and cultural environment of pre-Columbian American will be provided as a point of departure for the course. Major emphasis will be given to the process of discovery, colonization and conquest, to be followed by an analysis of colonial society and institutions up to the eighteenth century.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HIST 3112 <i>Spanish American History II</i>	General vision of the historical development of Hispanic American from the beginning of the nineteenth century up to the present. Special importance will be given to the emancipation stage in the first third of the past century, as well as the comparative study of the historic process of different independent states until present times in conjunction with their economic and 'socio-cultural evolution and their relations with the outside world.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HIST 4225 <i>Theory of History</i>	The purpose of this course is to become conscious of the task of the historian and researcher. Deals with all the most important aspects of historical analysis, such as the relations of causality, the laws of history and their predictive character, chronological and explanatory history, etc. The ways in which the principal modern historiographical schools have dealt with these problems will also be studied. At the same time in order to develop a theory of research and find out the utility of the discipline—the students will carry out an original research project with primary	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

	sources at the general archive of Puerto Rico and the Puerto Rican collection.			
GEOG 3150 <i>Human Geography</i>	Description and discussion of the human components of geography. The courses emphasize the concepts, process and basic agents responsible for special heterogeneity which exists on our planet.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HIST 3241 – 3242 <i>History of Puerto Rico I and II</i>	Analysis of the historical evolution of Puerto Rico from its founding until present, without relegating the pre-colonization period. The course Covers Political, Economic and Socio-cultural History.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

<i>Specialized: Social Studies</i>				
<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
GEOG 3150 <i>Human Geography</i>	Description and discussion of the human components of geography. The courses emphasize the concepts, process and basic agents responsible for special heterogeneity which exists on our planet.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
GEOG 3165 <i>Geography of Puerto Rico</i>	Study and discussion of the physical, environment and human geography of Puerto Rico, its territorial order and its position in the contemporary world.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HIST 3111-3112 <i>History of the United States I and II</i>	A census of the history of the United States since the beginning of the colonization during the XVII century until the civil war. The course Covers Political, Economic and Socio-cultural History with the purpose of understanding the events surrounding the American revolution, founding of the republic, the rapid growth from the XIX century to the events that lead to the civil war of 1861.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HIST 3211-3212 <i>Spanish American History I and II</i>	A census of the history of the United States since the beginning of the colonization during the XVII century until the civil war. The course Covers Political, Economic and Socio-cultural History with the purpose of understanding the events surrounding the American revolution, founding of the republic, the rapid growth from the XIX century to the events that lead to the civil war of 1861.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ECON 3005 <i>Introduction to Economics</i>	Introduction to Foundations and Methodology of Micro and Macro economics. Demand and Supply and Price analysis. Market structure Firm and Consumer Theories Wealth Distribution. Social accounting. Keynesian theory. Work, production and income determination. Fiscal and monetary politics. Contemporary Economic Problems.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
SOCI 3245 <i>Principles of Sociology</i>	Introduction to the basic concepts and diverse foci to the discipline. Analytical. Methodological and theoretical tools to understand and analyze society, its institutions and formation and change processes.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
CIPO 3011 <i>Principles and Problems of Political Science</i>	Different views of political life. Analysis of the most important processes and institutions intervening in the collective decision making of the political systems and their application to the particular case of Puerto Rico.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ANTR 3005 <i>Introduction to Sociocultural Anthropology</i>	Description not available. Candidate selects course with advisor.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
or ANTR 3006 <i>Introduction to the Anthropology of Culture</i>	Principles Focus and basic methods of sociocultural anthropology. Critical Analysis to anthropological concepts of culture. Discussion of interest topics that contemporary anthropology of culture, such as cultural diversity, ethnic identity, race, and comparative analysis of the state. Candidate selects course with advisor.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

HIST 3241-3242 <i>History of Puerto Rico I and II</i>	Analysis of the historical evolution of Puerto Rico from its founding until present, without relegating the pre-colonization period. The course Covers Political, Economic and Socio-cultural History.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
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Specialized: Theater

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
TEAT 3101 - 3102 <i>History of the Theater I and II</i>	Introduction of the History of the theater from Greece to the present time, including authors, works, and representative literary movements.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 4221 - 4222 <i>Stage Direction for Teachers</i>	Theory and Practice of the foundation of Scene Direction. Course designed for teachers.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 4211 - 4212 <i>Stage Direction I and II</i>	Theory and practice of the fundamentals of stage direction	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 3011 <i>Acting I</i>	Fundamentals of acting technique	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 3031 <i>Stage Diction I</i>	Fundamentals of speech and stage diction	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 3161 <i>Pantomime I</i>	Study and development of the body as a study and practice of pantomime technique.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 3191 <i>Introduction to Theatrical Production I</i>	Theory and Practice of theatrical production. Practice in different areas of production: wardrobe, make-up, scenography, lighting, utilities, etc.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 3192 <i>Introduction to Theatrical Production II</i>	Theory and Practice of theatrical production. Practice in different areas of production: wardrobe, make-up, scenography, lighting, utilities, etc.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 3005 <i>Children Theatre</i>	Study of the foundation and techniques to work with children in creative drama and children's theater production.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 4111 <i>Dramatic Activities</i>	Techniques and practice of creative drama for school and extracurricular activities.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 3012 <i>Acting II</i>	Fundamentals of acting technique	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 3032 <i>Stage Diction II</i>	Fundamentals of speech and stage diction	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 3162 <i>Pantomime II</i>	Study and development of the body as an expressive instrument thru the study and practice of pantomime technique.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 4201 <i>Stage Lighting I</i>	Design and practice of stage lighting. Laboratory work in the lighting of the plays produced during the year.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 4101 <i>Costume Design</i>	Theory and practice of the design and construction of costumes for the stages. Laboratory work on the construction of the play produced during the year.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
TEAT 4131 <i>Scene Design I</i>	Study of the basic element of scenic design, its styles and periods. Work in design of scenery for the experimental productions of the department.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: Music

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
MUSI 3275 <i>Sight Reading and Dictation I</i>	Intensive study of the essential elements of music by means of drills in theory, solfege, and ear-training.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI 4061 <i>Sight Reading and Dictation II</i>	Study of the rhythmic and melodic problems contained in the Works of the great composers. Analysis, interpretation and dictation of representative elements of musical syntax in different styles. Sight-reading in all keys.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI 4062 <i>Sight Reading and Dictation III</i>	A third semester of theory involving sight singing, melodic dictation and harmonic dictation. Especially recommended for music majors.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI 3115 <i>Diatonic Harmony</i>	A practical and analytical study of the harmonic vocabulary of the 18th century with special emphasis on the harmonization of choral melodies in the style of Bach and in the analysis of Works in the classical style of Mozart and Haydn.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI 4025 <i>Romantic and Impressionistic Music</i>	Study of the music of the 19th and 20th centuries with special attention to the analysis of selected masterworks. The course will be illustrated by audiovisual means and will be required of all music majors.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI 3045 <i>Music and Musicians of Puerto Rico or</i>	A survey of Puerto Rican music and composers from the nineteenth century to the present. Illustrated by recordings and live performances.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI 312 <i>The Historical Development of Music in Puerto Rico</i>	A general music course emphasizing the socio-cultural Outlook of music in Puerto Rican society from Spanish colonial times to the present. Different types of music, both recorded and live. Will be Heard for purposes of appreciation and analysis from historical, ethnomusicological and aesthetic points of view.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI 3276 <i>Basic Piano I</i>	Harmonization using primary chords. Basic chord progressions (tonic, subdominant, dominant) major improvisation, sight-reading and repertoire. Course is focused for music students with Little or no experience playing the piano. Its methodology includes conferences and practice of keyboard skills.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI 4003 <i>Basic Piano I</i>	Harmonization using primary chords. Basic chord progressions (tonic, subdominant, dominant) major improvisation, sight-reading and repertoire. Course is focused for music students with Little or no experience playing the piano. Its methodology includes conferences and practice of keyboard skills.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI ____ <i>Instrumental Technique I-VI Candidate selects course with advisor.</i>	MUSI 3085 – Instrumental Technique I. One credit, half an hour for conference and half an hour for laboratory per week. This course will be given in a normal sequence of four semesters. Class schedule to be established by the professor, special enrollment to be completed in the Music Department during enrollment period. Prerequisite: MUSI 3025. Individual training in the principles of technique, phrase, style and repertoire of an instrument recognized by western tradition of concert music (piano, wood, metals, and strings).	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
	MUSI 4055 – Instrumental Technique II One credit, half an hour for conference and half an hour for laboratory per week. Prerequisite: MUSI			

	<p>3275. This course will be given in a normal sequence of four semesters. Class schedule to be established by the professor, special enrollment to be completed in the Music Department during enrollment period. Individual training in the principles of technique, phrase, style and repertoire of an instrument recognized by western tradition of concert music (piano, wood, metals, and strings).</p>			
	<p>MUSI 4131 – Instrumental Technique III One credit, half an hour for conference and half an hour for laboratory per week. Prerequisite: MUSI 3275. This course will be given in a normal sequence of four semesters. Class schedule to be established by the professor, special enrollment to be completed in the Music Department during enrollment period. Individual training in the principles of technique, phrase, style and repertoire of an instrument recognized by western tradition of concert music (piano, wood, metals, and strings).</p>			
	<p>MUSI 4132 – Instrumental Technique IV One credit, half an hour for conference and half an hour for laboratory per week. Prerequisite: MUSI 3275. This course will be given in a normal sequence of four semesters. Class schedule to be established by the professor, special enrollment to be completed in the Music Department during enrollment period. Individual training in the principles of technique, phrase, style and repertoire of an instrument recognized by western tradition of concert music (piano, wood, metals, and strings).</p>			
	<p>MUSI 4133 – Instrumental Technique V One credit, half an hour for conference and half an hour for laboratory per week. Prerequisite: MUSI 4132. This course will be given in a normal sequence of four semesters. Class schedule to be established by the professor, special enrollment to be completed in the Music Department during enrollment period. Individual training in the principles of technique, phrase, style and repertoire of an instrument recognized by western tradition of concert music (piano, wood, metals, and strings).</p>			
	<p>MUSI 4134 – Instrumental Technique VI One credit, half an hour for conference and half an hour for laboratory per week. Prerequisite: MUSI 4133. This course will be given in a normal sequence of four semesters. Class schedule to be established by the professor, special enrollment to be completed in the Music Department during enrollment period. Individual training in the principles of technique, phrase, style and repertoire of an instrument recognized by western tradition of concert music (piano, wood, metals, and strings).</p>			
<p>MUSI 4177 <i>Instrumental Conducting and Score Reading or</i></p>	<p>Techniques and tradition in the conducting of instrumental group. Detailed study of terminology. Transcriptions and instrumental notations in both traditional groups.</p>	<p>II. Content Knowledge</p>	<p>4 Content Knowledge</p>	<p>3 Content Knowledge</p>
<p>MUSI 4175 <i>Choral Conduction and Vocal Repertoire</i></p>	<p>An intensive study of the vocal and musical techniques needed for the organization of school choirs</p>	<p>II. Content Knowledge</p>	<p>4 Content Knowledge</p>	<p>3 Content Knowledge</p>

MUSI 4015 <i>Baroque and Classical Music</i>	Study of the music of the 19th and 20th centuries with special attention to the analysis of selected masterworks. The audiovisuals means and will be required of music majors.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI _____ <i>Music groups</i>	Candidate selects course with advisor (choir, bands, bell choir, folklore groups, chamber music, others).			
EDPE 4091 <i>Seminar I: Band and Orchestra Instruments</i>	A practical perspective of the educational process. All aspects related to the instruments used in the symphonic orchestra and concert bands will be studied for public elementary and secondary schools. The basic content includes the preparation, adaptation, and utilization of resources and the technical methodology and teaching strategies. Students will familiarize with all string, wind, metal and percussion instruments. These practical experiences will complete the students musical formation to enable them to accomplish their classroom mission.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
EDPE 4092 <i>Seminar II: Musical Groups</i>	A practical perspective of the educational process. All aspects related to the instruction of musical groups will be studied for public elementary and secondary schools. The basic content includes the preparation, adaptation, and utilization of resources and the technical methodology and teaching strategies. Students will learn to organize these groups in: vocal or bell choruses, flute, rhythmic bands and other sound utilities. These experiences will provide the teacher-students the skills and knowledge to develop themselves as musical educators in the Puerto Rican context.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
MUSI 4093 <i>Seminar III: New Trends in Music Education</i>	Description not available	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

Specialized: Fine Arts

Course Number and Name	Catalog Course Description	Tag CAEP	Tag InTASC	Tag State
ARTE 3401 <i>Drawing I</i>	The basic study of the formal elements of drawing for the description of the elements of volume, weight, and structure inherent to objects. The analysis of spacial relationships and their organizations through composition and design in the creation of pictorial space. Investigation of several techniques and materials used in the faithful representation of objects and spaces, keeping in focus the use of drawings as a personal and creative act.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
HART 3191 <i>Occidental Art I</i>	Panoramic course of the history of occidental art from the prehistoric age until the pre-Renaissance.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ARTE 3118 <i>Art in Puerto Rico</i>	Chronological study of the different Puerto Rican artistic expression from the pre-colonization era until the end of the XX century.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ARTE 3315 <i>Printmaking Processes-Relief</i>	Theory and practice of various aspects of relief printmaking in black and white. The preparation of linoleum, cardboard, and wood blocks. Preparation of numbered editions printed manually and mechanically.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ARTE 3325 <i>Printmaking Processes-Intaglio</i>	Theory and practice of the various aspects of printmaking by incision or intaglio: etching, aquatint, dry point and soft ground. The creation of a limited edition in black and white.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ARTE 3335 <i>Printmaking Processes-Planography</i>	Introduction to the study and practice of the various aspects of planography printmaking: lithography both in stone and metal plate. Use of the different materials and the application of a variety of lithographic techniques: pencil, crayon, tusche with brush, quill drawing, washes, scratching, etc. Creation of a limited edition in black and white.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ARTE 3345 <i>Printmaking Processes-Stencil</i>	Introduction of the process of serigraphy. Technical analysis of procedures: water-based film, crayon and tusche. Development of designs adaptable to these. Creation of a limited edition.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ARTE 3365 <i>Collagraph</i>	Theory and practice of embossed engraving using collagraph. Development of materials, objects and textures using collagraph sheets Research in the technique. Blanco and white as well as Full Color limited edition Printing production.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ARTE 3375 <i>Monotype</i>	Study and practice of monotype as a hybrid method, direct and independent within the processes of engraving.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ARTE 3815 <i>Painting Process</i>	Introduction of the basic concepts of painting: from its mechanicals and technical aspects, to its expressive ones. The development of technical capabilities and a formal vocabulary through the creation of significant images using color.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ARTE 3615 <i>Sculpture Processes I</i>	Introduction to the basic notions essential for the creation of sculptures: their conceptualization through design and historical study and their construction using elementary materials and techniques.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ARTE 3901 or 3911 <i>Fundamentals of Visual Arts I</i>	Introductory course to the reasoning, methodology and practice of the creation of bidimensional and tridimensional manifestations of contemporary visual arts. Conferences, discussions and workshops about the historical, technical and conceptual elements and foundations. This course is open to all students and	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

	<p>required for all fine arts majors. The purpose of the student is to acquire a panoramic view to enhance their knowledge in Fine Arts so they can decide their concentration area.</p> <p>Introductory course to the reasoning, methodology and practice of the creation of bidimensional and tridimensional manifestations of contemporary visual arts. Conferences, discussions and workshops about the historical, technical and conceptual elements and foundations. This course is open to all students and required for all fine arts majors. The purpose of the student is to acquire a panoramic view to enhance their knowledge in Fine Arts so they can decide their concentration area.</p>			
<p>ARTE 3902, 3912 or 3913 <i>Fundamentals of Visual Arts II y III</i></p>	<p>Introductory course to the reasoning, methodology and practice of the creation of bidimensional and tridimensional manifestations of contemporary visual arts. Conferences, discussions and workshops about the historical, technical and conceptual elements and foundations. This course is open to all students and required for all fine arts majors. The purpose of the student is to acquire a panoramic view to enhance their knowledge in Fine Arts so they can decide their concentration area.</p> <p>Introductory course to the reasoning, methodology and practice of the creation of bidimensional and tridimensional manifestations of contemporary visual arts. Conferences, discussions and workshops about the historical, technical and conceptual elements and foundations. This course is open to all students and required for all fine arts majors. The purpose of the student is to acquire a panoramic view to enhance their knowledge in Fine Arts so they can decide their concentration area.</p> <p>Introduction to the reasoning, methodology and practice of the creation of bidimensional and tridimensional manifestations of contemporary visual arts. Conferences, discussions and workshops about the historical, technical and conceptual elements and foundations. This course is open to all students and required for all fine arts majors. The purpose of the student is to acquire a panoramic view to enhance their knowledge in 4D and digital mediums so they can decide their concentration area.</p>	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<p>ARTE 3846 or equivalent <i>Figurative Painting</i></p>	<p>The use of painting as the principal medium of the figurative representation of form-space relationships in the traditional bi-dimensional pictorial plane through still life, landscape and figure paintings.</p>	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<p>EDPE 3038 <i>Design for Teachers of Art</i></p>	<p>Designing with media and structures that are adaptable to art teaching at various levels in the elementary and secondary school. Emphasis on the function of basic design in the art curriculum of the schools of Puerto Rico.</p>	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<p>EDPE 3045 <i>The Plastic Arts in the Elementary School</i></p>	<p>The different stages of creative youth, laboratory work including experimentation and practice with different media, methods of teaching art in the elementary school and evaluation of student's work.</p>	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
<p>EDPE 3046</p>	<p>The different stages of creative youth, laboratory work</p>	II. Content	4 Content	3 Content

<i>The Plastic Arts in the Elementary School</i>	including experimentation and practice with different media, methods of teaching art in the elementary school and evaluation of student's work and artistic displays and needs	Knowledge	Knowledge	Knowledge
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<i>Specialized: Office Systems</i>				
<i>Course Number and Name</i>	<i>Catalog Course Description</i>	<i>Tag CAEP</i>	<i>Tag InTASC</i>	<i>Tag State</i>
COEM 3001 <i>Business Communication in Spanish</i>	Study and development of oral and written communication with the entrepreneurial framework. Emphasis is given to the importance of effective communication geared to the operations of enterprises and to professional performance. Particular attention is given to the development of a critical and creative attitude, and to the integration of grammatical, stylistic and logical rules, of ethical principles as well as the pertinent of physiological technical cultural knowledge.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
COEM 3006 <i>Introduction to Fundamentals of Accounting</i>	Includes a discussion of basic theory and illustrative problems on source and uses of funds, cash flow, analysis of financial statements, cost systems job order process and standard and consolidated statements. Income tax problems will also be considered. Controversial issues such as price level changes, income tax allocations and presentation of long-term leases in the balance sheet will also be discussed.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
INCO 4008 <i>Strategic Business Communication</i>	This course is designed to improve oral expressions and increase vocabulary through discussions in reading and technical materials. This course will help interpret English textbooks. Application of strategic business communication applied to oral and written message development in English and document design.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ADSO 3035 <i>Keyboarding and Applications</i>	Learning the art of keyboarding for professional use. Development of basic skills and techniques with emphasis in touch-entry proficiency and control in alphanumeric keyboard. Knowledge of related. Period formatting of basic business documents.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ADSO 3036 <i>Document Formatting and Processing</i>	Building on the keyboarding competency students have developed. Emphasis on increasing speed, improving accuracy and proofreading skills. Application of those skills in formatting business correspondence, tables, and reports using the computer.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ADSO 3030 <i>Document Administration Systems</i>	Study of principles in planning, organization, direction and control of systems for the administration of documents. Development of database management competencies and data processing.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ADSO 3055 <i>Office Systems And Technologies</i>	Global vision and background of the modern office. Study of concepts related to the role of the office as a support system for the entire organization. Analysis of the effects of technology and equipment, procedures, environment, and human factor. Study of the roll by the office systems administration professional.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ADSO 4045 <i>Administrative Systems and Office Procedures</i>	Study of the principles and skill development for the establishment of effective procedures in the administration of office systems. Use of computer for special applications. Emphasis on teamwork, case study, critical analysis for the continuous improvement of processes, and the creative problem-solving.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge

CONT 3105 <i>Introduction to the Foundations of Accounting</i>	The study of accounting as an information system and support system that supports business decision making. Concept discussions and methods applied to the use and distribution of financial information, its analysis and its effect against the different users and types of business models. Discusión de conceptos y métodos aplicables al uso y divulgación de información financiera, su análisis y su efecto sobre los distintos usuarios y tipos de entidades empresariales.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ADMI 4005 <i>Introduction to Business Management</i>	Introduction to theories, managerial functions, entrepreneurial vision and business outlook. Study and analysis of the process of planning, direction, organization and control in an interdisciplinary context. The course emphasizes the systemic vision of business including all those aspects that allows them to be efficient and sustainable.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ADSO 4049 <i>Machine Transcription in Spanish</i>	Development, and mastering of transcription skills from recorded integration in Spanish using the computer integration of keyboarding and language knowledge or the correct transcription of business documents.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge
ADSO 4105 <i>Integrated Information Processing Applications</i>	Application of knowledge acquired in electronic information processing course (CISE 4021) exercises in the production of documents. In advanced word processing functions. Training in production of spreadsheets, database, electronic calendar and electronic mail as related to the professional duties of a secretary. IBM PC network will be used for training.	II. Content Knowledge	4 Content Knowledge	3 Content Knowledge