

2.3.1. Sequence of Educational Clinical Experiences that include the diversity component:

Course Title	Code	Section of the Syllabi that mentions Diversity and the Field Experience	Statement	Required within the following programs	Timing within the curricular structure
Foundations of Educational Psychology	EDFU 3012	Criteria in the rubric that will be used to evaluate the field experience report --- Syllabus (Principles, Competencies, Objectives)	<ol style="list-style-type: none"> Criteria #4: Identify and reflect to determine if the following were cared for: Individual differences, learning styles or student diversity in the classroom Criteria #6: Identify and reflect on whether the observed practices did or did not promote a culture of peace <p>---</p> <ol style="list-style-type: none"> Principle #2 – Learning and development – The student-teacher in training understands the different ways students learn and develop, and are capable of creating learning environments that serve diversity and that stimulate the integrated development of all students. Competency #2 – Knowledge of the students and the learning process- The student-teacher shows knowledge of the different ways students learn and develop, and organizes learning activities that serve their different needs, as well as their interests and talents. Objective #4: To know, analyze, and integrate topics related to teaching and learning such as: Individual and sociocultural differences; diversity in learning; motivation and school coexistence. 	TEES, EART, ETEA, K3ER, EIHP, EESP, EMUS, EMAT, EPRN, EDFI, ECOF, ECIE, 4to6	Year: 1 Semester: 2
The integration of educational technology and the computer to the elementary school curriculum	TEED 3017	Syllabus (Specific objectives, Criteria used in the Rubric to evaluate field experiences)	<ol style="list-style-type: none"> Specific Objective # 11: Identify adequate instructional materials for special needs students. <p>---</p> <ol style="list-style-type: none"> Criteria: Describe the manner in which the integration of technology within the learning environment addresses diversity. 	EDES, K3ER, 4to6	Year: 2 Semester: 1

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The integration of educational technology and the computer to the elementary school curriculum	TEED 3018	Syllabus (Specific objectives)	<ol style="list-style-type: none"> Specific Objective # 11: Identify adequate instructional materials for special needs students. --- Criteria: Describe the manner in which the integration of technology within the learning environment addresses diversity. 	EART, ETEA, EIHP, EESP, EHS, ESCO, EMAT, EMUS, EDFI, ECOF, RECR, ECIE	Year: 2 Semester: 1
Growth and development during childhood: Infants, toddlers, and preschoolers	ECDO 4125	Course syllabus (course objectives)	<ol style="list-style-type: none"> Objective #2: Analyze hereditary and environmental factors that influence the physical, motor, cognitive, social, emotional and daily development of children, including those with special needs. Objective #7: Design pertinent activities that stimulate adequate development and growth in infants, toddlers, and preschoolers. Objective # 12: Effectively contribute to the inclusion of students with different abilities into the classroom by integrating them into work groups and other similar activities. 	EPRN	Year: 2 Semester: 2
Play and the development of infants, toddlers, and preschoolers	ECDO 4127	Course syllabus (general course objectives)	<ol style="list-style-type: none"> Objective #2: Analyze the educational and learning media that are developed through playing experiences; these are to be in accordance with the child's developmental stage and should take into consideration their diverse characteristics, factors and categories, as well as other aspects. Objective #6: Recognize the common elements and components of the curriculum that allow for the proper integration of constructive and educational games that are adequate for infants, toddlers, and preschoolers; as well as to recognize their influence upon special populations and on culture. Objective #10: Examine adaptation to styles and means of games used with children having developmental deficiencies, taking into account changes to be made in the environment, the materials, the toys, and with assistive technology, among other aspects. Objective #14: Contribute in an effective manner to the inclusion of students with disabilities into the classroom by integrating them into workgroups and the other similar activities. 	EPRN	Year: 3 Semester: 1

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Nature and needs of exceptional students	EDES 4006	Syllabus (Course objectives, Criteria used in the Rubric to evaluate field experiences)	<ol style="list-style-type: none"> 1. Objective: Elaborate effective options for inclusion taking into consideration educational, social, and family environments. 2. Objective: Express sensitivity toward the needs of special students by adopting an attitude of respect and advocacy towards children's rights. --- 3. Indicator: Describe reasonable curricular accommodations and adaptations that are used in the classroom according to the needs of students. 4. Indicator: Provide environments that are sensitive to diversity, positive social interactions, collaboration, and technological integration. 5. Indicator: Fair and respectful relationship 6. Indicator: Reflect upon the school environment, its services, and technology; accommodations and adaptations; personnel, functions and collaboration; and school activities. 	EDES, EART, K3ER, EIHP, EESP, TEES, ETEA, EHIS, ESOC, EMAT, EMUS, RECR, ECIE, 4to6	Year: 3 Semester: 1
Diagnosis and evaluation of students with specific learning disabilities	EDES 4019	Syllabus (Description, principles, general objectives)	<p>Course description: The course includes the systematic study up the different etiological theories related to individual needs of students that have specific learning disabilities. ---</p> <ol style="list-style-type: none"> 1. Principle #2: The teacher in training understands the different ways in which individuals learn and develop and is capable of creating learning environments that serve said diversity and stimulate the integrated development of students. 2. Principle #3: The teacher in training plans, adapts, and designs teaching, and other related functions, based upon their knowledge of the discipline they teach, the students' characteristics within their particular social and cultural contexts, and the goals of the curriculum or program. 	EDES	Year: 3 Semester: 1

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			<p>3. Principle #7: The teacher in training integrates emerging technologies into their professional practice in order to stimulate active and significant learning (in all students), social interaction and inclusion, as well as the promotion and enabling of research, creativity, and communication.</p> <p>4. Principle #9: Promote fair and respectful relationships among the diverse members of the learning community to which they belong and with the external community.</p> <p>5. Principle #10: Critically reflects upon the ethical and social implications of their educational practices from a perspective that values and promotes democratic life, social justice, human dignity, and a culture of peace.</p> <p>---</p> <p>6. Objective #2: Identify the most effective assessment and diagnostic methods according to the individual needs of each students.</p> <p>7. Objective #7: Study the legal responsibilities and services offered so as to guarantee the rights of students.</p> <p>8. Objective #10: Promote a culture of peace in the classroom.</p>		
Curriculum and methodology at the preschool level (Part 1)	ECDO 4011	Course syllabus (general objectives, specific objectives)	<p>1. General Objective #2: Identify individual, cultural, ethnic, and social differences that are present in Puerto Rican society.</p> <p>2. General Objective #6: Effectively contribute to the inclusion of students with disabilities within the classroom by integrating them into workgroups and other similar activities.</p> <p>---</p> <p>3. Specific Objective #11: Promote quality environments in the services provided to infants at toddlers taking into consideration their socio-cultural, familial, and other individual experiences that made distinguish them as an integrated portion within the population.</p>	EPRN	Year: 3 Semester: 2

Course Title	Code	Section of the Syllabi that mentions Diversity and the Field Experience	Statement	Required within the following programs	Timing within the curricular structure
Evaluation in early childhood: Infants, toddlers, and preschoolers	ECDO 4136	Course syllabus (Objectives of the course)	1. Objective #4: Discuss the general principles found within a thoughtful and authentic evaluation process that takes into consideration the implications this process has upon the child, the family, and the appropriate educational practices to be used in learning environments that provide support to diversity, equity, and socio-cultural influences present in the community and in society.	EPRN	Year: 3 Semester: 2
Acknowledging emotions and promoting positive social behavior in the preschool child	ECDO 4137	Course syllabus (Objectives of the course)	1. Objective #5: Identify effective means to promote the child's positive social behavior and learning within an educational environment that will support diversity and sociocultural equity for all of its members.	EPRN	Year: 3 Semester: 2
Curriculum, teaching, learning, evaluation (Part I)	EDPE 4121	Course syllabus	<p>College Principles:</p> <p>1. Principle #2 – Learning and Development: The teacher in training understands the different ways in which individuals learn and develop and is capable of creating learning environments that serve said diversity and stimulate the integrated development of students.</p> <p>2. Principle #9 – Community and Social Contexts: The teacher in training understands how the different social, cultural, economic, and political contexts, at the local, national and international levels, impact their educational and professional practices. Promotes fair and respectful relationships among the different members of the learning community they belong to and with the external community.</p> <p>3. Principle #10 - Action and Ethical and Reflective Professional Development: Critically reflects about the ethical and social implications of their educational practices from a perspective that values and promotes democratic life, social justice, and a culture of peace.</p> <p>---</p> <p>Topics: Pedagogic Methodology</p> <p>4. Different school environments are discussed and observed with a focus on different alternative educational methods. Methods</p>	EDES, K3ER, 4to6	Year: 3 Semester: 2

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			discussed: Waldorf, Montessori, Kumon, Doman, and Reggio Emilia. --- Guide for the Observation of Laboratory Experiences: 5. Sociological Context of the Center – Basic elements and analysis: 6. Center Global Norms, Socio-cultural background of the students and school culture. --- Rubric for the evaluation of the demonstrative class: 7. Category: Plans activities that provide for cultural diversity and the special needs of students.		
Field Experiences in Special Education	EDES 4000	Syllabus (Course Objectives)	<ol style="list-style-type: none"> Objective #2 – Organizes learning activities that serve the individual needs of K-12 students. Objective #7 – Develops and adapts materials according to the individual functioning of the students. Objective #11 – Decorates the classroom according to the particular needs of the students creating a peaceful environment. 	EDES	Year: 4 Semester: 1
Curriculum and methodology at the preschool level (Part 2)	ECDO 4012	Course syllabus (General Objectives)	<ol style="list-style-type: none"> General Objective #5: Knows the process required to design and prepare a curricular unit that takes into consideration aspects related to the child’s development and that works with the curricular content areas in an integrated manner that favors the well-being and individuality of each child, while also considering equity, diversity, and socio-cultural influences within the educational, family, and socio-cultural contexts. General Objective #13: Design, as part of a team, a thematic unit that includes activities, resources, and materials that are appropriate for the optimal integral and educational development of each preschool age child, taking into consideration their sociocultural background and their individuality as learners and social beings. 	EPRN	Year: 4 Semester: 1
Field Experiences in Business Education	EDPE 3086	Syllabus (Course content, Objectives)	<ol style="list-style-type: none"> The teacher in training observes classes, actively participates in teaching activities, tutors students in a manner that will allow them to understand the different ways in which students develop and learn. 	ECOM	Year: 4 Semester: 1

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			<p>The teacher in training is capable of creating learning environments that attend to diversity as it relates to learning styles, mastery of the content area, and diverse learning levels.</p> <p>2. The teacher in training plans, designs, and adapts teaching based upon the characteristics of the students. They prepare plans that allow them to offer at least two classes and they usually observe classes and can infer the teacher’s plan for said classes.</p> <p>----</p> <p>3. Objective #6: Demonstrates the ability to identify individual differences in the students attending the classes they observe, no matter if the differences are related to ethnicity, social class, disabilities, gender, or any other type of difference.</p> <p>4. Objective #7: Effectively contributes to the inclusion of disabled students into the different activities occurring in the classroom.</p>		
Methodology for the Teaching of Science at the Secondary Level	EDPE 4116	Syllabus (Course Objectives)	<p>1. Objective: Analyze and evaluate new trends and tendencies in the teaching of science and determines which ones are appropriate for teaching science within the Puerto Rican student context.</p> <p>2. Objective: Integrates the creation of appropriate learning environments for students with diverse needs while planning their teaching.</p> <p>3. Objective: Applies the strategies that are needed in order to create appropriate learning environment for students with diverse needs.</p>	ECIE	Year: 4 Semester: 1
Curriculum, teaching, learning, evaluation (Part II)	EDPE 4122	Course syllabus – Principles, Dispositions	<p>1. Principle #2 – Learning and Development: The teacher in training understands the different ways in which individuals learn and develop and is capable of creating learning environments that serve said diversity and stimulate the integrated development of students.</p> <p>2. Principle #9 - Community and Social Contexts: The teacher in training understands how the different social, cultural, economic, and political contexts, at the local, national and international levels, impact their educational and professional practices. Promotes fair and respectful relationships among the different members of the learning</p>	EDES, K3ER, 4to6	Year: 4 Semester: 1

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			<p>community they belong to and with the external community.</p> <p>3. Principle #10 - Action and Ethical and Reflective Professional Development: Critically reflects about the ethical and social implications of their educational practices from a perspective that values and promotes democratic life, social justice, and a culture of peace.</p> <p>---</p> <p>4. Disposition #2 – Develop learning environments that are sensitive to diversity and that foster active learning, positive social interactions, collaboration, the integration of technology, teamwork, and self-management so as to enable the intellectual, social, and personal development of all students</p> <p>5. Disposition #4 – Promote fair and respectful relationships among the different members of the learning community they belong to, as well as with the external community.</p> <p>6. Disposition #5 – Value and promote democratic life, social justice, human dignity, and a culture of peace.</p>		
Methodology for the Teaching of Social Studies at the Secondary Level	EDPE 4126	Course syllabus (Course objectives)	1. General Objective – Analyze and select intervention strategies and educational practices that promote discipline learning when students with special needs are identified.	EHIS, ESOC	Year: 4 Semester: 1
Methodology for the Teaching of Mathematics at the Secondary Level	EDPE 4128	Syllabus (Objectives)	<p>1. Objective #6: Analyze the educational system’s problems, the needs of students, and the role they perform as teachers.</p> <p>2. Objective #7: Evaluate and develop learning experiences that portray teaching as a student centered process taking into consideration multicultural differences, socioeconomic status, and the different types of exceptional students.</p> <p>3. Objective #8: Analyze different teaching strategies and techniques according to the particular needs of students, the nature of the content taught, and available materials.</p>	EMAT	Year: 4 Semester: 1

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Theory and Methodology for the Teaching of Art at the Secondary Level	EDPE 4132	Syllabus (Objectives)	<ol style="list-style-type: none"> Objective #3: Manage diverse contexts and multicultural environments while planning. Understands the importance of creating strategies to promote and provide for these diverse aspects. Objective #6: Adjusts, adapts, and plans their teaching (plans) at the curricular standard level and according to the students' needs by writing and designing objectives, expectations, and activities that are in accordance with up to date standards and match the grade's level and depth. 	EART	Year: 4 Semester: 1
Curriculum and Methodology for the Teaching of Theater at the Secondary Level	EDPE 4142	Syllabus (Objectives)	<ol style="list-style-type: none"> Objective #4. Investigates, plans, and selects appropriate strategies and methodologies for the teaching of theatre at the secondary educational level. Objective #5: Acquaint themselves with the concepts of school discipline and classroom management as they are related to the creation of a school environment that develops a culture of peace. Objective #6: Understands and knows inclusive teaching elements used to teach theater in a manner that can provide support for talented students, as well as for students with special needs. 	ETEA	Year: 4 Semester: 1
Methodology for the Teaching of Spanish at the Secondary Level	EDPE 4150	Syllabus (Objectives)	<ol style="list-style-type: none"> Objective #7: Mentions and justifies the different evaluation methods and techniques and their importance in the development of a sense of accomplishment and self-esteem among students. Determines and establishes teaching objectives as guidelines or evaluation criteria. Objective #8: Examines and analyzes concepts related to gender equity, multicultural teaching, diversity, and social plurality and inclusion, and will determine their impact upon the curriculum and the teaching of this discipline, Applies Law 51 when creating the different techniques and reasonable accommodations made for individual with disabilities, special needs, and inabilities. 	EESP	Year: 4 Semester: 1

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Curriculum and Methodology for the Teaching of Music at the Secondary Level	EDPE 4152	Syllabus (Specific Objectives)	1. Objective #5: Understands the different development stages of students at this level and their implications.	EMUS	Year: 4 Semester: 1
Methods, Strategies, and Techniques for the Teaching of ESL	EING 4010	(Dispositions, Objectives)	<p>1. Disposition: Develop learning environments that are sensitive to diversity and that foster active learning, positive social interactions, collaboration, the integration of technology, teamwork, and self-management so as to enable the intellectual, social, and personal development of all students</p> <p>2. Disposition: Plan the educational process based upon the characteristics of the learners within their specific sociocultural context and their change process.</p> <p>3. Disposition: Use of a variety of evaluation and assessment techniques to analyze and improve the performance of all students.</p> <p>---</p> <p>4. Objective #6: Incorporate instructional practices that foment students' learning experiences within a supportive environment.</p> <p>5. Objective #8: Design an action research based on a needs assessment of a group of students.</p> <p>6. Objective #10: Implement an action research based on a needs assessment of a group of students.</p>	TEES	Year: 4 Semester: 1
Teaching Practice	EDPE 4068 EDPE 4105 EDPE 4106 EDPE 4110 EDPE 4107 EDPE 4109 EDPE 4016 EDPE 4345 EDPE 4346	Teaching Practice Syllabus, Formative Evaluation Form-Teacher in Training Competencies	<p>1. Objective #2: Show knowledge and mastery about how their students develop and learn, and organizes learning activities to serve the emotional and intellectual needs of students, as well as their interests and talents. 2. Obj. #4: Select and use adequate and varied strategies, techniques, and methods to achieve their teaching and learning objectives.</p> <p>2. Objective #5: Use of assessments strategies to collect information about the students' learning and designs and adapts evaluation instruments to guarantee the continuous development of the</p>	EPRN, K3ER, 4TO6, EDES, TESS, ECIE, EMAT, EHIS, ESOC, EESP, EIHP, ETEA, EMUS, EART, ECOM, ECOF, EFCO, EDFI	Year: 4 Semester: 2

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	EDPE 4348 EDPE 4347 EDPE 4358 EDPE 4350 EDPE 4349 EDPE 4360 EDPE 4359 EDPE 4355 EDPE 4356 EDPE 4357 EDPE 4080 EDPE 4189 ECDO 4126 EDPE 4226 ECDO 4205 EDPE 4216		<p>physical, cognitive, social, and emotional aspects of learners.</p> <p>---</p> <p>3. Competency #2: Knowledge of the students and the learning process- The student-teacher shows knowledge of the different ways students learn and develop, and organizes learning activities that their different need, as well as their interests and talents.</p> <p>4. Competency #3: Planning teaching: The teacher in training plans teaching based upon the standards set for the discipline or subject, the goals of the curriculum or program and the students' knowledge, and the community.</p> <p>5. Competency #5: Development of learning environments: The teacher in training uses knowledge concerning individual and group behavior to create learning environments in the classroom that promote positive social interaction and active participation of all students within the learning process.</p> <p>6. Competency #8: Evaluation of learning: The teacher in training selects, develops, adapts, and integrates techniques and instruments to collect valid information about every student's learning and analyzes, interprets, communicates, and uses the information collected in an ethical manner when evaluating and making decisions about the learning and continuous development of each student, and to grade said learning, as well as o reflect upon their educational practices in order to improve them.</p> <p>7. Competency #9: Relations with the community: The teacher in training knows the different social contexts that condition learning and school endeavors and establishes collaborative relationships with colleagues, parents, families, and other members and institutions in the community in order to provide support to learning and to protect the well-being of all of their students.</p> <p>---</p> <p>8. Disposition #5: Value and promote democratic life, social justice,</p>		

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			<p>human dignity, and a culture of peace.</p> <p>9. Disposition #2: Plan the educational process based upon the characteristics of the learners within their specific sociocultural context and their change process.</p> <p>10. Disposition #4: Promote fair and respectful relationships among the different members of the learning community they belong to, as well as with the external community.</p> <p>11. Develop learning environments that are sensitive to diversity and that foster active learning, positive social interactions, collaboration, the integration of technology, teamwork, and self-management so as to enable the intellectual, social, and personal development of all students.</p>		