March 28, 2008

Ms Jessica S. Kozloff
Chair
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680

Attn: Ms Carmella Morrison

Dear Ms Kozloff:

This progress letter reports on the actions taken by the Rio Piedras Campus of the University of Puerto Rico to strengthen general education (ge) and to move forward in the implementation of the general education component of the revised Bachelor's Degree since our Progress Report of October 2006, in response to your letter of January 3, 2008.

Background

For more than five decades the College of General Studies (CGS) was in charge of the entire general education component of the Bachelor's Degree, consisting of 42 credits in the areas of Humanities, Social Science, Natural Science, Spanish and English. Students generally took at least four of these courses during their first year. A second year of Spanish and English offered by the College of Humanities (CH) was also required for all students. In 2005, the UPR-Rio Piedras Campus approved a new definition of general education [see Academic Senate Certification 46, 2005-2006, Appendix 1] that modified the structure of this component, assigned shared responsibility for these offerings to several colleges, and stressed the enhancement of student choice and participation. General education is now restructured as:

- A 30 credit general education core component, six credits in each of the following areas: Humanities, Spanish, English, Social Science and Natural Science, assigned to the CGS.
- A new requirement of 6 credits in Literature to substitute the second year of both Spanish and English. These literature courses must satisfy the general education definition to qualify for this requirement and are to be selected by students from a number of possible literature alternatives in English, Spanish, or another language, according to the students' particular interests. Shared responsibility for these offerings has been given to the CGS and the College of Humanities (CH).
• A new requirement of 3 credits in Art. These credits can be fulfilled from course options in the different Art forms offered by the CGS, CH, and the School of Architecture. Students select the particular general education Art course of their interest.

• An additional requirement of three credits in logical-mathematical or quantitative analysis courses to be offered by the College of Natural Science and other colleges. Each program determines the level of skills in this area that will be required for their students.

• GE courses may now be distributed along the four-year Bachelor’s Degree experience, as approved in Certification 46.

As stated in the May 2007 Campus Institutional Response to the Evaluation Team Report, [see Appendix 2], general education courses have followed the rubric approved by the Academic Senate in 2006-2007, have been evaluated to that end by an interfaculty general education area committee, and certified for compliance by the Office of the Academic Dean in coordination with the Campus Implementation Committee. Also, during academic year 2007-2008, the Implementation Committee proposed that Art and Literature general education courses should be taken preferably after the first year so as to facilitate selection according to student interests.

Progress

This progress letter follows up on the commitment expressed by the Institution in the Response to the April 2007 Evaluation Team Report concerning progress in implementation with respect to general education, which states:

“It is a fact that the offerings to fulfill the general education requirements of the incoming class in the fall semester are ready and will be available for all projected 2,600 newly-admitted students in August 2007.”

The implementation process assigned top priority to this objective and was developed along four additional central themes. These are:

• The newly shared responsibility for the general education component and the enhancement of student choice created new tasks that have been fulfilled:
  o the need to build an effective network of communication across the different campus’s colleges and offices responsible for implementation,
  o the need to revise the contents of effective student orientation and to make available the information required,
  o the need to create a wide and diverse offering of ge courses,

• Alignment of the pedagogical processes for the development of reflective, creative and critical abilities, among other learning competencies, in the light of the new ge concept and steps to implement learning assessment,
• The availability of the new general education curriculum, through reclassification, to students admitted prior to 2007, depending on the program,

• Assessment of the 2007-2008 implementation processes and experience.

We offer further details below.

**Incoming Class of 2007-2008**

We reiterate what was stated in the 2007 Institutional Response that,

> “It is a fact that the offerings to fulfill the general education requirements of the incoming class in the fall semester are ready and will be available for all projected 2,600 newly-admitted students in August 2007.”

To this end we report compliance with the above commitment. The new general education component was given to all 2,700 students admitted in August 2007.\(^1\) Students enrolled in 15 credits of mostly core ge courses out of the 30 credit component offered by the College of General Studies. Twenty five of these courses were revised and 21 courses have been created by the College of General Studies since 2006-2007 according to the general education rubric.

During academic year 2007-2008, a number of students selected Literature and Art courses during the second semester, though some had been assigned one of these courses in the first semester to fulfill the objective of having students enroll with a minimum of 15 credits. General education Art and Literature offerings during academic year 2007-2008 appear in Table 1. Table 2 presents the number of new admissions enrolled in these sections.

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\(^1\) It is to be noted that in addition to advancing implementation of the new general education component for all 2007 students, curricular revisions of the majors, as well as other College core requirements have been undertaken. To this end, nine programs admitted students to a fully revised curriculum in August 2007. These are: Audiovisual Communications, Information and Journalism and Public Relations in the School of Communications; Interdisciplinary Studies and Fine Arts in the College of Humanities; and Biology, Mathematics, Computer Science and General Science Program in the College of Natural Sciences. These revisions emphasized flexibility and student choice as well as a reorganization of credits to allow for 18 credits of electives. Also, all students admitted to the College of Humanities and the School of Communications were enrolled in a revised College core curriculum regardless of their majors. Appendix 3 presents the distribution of admissions to the fully revised programs. All Colleges and Schools have submitted a calendar for presenting their program and College core revisions during this second semester 2007-2008.
### Table 1

**ART-GENERAL EDUCATION NUMBER OF SECTIONS OFFERED 2007-2008**

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>TITLE</th>
<th>FIRST SEMESTER</th>
<th>SECOND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMANITIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 3199</td>
<td>Introducción a las Artes Visuales</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ART 3901</td>
<td>Fundamentos de las Artes Visuales I</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>MUSI 3145</td>
<td>Introducción al Repertorio del Arte Musical</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>TEAT 3025</td>
<td>Apreciación del Teatro</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>GENERAL STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMA 3017</td>
<td>De cómo Mirar Imágenes y Otros Artefactos</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARQU 3121</td>
<td>Introducción a la Arquitectura</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td><strong>28</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

**LITERATURE – GENERAL EDUCATION NUMBER OF SECTIONS OFFERED 2007-2008**

<p>| GENERAL STUDIES |                                      |                |                 |
| HUMA 3121       | Literatura Trasatlántica: De la Conquista al Barroco | 0              | 1               |
| INGL 3151       | La Condición Humana en la Literatura: Perspectivas Interdisciplinarias I |                | 0               |
| INGL 3152       | La Condición Humana en la Literatura: Perspectivas Interdisciplinarias II | 0              | 10              |
| HUMANITIES      |                                            |                |                 |
| ESP 3211        | Introducción a la Literatura Española      | 15             | 10              |
| ESP 4221        | Literatura Hispanoamericana I             | 8              | 15              |
| ESP 4222        | Literatura Hispanoamericana II            | 0              | 5               |
| INGL 3001       | La Literatura Inglesa hasta el Siglo 18   | 4              | 2               |
|                | (La Literatura Inglesa hasta el Neoclasicismo) |                |                 |
| INGL 3002       | La Literatura Inglesa desde el Romanticismo al Presente | 2              | 3               |
| INGL 3045       | Literatura y Ecología                     | 0              | 1               |
| INGL 3229       | La Experiencia Caribeña en la Literatura  | 2              | 2               |
| INGL 3259       | La Experiencia del Inmigrante             | 1              | 1               |
| INGL 3285       | La Literatura Puertorriqueña Escrita en EU| 2              | 2               |
| INGL 4035       | Drama Británico desde la Edad Media hasta el Siglo 18 | 1              | 0               |
| INGL 4048       | La Leyenda Arturiana en la Literatura y Cultura Popular | 0              | 1               |
| INGL 4049       | Temas Especiales en la Literatura y Cultura Caribeña | 1              | 0               |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title (Spanish)</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGL 4056</td>
<td>Tópicos en la Literatura Americana</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>INGL 5035</td>
<td>Viaje de Estudios en Literatura, Comunicación o Lingüística</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>LITE 3011</td>
<td>Literatura Moderna (Literatura Moderna y Contemporánea)</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>LITE 3012</td>
<td>Literatura Contemporánea (Literatura Moderna y Contemporánea)</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>LITE 3061</td>
<td>Literatura Medieval I</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>LITE 3062</td>
<td>Literatura Medieval II</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>64</td>
<td>72</td>
</tr>
</tbody>
</table>

### Table 2

<table>
<thead>
<tr>
<th>Art</th>
<th>323</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>946</td>
</tr>
<tr>
<td>Total</td>
<td>1269</td>
</tr>
</tbody>
</table>

A student could be counted in more than one course.

It is to be noted that assessment of the implementation process resulted in proposing that students admitted in 2008 and beyond will be oriented to take Art and Literature in their second year or later to promote student selection according to their interests. Orientation of first year students will emphasize this aspect.

**An effective network of communication across the different campus’s colleges and offices responsible for implementation**

Successful strengthening and implementation of the revised general education structure requires continuous work and an informed and involved campus. Efforts were directed to clarify the structural and conceptual changes and to bring out the implications and practical aspects to be dealt with by the different pertinent groups. Colleges and Schools Implementation Committees have been named and have become active in this process. To achieve this, different educational initiatives were put into action, as follows.

- **Clarifying structural changes and practical implications**
  - The Office of the Dean of Academic Affairs has carried out various activities and emitted Circular letters to the Campus community. They can be accessed at: [http://daarrp.uprrp.edu/daa/](http://daarrp.uprrp.edu/daa/), with a link to Circulares, Guías, then, to Circulares, and then, to Circulares y Memos 2007-2008 numbers 7, 10, 12.

   - The Office of the Dean of Academic Affairs and the College of General Studies summoned a campus wide meeting of academic counselors and counseling personnel to discuss changes and implications - October 2007
   - Campus wide meeting for counselors, academic advisors, student auxiliary deans, deans and Academic Units Implementation Committees - November 30, 2007
   - Individual meetings with deans and department directors and the Office of the Dean of Academic Affairs for clarification of particular issues.

**Communication through Web pages and printed materials**

a. Up to date information is maintained through the Dean of Academic Affairs Web page (http://daarrp.uprrp.edu/daa/), Revisión del Bachillerato, and College and School web pages. The Colleges of Humanities, (http://humanidades.uprrp.edu), Natural Science, (http://natsci.uprrp.edu) and the School of Communications, (http://copu.uprrp.edu), have prepared a section in their web pages presenting the revised structure and curricula for 2007 students and those that wish to reclassify. Other Colleges are working on this aspect and have prepared printed materials. Appendix 4 and 5 present the materials prepared by the Colleges of Social Sciences and Humanities, as examples.

b. General Education courses are posted in the Academic Deans Web page, referenced above, and linked to from the Registrar’s Office web page at (http://www.uprrp.edu/registrador) -link “selección de cursos.” During course selection and enrollment periods, the College of General Studies activates a section in their web page including the semester offerings.

c. Printed materials have been prepared also for students of prior classes who wish to be considered for reclassification to the new curriculum. An example is included in Appendix 6.

d. Admissions Catalogue - as of 2009 the UPR Admissions Catalogue will announce that all students with less than the established score for that year
in the Spanish, English and Math achievement entrance exams will be required to participate in the Summer Institute prior to their first semester.

Alignment of the pedagogical processes with the new General Education concept

The Center for Academic Excellence offered a series of workshops to clarify general education concepts and their implication in the classroom and to promote course creation. Assessment approaches are being highlighted as well as the development of competencies and skills across the curriculum. Activities are announced in the Campus Web Page [http://www.uprrp.edu/](http://www.uprrp.edu/) and are included for this academic year in Appendix 7. A list of general education courses revised (61), created (21) and in process (9) since 2006-2007 in the different Colleges is included in Appendix 8.

The new definition of General Education addresses the development of reflective, creative and critical abilities and other learning competencies. The ge concept is defined by its, “...integrating and formative orientation...”, its conception of knowledge as, “...a continuous gestation that implies search, problematization, reflective pondering, conceptual formulation, research, creation and communication.” (Certification 46). These objectives require the coordination of courses and of the different instances created for the development of learning competencies, in particular language and quantitative reasoning skills.

Certification 46 created the Summer Institute for strengthening language skills in English and Spanish and expanded the Center for Linguistic Competencies. In addition, students are placed in Spanish, English and Math courses based on their achievement scores. Supplemental individualized attention is offered through different formats of instruction. Advances have been made in articulating these experiences, as follows.

- A pilot Summer Institute in Math was implemented in Summer 2007 for students admitted to the College of Business. Thirty two students participated. Evaluation of this pilot project is under way.
- Revision of the Admissions Catalogue establishes requirements for Summer Institute participation for groups of students with low achievement scores at the time of admission.
- The relation between the level of achievement in Spanish and English at the moment of admission, course placement and supplemental interventions through workshops and through the Center for Linguistic Competencies has been mapped out and partial implementation is under way. Development of language skills in both English and Spanish is top priority. Resources have been assigned to support this initiative.
- Students admitted in August 2007 with the lowest achievement scores in Spanish have been required to attend 3 hours a week workshops as a
supplemental activity to the course. In addition, professors have referred students with specific needs to the Center for Linguistic Competencies (CLC).

- As of August 2008, all students in the lower two levels of achievement in Spanish will be required to attend the CLC for 25 hours a semester in addition to the workshops.
- Students who complete the 2008 Summer Institute in Spanish satisfactorily will move directly to the next level in their first semester and will be required to participate 25 hours a semester in the CLC.
- As of August 2008, the lower level of English courses will add a one hour a week workshop, similar to the 3 hour workshop already in place for Spanish courses.
- Additionally, 20 hours a semester will be required in the CLC for the two lower levels in English. This expands what is now being done on a referral basis.
- Assessment of Student Learning with respect to general education objectives - The main goal of assessment is improving student learning. An institutional effort was launched in 2007 to measure improvement in writing skills (pre and post test model). Of the 2007 new admissions, 409 students admitted to the fully revised programs in Humanities, Natural Sciences and Communications were given a pretest in Writing Competencies. The Campus Learning Assessment Office is in charge of elaborating the post test sequence and follow up to measure the effectiveness in developing these skills. Evaluation of the writing skills pretest is also geared to determine its value added in placing students and in follow up compared to the achievement test.

The College of Education has offered the pretest on writing skills to its new admissions in 2006 and 2007. Results have been used for referring students to the CLC, advising them on taking additional courses, evaluating their learning experience and submitting recommendations. As a result, the College of Education required 2007 students with the lower scores in this test to enroll in a General Studies Writing Course, ESGE 3031.

The English department of the CGS has designed a pretest-post test model for measuring linguistic competencies in English. Students enrolled this semester in the two lower level English courses will go through the pre-post test assessment in their course. Institutionalization of this assessment approach for English competencies will be evaluated and continued in 2008-2009 with the resulting refinements.
Students Admitted prior to 2007

Special attention has been given to students admitted prior to 2007. The lack of flexibility in the general education and the major components of the Bachelor’s Degree prior to its revision has been identified as a factor influencing time to graduation and retention. As was previously observed in this report (footnote 1), the Colleges of Humanities and Natural Science and the School of Communications approved a new set of core and major requirements following Certification 46. Thus, students admitted to these academic units prior to 2007 were informed of the changes and were given the option of being evaluated and reclassified if they fulfilled the new requirements. For example, during the first semester of 2007-2008, 325 students in the College of Humanities requested evaluation, of which 104 were reclassified and three graduated under the new curriculum in December 2007. During the second semester, 227 were evaluated of which 94 reclassified and have requested graduation in May 2008; 93 more are possible candidates for graduation in May. [See Appendix 6].

Evaluation of the implementation process is under way concerning the different aspects considered in this report. As has been mentioned in this letter, assessment is continuous and modifications are made as we move ahead. A thorough evaluation will be taking place during academic year 2008-2009 to make sure that objectives are being achieved with respect to the implementation process and to the academic aspects that are the fundamental goals in this process.

Cordially,

Gladys Escalona de Motta, Ph.D.
Chancellor

c Lcdo. Antonio García Padilla, President, University of Puerto Rico, Central Administration
Mr. Justo Reyes-Torres, Executive Director, Puerto Rico Council on Higher Education
CERTIFICATION NO. 46
ACADEMIC YEAR 2005-2006

I, Carmen I. Raffucci, Secretary of the Academic Senate, University of Puerto Rico, Río Piedras Campus, certify that:

At the extraordinary meetings held on December 6, 2005, and January 26, 2006, the Report of the Deans and Directors of the Schools on the Proposal for an Undergraduate Curriculum Review at the Río Piedras Campus was considered, as stipulated in subsection 5 of Certification No. 11, Year 2003-2004, and in Certification No. 3, Year 2004-2005, of the Academic Senate.

After the appropriate analysis, the Academic Senate approved the Proposal for an Undergraduate Curriculum Review at the Río Piedras Campus, as amended, which is included as part of this Certification.

And in witness thereof, I issue this Certification under the seal of the University of Puerto Rico, Río Piedras Campus, on the 26th day of the month of January of the year two thousand six.

[signed]
Carmen I. Raffucci
Secretary of the Senate

[seal of the University of Puerto Rico, Río Piedras Campus]

I hereby certify as correct:
[signed]
Gladys Escalona de Motta, Ph.D.
Chancellor
UNDERGRADUATE CURRICULUM REVIEW AT THE RÍO PIEDRAS CAMPUS

On September 9, 2003, the Academic Senate approved a resolution deciding, among other matters, to return the discussion of the curricular review to the faculties, schools and various university sectors so that, within the period of a year, they would submit their recommendations to the Academic Senate. See Certifications No. 11 (2003-2004) and No 3 (2004-2005). It urged the faculties to develop interfaculty dialogues on the matter.

In the resolution, the Senate urged that the recommendations make reference to, among other things, the following core issues: (a) the profile of the institution’s graduates; (b) the general characteristics of any curricular scheme that may be adopted by the Campus; and (c) characteristics of the general education component. It entrusted faculty deans and school directors, in consultation with their faculties and other university sectors, the task of generating a consensus document on the curricular review that would include the recommendations from the faculties and schools and the results of interfaculty talks. The faculties and schools then discussed in different ways the curriculum review.

The group of faculty deans and school directors advised of the need for the discussions within their faculties to take as their basis common points of departure that would orient the analysis of the undergraduate curriculum review. The group produced a base document that was sent to the faculties and schools as a working tool to orient and facilitate the discussions on curricular review, so as to comply with the Senate’s assignment.

This working document incorporated many suggestions, concerns, proposals and points of view generated in talks within several curriculum committees, in internal discussions, in faculty and school assemblies, and in some dialogues initiated between faculties and schools. The document also benefited from the faculty deans and school directors awareness of the status of the discussions, concerns, diverse perspectives and proposals under discussion in their respective faculties and schools.

The document was circulated in the faculties and schools, where it was discussed and recommendations formulated. The group of deans and directors analyzed the recommendations and incorporated many of them. This document is the product of that effort. It constitutes a definitive proposal for approval by the Academic Senate.

The group of faculty deans and school directors concur that the numerous conversations held for the purpose of producing this document have been very fruitful. The discussions have allowed them to identify critical areas of the curricular review and to move forward towards a consensus on possible ways to address them. Above all, they have created the space for reflection necessary to better understand the needs and concerns of the Campus’s diverse academic units, and have generated the spirit of dialog and academic discussion so essential for reaching the agreements needed to set the curriculum review on the right track.
The deans and directors propose that the Campus Academic Senate approve this document that contains the general points and minimum parameters the faculties and schools must observe in the design of their respective curricula. These points and parameters include: guiding principles for the undergraduate curriculum review, undergraduate program’s vision, characteristics of the student admitted, profile of the Campus baccalaureate graduate, definition of general education, basic components of the undergraduate program, and other elements considered necessary to produce the comprehensive academic experience desired at this stage of our students' studies. Once it is approved by the Academic Senate, the faculties will present to the Senate their proposals for the review of their undergraduate programs, incorporating the outline established in this document.

1. GUIDING PRINCIPLES FOR THE UNDERGRADUATE CURRICULUM REVIEW

1. The curricular review process must be viewed as the search for a new balance of continuity and change, which allows areas of knowledge and disciplines to undergo the transformations necessary to their development without breaking with institutional structures and practices that have been valid and successful for decades.

2. The undergraduate program is something more than a sequence of courses. It is a comprehensive experience entailing numerous factors. The critical aspects that determine the undergraduate academic experience are, among others: the curriculum and course offerings, the quality of teaching, co-curricular activities or experiences, the physical context of daily coexistence, teaching and learning strategies, available resources for the support of research and creation, professional and academic counseling services, the availability of information resources, and access to international exchange.

3. Curricular review must be accompanied by a revision of resource allocation and of the assignment and use of the institution’s infrastructure, without eliminating existing teaching positions.

4. Co-curricular activity or experience is of strategic importance in achieving the academic experience desired in the undergraduate program. This component must respond to the academic objectives arising from the graduate profile, and must be strictly coordinated with the faculty programs.

5. An appropriate budget must be created to finance a rich and varied offering of activities for students.

6. Every undergraduate program proposal must begin with a clear vision of the experience desired, and set forth a graduate profile that is as clearly defined as possible. The basic question in the curricular review must be: What type of education do we want our baccalaureate graduates to obtain in the context of a Campus committed to the strengthening of graduate studies and research as well as to our country, its economy, its socio-cultural development and its fundamental needs and aspirations?
7. The undergraduate curriculum must include: (a) a general education component; (b) solid education in the substantial aspects of at least one specific field of study; and (c) an electives component. The undergraduate program must incorporate complementary educational experiences. These components must be present throughout the undergraduate experience. There must be enough flexibility to allow each faculty and school to structure the way those elements are organized within the minimum parameters and interfaculty collaborative processes included in this document.

8. Upon developing or reviewing curricular schemes, faculties must ensure that the elements of the Graduate Profile are considered, incorporating them in academic courses and experiences of the undergraduate program components. This is an essential point in establishing the parameters for the evaluation of student learning at the Campus level.

9. The review must promote a higher degree of flexibility that provides options for students in configuring their programs of study, with the support of systematic and ongoing academic counseling.

10. This undergraduate scheme must be seen as a reference for ongoing reflection and revision of undergraduate degree programs. As such, it must serve the purposes of change in the faculties and schools within the framework of their autonomy and their special characteristics.

11. Special attention must be given to competencies in thinking, linguistics, communication, logical mathematical and/or quantitative reasoning, and to skills in the handling and use of information technologies. The development of these competencies must be the responsibility of all academic components of the Campus. Also, the opportunities for the development of these competencies must be offered from the first semester of the first year and continue to the end of the course of study, with well structured, demanding experiences.

12. A mechanism must be established to tend to students who demonstrate low levels of performance or academic difficulties in the first year of studies as well as throughout the undergraduate experience.

13. Research and creation must be incorporated throughout the undergraduate program as an integral part of the student's academic experience. Each faculty and school will structure the research and creation experiences they deem appropriate for their students. They must also familiarize them with the technology needed to access information available in bibliographic and document repositories, cyber-space and databases.

14. The undergraduate program must offer opportunities for exposure to international experiences. Each faculty and school will design offerings that facilitate a variety of experiences of an international nature.

II. UNDERGRADUATE PROGRAM VISION
An undergraduate program of the University of Puerto Rico, Río Piedras Campus, is a comprehensive educational experience that prepares the student to function as an educated and responsible citizen. It fosters in students the knowledge of culture and appreciation for diverse cultural manifestations and legacies, as well as the interest and abilities necessary to undertake graduate or professional studies, excel as professionals and incorporate lifelong learning. The undergraduate program is offered in the context of a university environment rich in academic, co-curricular, international, research, creation and diverse service experiences relevant to the profile and special features of the student body.

III. CHARACTERISTICS OF STUDENTS ADMITTED

The Río Piedras Campus admits students from the country's public and private schools who have graduated with top academic grades, as well as a lesser number of qualified students from other parts of the world. The data demonstrate that students admitted to the Río Piedras Campus have the following characteristics: close to half are from public schools; they have the highest grade-point averages and the highest scores in the university's admission exams; they are primarily females; they are between the ages of 17 and 19 when they begin their studies; they need economic assistance to pursue their university careers; and they come primarily from the greater metropolitan area, although students are admitted from all over the island.

The goal is to maintain standards of excellence for university admission in Puerto Rico, to recruit students interested in and capable of continuing to graduate studies, to increase the number of international students; and to achieve maximum student retention and optimum academic performance in the fulfillment of their course of studies.

The Río Piedras Campus will make efforts to facilitate the entry of non-traditional students through a diversity of methods, programs and services.

IV. PROFILE OF THE BACCALAUREATE GRADUATE

The profile of the baccalaureate graduate is framed within the mission of the Río Piedras Campus. The mission of this Campus is to promote the comprehensive education of its students through programs of study that foster intellectual curiosity, critical ability, ongoing learning, effective communication, appreciation and cultivation of ethical and esthetic values, and participation in Campus processes, as well as reflection and social responsibility. The mission also calls for the provision of an undergraduate education of excellence that promotes an integral vision of knowledge. It must also harmonize general education and specialized education and develop the ability to pursue independent study and research.
The graduate profile encompasses the characteristics it is hoped that students will exhibit at the end of their undergraduate experiences. It also establishes the institution's commitment to the comprehensive education of the undergraduate student.

The eleven characteristics listed in the profile are a guide for the design of curricular content, course sequence, learning experiences and services, their physical context and the allocation of resources for their achievement. They provide the framework required for the development of the Student Evaluation Plan that will serve as a mechanism to determine the student's learning achievement during his years of study.

The Profile
The person who graduates with a bachelor's degree from the Rio Piedras Campus:

1. Will have developed the ability for reflective and critical thinking that fosters social, cultural, environmental and civic responsibility, and the ability to incorporate lifelong learning.

2. Will be able to communicate effectively, orally or in writing, in Spanish, in English as a second language, and to the extent possible, in a third language; and will have acquired knowledge of the literary and cultural legacies of these tongues.

3. Will understand the processes of knowledge creation in diverse fields of knowledge and the connections between them.

4. Will have developed esthetic sensitivities through the arts and literature; an understanding of human processes in time and space; comprehension of the concepts and methodologies of the natural, social and humanistic sciences; the ability for logical mathematical and/or quantitative reasoning and an awareness of his or her overall health and wellness.

5. Will have knowledge of the impact of human actions on the environment, and will demonstrate an ethic of respect for the environment.

6. Will have acquired substantial knowledge and competencies in at least one field of study or discipline.

7. Will have acquired the knowledge and competencies necessary for research and creation.

8. Will have developed a critical comprehension of diverse ways of thinking and norms of practice, including ethical, moral, legal and religious considerations.

9. Will understand and will be able to evaluate and function within Puerto Rican reality as well as within Caribbean, hemisphere and world cultural diversity and processes. This will allow him/her to contribute effectively to the enhancement of the quality of life
within Puerto Rican society and to develop concern and social responsibility for events at the Caribbean, hemisphere and world levels.

10. Will have developed the competencies necessary for the search, effective management and ethical use of information, as well as for the use of technology as a tool for the creation, management and application of knowledge.

11. Will have developed competencies for teamwork, decision making, problem solving and development of creativity and imagination.

V. THE CONCEPT OF GENERAL EDUCATION: FOUNDATIONS AND PROCESSES OF KNOWLEDGE

The Río Piedras Campus adopts the following concept of general education as a component of its undergraduate program:

General education is a field of coordinated academic experiences and practices constituted by the interweaving of multi- and interdisciplinary approaches, drawn from broad areas of knowledge and the complexity of emerging fields and disciplines. Its distinctive character is that it is designed to examine the foundations and processes of knowledge production itself in the context of the student’s comprehensive education as an individual within a historical and cultural context. Therefore, what defines this academic component is its integrating and formative orientation in dealing with the fabric of relationships that constitute the knowledge process in its different forms.

General education conceives knowledge as continuous gestation, which implies renovation, search, problematization, reflective pondering, conceptual formulation, research, creation and communication. Its pedagogical orientation is the promotion of an experience that accents the formative process of cognitive content, of reflective, creative and critical abilities and sensitivities. Two central axes articulate general education: the exposition of the open, ever-changing nature of world views and integration as a basic principle of knowledge. General education is fully integrated with a student’s overall experience throughout the undergraduate program.

VI. COMPONENTS OF THE UNDERGRADUATE PROGRAM

The three curricular components of the undergraduate program are: (a) a general education component, as defined in this document; (b) a major or specialty component; and (c) an electives component. These components are complemented with international experiences and co-curricular activities that include a broad offering of cultural, recreational and sports events. In both their structure and content, the three curricular components and the complementary experiences must contribute to the achievement of the graduate profile adopted by the Campus.
The undergraduate program components must not be seen as independent undertakings, but as inter-related tasks throughout the undergraduate program that bring about an all-encompassing educational experience in which faculties, schools and the students themselves actively participate. These components must be articulated so as to promote interfaculty experiences that allow the creation of new opportunities for academic projects, experiences and courses that bring together students and professors from different faculties and disciplines.

The proposed structure allows proportions of the components to vary in a student's program of study from semester to semester throughout the undergraduate program, encouraging the beginning of courses in the major from the first year. Complementary and co-curricular activities will accompany the students' academic experience to enrich their education and afford varied options to broaden their knowledge in combination with other fields of learning. In that sense, the undergraduate program must foster continuous and profound dialog among its various constituents so that students will be able to develop a broad culture that allows them to find their place in the contemporary world, not only to practice a profession, but also to participate actively in social and community matters.

Minimum Requirements for Each Component

General Education Component: 42 credits

Following is a breakdown of the minimum number of courses required in all of the Río Piedras Campus undergraduate programs. Depending on their curricular review processes, the programs may determine if additional general education courses are required.

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Literature (in Spanish, English, another</td>
<td>6</td>
</tr>
<tr>
<td>language or comparative literature)</td>
<td></td>
</tr>
<tr>
<td>Logical Mathematical Thinking/Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Arts</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
</tr>
</tbody>
</table>

Of the total of 42 minimum credits, the General Studies Faculty will handle the Spanish, English, natural sciences, social sciences and humanities courses (30 credits).

Faculties and schools must coordinate with the General Studies Faculty to ascertain the levels of Spanish and English that their students and programs need. They will have the
authority to set the levels of competency and complexity of these courses as well as additional credit requirements. The General Studies and Humanities Faculties will coordinate the English and Spanish offerings for students with high achievement levels.

Faculties and schools must coordinate with the Natural Sciences Faculty to ascertain the type of logical-mathematical thinking and/or quantitative analysis course and the number of credits that each program will finally determine to comply with this requirement. To complete this requirement, the programs may use logical-mathematical or quantitative analysis courses offered by other faculties.

The general education credits, which the General Studies Faculty will offer, will be selected from a variety of courses that will be designed for the General Studies Faculty after the appropriate interfaculty dialogs are established. The variety of offerings will achieve the objective of furthering academic and professional exchange and enrichment among faculties, as well as among the teachers of other faculties. Courses to be designed may include offerings of seminars, research or synthesis courses with diverse subject matter.

The six Literature credits and the three Arts credits will be offered in the Humanities and General Studies Faculties, in coordination between both faculties. The School of Architecture may also contribute to the Arts offering.

(Free) Elective Course Component: 18 credits
Elective courses can be taken in any faculty, except in the case of programs that for reasons of professional accreditation require fewer elective courses or electives in the area of the major, in which case there will be a minimum of 9 free credits.

Major or Specialty Component: 60 credits
(includes the Faculty’s requirements)

Minimum total of credits: 120 credits

In the configuration of programs reviewed on the basis of this outline, faculties may increase the number of credits in any component of the undergraduate degree program up to a maximum total of 130, except when professional accreditation requirements justify an excess.

VII. OTHER PROVISIONS
With the objective of fostering the coordination of interfaculty general education courses in the areas of literature, the arts and logical-mathematical and/or quantitative reasoning, the registration of courses with double or multiple coding will be facilitated. To that end, criteria and administrative mechanisms for joint teaching appointments will be made flexible.
The General Studies Faculty will create a Summer Institute to offer propaedeutic courses, in support of the admissions process, in Spanish, English, mathematics and other competencies in collaboration with all of the Campus faculties.

The Center for the Development of Linguistic Competencies of the General Studies Faculty, in collaboration with the Humanities and Business Administration Faculties, must convert into a unit that serves all faculties, receiving the necessary resources that this entails.

Recognizing that the participation of the academic community is necessary and in accordance with the best university traditions, a Steering Committee will be created at the Campus level, composed as follows: faculty deans and directors of schools with undergraduate programs, the Dean of Administration and the Dean of Academic Affairs, three (3) faculty senators and three (3) students. The numerical ratio of teachers to students will be maintained. The Dean of Students will be a permanent guest.

**Academic Units**
In addition, the Steering Committee will create a committee to attend to matters of implementation in each academic unit, composed as follows: the dean of the faculty or a representative of the unit, teaching staff and students. The numerical ratio of teachers to students will be maintained.

**Other Committees Mentioned**
In regards to any other committees that may be created in relation to the implementation, the numerical ratio of teachers to students will be maintained.

**Other Student-Related Provisions**
The Academic Senate will make appropriate arrangements so that students who participate in the implementation committees receive incentives that serve as additional encouragement for their participation.
APPENDIX 2
May 23, 2007

Ms. Jean Avnet Morse
Executive Director
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680

Att: Vivian L. Ellis
Evaluation Services Coordinator

Dear Ms. Avnet Morse:

On April 26 and 27, 2007, the Rio Piedras Campus of the University of Puerto Rico received a follow-up visit regarding the Institution’s Progress Report by the MSCHE Evaluation Team. The Team addressed the following specific aspects:

1. Progress made in the implementation of a comprehensive institutional strategic plan which links long range planning to decision making and budgeting processes;
2. Implementation of a written plan for the assessment of institutional effectiveness;
3. Progress made toward the implementation of a new undergraduate curriculum.

The Institution wishes to express to the Evaluation Team its appreciation for their constant willingness to meet with and to listen to different university groups, and to weigh an abundant amount of information in a limited time frame in order to probe into the progress made in Standards 2, 3, 7 and 12 stated in Characteristics of Excellence. We specially appreciate their contribution to the further enhancement of the Campus’ future endeavors through their suggestions regarding each of the four standards mentioned above.

What follows is the institutional response to the Evaluation Team Final Report.

Standard 2

We accept the findings for this standard and thank the Evaluation Team for their commendations thereunder.
Standard 3

We accept the findings for this standard and thank the Evaluation Team for their commendations thereunder.

Standard 7

We generally accept the findings for this standard and thank the Evaluation Team for their commendations thereunder. However, we wish to stress that assessment measures already apply to non-academic areas of the institution. Thus, the wording "to increase the number of assessment measures to include non-academic areas of the institution" (Final Report of the Evaluation Team, p. 9) may sound misleading since the fact is that all non-academic areas already have some assessment measures in place.

Standard 12

As to Standard 12, the Institution wishes to expand on several aspects pointed out by the Team in their Summary of Evidence and Findings that will evince significant progress in implementation of the new structure of the bachelor degree and of the general education (GE) component.

The Evaluation Team Report acknowledges that the Progress Report, submitted by the Office of the Dean of Academic Affairs in October 2006, shows that "progress has been made leading to the implementation of the proposed undergraduate curricular revision, which also includes discussions on the revised general education component". However, the report continues to state that: "Despite this, as of this target date, we find that a smaller percentage than anticipated of revised general education courses will be ready for the incoming class in the fall semester." We must state that:

It is a fact that the offerings to fulfill the general education requirements of the incoming class in the fall semester are ready and will be available for all projected 2,600 newly-admitted students in August 2007.

It also bears noting that the work done in the GE component alone does not give the full view of all the progress made in the revised degree as such, as the GE implementation schedule does not run strictly parallel to that of the other components. Substantial progress has been made, also, as to the other components of the degree: the elective-course component and the concentration component.

We offer further details below.
Structure of the General Education Component

The GE component consists of a core of 30 credits to be offered by the College of General Studies, plus the following elements: 3 credits in Art, to be offered by the Colleges of General Studies, Humanities, and Architecture; 6 credits in Literature in any language or comparative literature, to be offered by the Colleges of General Studies and Humanities, and 3 credits in Quantitative Analysis or Logic/Mathematics, to be offered by the various colleges that already have this type of course in their curriculum, and by the College of General Studies in coordination with the College of Natural Sciences. It is of utmost importance to note that, according to Certification 46, GE courses may be distributed along the four-year bachelor experience. Thus, the art and literature elements of the GE component need not be ready for August 2007, although the College of Humanities will have these courses available for their own students (300-350).

Also, all GE courses must meet requirements set by the general education rubric approved by the Academic Senate, must be evaluated to that end by the interfaculty area committee, and must be certified by the Office of the Academic Dean in coordination with the Implementation Committee.

Given the above structure, we respectfully disagree with the Team's perception that "a smaller percentage than anticipated of revised general education courses will be ready for the incoming class in the fall semester." We instead assert that all GE courses required in the fall for the newly-admitted class in August 2007 are ready and will be offered following their respective program course sequences.

To this end we summarize the actions taken that guarantee full compliance with the GE requirements for the 2007 incoming class.

1. The College of General Studies has completed the revision of 38 courses that can feed the 30-credit general-education core component in the areas of Humanities, Spanish, English, Social Science and Natural Science, which core constitutes more than 70% of the general education courses required in the revised bachelor degree. Included in Appendix 1 is a list of GE courses revised during the 2006-2007 academic year by the corresponding curriculum committees of the College of General Studies, that have already been examined and approved by the Office of the Academic Dean. These courses constitute the GE core-course offerings for the fall semester of 2007 and meet the required general education requirements of the full class. Also included in Appendix 1 is a list of 19 new courses proposed and still undergoing revision.

2. In addition, seven GE courses in the Math/Quantitative area have been recommended to comply with the quantitative general
education requirement for all incoming students in the fall of 2007, except for those admitted to the College of Business Administration (a projected 500-550 students of the 2,600 incoming class) and Social Sciences (350). These Colleges will admit their first class under the revised curriculum in August 2008. See Appendix 2.

3. General Education courses in the areas of Literature and Art are not meant to be offered in the fall semester of 2007, but on the spring semester next year, or at any other time during the 4-year experience. It bears noting that the Art and Literature courses constitute less than 30% of the 42-credit GE component. The revised bachelor degree explicitly states that GE courses are to be distributed along the duration of the full bachelor experience. All must comply with the UPR format for course syllabi established in Certification 130, 1999-2000. Appendix 3

Structure of other components

The Team does not mention in the report the additional advancement in implementation of significant implications concerning the revised structure of the bachelor degree as approved in Certification 46. The new structure, in addition to a revised GE component, requires 18 credits in elective courses and a reduction in the total number of credits for the degree. In light of this, we summarize our major achievements:

1. All students admitted to the College of Humanities in August 2007, (300-350), are projected to receive not only the revised GE component for all incoming students, but also the structurally-modified curriculum of the College of Humanities as approved by the Academic Senate Committee during its last meeting in May 2007. This approved revised structure applies to all newly admitted students in 2007 to the College of Humanities, and includes 18 credits in elective courses, art, literature, and quantitative general education courses, plus a reduction in the total number of credits for the degree.

2. The College of Humanities, as was projected in the Progress Report, also submitted the revision of two of its most popular majors, the Interdisciplinary Studies, and Fine Arts concentrations. The revised curriculum of those two concentrations was also approved by the Academic Senate Committee in May 2007. The newly-admitted students in 2007 to these concentrations are projected to be taking the revised-concentration curriculum, which also includes new areas of emphasis and will afford students greater latitude to choose their concentration courses.

3. In its last meeting in May 2007, the Academic Senate Committee also approved the revised concentration curriculum to comply with Certification 46 for the concentrations of Information and Journalism,
Public Relations and Publicity and Audiovisual Communication, and Biology, Mathematics, Computer Science and Interdisciplinary Studies in Natural Sciences in the School of Communications and College of Natural Science respectively. These programs have a projected newly admitted enrollment of more than 600 students in the fall of 2007.

**Implementation Schedule**

Appendix 4 includes the revision implementation schedule for all faculties and schools. As is explicitly stated the Campus intents to have revised at least 85% to 90% of its programs according to the new structure and general education requirements by August 2008.

We thank you again for your attention to the issues above.

Cordially,

Glady Escalona de Motta, Ph.D.
Chancellor

Enclosure
APPENDIX 1

General Education (30 credits) by the Faculty of General Studies

A total of 38 registered courses have been reviewed and 19 new courses have been designed. The August 2007 pilot project of the College of General Studies presents a student offering with a wide variety of courses within its corresponding thirty credits. Nevertheless, the offering is continuously being expanded and new courses are being created.

The College of General Studies has created nine new courses: one in Art, three in Mathematical Logic Reasoning, and five in Literature. Two Literature courses were revised in the English Department. It is important to reiterate that the College continues to develop new courses and collaborates in intercollegiate projects that establish links with other colleges.

Department of Biological Science

Courses to fulfill the Biological Sciences requirement of General Education

CIBI 3003 Research in Biology for Scientific Literacy Development: Homeostatic Mechanism
This is an alternative course in Biological Sciences that fulfills the natural sciences requirement in General Education. The basis of this course will be the study of the homeostatic process and how it is manifested in human beings and other animals. According to the process selected to be studied during the semester, the following topics of the nature of science are developed: Physiology, its structure and function and the cell. Through study and research in the biological sciences, this course promotes the development of scientific culture in the students who will exercise their capacities to learn disclose knowledge by means of bibliographical research and laboratory experiences. The student’s process of critical reasoning is the focus of this educational experience. Through investigation, the student has the opportunity to evaluate socio-historic conditions, besides the theoretical bases of scientific reasoning.

CIBI 3004 Research in Biology for Scientific Literacy Development: Environmental, Evolution and Genetic Issues
This is an alternative course in Biological Sciences that fulfills the natural sciences requirement in General Education. The topics to be developed in this course are: Ecology, Evolution, Reproduction, and Genetics. The main topic of the course could revolve around one of the following topics: biotechnology, environmental problems and conservation, or the relationship of the evolution process in different levels of organization in nature. Through study and research in the biological sciences, this course promotes the development of scientific culture in the students who will exercise their capacities to learn and disclose knowledge by means of bibliographical research and laboratory experiences. The student’s process of critical reasoning is the focus of this educational experience. Through investigation, the student has the opportunity to evaluate socio-historic conditions, besides the theoretical bases of scientific reasoning.
CIBI 3005 Biological Sciences for Pre-school and Elementary Education Teachers
Increasing and extending the scientific knowledge and literacy in those students that will
be teaching elementary school are among the goals of the Biological Science course,

CIBI 3005 This will be achieved through the study of the following topics: the nature of
science, characteristics of the living matter, physiology, ecology and evolution. Several
teaching – learning strategies are used in order to model the teaching – learning
process and so are discussion and the analysis of the topics.

New Courses

CIBI 3XXX Foundations of Biology: Organization and Homeostasis of Organisms
This is an alternative course in Biological Sciences that fulfills the Natural Science
requirement in General Education. The goal is to contribute to the integral formation of
the student through the study of biological sciences from a multi and interdisciplinary
perspective. The methodologies used in this course include: open dialogue, the use of
technology, analysis of selected readings, investigation, laboratory experiences and
cooperative teaching and learning. The course promotes critical thinking skills that
foster in students a better understanding of themselves and the world. The course
covers and analyses the following topics: nature and methodology of science, nature of
the biological sciences, chemical characteristics of organism, cellular basis of life and
homeostasis in organisms.

CIBI 3XXX Foundation of Biology: Interaction and Continuity of Life
This is an alternative course in Biological Sciences that fulfills the Natural Sciences
requirement in General Education. The goal is to contribute to the integral formation of
the student through the study of biological sciences from a multi and interdisciplinary
perspective. The methodologies used in this course include: open dialogue, the use of
technology, analysis of selected reading, investigation, laboratory experiences and
cooperative teaching and learning. The course promotes critical thinking skills that
foster in students a better understanding of themselves and the world. The following
topics are discussed and analyzed: ecology, reproduction, genetics and organic
evolution.

CIBI 3XXX Ecosystem and Biodiversity
This course in Biological Science is an option to fulfill the natural science requirement in
general education. It provides an integral view of nature and the human being. Through
the discussion of selected topics, the students are presented with the ecological
diversity and richness of species in the environment. Laboratory experiences will help
develop student awareness of the sustainable use of natural resources. Teaching
strategies incorporate: educational field trips, laboratory and field research activities,
oral presentations and analysis of selected articles. Discussion topics include:
organization levels of living things, ecology and ecosystems, biogeochemical cycles,
biodiversity, speciation mechanisms and environmental problems.
CIBI 4XXX  The Biological Sciences Vision and the Scientific Endeavor Through Film
Interdisciplinary course designed as an alternative for the natural science component in
general education of the university bachelor's degree. Through the dialogic method and
laboratory experiences the student will analyze the view of the Biological Science and
the doing of science as presented in commercial movies. The course covers five
themes: (1) Biology, the study of life, a natural science. (2) The organization of life. (3)
The continuity of life and the interaction with its environment, Reproduction, Genetics
and the Nervous System. (4) Evolution, How did we become *Homo sapiens*? (5)
Ecology, the Biosphere, we are part of a living planet. Each theme will be discussed
using an updated concept that will be analyzed from the popular view presented in the
movies in contrast with the scientific view presented through texts, using an
interdisciplinary approach. The student will be able to critically analyze the way science
is presented to the general public through the movies, allowing him (her) to develop
scientific literacy.

Electives courses in Biological Sciences

CIBI 4XXX- Interdisciplinary Themes in Biological Sciences
This elective course discusses topics in Biological Sciences using an interdisciplinary
approach with special emphasis in relevant and controversial aspects that influence our
contemporary society. The topics and number of credits of the course will vary. The
relationship between Biological Sciences and associated technologies will be
emphasized through the discussion and analysis of selected topics, fostering in the
students the undertaking of informed decisions.

CIBI 4XXX Forensic Analysis of DNA
This is an elective interdisciplinary course in Biological Sciences that presents the
student with the scientific and technical aspects that promote and explain the changes
in cultural and social structures. The course uses the dialogic method to discuss and
analyze various themes. It includes workshops in which the student will be in direct
contact with techniques used for DNA identification, including demonstrations and
"hands on" laboratory experiences. The course main topic is the use of DNA analysis for
forensic evaluation and the historical, ethical and legal aspects of these techniques. The
use of DNA forensic methods by molecular anthropologists and their contribution to
several areas of scientific knowledge are also discussed. The course presents an
introduction to the following topics: Forensic Science, Forensic Analysis of DNA and
Molecular Anthropology.

CIBI 4XXX Ecology and Sustainable Urban Planning
This is an elective course with a multi and interdisciplinary perspectives presenting the
student with the interaction between the community of organisms, including human
being, and their environment. The course also presents diverse strategies as possible
solutions to problems that emerge as a consequence of unsustainable use Earth's
natural resources. Through the dialogic method, the students discuss controversies
existing between antagonist sectors of society such as: ecology, urban planning, public
politics and economy. The educational strategies include: computer technology, field
trips, research activities and oral presentations. The topics to be discussed include: Complex levels of Biosphere, Biodiversity, Landscaping Ecology, Design and Sustainable Urban Planning

Department of Physical Sciences
Courses to fulfill the Physical Sciences requirement of General Education

CIFI 3003 Foundations of Great Changes in the Physical Sciences: Copernican and Newtonian Revolution
This course is an option to fulfill the Physical Sciences requirement of the Natural Sciences component of General Studies. It includes the study of the relationship between the concepts of space, time and motion as exemplified in the study of celestial and terrestrial motions from the perspective of the ancient Greek theories of motion up to the modern conceptions of Newtonian mechanics. The emphasis on the social, historical and epistemological aspects in the construction and development of scientific knowledge provide unity to the course. Laboratory experiences are included to illustrate the subject matter.

CIFI 3004 Foundations of Great Changes in the Physical Sciences: Relativity and Quantum Revolution
This course is an option to fulfill the Physical Sciences requirement of the Natural Sciences component of General Studies. It includes the study of the relationship between the concepts of space, time and motion from the perspective of the revolutions in modern physics. There will be a detailed discussion about the transformation of the properties and nature of time and space from Newton to the relativity and quantum mechanics theories. The emphasis on the social, historical and epistemological aspects in the construction and development of scientific knowledge provide unity to the course. Laboratory experiences are included to illustrate the subject matter.

CIFI 3013 Physical Sciences, Technology and Society: Foundations and Interrelations: Science and Computer Science Technology
This course is an alternative to fulfill the physical sciences requirement of the natural sciences component of general studies. It studies physical sciences and technology themes in a three level approximation: the epistemological analysis of science and technology; the historical and social evolution of the themes; and the critical exam of their applications that includes ethical, environmental and social problems. Its content themes are: atomic theory as models of the atom; ionic radiation in its electronic and nuclear forms; and equipment for the measurement, generation and application of the irradiative energy in contextual situations. The course includes laboratory experiences.

CIFI 3014 Physical Sciences, Technology and Society: Foundations and Interrelations: Science and Nuclear Technology
This course is an alternative to fulfill the physical sciences requirement of the natural sciences component of general studies. It studies physical sciences and technology themes in a three level approximation: the epistemological and sociological analysis of
science and technology; the historical and social evolution of the themes; and the critical exam of their applications, that includes ethical, cultural and social problems. Its content themes are: gravitational and electromagnetic properties of matter and its technological products as a foundation of the informatics revolution. The course includes laboratory experiences.

New courses

CiFi 3XXX Foundations and Development in the Physical Sciences: Motion
This course is an alternative to fulfill the physical sciences requirement of the natural sciences component of general studies. The course includes the study of concepts, principles and methodologies used in the construction of knowledge in the physical sciences. Original scientific works are discussed and analyzed looking at the construction, deconstruction and reconstruction of the scientific discourse. Epistemology covers the contents, in which the emphasis is on celestial and terrestrial motions. The course discusses the social-historical context of the formation of scientific knowledge. It includes laboratory experiences.

CiFi 3XXX Foundations and Development in the Physical Sciences: Atomic Theory
This course is an alternative to fulfill the physical sciences requirement of the natural sciences component of general studies. The course includes the study of concepts, principles and methodologies used in the construction of knowledge in the physical sciences. Original scientific works are discussed and analyzed looking at the construction, deconstruction and reconstruction of the scientific discourse. The development of atomic theory is studied and the social-historical context that permeates it is discussed focusing in the central problem that is the explanation of the physical and chemical behavior of matter. It includes laboratory experiences.

Electives courses in Physical Sciences

CiFi 4XXX Comparative Visions of the Origins of Physical Reality, Matter and the Universe
In this elective course we will study the contents and physical foundations that underlie the diverse cosmological visions proposed recently by modern scientists in areas like Cosmology, Evolutionary Biology, and Fundamental Particle Physics. It will include topics like solar system formation, the beginning of life and intelligence in Earth, the fundamental nature of matter, the possibility of other universes or physical dimensions and the relationship between science and religion. This course has been designed with an approach based on presenting current scientific theories and results in the form of "stories" that are attractive and accessible to non-scientists and laymen, letting them participate in state-of-the-art science discussions. It is designed for undergraduate students interested in how science deals with the questions of origins of our universe, planet and species. This course will use frequently technological resources like movies, Internet sites, and animations.

CiFi 4015 Interdisciplinary Themes in Physical Sciences
Elective course of varying topics in which we will approach a particular area of the Physical Sciences that can provide the student opportunities to build conceptual bridges
in an interdisciplinary manner with different academic fields that will promote the development of skills for research, analysis, bibliographic searching, critical discussion, and use of evidence in back up logical arguments. It is designed for undergraduate students interested in the relationships between science, humanities, and the modern technological society we live in. The student will learn about a specific content matter of contemporary relevance and emphasis will be put in how to connect and compare this content with other academic disciplines that can impact and could be impacted by the topics under study, particularly with regard of the more important areas of knowledge such as Humanities, Social and Natural Sciences and associated technologies. Student may repeat the course with different topic.

**Department of Humanities**

**Courses to fulfill the Humanities requirement of General Education**

**HUMA 3101 Introduction to the Western Culture I**
Critical reflection in the most important foundational aspects of western culture from the perspective of diverse humanistic disciplines such as art, history, literature, philosophy and religious thought, through the analysis of the most significant works and original texts, with a particular emphasis on Ancient Greece and it's relationship with the present.

**HUMA 3102 Introduction to the Western Culture II**
Critical reflection on the most important foundational aspects of western cultural from the perspective of diverse humanistic disciplines such as art, history, literature, philosophy and religious thought, through the analysis of the most significant works and original texts, with a particular emphasis on ancient Rome, the origins of Christianity and transition from the - Hellenistic era to the middle ages and their relationship with the present.

**HUMA 3113 Reading the Ancient City: the Ancient World**
Interdisciplinary course designed as an option to fulfill the Humanities requisite of the General Education component. The ancient city is studied through readings, audiovisual resources, discussion, field trips, and research, among other instructional strategies. The city is examined from different perspectives, starting with the first cities of the ancient world (Egypt, Mesopotamia, the Indus basin, and Pre-Columbian cities) to the Greek polis.

**HUMA 3114 Reading the Ancient City: the Ancient World and Medieval Ages**
Interdisciplinary course designed as an option to fulfill the requisite of the second part of the requirement of liberal arts of the component of General Education. Speeches and representations of the ancient and medieval world are studied. The city is examined from different perspectives through diverse strategies such as the reading and discussion of texts, the audiovisual resources, field work and investigation exercises. The geography centers on Rome, Byzantium, and other cities, always in counterpoint with the city and the diverse aspects of the present time urban experience.
HUMA 3033 Problems and Themes of the Western Civilization I
This interdisciplinary course is an option for fulfilling the Humanities requisite of the General Education component at the Rio Piedras Campus. It examines Western culture through selected themes and problems. The West is presented as a process of creation of cultural meanings conveyed in opposition to non-Western cultures. The analysis will be based on discussion, readings, and research of four concepts: the Western model, memory, progress, and expansionism.

HUMA 3034 Problems and Themes of the Western Civilization II
This interdisciplinary course is an option for fulfilling the Humanities requisite of the General Education component at the Rio Piedras Campus. It examines Western culture through selected themes and problems. The West is presented as a process of creation of cultural meanings conveyed in opposition to non-Western cultures. The analysis will be based on discussion, readings, and research of four concepts: government and governability; globalization; judgments and prejudices; and alienation, life and death.

New Courses

HUMA 3XXX Ancient Hebrew Culture in the Mediterranean Context
This course represents a comprehensive survey of the history of Christianity as it relates to its two cultural backgrounds: the Hebrew and the Greco-Roman. It focuses upon the relationship between the dominant cultures of antiquity and oppressed cultures, stressing the role of the common class and their moral and spiritual needs. It examines the literature, art and archaeological remains of Christian culture and of its environment. This interdisciplinary course allows us to cover a wide field of cultural expressions, such as education, law, philosophy, history, governmental policies, religion, familial relations, and many others. It encompasses the main concepts of the Humanities curriculum and covers from c. 200 BCE to the beginnings of the Middle Ages.

HUMA 3XXX Christianity and the Ancient World
This course represents a detailed examination of Ancient Hebrew Culture in its physical and cultural environment in the Fertile Crescent and the Eastern Mediterranean. From an inter and transdisciplinary perspective the course shall examine the literature, history, ideological framework, intercultural transactions and enduring impact upon Western cultures of this important root of our civilization. The course will use methodologies of literary criticism, of archaeology, of linguistic investigation, and of cultural and religious anthropology. Covering the period from 3000 BCE to 500 CE, it will stress its relationship with other neighbouring cultures, such as that of Mesopotamia, Egypt and the Aegean. It traces the development of Hebrew thought from its origins, through the period of great empires, unto the Hellenistic and Roman periods, and projects a rapid view into the development of Judaism to the present
Department of Social Sciences
Courses to fulfill the Social Sciences requirement of General Education

CISO 3121-3122 Introduction to the Social Sciences I and II

This course is designed as an option to fulfill the Social Science requirement that is part of the general studies component at the Rio Piedras Campus. It introduces students to the basic human problems of contemporary society. Through readings, discussions and lectures, the course focuses on three fundamental objectives: the analysis of the socialization process, or the social incorporation of the individual into his culture; explores the sociohistoric backgrounds and origins of modern western culture, as they relate to the Puerto Rican experience; and it further defines the main political, economic and cultural problems of the contemporary world.

CISO 3121-3122 Introduction to the Social Sciences: Subject, Knowledge, and Society
This course is aimed as a learning experience for freshmen students. It promotes the student’s critical reflection in reference to their forms of identity, knowledge, communication and socialization. Considers the constitution of subjectivity and the process of construction of knowledge in relation to social practices, language and power. The course examines diverse theoretical debates in the Social Sciences, in their relations to everyday life. It is part of the general studies component; as it pertains to the genesis and outcomes of knowledge, and examines its basic or fundamental problems in the human sciences. It is interdisciplinary, as it promotes the discussion of disciplinary limits as historical and ideological expressions, not inherent to the process of knowledge, while integrating a comprehensive and complex perspective of social phenomena.

Department of Spanish
Courses to fulfill the Spanish requirement of General Education

ESPA 3101 Basic Spanish I
This course strengthens the comprehension and expression skills, in writing as well as in oral expression, through the practical and theoretical analysis of language and discourse in its communicative and aesthetics components. It begins with the study of literary texts by Spanish, Spanish American and Caribbean writers. The interdisciplinary analysis of literature and other aesthetic manifestations promotes knowledge integration. This course fulfills the General Education requirement for undergraduate students.

ESPA 3102 Basic Spanish II
This course strengthens the comprehension and expression skills, in writing as well as in oral expression, through the practical and theoretical analysis of language and discourse in its communicative and aesthetics components. It continues literary text analysis as well as the analysis of other discourses such as narrative, lyric and dramatic. This course fulfills the General Education requirement of undergraduate students.
ESPA 3001- Intermediate Spanish I
This course is designed to help the student enrich and improve his knowledge of the Spanish language. Chosen selection of literary of best Spanish, Latin American and Puerto Rican authors and studied in detail. The student will learn the essential elements of the various literary genres, and others discourses, as well as their differences. This course fulfills the General Education requirement for undergraduate students.

ESPA 3002 Intermediate Spanish II
This course is designed to help the student enrich and improve his knowledge of the Spanish language. Chosen selection of literary of best Spanish, Latin American and Puerto Rican authors and studied in detail. The student will learn the essential elements of the various literary genres, and others discourses, as well as their differences. This course fulfills the General Education requirement for undergraduate students.

ESPA 3003 Language, Discourse and Practice I
This course is designed for the student who, in the college entrance examination shows that his knowledge of the Spanish language is rather scanty and limited. It consists of lectures, analysis of texts' content, interpretative analyses of literary works, as well as the application of fundamental linguistic principles that will help develop better use of functional Spanish. This course fulfills the General Education requirement for undergraduate students.

ESPA 3004 Language, Discourse and Practice II
This course is designed for the student who, in the college entrance examination shows that his knowledge of the Spanish language is rather scanty and limited. It consists of lectures, analysis of texts' content, interpretative analyses of literary works, as well as the application of fundamental linguistic principles that will help develop better use of functional Spanish. This course fulfills the General Education requirement for undergraduate students.

ESPA 3111- Honor Spanish I
This course is offered to the student who shows excellent in his linguistics and literary skills. It follows the same general plan of the basic course in a more intensive and thorough application. The students will learn research techniques and will write term papers as a requirement of the course.

ESPA 3112 Honor Spanish II
This course is offered to the student who shows excellent in his linguistics and literary skills. It follows the same general plan of the basic course in a more intensive and thorough application. The students will learn research techniques and will write term papers as a requirement of the course.
Department of English
Courses to fulfill the English requirement of General Education

INGL 3003 Basic Skills in English I
This is a course that fulfills the English requirement for the general education component of the bachelor's degree. This course is designed for students to develop the basic English language skills for understanding academic texts and communicating ideas orally and in writing at an intelligible level. The course provides students with conversational and writing competencies. Using nonfictional selections with an interdisciplinary thematic content as the focus of discussion, oral and critical thinking skills are fostered. Writing reinforces listening, speaking, and reading skills so that students can express ideas through the thoughtful articulation of vocabulary and grammar. A language laboratory using audiovisual materials complements thematic units that further develop communication skills through task-oriented and interactive activities.

INGL 3004 Basic Skills in English II
This is a course that fulfills the English requirement for the general education component of the bachelor's degree. This course further develops the basic linguistic and critical thinking skills introduced in English 3003. Emphasis is placed on the integration of skills for meaningful communication of ideas around interconnected themes. Listening, speaking, reading, and writing skills are integrated and reinforced through the reading and analysis of short stories. The class discussion of these fictional selections provides the context to develop vocabulary, invite interaction, and engage students in sharing ideas through the writing of essays. Supplementary fictional works and language laboratory activities enrich these thematic units.

INGL 3101 Basic English I
This is an interdisciplinary course that fulfills the English requirement for the general education component of the bachelor's degree. This course covers the study of essays as well as other non-fictional readings. It emphasizes an integrated literature approach focused on the study of inter and multidisciplinary content. The course seeks to help students develop their ability to think logically, read actively, and write clearly. Students develop the skills to move from a simple literal understanding of ideas and events toward the more complex intellectual levels of analysis and critical thinking. In addition, the course aims to help students use linguistic and research tools effectively.

INGL 3102 Basic English II
This is an interdisciplinary course that fulfills the English requirement for the general education component of the bachelor's degree. This course covers the study of fictional reading with emphasis on the study of short stories. Supplementary readings may include short novels. The course emphasizes an integrated literature approach focused on the study of inter and multidisciplinary content. It continues to develop students' thinking skills from literal and analytical and aims to help students become active readers and strong writers as they become aware of the intimate relationships among thinking, reading, and writing. In addition, the course fosters the progressive
development of the skills needed to effectively use linguistic and research tools and resources such as dictionaries, computer programs, and tutors.

INGL 3103 Intermediate English I
This is a course that fulfills the English requirement for the general education component of the bachelor's degree. INGL 3103 aims to develop students' proficiency in the critical analysis of various literary genres. Specifically, the course focuses on analyzing essays in terms of their content and form. It emphasizes the development of essay writing skills. Research skills are an essential component of this course. Students are guided and strongly encouraged to develop academic skills in English that are necessary for their mental progress and successful performance in college, professional, and personal life. Analytical and interpretive skills in reading and writing are important for students' development as educated adults.

INGL 3104 Intermediate English II
This is an interdisciplinary course that fulfills the English requirement for the general education component of the bachelor's degree. INGL 3104 aims to further develop students' proficiency in the critical analysis of various literary genres. Specifically, the course focuses on analyzing short stories in terms of their content and form. It continues to emphasize the development of essay writing skills through their responses as critical readers of literary works so that they increase their understanding of literature. Research skills continue to be an essential component of this course with the purpose of achieving alert and critical readers and effective writers, central goals of a good education. Cultural minded discussions among fellow students and the professor is the core of the class and aims to sensitize students to the impact of literature in their lives. INGL 3103 and 3104 encourage students to explore literature, to build on their knowledge and experience, and to think more critically.

INGL 3123 Computer Assisted Writing I
This is a course that fulfills the English requirement for the general education component of the bachelor's degree. English 3123 is an interdisciplinary course at the intermediate level. The course uses general education approaches, literacy and the use of the computer for academic writing. This semester the course gives emphasis to the social and natural sciences. This course guides students to write well-organized, stylistically correct essays and research papers, and is essential for students who plan to pursue graduate studies.

INGL 3124 Computer Assisted Writing II
This is an interdisciplinary course that fulfills the English requirement for the general education component of the bachelor's degree. English 3124 is an interdisciplinary intermediate level course in which students learn to read, write, reason, and conduct research across the disciplines. The focus of study this semester is the humanities. The course uses the computer as an essential element to facilitate the writing process in all its stages.
INGL 3011 Honors English I
This is an interdisciplinary course that fulfills the English requirement for the general education component of the bachelor’s degree. This course consists of the study and analysis of short stories and novels in English, using literary approaches and terminology to allow students to develop a critical understanding of the texts. The students also engage in the historical, social and cultural contexts of fictional works by reading contemporary documents and viewing related films, art and other types of media. Moreover, students develop an appreciation of literature as a result of linking the texts to personal experiences and examining literary devices. Throughout the semester, students improve their speaking and writing skills by reacting to literature in interactive class discussions, exams, and papers and assignments of different types.

INGL 3012 Honors English II
This is an interdisciplinary course that fulfills the English requirement for the general education component of the bachelor’s degree. This course consists of the study and analysis of poetry and drama in English, using literary approaches and terminology to allow students to develop a critical understanding of the texts. The students also engage in the historical, social and cultural contexts of poems and plays by reading contemporary documents and viewing related films, art and other types of media. Moreover, students develop an appreciation of literature as a result of linking the texts to personal experiences and examining literary devices. Throughout the semester, students improve their speaking and writing skills by reacting to literature in interactive class discussions, exams, and papers and assignments of different types.

General Education courses of Art (3 crs), Literature (6 crs) and Logical Mathematical Reasoning and /or Quantitative Analysis Courses to fulfill the Art, Literature, and Logical Mathematical Reasoning requirement of General Education

Art Course

Department of Humanities
HUMA 3XXX Looking at Images and Other Artifacts
The course satisfies the three-credit art requirement within the general education component of the undergraduate curriculum at Rio Piedras Campus. Through an interdisciplinary perspective, the course approaches the arts from the notion that, while living in a culture saturated by images and objects, we are unaware of how they operate, barely conscious of how they enable us to do, see, and think certain things -or prevent us from doing so. Detailed examination of the material qualities of artifacts will allows us to explore how visible things mean and work. This examination enables the object to guide the viewer towards critical, theoretical and historical questions pertinent to its explanation. Reflection and analysis arise from the combination of the observation process with readings from a variety of literary and theoretical sources. The course will also encourage the student to examine his or her own thinking and learning processes.
Literature Courses

Department of Humanities

HUMA 3XXX Transatlantic Literature: from the Conquest to the Baroque
The course entitled Transatlantic Literature: from the Conquest to the Baroque is designed as a general education course to satisfy the literature requirement for undergraduate students at Rio Piedras Campus. It studies the literary representations of the cultural confrontations, exchanges and/or reactions to the Conquest of America, and its aftermaths, written by peoples across the Atlantic. Readings and discussions on literary theory, philosophy, and philosophy will be included. Examples of other cultural and artistic manifestations on the topic, such as films, works of art, pictorial representations, musical compositions, etc. will also be analyzed. This corpus of literary and artistic "texts" will help configure an integrated and critical view of the dynamics of power which compose a lettered cartography of the physical, intellectual and symbolic transatlantic crossings.

HUMA 3XXX Transatlantic Literature: from Illustration to the Present
The course entitled Transatlantic Literature: from Illustration to the Present is designed as a general education course to satisfy the literature requirement for undergraduate students. It studies the literary representations of the cultural confrontations, exchanges and/or reactions that develop on "both sides of the Atlantic", as a response to the dynamics of colonialism, modernity, identity formations, etc. from the XVIIIth Century (the "Enlightenment") to the present (globalization). The literary accounts to be read in class will be complemented with readings and discussions on literary and cultural theory, philosophy, and political theory, as needed. Other cultural and artistic manifestations on the topic, such as films, works of art, music, etc. may be analyzed. This corpus of literary and artistic "texts" will help configure a critical view of the dynamics of power which compose a lettered cartography of physical, intellectual and symbolic transatlantic crossings.

Department of Spanish

ESPA 3XXX War in Literature
This course is an option for the literature requirement of the General Studies component. The course War in Literature addresses the theme of war from contemporary and interdisciplinary literary perspectives. Although it analyzes classical texts concerning military conflict (such as the Peloponnesian war), the course focuses on contemporary texts which address the relationship between important conflicts in the twentieth century and their representation in literature. It also analyzes photography/pictographic texts which have influence how people imagine these conflicts and to which many of these literary texts refer. Finally, the course treats themes related to body politics during armed conflict and its representation in literature (torture, rape, execution and kidnapping).
ESPA 3XXX Literature and the City: San Juan, New York
This course is an option for the literature requirement of the General Studies component. The course “Literature and the City: San Juan and New York City”, relies on the fields of Literary and Cultural Studies in order to examine the relationship between literature and the city. Its texts come mainly from Latin American and Puerto Rican literature from the second half of the twentieth century. The structure of the course consists of two main units, “The Modern City: San Juan, Puerto Rico” and “The Multicultural City: New York”. These units are proceeded by a theoretical unit in which students will reflect upon the city from an interdisciplinary perspective: socio-anthropological, historical and literary perspectives. For each of these units themes and authors are suggested that consider the theoretical as well as the practical aspects of the study of the city. Each unit of the course is accompanied by an extra-curricular activity that adds to the integral experience of the student in the city.

ESPA 3XXX Literature and the City: Gender, Culture, and Space
This course is an option for the Literature requirements of the General Studies component. The course “Literature and the City: Genres’, ‘Cultures’ and ‘Spaces’” relies on the field of Literary and Cultural Studies in order to examine the relationship between the literature and the city. Its texts come, mainly, from Latin American and Puerto Rican literature of the second half of the twentieth century. Its structure corresponds to the three main units which examine the “Genres”, “Cultures” and “Spaces” that have characterized the literature written about the city from the second half of the twentieth century. Each unit is accompanied by extra-curricular activities that enrich the integral experience of the student in the city. Since it constitutes an independent unit, the course “Literature and the City I: San Juan, Puerto Rico and New York” is not required.

Department of English

INGL 3151 Human Condition in Literature: An Interdisciplinary Approach I

English 3151 satisfy the literature requirement of the general education component. Within the framework of selected themes, students in English 3151 critically analyze issues and value conflicts in life from the perspectives of literature and various other disciplines, which may include the social sciences, communications, the natural sciences, the arts, and humanities. Through an interdisciplinary approach, students become aware of the interrelationship of knowledge. Moreover, students learn to evaluate and critically comment—both in writing and oral discussions—on their world, leading to an understanding of themselves and others, while developing their writing and speaking skills by means of short papers, critical reviews, creative tasks, interactive class discussions and presentations.

INGL 3152 Human Condition in Literature II: An Interdisciplinary Approach II

English 3152 satisfy the literature requirement of the General Education component. This course examines selected contemporary topics from the perspectives of literature and other disciplines, such as the social sciences, humanities, communication, the arts,
and the natural sciences. Students explore the construction and integration of knowledge within diverse texts and relate the issues studied to their world. During the course students learn to critically analyze through reading, discussion, and writing. English 3152 also promote the development of technological and research skills through students' involvement in a research project, where they collect, evaluate, and use data from a variety of sources. In addition, students improve their writing and speaking skills by means of short papers, critical reviews, creative tasks, interactive class discussions and presentations.

Logical Mathematical Reasoning

Department of Physical Sciences

CIFI 3XXX Logical Mathematical Reasoning and Quantitative Analysis
A course designed as an alternative to fulfill the logical-mathematical thinking requirement of General Studies. It considers the importance of rational thinking, logic and mathematics in daily life. It includes basic techniques of logic, mathematics, number theory, and basic ideas in algebra, probability and statistics of widespread use in society. It also promotes the role of quantitative thinking in a complete and interdisciplinary education.

CIFI 3XXX Mathematical reasoning of scientific concepts and solution of problems (elective course)
An elective course with an analytic focus, designed for the sub graduate students of the Natural Sciences Faculty. It includes the study of the mathematical procedures as a basic instrument in the formulation of models, scientific laws and problem solving in the Natural Sciences. It includes also the mathematical and scientific thinking and its role in some aspects of the human development. It considers the growth of theoretical and practical models of simple natural phenomena and the construction and interpretation of graphs. It also looks for the promotion of rational and logical thinking skills with a scientific and mathematical focus.

Bachelor degree in General Education
ESGE 3XXX Logical Mathematical Reasoning and Quantitative Analysis
A general education course as an alternative to fulfill the requirement of the logical-mathematical reasoning and quantitative analysis component. The course develops logical-mathematical reasoning as well as quantitative analysis, and their relation to other disciplines through the discussion of examples for applications. It addresses aspects of the history and development of mathematics that characterize it as a formal science. It also includes elements of logic, set theory, numerical systems, and mathematics for consumption, probability, and data analysis.
## Quantitative Area Component by the Colleges of Natural Sciences and General Studies

<table>
<thead>
<tr>
<th>CINA</th>
<th>MATE 3041</th>
<th>Introducción a la Matemáticas I</th>
<th>Introduction to Mathematics I</th>
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<td>Apreciación de las Matemáticas</td>
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<td>Fundamental Concepts of Arithmetic and Algebra for Elementary School Teachers</td>
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<td>Razonamiento Lógico Matemático y Análisis Cuantitativo</td>
<td>Logical Mathematical Reasoning and Quantitative Analysis</td>
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May 2007
MATH 3131. Fundamental Concepts of Arithmetic and Algebra for Elementary School Teachers. Three credits. Three hours of lecture per week.

The course analyses how the number concept has developed through the history of mathematics. Though its development the students observe how internal and external forces interrelate with the development of mathematics. Algebraic properties of the integers, the natural numbers and the rational numbers. Ordering of numbers. The number line. Solution of simple equations and inequalities. Measurement and approximation. Divisibility rules. Maximum common divisor and minimum common multiple. Percentages, ratio and proportions. Word problems. Graphs. Correspondences. The real numbers.
MATH 3151. Calculus I. Four credits. Four hours of lecture and one hour of laboratory per week. Prerequisite: MATH 3018 or MATH 3023-3024.

Limits and continuity of functions of one variable. Differentiation and its application to optimization. Antiderivatives. The mean value theorem and its corollaries. The definite integral and its applications. The definition and properties of the logarithmic functions using the calculus. Reflect on how the methods of calculus affect the foundations of mathematics knowledge. Examines the contributions of calculus for the understanding of other disciplines. Interrelate knowledge from other disciplines that contribute to the development of calculus.
MATH 3041. Introduction to Mathematics I. Three credits. Three hours of lecture per week.

Notions of set theory and logic. Axioms and elementary properties of the real numbers. Linear equations and inequalities. Graphs. Laws of exponents. Introduction to the computer and elementary programming. The course will emphasize an understanding of the methods and philosophy of Mathematics.
MATH 3042. Introduction to Mathematics II. Three credits. Three hours of lecture per week. Prerequisite: MATH 3041

Functions and graphs. Elements of Euclidean geometry. Measures of area and volume. Elements of probability and statistics. The normal distribution. The course will emphasize an understanding of the methods and philosophy of Mathematics.

The nature of modern Mathematics including: the elements of set theory, logic, number systems, some properties of real numbers, probability and statistics. The course will emphasize an understanding of the methods and philosophy of Mathematics.

Prerequisite: MATH 3131

This course studies diverse areas of mathematics, through which is encouraged students' understanding of diverse perspectives relating to the production, interpretation and application of knowledge in mathematics. The course studies geometry of the Euclidean plane; axioms and primitive concepts, simple geometry proofs, elementary properties of triangles, quadrilaterals and circles, ruler and compass constructions, the Cartesian coordinate system, measures of angles and area. Solid geometry, elementary properties of pyramids, prisms, cylinders, cone and spheres, measures of volume, applications. Statistics: exploratory data analysis, grouped and non-grouped data, measures of central tendency and dispersion, probability, independent and mutually exclusive events, normal distributions and applications.
General Education in Art and Literature by the College of Humanities

Art
MUSI 3145 Introducción al repertorio del arte musical /
Introduction to the Repertoire of Musical Arts
TEAT 3025 Apreciación del Teatro / Theater Appreciation
ARTE 3901-3902 Fundamentos de las Artes Visuales I y II
Fundamentals of Visual Arts I, II.
ARTE 3199 Introducción a las artes visuales / Introduction to Visual Arts

Literature
ESPA 4222 Literatura hispanoamericana II / Spanish American Literature II

LITE 3011-3012 Literatura moderna y contemporánea I y II/
Modern and Contemporary Literature, I, II
3051-3052 Literatura clásica / Classical Literature
3061-3062 Literatura medieval y prerrenacentista /
Medieval and Prerenaissance Literature
INGL 3001 La literatura inglesa hasta el neoclasicismo /
British Literature Through Neo-Classicism
3002 La literatura inglesa desde el romanticismo hasta el presente /
British Literature from Romanticism to the Present
3229 La experiencia caribeña en la literatura /
The Caribbean Experience in Literature
3285 Literatura puertorriqueña escrita en Estados Unidos /
Puerto Rican Literature Written in the United States
4005 La literatura, la oralidad y performance /
Literature, Orality and Performance
4009 El Renacimiento en Inglaterra / The Renaissance in England
4035 Drama británico desde la edad media hasta el siglo dieciocho /
British Drama from the Middle Ages to the Eighteenth Century
4048 Leyenda arturiana en ficción y película /
4056 Temas en la literatura americana / Special Topics in American Literature
4218 La literatura americana y “The American Dream” /
American Literature and the American Dream
4256 Literatura de escritores latinos/as en Estados Unidos /
US Latino/a Literature
5035 Viaje de estudios en literatura, comunicación o lingüística /
Travel for Study in Literature, Communication or Linguistics
College of General Studies

Literature

INGL 3551 La condición humana en la literatura: perspectivas interdisciplinarias I
   The Human Condition in Literature: Interdisciplinary Perspective I
3552 La condición humana en la literatura: perspectivas interdisciplinarias II
   The Human Condition in Literature: Interdisciplinary Perspective II

College of Architecture

Art
ARQ 3121 Introducción a la arquitectura / Introduction to Architecture
Projected Implementation Schedule

**August 2007**

- 30 credit core General Education courses revised during 2006-2007 following the newly approved Campus GE definition to be offered to all incoming students in fall 2007.

- General Education courses in Logic/Mathematics or Quantitative Analysis available for all incoming students in 2007 except the College of Business and Social Sciences.

- College of Humanities
  - Revised College Core Courses for all incoming students to the College of Humanities
  - General Education courses in Art and Literature for all students admitted to the College of Humanities in fall 2007
  - Revised Concentration in Interdisciplinary Studies
  - Revised Concentration in Fine Arts

- College of Natural Sciences: revised concentrations in
  - Mathematics
  - Biology
  - Computer Science
  - Interdisciplinary Studies in Natural Science

- School of Communications: revised concentrations in
  - Information and Journalism
  - Audiovisual Communication
  - Public Relations and Publicity

**August 2007 on**

- Creation of Arts and Literature GE courses

**January 2008**

- College of Social Sciences: revised concentration in Social Sciences
August 2008

- College of Business, College of Education, Bachelor in General Studies, College of Social Sciences / bachelor revision
- Complete revision of all concentrations in College of Humanities and Natural Sciences.
- School of Architecture / revision already approved by the School in May 2007.
APPENDIX 3
### DISTRIBUTION OF NEWLY ADMITTED STUDENTS ENROLLED IN THE FIRST SEMESTER 2007-2008

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<tr>
<th>COLLEGE/ PROGRAM</th>
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<th>FEMALE</th>
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*NEW REVISED PROGRAMS
RCM, RUM= New articulations

Source: Table of New Admissions Enrollment 4/Sept/2007
APPENDIX 4
**COURSES OF GENERAL EDUCATION (42 Credits)**

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<th>CRED.</th>
<th>CODE</th>
<th>COURSE TITLE</th>
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<td>ESPA 3101-3102</td>
<td>Basic Spanish I-II</td>
<td></td>
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<tr>
<td>3</td>
<td>INGL 3101-3102</td>
<td>Basic English I-II</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>HUMA 3101-3102</td>
<td>Introduction to Western Culture I-II</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>MATE 3105</td>
<td>Appreciation of Mathematics</td>
<td></td>
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</tr>
</tbody>
</table>

**SECOND YEAR COURSES IN SOCIAL SCIENCES** (Three of these courses, 6 credits, must be approved)

<table>
<thead>
<tr>
<th>CRED.</th>
<th>CODE</th>
<th>COURSE TITLE</th>
<th>GRADE</th>
<th>IN PROGRESS</th>
<th>TO BE APPROVED</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CIS0 3121-3122</td>
<td>Introduction to Social Sciences I-II</td>
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<tr>
<td>3</td>
<td>CIS0 3101-3102</td>
<td>Basic Spanish I-II</td>
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<tr>
<td>3</td>
<td>HUMA 3101-3102</td>
<td>Introduction to Western Culture I-II</td>
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<tr>
<td>3</td>
<td>MATE 3105</td>
<td>Appreciation of Mathematics</td>
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**COURSES OF THE CONCENTRATION IN SOCIOLOGY (21 Credits)**

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<th>TO BE APPROVED</th>
<th>PREREQUISITES</th>
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<tbody>
<tr>
<td>3</td>
<td>ANTR 3046</td>
<td>Human Evolution</td>
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<td>3</td>
<td>CIS0 3155</td>
<td>Essentials of Statistical Reasoning</td>
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<tr>
<td>3</td>
<td>SOCI 3245</td>
<td>Principles of Sociology</td>
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<td>3</td>
<td>SOCI 3267</td>
<td>Techniques of Sociological Research</td>
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<td>3</td>
<td>SOCI 4005</td>
<td>Sociological Theory</td>
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<td>SOCI 4186</td>
<td>Elements of Geography</td>
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<td>3</td>
<td>SOCI 4187</td>
<td>Methods of Sociological Research</td>
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**ELECTIVE COURSES IN SOCIOLOGY (12 Credits)**

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<th>TO BE APPROVED</th>
<th>PREREQUISITES</th>
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</thead>
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**ELECTIVE COURSES IN SOCIAL SCIENCES (12 Credits)**

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<th>PREREQUISITES</th>
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**FREE ELECTIVES COURSES (27 Credits)**

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<th>TO BE APPROVED</th>
<th>PREREQUISITES</th>
</tr>
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</table>

**RECOMMENDED PROGRAM FOR NEXT ACADEMIC SESSIONS**

To be completed by the Counselor or the Academic Advisor of your department

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>SECOND SEMESTER</th>
<th>SUMMER</th>
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</tbody>
</table>

* It is recommended to take three (3) credits in CIBI and three (3) credits in CIFI.
* The student may take Spanish, English, Foreign Language or Comparative Literature courses.
* The student may take a course in Art, Music or Architecture.
EXPLANATORY NOTES

1 This assessment is subject to every course being officially approved in the records of the Office of the Registrar.

2 It is recommended that one of them be PSIC 3003. The students that come from the campuses or regional schools of Aguadilla, Mayagüez and Cayey should have approved PSIC 3001-3002 to be able to take PSIC 3003.

3 The students that come from the units of Aguadilla, Mayagüez and Cayey should have approved SOCI 3261-3262 to be able to take SOCI 3245.

4 SOCI 3105, 3075 y 3335 are recommended, among other courses. SOCI 3285, "Group Dynamics," is not considered as an elective in Sociology, but as Social Sciences elective.

5 The elective courses in Social Sciences must be taken in other subjects not pertaining to the concentration or specialization. Introductory courses in Social Sciences cannot be considered, such as CIFO 3011, ECON 3005, GEOG 3155, PSIC 3115 or PSIC 3003. One of these courses—SOCI 3285, COOP 3006 and PSIC 3048 "Group Dynamics"—can be considered as an elective in Social Sciences or as a free elective, although they cannot be validated among themselves. This is because the fundamental principles of the three courses are basically the same.

6 15 CREDITS FROM THESE FREE ELECTIVES WILL BE SUBJECT TO THE CURRICULAR CHANGE EXPECTED TO TAKE EFFECT IN 2008. The level 1000 and 2000 courses of the units of the System are not considered as free electives.

NOTE: The student should present this assessment sheet to carry out the process of selecting courses for each academic session.

I certify that I have discussed this assessment.
I understand it is correct and I accept the conditions herein.

Comments:

Signature of the Student

Signature of the Assessor

Approval of the Professor and Counselor

Approval of the Auxiliary Dean

Approval of the Dean

Revised by: Eddie Cuadrado Arroyo
Officer of Student Affairs
December 3, 2007
APPENDIX 5
Core courses [requirements] of the College of Humanities:
Courses can be selected freely in the required academic disciplines:
- Philosophy [FILO] 6
- Spanish [ESPA of Hispanic Studies] 6
- English [INGL of Humanities] 6
- Comparative Literature [LITE] 3
- Foreign Language (in one language) 6
- History [HIST] 6
- College Electives 6

[When programs do not use those course credits in their concentrations]
- Fine Arts [ARTE: History of art or visual arts] 3
- Music [MUSI] 3
- Drama [TEAT] 3

Total of core credits 33-39

- 9 credits in Literature (6) and Art (3) are accredited in the General Education component.
- The students of the College of Humanities fulfill the 6 credits in literature from among the cores of Hispanic Studies, Foreign Languages, English or Comparative Literature, keeping the minimums that appear in this table.
- Several programs include core courses of the College in their discipline as part of the requirements of the concentration (3-6 credits).

Free electives 18

The student will be able to take them in any discipline offered by the Campus.

Total of credits for graduation 129

To whom will the new curricular structure be applied?

Group I: It will be applied automatically to all newly admitted students that initiated their studies in August 2007.

Group II: It will be applied as an option to second through fourth year students, plus transferred and articulation students. The students of this College will be able to benefit from the new curricular plan if they find it convenient for their plan of studies and if they so desire it. Those interested should request the corresponding assessment. The forms are available in the Orientation Office and in the Office of the Dean of Student Affairs. The Academic Advisor and the Orientation Counselor will attend to each individual case.

If you are interested in knowing more about the revised Bachelor's Degree, go to the Orientation Counselor and the Academic Advisor of your Concentration to receive the complete information and request the assessment of your particular case.

Our offices are located in SGG 101 and are open Monday through Thursday, from 8:00 to 12:00 am and from 1:00 to 4:00 pm. To schedule an appointment, please call (787) 764-0000 x-2524.

Prepared by:
Dr. María de los Á. Castro, Dec. As. Académicos
Prof. Mayra B. Chávez, Dec. As. Estudiantiles
Design: Elba I. Reyes

Office of the Dean of Student Affairs
August 2007
Dear Student:

Surely you have heard about the Curricular Review approved by the Academic Senate in January 26, 2006. Its main objective is to provide the new generation of students with an integral academic experience that enables them to work in a profession suited to our times, and to continue graduate studies. The review will be implemented by stages in all the colleges of the Campus.

The following stand out among the most significant aspects of the curricular review in the College of Humanities:

* Instead of being required to take specific courses in each one of the disciplines that constitute the core requirements, the student is allowed to freely select a course in each one of them.

* There is space in the curriculum for 18 credits in free electives.

* It was established that all departments have a maximum of 129 credits for graduation.

* The total of credits in the concentrations will vary between 30 and 36.

The first stage of the Curricular Review began in August 2007 and includes:

- The General Education requirements
- The core courses or College requirements
- A new area of emphasis in Creative Writing (Interdisciplinary Studies Program)
- A new area of emphasis in Art and Technology (Concentration in Visual Arts, Department of Fine Arts)

The second stage will include the revision of the rest of the concentrations and should begin in August 2008. In those departments that have not concluded their revision of concentrations, the existing ones will remain in force until the revised plan is approved. In these cases, the students will be able to benefit from the rest of the components of the new curricular plan.

**Curricular structure of the Revised Bachelor of Arts**

**General Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish [ESPA]</td>
<td>6</td>
</tr>
<tr>
<td>English [INGL]</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences [CISO]</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences [CIBI or CIFI or a combination of both]</td>
<td>6</td>
</tr>
<tr>
<td>Humanities (HUMA)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics/Logical thinking or a course of quantitative analysis</td>
<td>3</td>
</tr>
<tr>
<td>Literature [in Spanish, English, another language or comparative literature]</td>
<td>6</td>
</tr>
<tr>
<td>Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

*The students of the College of Humanities will take them from among the general education courses offered by the College in those disciplines and they will be counted as part of the requirements of the College.*

**Total General Education Credits:** 42
University of Puerto Rico
Rio Piedras Campus
College of Humanities
Orientation Office

Registry of students

On the occasion of the implementation of the Curricular Review in the College of Humanities, we wish to hold reunions with the students of different concentrations to directly explain the scope of said review and how the interests of students classified between second and fourth year will be attended to. With that aim, we request that you fill in the attached form and hand it in the Orientation Office. The deadline to deliver this form is **August 27, 2007**.

Name: ____________________________________________________________

Student Number: _______________________________  

Concentration: _______________________________ 

Mailing address: ____________________________________________________

__________________________________________________________________

Phone number: (787) _______________________________

Email: ____________________________________________________________
Application for Evaluation to Participate in the New Curricular Plan

Name: ____________________________________________________________
Student Number: ___________________ Concentration: ________________
Mailing Address: __________________________________________________
_________________________________________________________________
Telephone: ( ) ___________________ Email: __________________________
Classification (year in school): ____________________________
Please specify if you are a student of: transfer ______ articulation ______
readmission ______ reclassification ______ transference ______
Date of application: _____________________________________________
Signature: _______________________________________________________
Name of the officer receiving the form: _________________________________
Signature of the officer receiving the form: ____________________________

Referral for use in the office of the REGISTRAR

Action taken:
☐ YES, I accept to be reclassified to the Review of the Bachelor 2007 and I understand that this decision is final and irreversible.
☐ NO
Signature of the Student: ___________________________________________
Signature of the Academic Advisor: _________________________________
Signature of the Orientation Counselor: ______________________________
Signature of Auxiliary Dean of Student Affairs: ________________________
August 13, 2007

DEPARTMENT AND PROGRAM DIRECTORS AND PROFESSORS OF THE COLLEGE OF HUMANITIES

José Luis Ramos Escobar, Ph.D.
Dean

Implementation of the curricular review in the College of Humanities

On the occasion of the implementation of the Curricular Review in the College of Humanities, we wish to hold reunions with the students of different concentrations to directly explain the scope of said review and how the interests of students classified between second and fourth year will be attended to.

It is important that all students receive the notification for the respective reunions without delay. For that reason, we request your collaboration in handing out the registry form for students of this College in your classes and instructing them to hand it in the Orientation Office. The deadline to do it this semester is August 27, 2007.

I thank you beforehand for the usual collaboration.
APPENDIX 7
Activities of the Center for Academic Excellence (CEA in Spanish) Related to General Education - Second Semester 2007-2008

Assessment Workshop: Rubrics for the Assessment of Student Research
   Resources: Professor Julio Rodríguez and Professor Nadia Cordero
   Date: February 13, 2008

Assessment Workshop: Rubrics for the Assessment of Critical Thinking
   Resources: Professors Julio Rodríguez and Professor Nadia Cordero
   Date: February 20, 2008

Spanish Workshop: How to Write a Critical Essay
   Resource: Dr. Lidia Verson
   Date: March 10, 2008

Didactic Friday: Discussion Panel: Creation of courses
   Resources: Dr. Lizzette Cordova, Dr. Maruja García Padilla, Dra. Loretta Collins and Dr. Bruno Ferrer
   Date: March 28, 2008

Didactic Friday: Use of Technology for Deep Learning - Part I: General Tools
   Resource: Dr. Juan Meléndez
   Date: April 4, 2008

Didactic Friday: Use of Technology for Deep Learning - Part II: Specialized Tools
   Resource: Dr. Juan Meléndez
   Date: April 11, 2008

Intra-faculty Discussions of General Education
   College of Humanities
   Date: February 13, 2008

   College of General Studies
   Date: February 27, 2008

   College of Natural Sciences
   Date: March 5, 2008
## CURSOS EN LAS DIFERENTES AREAS DEL COMPONENTE DE EDUCACION GENERAL MODIFICADOS

(GENERAL EDUCATION COURSES REVISED ACCORDING TO CERTIFICATION 46)

(WORKING DOCUMENT)

<table>
<thead>
<tr>
<th>COMPONENTE (AREA)</th>
<th>FACULTAD O DEPARTAMENTO OFRECE EL CURSO (COLLEGE OR DEPT.)</th>
<th>CURSO (COURSE)</th>
<th>MODIFICACIONES INCORPORADAS (REVISIONS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>ARQUITECTURA</td>
<td>ARTE 3121</td>
<td>•Horas contacto- Aumento de dos a tres horas de reunión.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introducción a la Arquitectura</td>
<td>•Créditos - Aumento de dos a tres créditos.</td>
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<td>•Prerrequisitos - Se establece que el curso es para estudiantes admitidos a la Escuela de Arquitectura y al Nuevo Bachillerato del Recinto de Río Piedras</td>
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<tr>
<td>HUMANIDADES</td>
<td>MUSI 3145</td>
<td>Apreciación de la Música</td>
<td>•Descripción – Se actualizó.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Nota:</strong> Este cambio está bajo la consideración de la Vicepresidencia de Asuntos Académicos para su registro. Este curso tiene equivalencia en el Sistema UPR.</td>
</tr>
<tr>
<td>LOGIC-MATE QUANTITATIVE ANALYSIS</td>
<td>ADMINISTRACION DE EMPRESAS</td>
<td>MECU 3031</td>
<td>•Prerrequisitos – Se sustituyó el prerrequisito de aprobación de examen de ubicación de métodos por puntuación de 650 en la Prueba de aprovechamiento matemático que ofrece el “College Board”. Se eliminó MECU 3001 Y SE ESTABLECE E ESTUDIANTE DEBE POSEER CONOCIMIENTO EQUIVALENTE. VERIFICAR COMO LO DEJARON FINALMENTE.</td>
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<tr>
<td></td>
<td></td>
<td>Métodos Cuantitativos para Administración de Empresas I</td>
<td>•Descripción - Se actualiza eliminando alusión curso es para estudiantes de la Facultad de Administración de Empresas solamente.</td>
</tr>
<tr>
<td>CIENCIAS NATURALES</td>
<td>MATE 3041</td>
<td>Introducción a las Matemáticas</td>
<td>•Prerrequisitos - Se aclara que este curso cumple con el requisito de nivel y contenido para que estudiante del Bachillerato en</td>
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<tr>
<td></td>
<td>I</td>
<td>Educación Secundaria cumplan con la exigencia del componente de Razonamiento Lógico-Matemático o Análisis Cuantitativo.</td>
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<tr>
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<td>MATE 3042</td>
<td>•Prerrequisitos - Se elimina MATE 3041 como requisito previo.</td>
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<td>Introducción a las Matemáticas II</td>
<td>Nota: Este cambio está bajo la consideración de la Vicepresidencia de Asuntos Académicos para su registro. Este curso tiene equivalencia en el Sistema UPR.</td>
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<td>MATE 3132</td>
<td>•Prerrequisitos - Se elimina MATE 3131 como requisito previo.</td>
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<tr>
<td></td>
<td>Conceptos Fundamentales de Geometría, Probabilidad y Estadísticas para Maestros de Escuela Elemental</td>
<td>Nota: Este cambio está bajo la consideración de la Vicepresidencia de Asuntos Académicos para su registro. Este curso tiene equivalencia en el Sistema UPR.</td>
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<td>Pendiente. sometan cambio eliminando prerreq</td>
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<td>INGL 3151</td>
<td>•Prerrequisito - Se eliminó.</td>
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<td>INGL 3152</td>
<td>•Prerrequisito - Se eliminó.</td>
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<td>HUMANIDADES</td>
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<td>ESPA 3211</td>
<td>•Prerrequisitos - Se eliminó ESPA 3101-3102 o su equivalente como requisito previo.</td>
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<td>Introducción a la Literatura Española I</td>
<td>•Descripción - Se revisó conforme a la revisión curricular. Nota: Estos cambios están bajo la consideración de la Vicepresidencia de Asuntos Académicos para su registro. Este curso tiene equivalencia en el Sistema UPR.</td>
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<td>ESPA 3212</td>
<td>•Prerrequisitos - Se elimino ESPA 3211 como requisito previo.</td>
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<tr>
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<td>Introducción a la Literatura Española II</td>
<td>•Descripción - Se revisó conforme a la revisión curricular. Nota: Estos cambios están bajo la consideración de la Vicepresidencia de Asuntos Académicos para su registro. Este curso tiene equivalencia en el Sistema UPR.</td>
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<td>ESPA 4221</td>
<td>•Prerrequisitos - Se elimino ESPA 3211 como requisito previo.</td>
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<tr>
<td></td>
<td>Literatura Hispanoamericana I</td>
<td>•Descripción - Se actualizó.</td>
<td></td>
</tr>
<tr>
<td>Código</td>
<td>Curso</td>
<td>Prerrequisitos</td>
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<td>ESPA 4222</td>
<td>Literatura Hispanoamericana II</td>
<td>• Prerrequisitos - Se elimino ESPA 4221 como requisito previo.</td>
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<td>INGL 3001</td>
<td>La Literatura Inglesa Hasta el Siglo 18 (La Literatura Inglesa Hasta el Neoclasicismo)</td>
<td>• Prerrequisitos - Se elimino cursos como requisitos previos.</td>
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<td>INGL 3002</td>
<td>La Literatura Inglesa Desde el Romanticismo al Presente</td>
<td>• Prerrequisitos - Se elimina cursos como requisitos previos.</td>
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<tr>
<td>INGL 3045</td>
<td>Literatura y Ecología</td>
<td>• Prerrequisitos – Se añade como opción el tener puntuación de 580 ó más en el CEEB.</td>
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<td>INGL 3165</td>
<td>Shakespeare in Performance</td>
<td>• Prerrequisitos - Se elimina cursos como requisitos previos.</td>
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<td>INGL 3229</td>
<td>La Experiencia Caribeña en la Literatura</td>
<td>• Prerrequisitos - Se elimina cursos como requisitos previos.</td>
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<td>INGL 3259</td>
<td>La Experiencia del Inmigrante</td>
<td>• Prerrequisitos - Se elimina cursos como requisitos previos.</td>
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<td>INGL 3285</td>
<td>La Literatura Puertorriqueña Escrita en EU</td>
<td>• Prerrequisitos - Se elimina cursos como requisitos previos.</td>
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<td>INGL 4005</td>
<td>La Literatura, La Oralidad y Performance</td>
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<td>INGL 4009</td>
<td>El Renacimiento en Inglaterra</td>
<td>• Prerrequisitos - Se elimina cursos como requisitos previos.</td>
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<td>INGL 4035</td>
<td>Drama Británico desde la Edad Media Hasta el Siglo 18</td>
<td>• Prerrequisitos - Se elimina cursos como requisitos previos.</td>
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<td>INGL 4048</td>
<td>La Legenda Arturiana en la Literatura y la Cultura Popular</td>
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<td>INGL 4049</td>
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<td>INGL 4218</td>
<td>La Literatura Americana y “The American Dream”</td>
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<td>INGL 4256</td>
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<td>INGL 5035</td>
<td>Viaje de Estudios en Literatura, Comunicación o Lingüística</td>
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<td>ESPA 4222</td>
<td>Literatura Hispanoamericana II</td>
<td>•Prerrequisitos - Se elimino ESPA 4221 como requisito previo.</td>
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<td>LITE 3011</td>
<td>Literatura Moderna</td>
<td>•Título- Se revisó para que refleje más adecuadamente la temática del curso.</td>
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<td>•Descripción - Se actualizó para que refleje más adecuadamente el contenido del curso.</td>
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<tr>
<td>LITE 3012</td>
<td>Literatura Contemporánea</td>
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<td>LITE 3051</td>
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<td>LITE 3052</td>
<td>Literatura Clásica Romana</td>
<td>•Título - Se actualizó para que refleje más adecuadamente el contenido del curso.</td>
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**Nota:** Estos cambios están bajo la consideración de la Vicepresidencia de Asuntos Académicos para su registro. Este curso tiene equivalencia en el Sistema UPR.
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<tr>
<th>COLLEGE OF GENERAL STUDIES</th>
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<tr>
<td>DEPARTAMENTO DE CIENCIAS BIOLOGICAS</td>
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| LITE 3061 | Literatura Medieval I | • Título - Se actualizó para que refleje más adecuadamente el contenido del curso.  
• Descripción - Se actualizó para que refleje más adecuadamente el contenido real del curso. |
| LITE 3062 | Literatura Medieval II | • Título - Se actualizó para que refleje más adecuadamente el contenido del curso.  
• Prerrequisitos - Se eliminó LITE 3061 como requisito previo.  
• Descripción - Se actualizó reflejando más adecuadamente el contenido real del curso. |
| DEPARTAMENTO DE CIENCIAS FÍSICAS |  |
| CIBI 3003 | Investigación en Biología para el Desarrollo de la Cultura Científica I | • Código - Se recodificó (CIBI 3015)  
• Título - Se actualizó para que refleje más adecuadamente el contenido del curso.  
• Duración - Se convirtió en curso de un semestre.  
• Descripción - Se actualizó reflejando más adecuadamente el contenido real del curso. |
| CIBI 3004 | Investigación en Biología para el Desarrollo de la Cultura Científica I | • Código – Se recodificó (CIBI 3025)  
• Título - Se actualizó para que refleje más adecuadamente el contenido del curso.  
• Duración - Se convirtió en curso de un semestre.  
• Descripción - Se actualizó reflejando más adecuadamente el contenido real del curso. |
| CIBI 3005 | Curso Básico de Educación General en Ciencias Biológicas | • Título - Se actualizó reflejando a la población para la cual este curso fue diseñado.  
• Prerrequisito – Se eliminó.  
• Descripción - Se ajustó mejor a los objetivos y contenido del curso.  
*Nota: Estos cambios están bajo la consideración de la Vicepresidencia de Asuntos Académicos para su registro.* |
| DEPARTAMENTO DE CIENCIAS FÍSICAS |  |
| CIFI 3003 | Fundamentos de Grandes Cambios en las Ciencias Físicas: | • Título - Se actualizó, para reflejar más adecuadamente el contenido del curso.  
• Patrón académico – se convirtió en curso de un semestre. |
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<td>CIFI 3004</td>
<td>Fundamentos de Grandes Cambios en las Ciencias Físicas: Revolución Relativística y Cuántica</td>
<td>• Descripción - Se ajustó a los objetivos y contenido del curso.</td>
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<td>CIFI 3013</td>
<td>Ciencia Físicas, Tecnología y Sociedad: Fundamentos e Interrelaciones: Ciencia y Tecnología Nuclear</td>
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<td>• Prerrequisito – Se eliminó.</td>
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<td>• Patrón académico – se convirtió en curso de un semestre.</td>
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<td>• Descripción - Se ajustó mejor a los objetivos y contenido del curso.</td>
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<td>CIFI 3014</td>
<td>Ciencia Físicas, Tecnología y Sociedad: Fundamentos e Interrelaciones: Ciencia y Tecnología Informática</td>
<td>• Título - Se actualizó, para reflejar más adecuadamente el contenido del curso.</td>
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<td>• Patrón académico – Se convirtió en curso de un semestre.</td>
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<td>• Descripción - Se ajustó mejor a los objetivos y contenido del curso.</td>
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<td>• Horas Contacto – Se le añadió una hora de laboratorio semanal.</td>
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<td>CIFI 4005</td>
<td>Visiones Comparadas de los Orígenes de la Realidad Física, la Materia y el Universo</td>
<td>• Descripción - Se establece es un curso opción estudiantes de la Facultad de Ciencias Naturales.</td>
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<td>CIFI 4015</td>
<td>Temas Interdisciplinarios en las Ciencias Físicas (Interdisciplinary Topics in Physical Sciences)</td>
<td>• Descripción - Se establece es un curso opción estudiantes de la Facultad de Ciencias Naturales.</td>
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<td>DEPARTAMENTO DE ESPAÑOL</td>
<td>ESFA 3001 Lengua y Discurso: Nivel Intermedio I*</td>
<td>• Título - Se actualiza para que refleje mejor el contenido del curso.</td>
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<td>• Descripción - Se establece es un curso opción.</td>
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<td>Curso</td>
<td>Nota: Estos cambios están bajo la consideración para su registro.</td>
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| ESPA 3002 | Lengua y Discurso: Nivel Intermedio I*   | • Título - Se actualiza para que refleje mejor el contenido del curso.  
|         |                                            | • Descripción - Se establece es un curso opción.                   |
| ESPA 3003 | Fundamentos de Lengua y Discurso I*       | • Título - Se actualiza para que refleje mejor el contenido del curso.  
|         |                                            | • Descripción - Se ajustó mejor a los objetivos y contenido del curso. |
| ESPA 3004 | Fundamentos de Lengua y Discurso II*      | • Título - Se actualiza para que refleje mejor el contenido del curso.  
|         |                                            | • Descripción - Se ajustó mejor a los objetivos y contenido del curso. |
| ESPA 3101 | Español Básico: Lengua y Discurso I*      | Título - Se actualiza para que refleje mejor el contenido del curso.  
|         |                                            | • Descripción - Se ajustó mejor a los objetivos y contenido del curso. |
| ESPA 3102 | Español Básico: Lengua y Discurso II*     | Título - Se actualiza para que refleje mejor el contenido del curso.  
|         |                                            | • Descripción - Se ajustó mejor a los objetivos y contenido del curso. |
| ESPA 3111 | Lengua y Discurso Nivel Honor I*          | • Título - Se actualiza para que refleje mejor el contenido del curso.  
<p>|         |                                            | • Descripción - Se ajustó mejor a los objetivos y contenido del curso. Se establece es curso opción en el área. |
| ESPA 3112 | Lengua y Discurso Nivel Honor             | Título - Se actualiza para que refleje mejor el contenido del curso. |</p>
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<th>DEPARTAMENTO DE INGLÉS</th>
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<th>DETALLES</th>
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| INGL 3003 | Destrezas Básicas de Inglés I | •Descripción - Se ajustó mejor a los objetivos y contenido del curso. Se establece es curso opción en el área.  
Notas: *Estos cambios están bajo consideración para su registro.*  
•Horas Contacto – se le añade 3 horas de laboratorio y tutoría para igualarlo a otros cursos ofrece el Departamento.  
Notas: *Estos cambios están bajo consideración para su registro.*  |
| INGL 3004 | Destrezas Básicas de Inglés II | •Descripción - Se ajustó mejor a los objetivos y contenido del curso. Se establece es curso opción en el área.  
•Horas Contacto – se le añade 3 horas de laboratorio y tutoría para igualarlo a otros cursos ofrece el Departamento.  
Notas: *Estos cambios están bajo consideración para su registro.*  |
| INGL 3011 | Inglés de Honor I | •Descripción - Se ajustó mejor a los objetivos y contenido del curso. Se establece es curso opción en el área.  
Notas: *Estos cambios están bajo consideración para su registro.*  |
| INGL 3012 | Inglés de Honor II | •Descripción - Se ajustó mejor a los objetivos y contenido del curso. Se establece es curso opción en el área.  
Notas: *Estos cambios están bajo consideración para su registro.*  |
| INGL 3123 | Redacción con Computadoras I* | Título - Se actualiza para que refleje mejor el contenido del curso.  
•Descripción - Se ajustó mejor a los objetivos y contenido del curso. Se establece es curso opción en el área.  
Notas: *Estos cambios están bajo consideración para su registro.*  |
| INGL 3124 | Redacción con Computadoras II* | Título - Se actualiza para que refleje mejor el contenido del curso.  
•Descripción - Se ajustó mejor a los objetivos y contenido del curso. Se establece es curso opción en el área.  
Notas: *Estos cambios están bajo consideración para su registro.*  |

*Título en trámite de registro*
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<th>AÑO ACADEMICO DE REGISTRO DEL CURSO (Course Registration Date)</th>
<th>AREA (Area)</th>
<th>DEPARTAMENTO OFRECE EL CURSO (Department)</th>
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<td>CIBI 3016</td>
<td>Fundamentos de Biología: Organización y Homeostasis de los Organismos (Fundamentals of Biology: Organization and Homeostasis of Organisms)</td>
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<td>CIBI 3026</td>
<td>Fundamentos de Biología: Interacción y Continuidad de la Vida (Fundamentals of Biology: Interaction and Continuity of Life)</td>
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<td>CIBI 3XXX</td>
<td>La Visión de las Ciencias Biológicas y del Quehacer Científico a Través del Cine (The Biological Sciences Vision and the Scientific Endeavor Through Film)</td>
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Nota: Este curso se está considerando para ser registrado. (Note: This course is under consideration to be registered.)
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<td>Seminario de Bioquímica: Desarrollo, Implicaciones y Tendencias</td>
<td>CIBI 4XXX</td>
<td>(Biochemistry Seminar: Development, Implications and Tendencies)</td>
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<td>Seminario Sobre Controversias de Actualidad en las Ciencias Biológicas</td>
<td>CIBI 4xxx</td>
<td>(Seminar on Current Debates in the Biological Sciences)</td>
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<td>Fundamentos y Desarrollos de las Ciencias Físicas: Movimiento</td>
<td>CIFI 3055</td>
<td>(Fundamentals and Development of Physical Sciences: Movement)</td>
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<td>Fundamentos y Desarrollos de las Ciencias Físicas: Teoría Atómica</td>
<td>CIFI 3065</td>
<td>(Fundamentals and Development of Physical Sciences: Atomic Theory)</td>
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<td>El Cristianismo y el Mundo Antiguo</td>
<td>HUMA 3106</td>
<td>(Christianity and the Ancient World)</td>
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<td>(Discourses and Representations of the City I: Antiquity)</td>
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<td>(Discourses and Representations of the City II: Antiquity)</td>
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<td>Pensamiento Lógico-Matemático o Análisis Cuantitativo (Logical-Mathematical Reasoning or Quantitative Analysis)</td>
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