



# PEACE CORPS PREP STUDENT GUIDE

## UNIVERSIDAD DEL SAGRADO

### CORAZÓN

# SAGRADO

Universidad del Sagrado Corazón



## PEACE CORPS PREP STUDENT GUIDE

The Peace Corps Prep (PC Prep) program will prepare you for international development fieldwork and potential Peace Corps service. To accomplish this, you'll build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies are the following:

1. Training and experience in a work sector
2. Foreign language skills
3. Intercultural competence
4. Professional and leadership development

This Guide explains each of these competencies. **Use this guide to map out your PC Prep plan.** In particular, refer to this document when you fill out your PC Prep application. This guide aligns point-by-point with each section of the PC Prep application!

### Getting Started

The first step is to schedule an appointment with a Sagrado PC Prep Advisor to receive a general orientation. For your convenience, you can find an Advisor at two different Sagrado offices: the [Office of Internationalization and Inter-University Relations](#) or the Centro de Experiencias Profesionales ([Sagrado Careers](#)). These offices have assigned time slots to provide general guidance of the program. They will also be able to explain each program component and get you started.

### Contents

1. Training and experience in a specific work sector
  - a. Choose one of these six sectors: **Agriculture, Community Economic Development, Education, Environment, Health, Youth in Development**
2. Foreign language skills
3. Intercultural competence
4. Professional and leadership development
5. Contacts for PC Prep Advisors at Sagrado

# 1. Training and experience in a specific work sector

For this section, you will plan your course selection with your Academic Advisor (Consejero Académico) and confirm your choices with a PC Prep Advisor in the [Office of Internationalization and Inter-University Relations](#) or in [Sagrado Careers](#).

## 3 courses + 50 hours related experience

Leveraging concrete knowledge and skills is central to on-the-ground international development work. Through this PC Prep program, you will begin to develop a professional specialty area, which will serve your career well whether you become a Peace Corps Volunteer or not.

For PC Prep, you need to complete at least **3 courses** that align with a specific work sector (they can - but do not need to - come from your academic major or minor). You must also accumulate **a minimum of 50 hours of volunteer or work experience in that same sector**, preferably in a teaching or outreach capacity.

### Peace Corps Tip!

If you intend to apply to the Peace Corps, the best way to ensure that you will be a strong candidate is to explore Peace Corps' [openings](#) and identify the [type of assignments](#) in which you'd like to serve, then review the positions' required and desired qualifications and build them up accordingly. Choose the PC Prep work sector that will help you develop experience related to the opening you are interested in!

There are [six sectors](#) in which Peace Corps Volunteers serve: [Agriculture](#), [Community Economic Development](#), [Education](#), [Environment](#), [Health](#), [Youth in Development](#). **Choose one sector to focus on** then complete at least 3 courses + 50 hours of related experience in that sector.

Note: Peace Corps' assignments are based on local needs, and thus may or may not align seamlessly with your qualifications. Flexibility is central to the Peace Corps experience!

## EDUCATION



**Teach lessons that last a lifetime.** Education is the Peace Corps' largest program area. Volunteers play an important role in creating links among schools, parents, and communities by working in elementary, secondary, and postsecondary schools as Math, Science, Conversational English, and resource teachers or as early grade reading and literacy teacher trainers. Volunteers also develop libraries and technology resource centers.

### **If you choose Education, take 3 courses from one of the following areas:**

- Education (EDU courses)
- Informatics (INF courses)
- General offer (GEN courses)
- Exercise Sciences and Health Promotion (CFI courses)
- Physical Education and Recreation (EFI courses)

### **Recommended courses:**

- INF104 - Foundations of Computing for Education
- GEN230 – Perspectives on Women
- CFI303 - Health Promotion Programs
- EFI301 - Health Education
- EDU201 - Fundamentals of Education
- EDU340 - The Teaching of Spanish at the Secondary Level
- EDU205 - Psychology of Education
- EDU211 - Introduction to Early Education
- EDU212 - Infant and Maternal Education
- EDU213 - Motor Perceptual Development of Children 0-4 years old
- EDU215 - The Family as part of the Educational Program
- EDU217 - Early Stimulation (0-4)
- EDU218 - Design of Environments in the Early Age (0-4)
- EDU226 - Principles of Instructional Design
- EDU230 - Montessori Philosophy
- EDU260 - Seminar on Educational Transformation
- EDU292 - Classroom Management
- EDU300 - Nutrition, Health and Safety of Children 0-4 years old
- EDU301 - Evaluation of Learning
- EDU304 - The Game as Educational Strategy
- EDU305 - Teaching Methods for K-3
- EDU306 - Nature, Needs and Technological Assistance of the Exceptional Student
- EDU307 - Curriculum Design, Methods and Materials for the Child with Specific Learning Problems
- EDU308 - Children's Literature
- EDU310 - The Constructivist Teacher
- EDU311 - The Art of the School Program
- EDU313 - The Teaching of Sciences in the School Program
- EDU314 - Mathematics for the Elementary Level
- EDU315 - Language Arts in the School Program
- EDU316 - The Teaching of English as a Second Language

- EDU317 - Social Studies in the School Program
- EDU319 - Teaching of Reading and Writing in the Elementary School
- EDU320 - Literacy Development in English
- EDU321- Literature and Music for Elementary School Children
- EDU322 - The Teaching of Mathematics in the Secondary Level
- EDU323 - The Theater in the School of K-12
- EDU324 - Children's Literature in English
- EDU325 - Adolescent Literature (.pdf, 83K)
- EDU327 - Curriculum Design, Methods and Materials for the Child with Socio-emotional and Behavioral Problems
- EDU329 - Curriculum Design, Methods and Materials for the Child with Mental Retardation
- EDU330 - Acquisition and Development of Language and Literacy
- EDU331 - The Teaching of the Child with Communicological Problems
- EDU332 - The School Curriculum
- EDU333 - The Teaching of the Child with Superior Mental Capacity (.pdf, 114K)
- EDU334 - Diagnosis and Correction of Reading and Writing Deficiencies
- EDU339 - The Teaching of Science at the Secondary Level
- EDU344 - Observation and Evaluation of Children 0-4 Years
- EDU345 - Preparation of Materials
- EDU346 - Integration of Science, Mathematics and Social Studies in Education
- EDU350 - Cosmic Education I: Experience of the Montessori Method and History Curriculum
- EDU351 - Cosmic Education II - Geography, Biology and Physical Sciences Curriculum
- EDU354 - Transcultural Factors in the Teaching Learning Process
- EDU356 - Teaching Content Areas with Bilingual Approach
- EDU366 - Sensory Curriculum, Mathematics and Geometry
- EDU367 - Design and Management of Environment Montessori Casa del Niño
- EDU368 - Practical Life Curriculum - Infantes y Andarines / Casa del Niño
- EDU371 - Curriculum: language, science and social studies at Casa del Niño
- EDU405 - Teaching Practice and Seminar in the Elementary School
- EDU452 - Methods and Materials of Teaching English as a Second Language
- EDU470 - Montessori I - Teaching Internship Seminar and Internship
- EDU471 - Montessori II - Teaching Internship Seminar and Internship
- EDU480-Integrative Seminar on Education

And build 50 hours of **related** field experience through an activity such as:

- Teaching in one of these or a similar form: in a classroom, with a community outreach organization, or in a formal tutoring capacity
  - The subject of the teaching may be English as a second/foreign language, Special Education, Drama, or a STEM subject.
  - Students majoring in Education must comply with a mandatory service experience that surpasses the 50 hours required by the Peace Corps. This academic experience is accredited and supervised by a professor.
- Peer tutoring through Upward Bound, Student Support Services, and Title V in Spanish, English, Mathematics, General Sciences, and Computing
- Through Sagrado Careers or the student chapter of AIESEC, students may be placed in summer or semester work or volunteer practices relevant to their specific sector.
- Through the Volunteer Development Center ([Centro Sofia](#)), students may identify specific volunteer opportunities within the surrounding communities.

**Peace  
Corps  
Tip!**

Nearly two-thirds of Peace Corps Volunteers serve in Education or Health. Coursework and meaningful experience in one of these areas—especially teaching English as a second/foreign language—produce some of the strongest candidates.

## HEALTH



**Serve on the front lines of global health.** Health Volunteers work within their communities to promote important topics such as nutrition, maternal and child health, basic hygiene, and water sanitation. Volunteers also work in HIV/AIDS education and prevention programs to train youth as peer educators, develop appropriate education strategies, provide support to children orphaned by the pandemic, and create programs that provide emotional and financial support to families and communities affected by the disease.

### **If you choose Health, take three courses from one of the following areas:**

- |   |  |
|---|--|
| <input type="checkbox"/> Biology (BIO courses)                                | <input type="checkbox"/> Physics (FIS courses)                           |
| <input type="checkbox"/> Chemistry (QUI courses)                              | <input type="checkbox"/> Physical Education and Recreation (EFI courses) |
| <input type="checkbox"/> Informatics (INF courses)                            | <input type="checkbox"/> Nursing (ENF courses)                           |
| <input type="checkbox"/> Education (EDU courses)                              | <input type="checkbox"/> Public Relations (RPU courses)                  |
| <input type="checkbox"/> Exercise Sciences and Health Promotion (CFI courses) | <input type="checkbox"/> Social Sciences (CSO courses)                   |

### **Recommended courses:**

- |  |   |
|--|---|
| <input type="checkbox"/> BIO101-Human Biology I                  | <input type="checkbox"/> CFI105- Wellness, Quality of Life, and Integral Health         |
| <input type="checkbox"/> BIO102-Human Biology II                 | <input type="checkbox"/> CFI303- Design of Health Promotion Programs                    |
| <input type="checkbox"/> BIO109-Biology and Society              | <input type="checkbox"/> CFI403- Nutrition, Human Performance and Health                |
| <input type="checkbox"/> BIO110-Contemporary Problems of Biology | <input type="checkbox"/> CFI406- Practicum Exercise Sciences and Health Promotion       |
| <input type="checkbox"/> BIO111-General Biology I                | <input type="checkbox"/> CSO319-Mental Health and Human Rights in LGBTQ Populations     |
| <input type="checkbox"/> BIO112-General Biology II               | <input type="checkbox"/> EDU300- Nutrition, Health and Safety of children 0-4 years old |
| <input type="checkbox"/> BIO204-Introduction to Microbiology     | <input type="checkbox"/> EFI301-Health Education  |
| <input type="checkbox"/> BIO206-Microbiology                     | <input type="checkbox"/> EFI405-Design of Physical Conditioning Programs                |
| <input type="checkbox"/> BIO210- Contemporary Women's Health     | <input type="checkbox"/> ENF101-Nursing Fundamentals                                    |
| <input type="checkbox"/> BIO223-Genetics                         | <input type="checkbox"/> ENF102-The Student and his Adaptation in Nursing               |
| <input type="checkbox"/> BIO309-Human Anatomy                    | <input type="checkbox"/> ENF108-Adult Surgical Medical Care                             |
| <input type="checkbox"/> BIO310-Human Physiology                 |   |
| <input type="checkbox"/> BIO320- Immunology                      |   |
| <input type="checkbox"/> BIO348- General Virology                |   |
| <input type="checkbox"/> BIO404- Neurobiology                    |   |
| <input type="checkbox"/> BIO408- Diagnostic Microbiology         |   |
| <input type="checkbox"/> BIO429- Cellular and Molecular Biology  |   |
| <input type="checkbox"/> BIO440- Introduction to Research        |   |

- |   |  |
|---|--|
| <input type="checkbox"/> ENF118-Nutritional Implications in the Nursing Process | <input type="checkbox"/> FIS204-General Physics II                                       |
| <input type="checkbox"/> ENF201-Care of the Mother, the Neonate and the Family  | <input type="checkbox"/> FIS205-Modern Physics   |
| <input type="checkbox"/> ENF204-Pediatric Nursing                               | <input type="checkbox"/> INF102-Fundamentals of Information for Natural Sciences         |
| <input type="checkbox"/> ENF205-Psychiatric Nursing                             | <input type="checkbox"/> PSI325- Drugs, Society, and Human Behavior                      |
| <input type="checkbox"/> ENF206-Physical Estimate                               | <input type="checkbox"/> QUI101-General Chemistry I                                      |
| <input type="checkbox"/> ENF230-Physiopathology                                 | <input type="checkbox"/> QUI102-General Chemistry 2                                      |
| <input type="checkbox"/> ENF231-Pharmacology                                    | <input type="checkbox"/> QUI108/109-Principles of General Chemistry                      |
| <input type="checkbox"/> ENF301-Maternity                                       | <input type="checkbox"/> QUI108-Principles of General Chemistry 1                        |
| <input type="checkbox"/> ENF331-Medicine and Surgery I                          | <input type="checkbox"/> QUI109-Principles of General Chemistry 2                        |
| <input type="checkbox"/> ENF332-Medicine and Surgery II                         | <input type="checkbox"/> QUI118-Principles of General, Organic and Biochemical Chemistry |
| <input type="checkbox"/> ENF339-Mental Health                                   | <input type="checkbox"/> QUI202-Analytical Chemistry                                     |
| <input type="checkbox"/> ENF341-Medicine and Surgery I                          | <input type="checkbox"/> QUI301-Organic Chemistry I                                      |
| <input type="checkbox"/> ENF342-Medicine and Surgery II                         | <input type="checkbox"/> QUI302-Organic Chemistry II                                     |
| <input type="checkbox"/> ENF349-Mental Health                                   | <input type="checkbox"/> QUI312-Fundamental Principles of Water Sustainability           |
| <input type="checkbox"/> ENF367-Administration of Infection Control Programs    | <input type="checkbox"/> QUI322-Organic Drug Synthesis                                   |
| <input type="checkbox"/> ENF402-Pediatrics                                      | <input type="checkbox"/> QUI401-Physical Chemistry I                                     |
| <input type="checkbox"/> ENF434-Administrative Theories of Nursing Services     | <input type="checkbox"/> QUI402-Physical Chemistry II                                    |
| <input type="checkbox"/> ENF440-Community Health                                | <input type="checkbox"/> RPU387- Applied Public Relations and their Fields               |
| <input type="checkbox"/> FIS103-Physical Sciences                               |  |
| <input type="checkbox"/> FIS203-General Physics I                               |  |

And build 50 hours of **related** field experience through an activity such as:

- Volunteer or work experience in such areas as HIV/AIDS outreach, hospice, family planning counseling, emergency medical technician (EMT) or CPR teaching/certification, maternal health, and hands-on caregiving in a hospital, clinic, or lab technician setting
  - Nursing majors must comply with a mandatory service experience that surpasses the 50 hours required by the Peace Corps.
- Counseling or teaching in health subjects
- Working as a resident advisor in a dormitory, as a peer nutritionist, or as a sexually transmitted infections counselor
- Significant experience in mechanical repairs, construction, carpentry, masonry, plumbing, hydrology, or set design



- Participate in youth development, health, anti-drug, and abstinence presentations through “La Red” at Sagrado, organized by [Centro Sofia](#).
- Through [Sagrado Careers](#) or the student chapter of AIESEC, students may be placed in summer or semester work or volunteer practices relevant to their specific sector.
- Through the Volunteer Development Center ([Centro Sofia](#)), students may identify specific volunteer opportunities within the surrounding communities.

## ENVIRONMENT



**Help forge a global movement to protect our planet.** Volunteers lead grassroots efforts in their communities to protect the environment and strengthen understanding of environmental issues. They teach environmental awareness in elementary and secondary schools and to youth groups and community organizations, empowering communities to make their own decisions about how to protect and conserve the local environment. Volunteers also address environmental degradation by promoting sustainable use of natural resources.

**If you choose Environment, take three courses from one of the following areas:**

- |   |  |
|---|--|
| <input type="checkbox"/> Biology (BIO courses)                                | <input type="checkbox"/> Physics (FIS courses)                           |
| <input type="checkbox"/> Chemistry (QUI courses)                              | <input type="checkbox"/> Physical Education and Recreation (EFI courses) |
| <input type="checkbox"/> Informatics (INF courses)                            | <input type="checkbox"/> Social Sciences (CSO courses)                   |
| <input type="checkbox"/> Education (EDU courses)                              | <input type="checkbox"/> General offer (GEN courses)                     |
| <input type="checkbox"/> Exercise Sciences and Health Promotion (CFI courses) | <input type="checkbox"/> Geography (GEO courses)                         |
| <input type="checkbox"/> Humanities (HUM courses)                             | <input type="checkbox"/> Theology (TEO courses)                          |
| <input type="checkbox"/> Nursing (ENF courses)                                | <input type="checkbox"/> Tourism (TUR courses)                           |
| <input type="checkbox"/> Public Relations (RPU courses)                       |  |

**Recommended courses to choose from:**

- |   |   |
|---|---|
| <input type="checkbox"/> BIO109-Biology and Society                       | <input type="checkbox"/> BIO302-Ecology   |
| <input type="checkbox"/> BIO110-Contemporary Problems of Biology          | <input type="checkbox"/> BIO303-Conservation and Management of Natural Resources    |
| <input type="checkbox"/> BIO111-General Biology I                         | <input type="checkbox"/> BIO313-Evolution   |
| <input type="checkbox"/> BIO112-General Biology II                        | <input type="checkbox"/> BIO315-Entomology  |
| <input type="checkbox"/> BIO200-Morphology of Algae, Fungi and Bryophytes | <input type="checkbox"/> BIO440-Introduction to Research                            |
| <input type="checkbox"/> BIO201-Morphology of Vascular Plants             | <input type="checkbox"/> CSO104- Contemporary Social Analysis                       |
| <input type="checkbox"/> BIO202-Vegetal Physiology                        | <input type="checkbox"/> EIN403-International Environmental Policies                |
| <input type="checkbox"/> BIO203-General Zoology                           | <input type="checkbox"/> GEN315- Bioethics and Legal Systems                        |
| <input type="checkbox"/> BIO204-Introduction to Microbiology              | <input type="checkbox"/> GEO102-Cultural Geography                                  |
| <input type="checkbox"/> BIO206-Microbiology                              | <input type="checkbox"/> GEO201-Political Geography                                 |
| <input type="checkbox"/> BIO208-Parasitology                              | <input type="checkbox"/> HUM211- Human Beings and Human Circumstances               |
| <input type="checkbox"/> BIO217-Principles of Bioethics                   | <input type="checkbox"/> INF102- QUI-Fundamental Principles of Water Sustainability |
| <input type="checkbox"/> BIO220-Forests of Puerto Rico                    | <input type="checkbox"/> QUI118- Principles of General and Organic and Biochemistry |
| <input type="checkbox"/> BIO250- Introduction to Speleology               |   |
| <input type="checkbox"/> BIO269- Introduction to Marine Biology           |   |

- |   |   |
|---|---|
| <input type="checkbox"/> QUI301-Organic Chemistry I     | <input type="checkbox"/> SJU325-Fundamentals of Environmental Protection in Puerto Rico |
| <input type="checkbox"/> QUI302- Organic Chemistry II   | <input type="checkbox"/> TEO325- Christian Faith and Solidary Ecology                   |
| <input type="checkbox"/> QUI330-Environmental Chemistry | <input type="checkbox"/> TUR401-Ecotourism  |
| <input type="checkbox"/> QUI403-Biochemistry            |   |
| <input type="checkbox"/> QUI405-Inorganic Chemistry     |   |

And build 50 hours of **related** field experience through an activity such as:

- Educating the public on environmental or conservation issues, or working on environmental campaigns
- Conducting biological surveys of plants or animals
- Gardening, farming, nursery management, organic or low-input vegetable production, or landscaping
- Providing technical assistance and training in natural resource management
- Participating in the Microbiology course that visits the Caño Martín Peña, a body of water in San Juan, Puerto Rico, to examine water quality and health issues related to water contamination
  - As part of the course, students participate in a multi-year study of local water quality supervised by Professor Mayra Rolón.
- Volunteering in the *Día Internacional de Limpieza de Costas* ([Centro Sofia](#)), an international effort to clean up bodies of water led by a local non-profit called Scuba Dogs Society
  - Students can be sector leaders and recruit and train volunteers about the effort to organize beach and river cleanup around the island.
- Through Sagrado Careers or the student chapter of AIESEC, students may be placed in summer or semester work or volunteer practices relevant to their specific sector.
- Through the Volunteer Development Center ([Centro Sofia](#)), students may identify specific volunteer opportunities within the surrounding communities.

## AGRICULTURE



**Lead grassroots efforts to fight hunger in a changing world.** Agricultural Volunteers work with small-scale farmers and families to increase food security and production and adapt to climate change while promoting environmental conservation practices. They introduce farmers to techniques that prevent soil erosion, reduce the use of harmful pesticides, and replenish the soil. They work alongside farmers on integrated projects that often combine vegetable gardening, livestock management, agroforestry, and nutrition education.

### If you choose Agriculture, take three courses from one of the following areas:

- |   |  |
|---|--|
| <input type="checkbox"/> Biology (BIO courses)    | <input type="checkbox"/> International Studies (EIN courses) |
| <input type="checkbox"/> Chemistry (QUI courses)  | <input type="checkbox"/> Justice Systems (SJU courses)       |
| <input type="checkbox"/> Humanities (HUM courses) |  |

### Recommended courses to choose from:

- |  |   |
|--|---|
| <input type="checkbox"/> BIO111-General Biology I                                | <input type="checkbox"/> EIN403-International Environmental Policies                      |
| <input type="checkbox"/> BIO112-General Biology II                               | <input type="checkbox"/> HUM211- Human Beings and Human Circumstances                     |
| <input type="checkbox"/> BIO200-Morphology of Algae, Fungi and Bryophytes        | <input type="checkbox"/> QUI118- Principles of General, Organic and Biochemical Chemistry |
| <input type="checkbox"/> BIO201-Morphology of Vascular Plants                    | <input type="checkbox"/> QUI301- Organic Chemistry I                                      |
| <input type="checkbox"/> BIO202-Vegetal Physiology                               | <input type="checkbox"/> QUI302- Organic Chemistry II                                     |
| <input type="checkbox"/> BIO220-Forests of Puerto Rico                           | <input type="checkbox"/> QUI312- Basic Principles of Water Sustainability                 |
| <input type="checkbox"/> BIO302-Ecology  | <input type="checkbox"/> QUI330- Environmental Chemistry                                  |
| <input type="checkbox"/> BIO303-Conservation and Management of Natural Resources | <input type="checkbox"/> SJU325-Fundamentals of Environmental Protection in Puerto Rico   |
| <input type="checkbox"/> BIO319- Good Manufacturing Practices                    |   |
| <input type="checkbox"/> BIO440- Introduction to Research                        |   |

### And build 50 hours of **related** field experience through an activity such as:

- Working with a large-scale or family-run business involving vegetable gardening, farming, nursery work, tree planting or care, urban forestry, landscaping, livestock care and management, or fish cultivation and production
- Teaching or tutoring the public in environmental or agricultural issues/activities
- Working on the business management or marketing side of a commercial farm
- Through [Sagrado Careers](#) or the student chapter of AIESEC, students may be placed in summer or semester work or volunteer practices relevant to their specific sector.
- Through the Volunteer Development Center ([Centro Sofia](#)), students may identify specific volunteer opportunities within the surrounding communities.

## YOUTH IN DEVELOPMENT



**Empower the next generation of changemakers.** Volunteers work with youth in communities on projects that promote engagement and active citizenship, including gender awareness, employability, health and HIV/AIDS education, environmental awareness, sporting programs, and info technology.

### **If you choose Youth in Development, take three courses from one of the following areas:**

- |   |  |
|---|--|
| <input type="checkbox"/> Education (EDU courses)                              | <input type="checkbox"/> Nursing (ENF courses)         |
| <input type="checkbox"/> Social Work (TSO courses)                            | <input type="checkbox"/> Psychology (PSI courses)      |
| <input type="checkbox"/> Exercise Sciences and Health Promotion (CFI courses) | <input type="checkbox"/> Social Sciences (CSO courses) |
| <input type="checkbox"/> Humanities (HUM courses)                             | <input type="checkbox"/> Sociology (SOC courses)       |
|   | <input type="checkbox"/> Informatics (INF courses)     |

### **Recommended courses to choose from:**

- |   |   |
|---|---|
| <input type="checkbox"/> SOC209- Social Problems  | <input type="checkbox"/> EDU215 - The Family as part of the Educational Program   |
| <input type="checkbox"/> TSO210-The Profession of Social Work: Debates and Dilemmas     | <input type="checkbox"/> EDU300 - Nutrition, Health and Safety of children 0-4 years old  |
| <input type="checkbox"/> CSO/TSO305-Human Behavior and Social Environment I             | <input type="checkbox"/> EDU304- Play as an Educational Strategy  |
| <input type="checkbox"/> CSO/TSO306-Human Behavior and Social Environment II            | <input type="checkbox"/> EDU323- Drama in Schools from K-12   |
| <input type="checkbox"/> TSO312-Trabajo Social con Grupos, Comunidades y Organizaciones | <input type="checkbox"/> EDU325 - Adolescent Literature   |
| <input type="checkbox"/> CSO/TSO317-Social Welfare and Social Policy System             | <input type="checkbox"/> EDU402- Preschool Education Practicum and Seminar  |
| <input type="checkbox"/> CSO/TSO414- Group Dynamics                                     | <input type="checkbox"/> ENF204- Pediatric Nursing  |
| <input type="checkbox"/> TSO415-Community and Community Work from Social Work           | <input type="checkbox"/> ENF349-Mental Health   |
| <input type="checkbox"/> CSO104-Contemporary Social Analysis                            | <input type="checkbox"/> ENF402-Pediatrics  |
| <input type="checkbox"/> CSO203-Statistics in Contemporary Social Sciences              | <input type="checkbox"/> ENF440-Community Health Nursing  |
| <input type="checkbox"/> CSO206-Social Research Techniques                              | <input type="checkbox"/> FIE191-Human Behavior and its Dynamics in a Diverse and Multicultural Context  |
| <input type="checkbox"/> CSO304-Anti Bullying: a social and culture experience          | <input type="checkbox"/> FIE192-Psychosocial and Labor Implications of Globalization, and Information Technologies in Multicultural Scenarios |
| <input type="checkbox"/> CFI105 - Wellbeing, Quality of Life and Integral Health        | <input type="checkbox"/> FIE200-Multiculturalism as Lifestyle   |
| <input type="checkbox"/> CFI401- Training Methodology                                   | <input type="checkbox"/> HUM111-The Human Being and the Humanization of its Circumstances   |
| <input type="checkbox"/> EDU205 - Psychology of Education                               | <input type="checkbox"/> INF103- Fundamentals of Informatics  |

- |   |  |
|---|--|
| <input type="checkbox"/> INF104- Basic Computer Science for Education | <input type="checkbox"/> PSI303-Personality Theories       |
| <input type="checkbox"/> PSI200-Psychology of Personal Growth         | <input type="checkbox"/> PSI311-Gender Psychology          |
| <input type="checkbox"/> PSI201-General Psychology I                  | <input type="checkbox"/> PSI320- Physiological Psychology  |
| <input type="checkbox"/> PSI202-General Psychology II                 | <input type="checkbox"/> SOC101-Introduction to Sociology  |
| <input type="checkbox"/> PSI203-Developmental Psychology              | <input type="checkbox"/> SOC209-Social Problems            |
| <input type="checkbox"/> PSI204-Psychology of Development II          | <input type="checkbox"/> SOC217-Sociology of the Family    |
| <input type="checkbox"/> PSI205-Social Psychology                     | <input type="checkbox"/> SOC440- Popular Music and Society |

And build 50 hours of **related** field experience through an activity such as:

- Teaching or counseling in at-risk youth programs
- Activities that involve planning, organizing, assessing community needs, counseling, and leadership, in areas such as education, youth development, health and HIV/AIDS, the environment, and/or business
- Social Work majors must comply with a mandatory service experience that surpasses the 50 hours required by the Peace Corps. This academic experience is supervised by a professor.
- Peer tutoring through Upward Bound, Student Support Services, and Title V in Spanish, English, Mathematics, General Sciences, and Computing
- Participate in youth development, health, anti-drug, and abstinence presentations through “La Red” at Sagrado, organized by [Centro Sofia](#).
- Through [Sagrado Careers](#) or the student chapter of AIESEC, students may be placed in summer or semester work or volunteer practices relevant to their specific sector.
- Through the Volunteer Development Center ([Centro Sofia](#)), students may identify specific volunteer opportunities within the surrounding communities.

## COMMUNITY ECONOMIC DEVELOPMENT



**Harness 21<sup>st</sup>-century tools to help communities lift themselves.** Volunteers work with development banks, nongovernmental organizations, and municipalities to strengthen infrastructure and encourage economic opportunities in communities. They frequently teach in classroom settings and work with entrepreneurs and business owners to develop and market their products. Some Volunteers also teach basic computer skills and help communities take advantage of technologies such as e-commerce, distance learning, and more.

### **If you choose Community Economic Dev., take three courses from one of the following areas:**

- Accounting (CON courses)
- Advertising (PUB courses)
- Business Administration (ADM courses)
- Communications (CMU courses)
- Creative Industries (CRE courses)
- Computer Sciences (CCO courses)
- Economics (ECO courses)
- Entrepreneurship (EMP courses)
- Event Management and Production (PME courses)
- Finance (FIN courses)
- International Business (CIN courses)
- Marketing (GME courses)
- Informatics (INF courses)
- Tourism (TUR courses)
- Public Relations (RPU courses)
- Urban Affairs (URB courses)

### **Recommended courses to choose from:**

- ADM102-Dynamics of Organizations
- ADM105-From Macroeconomy to Personal Brand
- ADM255-Supervision
- ADM301-Human Resources Administration I
- ADM302-Employer Worker Relations
- ADM304-Collective Bargaining (.pdf, 18K)
- ADM330-Administration of Salaries and Wages
- ADM350-Business, Government and Society
- ADM401-Operations Management
- CON201-Principles of Accounting I
- CON202-Principles of Accounting II
- CON211-Principles of Accounting for Managers I
- CON212-Principles of accounting for Managers II
- CIN300-International Commerce
- CIN302-Business with the People's Republic of China
- CIN305-International Economy
- CIN314-International Marketing
- CIN405-International Accounting
- CIN410-International Finance
- CRE201-Creative Entrepreneurship
- CRE302-Legal Aspects in the Creative Sector
- CRE322-Marketing in the Creative Industries

- ECO235-Principles of Microeconomics
- ECO236-Principles of Macroeconomics
- EIN404- Historical Perspectives and Trade Policies in International Studies
- EIN405- International Development and Cooperation
- EMP105-Planning of Development of New Companies
- EMP150-Creativity, Innovation, and Entrepreneurship
- EMP265-Family Business
- EMP270-Franchises
- EMP360-Corporate Social Responsibility
- EMP370-Leadership and Organizational Development
- EMP412-Accounting and Business Finance
- EMP475-Business Finance
- EMP485-New Trends in Entrepreneurship
- ESP206-FIN304-Investments
- FIN305-Mercantile Finance
- FIN308-Currency and Banking
- FIN405-Finance in Banking Institutions
- FIN406-Advanced Mercantile Finance
- FIN408-Stock Market
- GEN370-Design and Strategic Innovation for Organizations
- GME101-Principles of Marketing
- GME202-Consumer Conduct
- GME206-Marketing Management for Non-Profit Organizations
- GME301-Promotion Strategies
- GME304-Personal Sale
- GME305-Retail
- GME307-Services Marketing
- GME310-Internet Marketing
- GME317-Price Strategies
- GME318-Community Management and Social Media
- GME400-Strategic Marketing
- GME402-Product Management
- GME405-Direct Marketing
- INF101-Introduction to Management Information Systems
- PME200-Entertainment Industry
- PME205-Introduction to the Music Business
- PME250-Communication for Events
- PME303-Introduction to Sports Management
- PME318-Production of Events
- TUR104-Foundations and Techniques of Tourism
- TUR210- Tourist Destinations I
- TUR211- Tourist Destinations II
- TUR315-Planning and Tourism Development
- TUR320-Hotel Management
- TUR321-Operation of the Reception Department
- TUR322-Operation of the Food and Beverage Department
- TUR400-Marketing Techniques in Tourism Services
- TUR401-Ecotourism
- TUR414-The Business of the Conventions
- CCO130-Computational Logic
- CCO215-Comparative Analysis of Programming Languages
- CCO235-Computer Architecture
- CCO280-Site Design on the World Wide Web



- |   |   |
|---|---|
| <input type="checkbox"/> CCO290-Web Content Management                        | <input type="checkbox"/> PUB319-Advertising Presentation Techniques                               |
| <input type="checkbox"/> CCO305-Ethics Computing                              | <input type="checkbox"/> PUB327-Administration of Public Accounts I                               |
| <input type="checkbox"/> CCO320-Compiler Structures                           | <input type="checkbox"/> PUB341-Media Planning I  |
| <input type="checkbox"/> CCO330-Design of Distributed Systems                 | <input type="checkbox"/> PUB344-The Consumer and Advertising Communication                        |
| <input type="checkbox"/> CCO340-Operating Systems                             | <input type="checkbox"/> PUB346-Creation of the Advertising Message                               |
| <input type="checkbox"/> CCO341-System Security and Performance               | <input type="checkbox"/> RPU225-Basic Public Relations  |
| <input type="checkbox"/> CCO351-Design and Implementation of Data Bank        | <input type="checkbox"/> RPU320-Writing for Public Relations                                      |
| <input type="checkbox"/> CCO360-Artificial Intelligence                       | <input type="checkbox"/> RPU325- Strategic Public Relations                                       |
| <input type="checkbox"/> CCO370-System Simulations                            | <input type="checkbox"/> RPU370-Corporate Protocol  |
| <input type="checkbox"/> CMU101-Introduction to the Media                     | <input type="checkbox"/> RPU385-Public Relations and Public Opinion                               |
| <input type="checkbox"/> CMU103-Theoretical Foundations of Mass Communication | <input type="checkbox"/> RPU410-Public Relations Affairs and Trends                               |
| <input type="checkbox"/> CMU255-Ethical Aspects of Communication              | <input type="checkbox"/> URB/TSO415-La comunidad y el Trabajo Comunitario desde el Trabajo Social |
| <input type="checkbox"/> PSI205- Social Psychology                            |   |
| <input type="checkbox"/> PSI308- Industrial Psychology                        |   |
| <input type="checkbox"/> PSI322-Organizational Psychology                     |   |
| <input type="checkbox"/> PUB218-Introduction to Advertising                   |   |

And build 50 hours of **related** field experience through an activity such as:

- Working with businesses, organizations, or cooperatives in accounting, finance, microfinance, management, project management, budgeting, or marketing
- Starting and running your own business or other entrepreneurial activity
- Training others in computer literacy, maintenance, and repair
- Website design or online marketing
- Founding or leading a community- or school-based organization
- Volunteering in the Center for Collaborative Innovation at Sagrado to acquire hands-on experience in local economic development efforts
- Students that are in leadership roles (President, Secretary, Treasurer, etc.) in a student organization may present their work portfolio and work hours.
- Students that have experience starting their own business or advising in the startup process may present evidence and a portfolio.
- Students with over 50 hours of experience working with businesses, organizations, or cooperatives in accounting, finance, microfinance, management, project management, budgeting, or marketing may present evidence and their professional portfolio to a Career Advisor.

- Students that are tutors of MS Office programming at Sagrado may present their work experience.
- Students that have been part of the Institutional Work-Study program in an administrative role (Communication, Finances, Financial Aid, etc.) may present their work experience.
- Students that have founded or lead a community- or school-based organization may present evidence and their professional portfolio to a Career Advisor.

## 2. Foreign language skills

For this section, you will meet with and submit evidence of completion to a PC Prep Advisor in the [Office of Internationalization and Inter-University Relations](#).

### Requirements vary by region of interest

Most students must hone their capacity to interact professionally using a non-English language. Minimum course requirements vary by desired placement region.

- Latin America: Students indicating an intention to serve in Spanish-speaking countries must build strong intermediate proficiency, having completed two 200-level courses or learned Spanish through another medium.
- West Africa: Students indicating an intention to serve in French-speaking African countries must build proficiency in French or another Romance language, having completed one 200-level course or learned the language through another medium.
- Everywhere else: Students indicating an intention to serve anywhere else do not have explicit language requirements to complete the Program, but they should still be encouraged to study a foreign language.

**Note: If you are a **strong native speaker** and hope to serve in a country that speaks your same language, you can skip this requirement!**

Most Sagrado students meet this requirement automatically because they are native Spanish speakers. Seek out [study abroad options](#) and the [Foreign Languages program](#) at Sagrado if you are interested in a region where French or another language is spoken.

### 3. Intercultural competence

For this section, you will meet with and submit evidence of completion to a PC Prep Advisor in the [Office of Internationalization and Inter-University Relations](#).

**3 approved courses or 1-2 courses + substantive intercultural experience**

Engaging thoughtfully and fluidly across cultures begins with one's own self-awareness. With this learning objective, you will deepen your cultural agility through a **mix of three introspective courses** in which you learn about others while reflecting upon your own self in relation to others. The goal is for you to build your capacity to shift perspective and behavior around relevant cultural differences. Some example courses:

**Choose at least 1 of these core courses:**

- EIN201-Introduction to International Studies
- EIN202-Introduction to the Theories of International Relations
- EIN302-Human Rights in World Politics
- EIN303-Conflict Resolution and Peace Studies
- EIN305-Culture and International Communication
- EIN401-Diplomacy
- EIN402-International organizations
- EIN405-Development and International Cooperation
- EIN406-Regional Studies I (The Americas, the Caribbean and Europe)
- EIN407-Regional Studies: Africa, Asia, and the Middle East in world politics
- EIN408- International Studies Practicum
- ESP234-Women, Literature, and Hispanic Cultures
- FIE191- Dynamics of Human Behavior in a Diverse, Multicultural Context
- FIE192-Psychosocial and Labor Implications of Globalization, and Information Technologies in Multicultural Scenarios
- FIE200- Multiculturalism as a Lifestyle
- HUM123-Culture, Politics, and Religion in the Middle East
- HUM245- Women in History: A Gender Perspective
- TSO311- Oppression and Social Justice

**And choose 2 additional electives from the above list or the list below:**

- CSO104- Contemporary Social Analysis
- EIN304-Political Economy in International Studies
- EIN403-International Environmental Policies
- EIN404-Historical Perspectives and Policies of Commerce in International Studies
- EIN480-Seminar in International Relations

- ESP205-Hispano-American Literature II
- FIL108-The Philosophy of Karl Marx and Contemporary Marxism's
- FIL123-Ethical Aspects of Communication
- GEN230-Perspectives on Women
- GEO102-Cultural Geography
- GEO201-Political Geography
- HIS212-Development of the Puerto Rican Nation
- HIS227-The Caribbean Area
- HIS268-Science through History
- HIS292-History of Spanish America
- HIS328-Contemporary World Problems
- HIS336-Puerto Rican Politics of the Twentieth and Twenty-First Centuries
- HUM111-Human Beings and Human Circumstances
- HUM250-History, Music and Society
- PSI200- Psychology of Personal Growth
- PSI311- Psychology of Gender
- SOC209- Social Problems
- SOC217-Sociology of Families
- TEO208-Great Religions of Humanity and their Influence on Western Culture
- TEO214-Jesus of Nazareth and his Message
- TEO217-Integrity and Terrorism: Transdisciplinary Approach Violence in the Name of God
- TEO224-Christian Social Thought
- TEO228-Christian Morality
- TEO233-Theology of Human Sexuality
- TEO234-Feminist Theologies
- TEO236-Spirituality and Holistic Human Development
- TEO238-Community/Solidarity, Justice and Peace
- TEO239-Theology of Communication
- TEO240-Theology and Contemporary Culture
- TEO330-Puerto Rico and its Religious Beliefs
- TSO415-Community and Community Work from Social Work

Is there another course in the Sagrado catalog that you believe meets this requirement? Please discuss it with a PC Prep Advisor.

**Peace  
Corps  
Tip!**

Prolonged intercultural experiences—such as studying, interning, researching, or volunteering abroad, supporting new immigrants or refugees acculturate to Puerto Rico, or volunteering in diverse schools—would also strengthen your Peace Corps candidacy significantly.  
Talk to a PC Prep Advisor about the opportunities that Sagrado can offer you to study, intern, research, or volunteer abroad!

## 4. Professional and leadership development

For this section, you will have the support of a professional career advisor. You will meet with and submit evidence of completion to a PC Prep Advisor in [Sagrado Careers](#).

### Résumé and interview support + leadership experience

Peace Corps' service and similar international development work opportunities are highly professional and selective. PC Prep requires **three specific activities** that will strengthen your candidacy for the Peace Corps (or any other professional endeavor):

- Have your **résumé** critiqued by a PC Prep Advisor in [Sagrado Careers](#).
- Attend a workshop or class on **interview skills** at [Sagrado Careers](#). We recommend you schedule a PC Prep practice interview!
- Develop at least one significant **leadership experience** and be prepared to discuss it thoughtfully. For example, organizing a campus event, leading a work or volunteer project with [Centro Sofia](#), or serving on the executive board of a [student association](#).

# Contacts for PC Prep Advisors at Sagrado

For your convenience, you can meet with PC Prep Advisors at Sagrado in two offices:

## Office of Internationalization and Inter-University Relations

Laurie Melin

787-728-1515, 1206

[laurie.melin@sagrado.edu](mailto:laurie.melin@sagrado.edu)

Barat Norte 326

Allison Carruthers

787-728-1515, 1260

[allison.carruthers@sagrado.edu](mailto:allison.carruthers@sagrado.edu)

Barat Norte 326

## Center of Professional Experiences (Sagrado Careers)

Cassandra M. Vega Rivera

787-728-1515, 2699

[cassandram.vega@sagrado.edu](mailto:cassandram.vega@sagrado.edu)

Sagrado Corazón 001-A

Emanuel Santos De Jesús

787-728-1515, 2378

[emanuel.santos@sagrado.edu](mailto:emanuel.santos@sagrado.edu)

Sagrado Corazón 001-A

