**General Information**

Education (B.A. and Certificate)

The Teacher Education Program (TEP) of Inter American University of Puerto Rico (IAUPR) constitutes an answer to the needs and aspirations of a society in constant change and to the requirements of the Certification of Teachers Regulations of the Puerto Rico Department of Education. For this, it takes as a basis the Vision, the Mission and the Goals of IAUPR, the University’s conception of an educated person, the Professional Standards of Teachers adopted by the Puerto Rico Department of Education, and the “Standards of Accreditation” of the Council for the Accreditation of Educator Preparation (CAEP).

**Theoretical and Methodological Frame of the TEP**

The Teacher Education Program has a psycho philosophical foundation of a behaviorist, constructivist and humanist character. This approach can be considered as an eclectic conceptual model, which allows the Program to integrate, in an organized way, principles of the three theoretical frames in its curricular designs and in its pedagogical practice leading to the formation of the future teacher. This frame of theoretical and methodological reference will serve as a guide of the TEP for decision making and actions related to its development and its curricular revision and assessment processes, in harmony with the highest standards of quality and educational excellence.

It could be indicated, that although the TEP is based on an eclectic conceptual paradigm, it gives more emphasis to the constructivist and humanist theoretical perspectives. Under the constructivist perspective the aspiring teacher is considered as an active and totally reflective person in his professional formation process. On the other hand, the humanist approach orients the educational process of the future teacher towards his integral development as a being human, in such a way, that he contributes his competencies of knowledge, skills, attitudes and values to improve the quality of life of his students and society.
It is important to mention that during the last half of the last century, and during the part of the current century that has past, education in Puerto Rico has been framed, generally, in two learning theories: the behavioral theory and the cognitive theory. In the last decades the idea of a constructivist approach in learning and in the curriculum has acquired particular interest among educators. The psychological frame of constructivism is delimited by cognitive theories of learning, and within the curriculum of the TEP, it is founded on a humanist basis of education.

From the perspective of the philosophy and psychology of education, constructivism presents a coherent explanation of how a person learns by means of an active process of construction of knowledge through significant experiences, whereas the humanist vision in the curriculum promotes the professional and social commitment of the future teacher to attend to the educational needs and interests of the diverse student populations, with sensitivity. This implies that all teacher education programs must provide a wide variety of educational experiences for the academic formation of the aspiring teachers, directed toward the maximum development of a pedagogical culture. These practical and formative educational experiences will permit the future teacher to establish a connection between the theoretical knowledge and the pedagogical practice, in a pertinent context of human formation.

In order to give direction to its vision, mission and declaration of goals statements, the TEP uses the professional standards of teachers established by the Puerto Rico Department of Education and by the CAEP.
These standards have as their main purpose to delineate the professional characteristics that the teacher must have to achieve that the students develop, in an integral way, their capacities and potentialities to the maximum in all dimensions as human beings, within a context of a culture of peace and acceptance of diversity. In addition, these standards establish the indicators of the qualities that the teachers must have to facilitate their students’ learning of knowledge, skills and attitudes. It is important to indicate that the standards also serve the teacher as parameters for him to reflect on his continuous professional development and how this must be in harmony with the learning needs of his students.

In synthesis, the task of educational formation is a complex one and is a great social responsibility. In order to assume this responsibility, the TEP has designed a curriculum focused on how to prepare the teachers that society needs and demands, as an effective means to improve its quality of life.

**Vision of the TEP**

The Program aspires to develop a series of integrated educational experiences, focused on the professional formation of a teacher of excellence. That is to say, that the teacher will contribute to the educational scenario with his professional competencies of knowledge, skills and attitudes necessary to promote changes and answers adapted to the educational environment. Primarily, the Program aims to prepare a teacher, who is knowledgeable of the problems of education in Puerto Rico and in other countries, in such a way that he will be able to collaborate in the process of constructive changes that will improve his quality of life and that of others.
Mission of the TEP

The Program is directed to the formation of teachers within a curriculum that provides an accumulation of articulated experiences which, at the same time, provides space for the construction of the pedagogical knowledge and content that will develop the future teacher. These experiences will be characterized by continuous reflection, practice in real scenarios, research, collaboration, relevance of the contents, pedagogical modeling and the search and use of means that will provide solutions to the typical problems of the teaching-learning processes in different contexts. In this curriculum the components of the general education, core and major courses will be integrated.

Goals of the TEP

In harmony with the vision and the mission for the TEP, the following goals, in coherence with the profile of competencies of graduates of the Program, are established.

1. Develop educational professionals focused on the mastery of the knowledge of the discipline within the context of a scientific, pedagogical and humanist culture.

2. Promote research, the management of information and the use of technology as means to generate the production and construction of knowledge that will result in the improvement of pedagogical practice within the education system.

3. Develop education professionals, who are sensitive to the needs and interests of the diverse social groups that exist in the population, within a context of human transformation.

4. Promote the solution of problem related to the educational environment within the frame of ethical, legal and social responsibility that regulates the profession.

5. Develop educational leaders committed to their professional development as a means to promote a better pedagogical practice and, therefore, a better quality of life within the context of a culture of peace.

General Objectives of the TEP
The Program aims to achieve the following general objectives:

1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario.

2. Use research, the sources of information and technological advances on which to base the development of educational innovations.

3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations.

4. Apply the ethical, legal and social dimensions in the processes of problem solving and decision making related to the practice of the profession in the different educational scenarios.

5. Show commitment to the continuous improvement of the required professional competencies in the field of education.

Profile of the Competencies of Graduates of the TEP

This Program is designed to develop the general competencies, tied to the core courses that will permit students to:

Knowledge

To know and understand:

1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.

2. The processes of construction of cognitive, affective and psychomotor learning through the different stages of human development.

3. The importance of the creation of a harmonious physical and social environment that is adjusted to the diversity of the social groups and to the individual needs and interests of the students.
4. The laws, regulations and procedures of the educational system, as well as the ethical, legal and social implications of their professional performance.

5. The implications and importance of the integration of parents and other sectors of society in the educational task of the school community.

Skills

1. Integrate into the pedagogical practice the theoretical principles that serve as the basis for education.

2. Plan student learning by integrating educational strategies with a scientific base into instructional design.

3. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills and attitudes of the subject matter they teach.

4. Apply the complementary processes of evaluation, assessment and measurement to determine the effectiveness of the teaching-learning processes and make decisions, which facilitate the improvement of all students' learning.

5. Apply research and the technological advances as resources to expand knowledge and to innovate and improve the pedagogical practice.

6. Use the existing computerized and educational resources to integrate technology in their teaching area or discipline.

7. Use a variety of educational and technological resources to facilitate learning in diverse student populations.

8. Use communication skills in an effective way to develop in the students the understanding of how they learn.

Attitudes

1. Show respect and tolerance to individual and cultural differences of students in the educational scenario.
2. Show a positive and binding attitude between professional development and the academic needs of the students.

3. Show a critical and creative attitude towards the management of information available in different sources related to the teaching discipline and to the field of education.

4. Assume leadership roles and professional responsibility in the different educational scenarios and communitarian contexts to promote learning and the integral development of students.

The University offers study programs for the Bachelor of Arts degree in Early Childhood Education: Preschool Level, Elementary Level (K-3), Elementary Level (4-6), Special Education, Secondary Education, Physical Education, School Health, Musical Education and Art Education. These programs meet the requirements for teacher certification granted by the Puerto Rico Department of Education.

Students who have had previous satisfactory teaching experience may be exempt from the teaching internship if they request it. This exemption will be subject to the following conditions:

A. The student has been teaching full time for two academic years within the last four years, in a school accredited by the Puerto Rico Department of Education. Has taught in accredited private schools, Head Start Centers, or in the accredited school system of the United States. A written certification issued by the Office of Teacher Certification of the Department of Education is required.

B. The student pays 50% of the registration cost of the courses Experiences in Educational Environment I and II for the final validation of the credits.

C. The experience to be credited by the University corresponds to the requirements for the degree that the student hopes to obtain from the Institution.

Public as well as private schools serve as daytime laboratories for the students to acquire experience in the area of teaching and learning.
Admission

General Information

Admission Requirements for the Teacher Education Program

All students admitted to the University that seek admission to the Teacher Education Program will be classified under the PRE-TEP until they are officially admitted to the TEP major of their interest.

When requesting admission and readmission to the Teacher Education Program, students must meet the following requirements:

1. Have a minimum general point average of 2.50 at the university level.

2. Have earned a minimum of 18 university credits, among these are:

   a. EDUC 1080 (Field Experience in the Educational Scenario I), or its equivalent, with a minimum grade of B.

   b. EDUC 2021 (History and Philosophy of Education) or EDUC 2022 (Society and Education) or EDUC 2031 (Developmental Psychology), with a minimum grade of B.

   c. GESP 1101 (Literature and Communication: Narrative and Essay) and 1102 (Literature and Communication: Poetry and Theater), with a minimum grade of B.

   d. GEEN 1101 and 1102 (English as a Second Language I and II) or GEEN 1201 and 1202 (Development of English through Reading I and II)
or GEEN 2311 (Reading and Writing) and 2312 (Literature and Writing) with a minimum grade of B. Students wishing to enter the Teaching of English as a Second Language at the Elementary Level program or the Teaching of English as a Second Language at the Secondary Level program must have passed the courses GEEN 2311 Reading and Writing and GEEN 2312 Literature and Writing.

3. Submit, in the corresponding academic department, the Application for Admission to the Teacher Education Program.

4. Students will have three (3) semesters or four (4) trimesters to complete the admission requirements. If they do not complete these requirements in the required time, they must choose another field of studies.

Additional Notes:

1. Students presenting official evidence of having worked under a teacher or assistant teacher contract during a semester or more will be exempt from taking the course EDUC 1080 – Field Experience in the Educational Scenario I.

2. Students in online learning courses that require visits to schools must make the corresponding arrangements prior to registering in the courses.

3. The online learning students of the teacher education program, who are candidates to take the courses of Clinical Experiences in Educational Scenario I and II, will take them in those schools designated by the University as Practice Centers. If there is no practice center available at their place of residence, the student must take them in the designated centers in Puerto Rico.

Retention Requirements for the Teacher Education Program

1. To remain in the Teacher Education Program, students must finish the academic year with a minimum general grade index as indicated below:
a. 47 credits or less: 2.50  
b. 48-71 credits: 2.75  
c. 72-95 credits: 2.90  
d. 96 or more credits: 3.00

2. Student must comply with the institutional norm of credits attempted and approved.

3. Students that do not meet the required grade point index to remain in the Program will be placed on probation for a period no greater than two academic semesters or three trimesters.

4. Students that do not reach the required grade point index during the probationary period will be dropped from the Teacher Education Program.

5. Students dropped from the Program may request admission to or change their major to another field of studies.

Admission Requirements for the Course Clinical Experiences in the Educational Scenario II (EDUC 4013) or Practice Teaching (Applies to students admitted or readmitted to the Teacher Education Program starting in August of 2009.)

1. Have passed the Core Course Requirements of the Program, except EDUC 4551 and 4552.

2. Have passed the Major Requirements.

3. Have a minimum grade point average of 3.00.

4. Have a minimum grade point average of 3.00 in the Core Course Requirements, in the Major Requirements and in the Specialization Requirements.
5. Submit the Application for Admission and have the approval of the Practice Teaching Coordinator or Supervisor.

Students in online programs that are candidates for practice teaching must adhere to the requirements established in this Catalog and the regulations of the Department of Education of Puerto Rico. Nonresidents of Puerto Rico must inquire on the procedures established in their place of residence and complete the proper proceedings. The location of the clinical experience courses will be subject to the approval of the Institution as well as of the pertinent school authorities.

Graduation Requirements of the Teacher Education Program

Every student that is a candidate for graduation from any of the majors of the Teacher Education Programs, who have been admitted or readmitted since August of 2009, must:

1. Have obtained a minimum general grade point average of 3.00.

2. Have obtained a minimum grade point average of 3.00 in the core course requirements.

3. Have obtained a minimum grade point average of 3.00 in the major and specialization.

4. Have earned a minimum grade of B in the course of Clinical Experiences II (Practice Teaching course).

Graduation Grade Point Indexes for Students Admitted or Re-admitted to the Teacher Education Program before August of 2009

Academic year of Graduation

General Index in Core, Major and Specialization Courses

2009-2011: 2.50

2011-2014: 2.80

2014-2015 and beyond: 3.00
Teacher Certification of Puerto Rico

Students interested in obtaining the teacher certification to teach in Puerto Rico, must fulfill the current requirements of the Department of Education of the Commonwealth of Puerto Rico.

Likewise, students who wish to obtain a teaching certification of another territory, state of the United States of North America or another place of origin, must meet the requirements established in the corresponding jurisdiction.

Program Effectiveness Data

Institutional Level Pass-Rate Data Report on Teacher Certification Test

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PCMAS</td>
<td>63%</td>
<td>65%</td>
<td>70%</td>
<td>79%</td>
<td>86%</td>
</tr>
</tbody>
</table>

Contact Information:

Prof. Santy Correa
Program Coordinator
Phone: 787-284-1912 Ext 2071
Email: scorrea@ponce.inter.edu