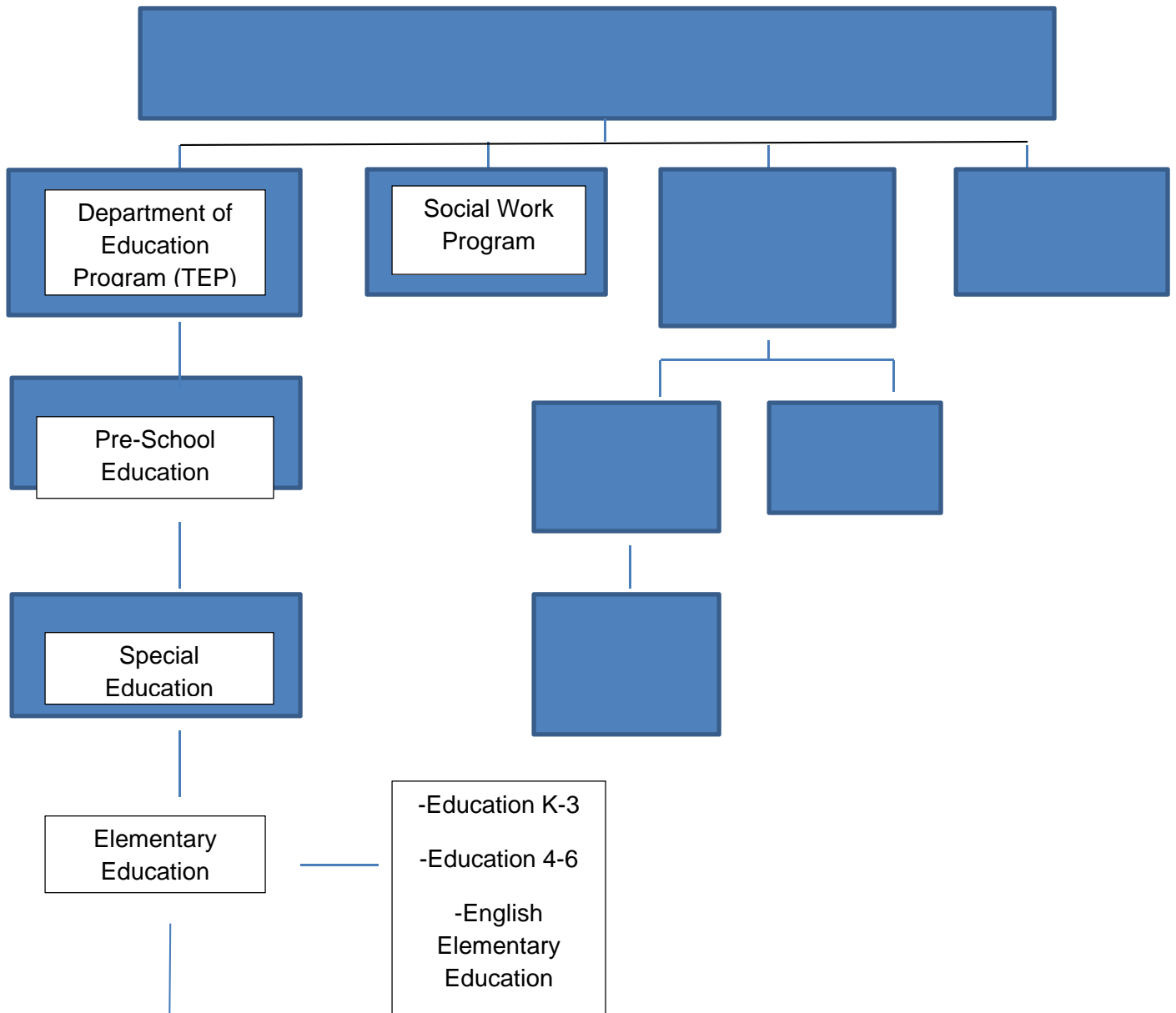


April 13, 2015

Fajardo TEP DATA Annual report 2015

The Fajardo TEP is presenting the Annual Report for the year 2014, reporting it in 2015. As of 2014, we have 144 active for the 2013-14 year in our program. For the year 2013-2014, we graduated 23 students. The Department of education and Social Sciences has thirty-five (35) members of Faculty: ten (10) are full-time faculty members, of whom three (3) teachers belong to the teacher education program (PEM) and twenty-five (25) part-time who are broken down as follows: PEM, eight (8) teachers; Program in Criminal Justice, eight (8) teachers; Program of Social work, two (2) teachers; Psychology program, five (5) teachers; and social sciences, two (2) teachers program. The number of part-time teachers may vary each semester, depending on the demand for the courses for each of the programs.



Changes made for 2013-14 in our program:

One new instrument was added to evaluate effectiveness of teaching and content knowledge learning in our clinical practice course (PEM 8) and also we are incorporating a Dispositions Questionnaire that will also will be administered to our clinical practice students during the clinical practice course (Educ. 4013).

Also we made changes in our TEP Conceptual and methodological Base, Vision, Mission, Goals and objectives as of July 2014 which can be verified in our January 2013-15 electronic Catalog, page 50.

(PEM) TEACHER PREPARATION PROGRAM

Description, theoretical framework and methodological, vision, mission, goals, objectives and skills profile of the graduate

(Approved by the University Council and President |) Effective: July, 2014)

Teacher education program (B.A. and certificate)

The Teacher Education Program (PEM) of the University inter-American de Puerto Rico (UIPR) constitutes a response to the needs and aspirations of a society in constant change and the requirements of the regulation of certification of teachers of the Department of education of Puerto Rico. To do so, is taken as base Vision, mission and goals of the UIPR, the concept of the educated person who has the institution, the "standards professionals from the masters" 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 of the PEM framework

The Teacher Education Program has a psych philosophical of character behaviorist, constructivist and humanist Foundation. This approach can be considered as an eclectic conceptual model, which allows you to program in a concerted way, to integrate principles of three theoretical frameworks in their curricular designs and their pedagogical practice conducive to the formation of the future teacher. East frame of reference theoretical and methodological it will serve as a guide to the rep for taking decisions and actions related to its developmental and its process of curriculum review and *assessment*, in keeping with the highest standards of quality and excellence in education.

It should be noted, that although the PEM is based on a conceptual paradigm that is eclectic, gives greater emphasis to the theoretical perspectives constructivist and humanist. The constructivist perspective is considered the applicant to master as a fully active and reflective of its training process. On the other hand, the approach humanist orients the educational process of the future teacher towards its development as a human being , competences of knowledge, skills, attitudes and values that contributes to improve the quality of life of students and society.

Is important to mention that during the last half of the last century, and so far the present, education in Puerto Rico has been framed, usually on two theories of learning: cognitive theory and behaviorist theory. In recent decades the idea of a constructivist approach to learning and the curriculum has taken particular interest among educators. The psychological framework of Constructivism is bounded by cognitive theories of learning, and within the curriculum of the PEM is grounded in a base humanist education.

From the perspectives of philosophy and psychology of education, constructivism, presents a coherent explanation of how a person learns through an active process of construction of knowledge through meaningful experiences, while the humanistic curriculum vision promotes commitment to professional and social future teacher to respond with sensitivity educational interests and needs of diverse student populations. This implies that all teacher education program must provide a wide variety of educational experiences to the academic training of teachers aspiring aimed at developing a pedagogical culture to the fullest. These educational, practical and formative experiences will allow the future teacher establish a connection between theoretical knowledge and practice in a relevant context of human formation.

To give direction to their statements of vision, mission and goals statement, PEM makes use of the professional standards of teachers established by the Puerto Rico Department of education and by the CAEP. These standards have as main purpose to delineate the professional characteristics that the teacher must possess in order to ensure that students develop, integral capabilities and potentialities to the maximum in all its dimensions as human beings within a context of culture of peace and acceptance of diversity in addition, establish indicators of the qualities that teachers should be to facilitate the learning of knowledge skills and attitudes in students. It is important to note that standards also serve the master as parameters to reflect on their continuing professional development and how this must be in correspondence with the learning needs of their students.

In synthesis, the task of teacher training is a complex and of great social responsibility. To assume this responsibility, the PEM has designed a plan of study designed to prepare the Magisterium that society needs and claims as effective means to improve their quality of life.

Vision of the PEM

The program aims to develop a set of integrated educational experiences aimed at the training of a teacher of excellence. That is, that it can contribute to school stage with its powers of knowledge, skills and professional attitudes necessary to promote changes and answers appropriate to their school environment. Above all, be familiar with the problems of education in Puerto Rico and in other countries, in such a way that it may be able to assist in the process of constructive change that improves their quality of life and that of others.

Mission of the PEM

The program is aimed at teacher training within a curriculum that provides an array of articulated experiences and, in turn, promotes spaces for the construction of pedagogical knowledge and content that will develop the educational future. These experiences will be characterized by continuous reflection, practice in real-world scenarios, research, collaboration, and the relevance of the contents, pedagogical modeling and search and use of media that provide solutions to the problems in the teaching and learning processes in different contexts. In this curriculum will be integrated components of general education core and concentration.

Goals of the PEM

In keeping with the vision and mission for the PEM, the following goals are established consistent with the profile of competencies of graduates of the program.

1. Develop education professionals focusing on the domain knowledge of the discipline within the context of a scientific culture, humanistic and pedagogical.
2. Promote research, information management and the use of technology as a means to generate production and building skills in the improvement of practice within the education system.
3. Develop education professionals sensitive to the needs and interests of various social groups that exist in the population, within a context of human transformation.
4. Promote the solution of problems related to the educational environment within the framework of ethical, legal and social responsibility which regulates the profession.
5. Develop educational leaders committed to his career as a means to promote a best teaching practice and therefore a better quality of life within the context of a culture of peace.

General objectives of the PEM

The program pursues the following general objectives:

1. Apply in an integrated manner the theoretical and methodological knowledge to teaching practice on the educational stage.
2. Use research, sources of information and technological advances to support the development of innovative education.
3. Demonstrate an attitude of acceptance and sensitivity to the needs and educational interests manifested by diverse student populations.
4. Apply the ethical, legal and social dimensions of problem-solving and decision-making processes related to the practice of the profession in various educational settings.
5. Demonstrate commitment to the continuous improvement of the professional skills required in the field of education.

Profile of competencies of graduates of the PEM

The program is designed to develop general competencies, linked core courses, which allow students to:

Knowledge

(Knowledge and understanding):

1. Philosophical, psychological and sociological principles that serve as a basis for education and give direction to the pedagogical practice.
2. -Building processes of the 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 tempered to the diversity of social groups and the needs and individual interests of the students.
4. The laws, regulations and procedures of the education system, as well as the ethical, legal and social implications of their professional performance.
5. The implications and the importance of the integration of parents and other sectors of society in the educational work of the school community.

Skills

1. Teaching practice integrating theoretical principles that underlie the education.
2. Plan students learning by integrating teaching with science-based strategies in 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 that teaches.
4. Apply the complementary processes of evaluation, *assessment* and measurement to determine the effectiveness of teaching and learning processes and decisions conducive to improving learning for all students.
5. Applied research and technological advances as resources to expand knowledge and innovate and improve pedagogical practice.
6. Use existing computerized and educational resources for integrating technology in your area or discipline of education.
7. Use varied educational and technological resources to facilitate the learning of diverse student populations.
8. Use communication skills to develop in students an understanding of the learning effectively.

Attitudes

1. Show respect and tolerance to individual and cultural differences of the students on the educational stage.
2. Demonstrate a positive attitude and binding between the academic needs of students and professional development.
3. Demonstrate a creative and critical attitude towards information management available from different sources related to the discipline of teaching and to the field of education.
4. Assume roles of leadership and professional responsibility in the different educational settings and community contexts to promote learning and the development of the students.

The Fajardo TEP is also in the process of making the final alignments related to the instruments we are using to measure the five CAEP Standards. These alignments will be sent in the 2016 Annual Report. The following Data shows the Active Students in the Teacher Education Program in the academic year 2013-2014

Table 1: Active Students in the Teacher Education Program in the academic year 2013-2014

Specialty	Active students 2013-2014	
	F	M
BA Special Educ (136)	22	2
BA Second Educ Spanish (145) *	1	1
BA Second English (147) *	3	3
BA Second Biology (174)	5	2
BA-Second S. Stud (177) *	1	1
BA English Elem Educ (206)	21	3
BA Elem Educ K-3 (236)	35	1
BA Elem Educ 4-6 (237)	9	4
BA Early Child hood pre-school (243)	30	0
Pre-PEM (760)		
Total	127	17

* Students need to transfer to other Campuses in order to complete the BS

The following table presents this distribution of Fajardo TEP graduates for the years 2010-2014.

Table 2: Fajardo TEP graduates years 2010-1014 totally and also per specialty

	Graduated 2010-2011		Graduate 2011-2012		Graduate 2012-2013		Graduate 2013-2014		TOTAL Egresados
	F	M	F	M	F	M	F	M	
Fajardo TEP Specialties									
BA Special Ed (136)	5	2	5	0	3	0	3	1	19
BA Second Educ Spanish(145)	1	1	2	0	0	0	0	0	4
BA Second Engl - (147)	3	2	1	1	2	0	0	1	10
BA Second Biology (174)	2	0	1	0	1	0	2	0	6
BA-Second S. Stud (177)	2	3	0	1	1	0	2	1	10
BA English Elem Educ (206)	3	0	3	0	3	0	2	1	12
BA Elem Educ k-3 (236)	9	0	3	0	4	0	5	0	21
BA Elem Educ 4-6 (237)	2	2	3	1	7	0	2	0	17
BA Early Child hood pre-school (243)	3	0	2	0	2	0	3	0	10
Total	30	10	20	3	23	0	19	4	109

The
Fajardo

TEP is presenting the data for the year 2013-14. We need to clarify that we are in the process of aligning our external and internal measures to the CAEP new Accreditation Standards as of August 2013. We are also in the process of making our alignments with our new TEP goals UIPR , TEP General Objectives, UIPR TEP Competencies, DEPR Professional Standards , CAEP Standards as of 2013 , and evaluation indicators (external /internal) of Fajardo TEP . This table will be presented for the next Annual Report 2016. The following data will be presented in accordance to the new CAEP Standards.

Standard I. Content and Pedagogical Knowledge

External Measure: SIAAM + PCMAS

The Fajardo TEP, is utilizing the SIAAM Battery Test, as a third party measure, designed by the College Board of Puerto Rico, to ensure that this test will help our students in preparing them for the teacher Certification Test (PCMAS), help them see the strengths and limitations in the subject matter knowledge in order to help them prepare for the national certification test battery and hopefully increase scores in the test.

We have been using this test, prior to the PCMAS test for the past 2 years (since 2011) and we have found that it has helped our graduates in increasing scores in the PCMAS Battery Test scores. It has also helped in detecting strengths and limitations in content knowledge in various areas that the test measures.

The following table presents a correlation between SIAAM and PCMAS AM and SIAAM and PCMAS PM state certification tests year 2011-2013.

Table 3: Correlation between SIAAM and PCMAS AM and SIAAM and PCMAS PM State Certification Test years 2011-13

Category	N	Correlation	Significance
SIAAM AM and PCMAS AM	40	.816	.01
SIAAM PM and PCMAS PM	38	.725	.01

Table shows a positive impact of the SIAAM Certification Test in increasing PCMAS Certification Test Scores in our Fajardo TEP students. It confirms that students obtaining a high score in the SIAAM test helps them in obtaining a high score in the PCMAS test. In other words, if scores increase in the SIAAM test, also scores will increase in the PCMAS test.

Fajardo TEP needed to improve in their national PCMAS Test Scores and for the past two years we have improved from a 68 national composite score to an 82 composite score from Program, meaning a satisfactory score nationally.

We also performed a T test between the SIAAM and PCMAS AM and SIAAM and PCMAS PM test in order to know if there is a difference in mean scores between these two tests. The T test revealed that there is a statistical difference in mean scores between SIAAM AM and PCMAS AM (.01) and The SIAAM PM and PCMAS PM test (.01) , suggesting that there is an increase in the PCMAS battery scores when our students take the SIAAM test . The following table presents the T Test between SIAAM and PCMAS AM and SIAAM and PCMAS PM Tests.

Table 4: T Test between SIAAM and PCMAS AM and SIAAM and PCMAS PM tests National Certification Test years 2011-13

Test	N	Mean	SD	t	Degrees of Freedom	Significance	Difference in mean
SIAAM AM	40	97.45	16.782	3.577	39	.01	6.32
PCMAS AM	40	103.78	19.261				

SIAAM PM	38	96.00	20.426	3.963	37	.01	9.37
PCMAS PM	38	105.37	18.655				

Standard I. Subject Matter Knowledge: Measure of GPA Averages as indicators of measuring Content and Pedagogical Knowledge.

The Fajardo TEP is using an average of 3.0 or above as a measure of mastery in courses related to Content and pedagogical knowledge. This measure is also in accordance to the DEPR requisites for the Puerto Rico License requisites and also this GPA can indicate that our teachers masters their content subject matter knowledge. For the year 2013-13 the Fajardo TEP graduated 23 students. In order to verify the GPA indicated, the following table presents the averages, means and SD of the TEP courses designated that measures Content and Pedagogical Knowledge.

Table 5: Mean and Standard Deviation of Subject Matter TEP Professional Areas Courses per Specialties of 2014 Graduates

Specialties	N	Mean	SD
136. Special Education	4	3.61	.33
147 English Secondary	1	3.50	.00
174. Secondary Biology	2	3.88	.42
177. Secondary Social Studies	3	3.63	.36
206. English Elementary	3	3.79	.11
236. K-3 Elementary	5	3.33	.15
237. 4-6 Elementary	2	3.56	.18
243. Pre-school Education	3	3.37	.09
Total	23	3.54	.25

Table shows that the total mean is 3.54 meaning that our graduates demonstrate good to near excellent content knowledge in courses related to content knowledge with a SD of .25. We also presented segregated means and SD scores per specialties offered in the Fajardo TEP. Table showed that all of our graduates demonstrated a good to near excellent content knowledge with averages between 3.33 to 3.88 out of 4.0 average and an SD ranging of .00 to .42

The following table presents the means and SD of courses related to Pedagogical Knowledge of 2014 graduates

Table 6: Means and SD of TEP courses related to Pedagogical Knowledge of 2014 graduates

Specialties	N	Mean	SD
136. Special Education	4	3.79	.31
147. English Secondary	1	3.75	.50

174. Secondary Biology	2	3.75	.53
177.Secondary Social Studies	3	3.76	.44
206. English Elementary	3	3.71	.08
236. K-3 Elementary	5	3.35	.19
237. 4-6 th Elementary	2	3.83	.37
243. Pre-school Education	3	3.21	.30
	23	3.60	.32

Table showed that the total mean of pedagogical knowledge is 3.60 out of 4.0 meaning that all of our graduates demonstrated a very good to near excellent knowledge of pedagogical knowledge in our TEP courses related to pedagogical knowledge. We also presented segregated means and SD per specialty. Data showed that the mean fluctuated from 3.21 to 3.79 out of 4.0 and SD also fluctuated from .08 to .53.

Finally, the following table presents the Means and SD of TEP courses related to Pedagogical Knowledge from our Specialty courses.

Table 7: Means and SD of TEP related to Pedagogical Knowledge from our Specialty Courses.

Specialties	N	Mean	SD
136.Special Education	4	3.64	.26
147. Eng. Second	1	3.56	.88
174. Second Biology	2	3.58	.05
177.Secondary Social Studies	----	----	----
206. English Elem	3	3.89	.21
236. K-3 Elem	5	3.44	.13
237. 4-6 th Elem	2	3.68	1.81
243. Pre-school	3	3.63	.03
Total			

Table showed that the total mean of specialty courses related to pedagogical knowledge is ____ and SD of ____ meaning that all of our graduates possessed a good to near excellent pedagogical knowledge in their specialty courses. The means per specialty also ranged 3.44 to 3.89 with an SD of .03 to .88. This means that in all specialty courses, students demonstrated a very good to near excellent knowledge.

The TEP also measured Content and Pedagogical Knowledge in our Clinical Practice Course (ED. 4013) per specialty. The TEP expects that all of our students must obtain an average of 3.0 or above out of 5.0, meaning that 3.0 or above means that our graduates demonstrates a good to excellent knowledge. The following table presents the Means and SD of our 2014 graduates that measures Content and Pedagogical knowledge from the Clinical Practice Cooperator Teacher Cooperator Teachers evaluation form.

Table 8 : Means and SD of our 2014 graduates that measures Subject Matter and Pedagogical knowledge used by the Clinical Practice Cooperator evaluation form.

Competencies	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Subject matter	1	4.80	.42	2	5.0	.00	1	5.0	.00	4	5.0	.00	2	4.95	.16	3	4.43	.28	2	4.8	.42
Pedagogical Knowledge	1	4.81	.40	2	4.94	.25	1	5.0	.00	4	4.84	.29	2	4.94	.17	3	4.56	.28	2	4.84	.37

Codes (Specialties):

145- Secondary English 174- Secondary Biology 243- Pre-School
 177- Secondary Social Studies 206- English Elementary 236- K-3 Elementary
 237- 4-6 Elementary

Table showed that our Cooperator Teachers evaluated our graduates in relation to Mastery of Subject Matter related to their specialization, with a mean from 4.43 to 5.0 and an SD from .00 to .42. This mean that our graduates during their clinical practice course demonstrated a good to near excellent knowledge of the subject matter they taught. In relation to Pedagogical Knowledge, our graduates were evaluated from 4.56 to 5.0 and an SD from .00 to .40, meaning also that our graduates during their clinical practice course demonstrated a good to near excellent knowledge of the pedagogical knowledge and strategies during their clinical practice course.

Our University Supervisors who visited our graduates at least 3 times also used the clinical practice form to evaluate the TEP graduates. The following table presents the results of the evaluation performed by the University Supervisors to our 2014 graduates.

Table 9: Means and SD of our 2014 graduates that measures Content and Pedagogical knowledge from the Clinical Practice form (Ed. 4013) from the University Supervisor evaluation form.

Competencies Evaluated	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Content	1	5.0	.00	2	5.0	.00	1	5.0	.00	4	4.85	.23	3	4.97	.11	2	4.20	.26	2	4.80	.42
Pedagogical Knowledge	1	4.94	.00	2	4.88	.17	1	4.94	.25	4	4.48	.36	3	4.88	.22	2	4.53	.43	2	4.75	.37

Codes (Specialties):

145- Secondary English 174- Secondary Biology 243- Pre-School
 177- Secondary Social Studies 206- English Elementary 236- K-3 Elementary 237- 4-6 Elementary

Table showed that our University Supervisors evaluated our graduates in relation to Mastery of Subject Matter related to their specialization, with a mean from 4.20 to 4.94 with an SD from .00 to .43 and an SD from .00 to .42. This mean that our graduates during their clinical practice course demonstrated a good to near excellent knowledge of the subject matter they taught. In relation to Pedagogical Knowledge, our graduates were evaluated from by the University Supervisors with a mean from 4.48 to 5.0 and an SD from .00 to .40 meaning also that our graduates during their clinical practice course demonstrated a good to near excellent knowledge of the pedagogical knowledge and strategies during their clinical practice course. It is expected that our graduates need to obtain a mean of 3.0 or above in the evaluation from Clinical practice cooperator Teachers and University Supervisors in order to demonstrate they master either Subject matter they teach or also their pedagogical knowledge according to their specializations

Standard 1: InTASC Standard learning differences

Table 10: Sub Standard Learning differences: Mean and Standard Deviation of TEP Courses in the Medullar Area related to Multicultural and Diverse subject matter Knowledge

Specialties	N	Mean	SD
136.Special Education	4	3.63	.39
147. English Secondary	1	3.50	1.0
174. Second Biology	2	3.83	.41
177.Second Social Studies	3	3.63	.59
206. English Elementary	3	3.67	.41
236. K-3 Elementary	5	3.53	.21
237. 4-6 th Elementary	2	3.25	.05
243. Pre-school Education	3	3.12	.56
Total TEP Students	23	3.53	.40

Table showed that the total mean of professional Area courses related to Multi cultural; and diverse subject matter knowledge is 3.53 and SD of .40 meaning that all of our graduates possessed a good to near excellent knowledge in multi-cultural and diverse content knowledge. The means per specialty also ranged 3.12 to 3.83 with an SD of .05 to .1.0. This means that in all specialties except 147 specialty, students demonstrated a very good to near excellent knowledge in courses related to multi-cultural and diverse knowledge.

Table 11: Sub Standard Learning differences: Mean and Standard Deviation of TEP Courses in the Professional Area related to Multicultural and Diverse Knowledge

Specialties	N	Mean	SD
136- Special Education	4	3.33	.33
147- English Secondary	1	3.00	1.41
174- Secondary Biology	2	4.0	.00
177- Secondary Social Studies	3	3.33	.00
206- English Elem.	3	3.89	.33
236- K-3 Elementary	5	3.42	.58
237- 4-6 th Elementary	2	3.17	.00
243- Pre-School	3	3.39	.09
Total TEP	23	3.48	.43

Table showed that the total mean of TEP Professional Area Courses related to Multi cultural and diverse knowledge is 3.48 and SD of .43 meaning that all of our graduates possessed a good to

near excellent multi-cultural and diverse knowledge. The means per specialty also ranged 3.00 to 3.89 with an SD of .00 to 1.41. This means that in all specialties except 147, courses, students demonstrated a very good to near excellent knowledge in multi-cultural and diverse knowledge. The Fajardo TEP also measures how our clinical practice students teach diversity students in our clinical practice Course (Educ 4013) Table 12 and 13 shows Mean and SD of Diversity and learning differences premises in Clinical Practice course forms measured by Cooperator Teachers (table 12) and University Supervisors (table 13) for 2014 .

Table 12: Standard 1; Sub Standard Learning differences: Mean and SD of Diversity and learning differences premises in Clinical Practice course forms measured by Cooperator Teachers for 2014

Competencies	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Content	1	4.80	.42	2	5.0	.00	1	5.0	.00	4	5.0	.00	2	4.95	.16	3	4.43	.28	2	4.8	.42
Pedagogical Knowledge	1	4.81	.40	2	4.94	.25	1	5.0	.00	4	4.84	.29	2	4.94	.17	3	4.56	.28	2	4.84	.37
Use of Technology	1	5.0	.00	2	5.0	.00	1	4.83	.41	4	4.83	.13	2	5.0	.00	3	5.0	.00	2	5.0	.00
Classroom Management	1	4.86	.38	2	5.0	.00	1	4.86	.38	4	4.51	.16	2	5.0	.00	3	5.76	.32	2	4.79	.43
Caring and Commitment	1	5.0	.00	2	5.0	.00	1	4.9	.32	4	4.8	.17	2	5.0	.00	3	4.8	.28	2	5.0	.00
Diversity	1	5.0	.00	2	5.0	.00	1	4.9	.32	4	4.65	.21	2	4.95	.16	3	4.77	.28	2	5.0	.00
Learn to Learn	1	5.0	.00	2	5.0	.00	1	4.8	.45	4	4.5	.36	2	4.9	.22	3	4.93	.15	2	5.0	.00

145- Secondary English
 174- Secondary Biology
 177- Secondary Social Studies
 206- English Elementary
 236- K-3 Elementary
 237- 4-6 Elementary
 243- Pre-School

In regard to diversity and individual differences our clinical practice cooperator teachers evaluated that our clinical practice students demonstrated a mean from 4.65 to 5.0 and an SD from .00 to .32, meaning that all clinical practice students from the cooperators point of view master between very good to excellent in regards to diverse and individual differences in the classroom.

Table 13 : Standard 1, Sub Standard Learning differences : Mean and SD Diversity of diversity premises in Clinical Practice Courses forms measured by University Supervisors for 2014 graduates

Competencies Evaluated	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Content	1	5.0	.00	2	5.0	.00	1	5.0	.00	4	4.85	.23	3	4.97	.11	2	4.20	.26	2	4.80	.42
Pedagogical Knowledge	1	4.94	.00	2	4.88	.17	1	4.94	.25	4	4.48	.36	3	4.88	.22	2	4.53	.43	2	4.75	.37
Use of Technology	1	5.0	.00	2	5.0	.00	1	4.67	.52	4	4.92	.13	3	5.0	.00	2	5.0	.00	2	5.0	.00
Classroom Management	1	5.0	.00	2	5.0	.00	1	4.80	.38	4	4.79	.26	3	5.0	.00	2	4.64	.48	2	4.79	.43
Caring and Commitment	1	5.0	.00	2	5.0	.00	1	4.90	.32	4	4.85	.21	3	5.0	.00	2	4.70	.42	2	5.0	.00
Diversity	1	5.0	.00	2	4.9	.21	1	4.9	.32	4	4.6	.21	3	4.9	.25	2	4.3	.79	2	5.0	.00
Learn to Learn Skills	1	5.0	.00	2	4.7	.50	1	4.6	.55	4	4.85	.14	3	5.0	.00	2	4.4	.42	2	5.0	.00

- 145- Secondary English
- 174- Secondary Biology
- 177- Secondary Social Studies
- 206- English Elementary
- 236- K-3 Elementary
- 237- 4-6 Elementary
- 243- Pre-School

In regard to diversity and individual differences our university supervisors evaluated that our clinical practice students demonstrated a mean from 4.4.3 to 5.0 and an SD from .00 to.79 meaning that all clinical practice students from the supervisor’s point of view master between very good to excellent in regards to diverse and individual differences in the classroom.

Table 14: Mean and Standard Deviation of Segregated and Total 2014 Students measuring technological skills on TEP in the Professional Courses

Specialties	N	Mean	SD
136- Special Education	4	3.75	.33
147- English Secondary	1	4.0	.00
174- Secondary Biology	2	3.75	.41
177- Secondary Social Studies	3	3.67	.33
206- English Elementary	3	4.0	.00
236- K-3 Elementary	5	3.50	.26
237- 4-6 th Elementary	2	4.0	.00
243- Pre-School	3	3.33	.33
Total TEP	23	3.70	.28

Table 15: Mean and Standard Deviation of GPA of 2014 Segregated and Total Students measuring Learn to Learn Skills in TEP Medullar Area Courses

Specialties	N	Mean	SD
136- Special Education	4	3.94	.25
147- Eng. Second	1	4.0	.00
174- Second Biol.	2	4.0	.00
177- Second Social Studies	3	3.67	
206- English Elem.	3	3.67	.04
236- K-3 Elem.	5	3.70	.32
237- 4-6 th Elem.	2	3.33	
243- Pre- School	3	3.83	.41
Total TEP	23	3.79	.29

Table 16 : Mean and Standard Deviation of GPA of 2014 Segregated and Total Students measuring Learn to Learn Skills in TEP Professional Area Courses

Specialties	N	Mean	SD
136- Special Education	4	3.75	.33
147- English Secondary	1	4.0	
174- Secondary Biology	2	4.0	.00
177- Second Social Studies	3	3.50	Div/o
206- English Elementary	3	3.78	.33
236- K-3 Elementary	5	3.60	.43
237- 4-6 th Elementary	2	3.50	Div/o
243- Pre-School	3	3.22	.41
Total TEP	23	3.64	.34

Standard 2: Clinical Partnerships and Practice

The Fajardo TEP have ensured that we have effective educational partnerships with our schools, also our cooperator teachers are certified by the DEPR to work as cooperator teachers. Finally we ensure that we offer a high quality clinical practice course (Educ 4013) for our graduates. During the clinical practice course (Ed. 4013) our students are evaluated twice a semester by our Cooperator teachers during their clinical practice and three times a semester from the University Supervisor. During the clinical practice course, in order to pass this course students need to obtain a minimum grade of "B". We utilize a Clinical Practice Evaluation form that both Cooperator Teacher's and University Supervisor share in order to assure that both parties are evaluating the same skills and competencies. The following table's presents the data obtained from the Cooperator Teacher and the University Supervisors from our 2014 graduates.

Table 17: Means and SD of skills and competencies measured by the Cooperator Teacher, 2014 in the Clinical Practice Course (Educ. 4013)

Competencies	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Content .00 to .42	1	4.80	.42	2	5.0	.00	1	5.0	.00	4	5.0	.00	2	4.95	.16	3	4.43	.28	2	4.8	.42
Pedagogical Knowledge	1	4.81	.40	2	4.94	.25	1	5.0	.00	4	4.84	.29	2	4.94	.17	3	4.56	.28	2	4.84	.37
Use of Technology	1	5.0	.00	2	5.0	.00	1	4.83	.41	4	4.83	.13	2	5.0	.00	3	5.0	.00	2	5.0	.00
Classroom Management	1	4.86	.38	2	5.0	.00	1	4.86	.38	4	4.51	.16	2	5.0	.00	3	5.76	.32	2	4.79	.43
Caring and Commitment	1	5.0	.00	2	5.0	.00	1	4.9	.32	4	4.8	.17	2	5.0	.00	3	4.8	.28	2	5.0	.00
Diversity	1	5.0	.00	2	5.0	.00	1	4.9	.32	4	4.65	.21	2	4.95	.16	3	4.77	.28	2	5.0	.00
Learn to Learn	1	5.0	.00	2	5.0	.00	1	4.8	.45	4	4.5	.36	2	4.9	.22	3	4.93	.15	2	5.0	.00

Codes (Specialties):

- 145- Secondary English
 - 174- Secondary Biology
 - 177- Secondary Social Studies
 - 206- English Elementary
 - 236- K-3 Elementary
 - 237- 4-6 Elementary
 - 243- Pre-School
- Table D

Cooperators teachers evaluated the subject matter knowledge in 2014 graduates with a mean ranging from 4.43 to 5.0 between all specialties and an SD from .00 to .42. Cooperators teachers evaluated pedagogical knowledge in our graduates with a mean from 4.56 to 5.0 and an SD from .00 to .40. Also in regard to use of technology in the classroom during clinical practice

graduates obtained a mean from 4.83 to 5.0 and an SD from .00 to .41. In regards to classroom management skills, our graduate's reflected a mean from 4.79 to 5.0 and an SD from .00 to .43. In caring and commitment skills and dispositions, cooperator teacher evaluated graduates with a mean from 4.8 to 5.0 and an SD from .00 to .32. In regards to working with diversity, and individual differences in the classroom, our graduates obtained a mean from 4.77 to 5.0 and an SD from .00 to .32. Finally in regards to lean to learn skills and dispositions, cooperator teachers evaluated our clinical practice students with a mean from 4.5 to 5.0 and an SD from .00 to .45. This reflects that in all 7 skills and competencies our clinical practice students demonstrated a very good to excellent knowledge and are obtaining more than a 3.0 mean as it is expected in order to demonstrate they master all 7 competencies that our program is expected to develop in our graduates in order to be effective teachers.

Table 18: Means and SD of skills and competencies measured by the University Supervisor, 2014 in the Clinical Practice Course (Educ 4013)

Competencies Evaluated	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Content	1	5.0	.00	2	5.0	.00	1	5.0	.00	4	4.85	.23	3	4.97	.11	2	4.20	.26	2	4.80	.42
Pedagogical Knowledge	1	4.94	.00	2	4.88	.17	1	4.94	.25	4	4.48	.36	3	4.88	.22	2	4.53	.43	2	4.75	.37
Use of Technology	1	5.0	.00	2	5.0	.00	1	4.67	.52	4	4.92	.13	3	5.0	.00	2	5.0	.00	2	5.0	.00
Classroom Management	1	5.0	.00	2	5.0	.00	1	4.80	.38	4	4.79	.26	3	5.0	.00	2	4.64	.48	2	4.79	.43
Caring and Commitment	1	5.0	.00	2	5.0	.00	1	4.90	.32	4	4.85	.21	3	5.0	.00	2	4.70	.42	2	5.0	.00
Diversity	1	5.0	.00	2	4.9	.21	1	4.9	.32	4	4.6	.21	3	4.9	.25	2	4.3	.79	2	5.0	.00
Learn to Learn Skills	1	5.0	.00	2	4.7	.50	1	4.6	.55	4	4.85	.14	3	5.0	.00	2	4.4	.42	2	5.0	.00

Codes (Specialties):

- 145- Secondary English
- 174- Secondary Biology
- 177- Secondary Social Studies
- 206- English Elementary
- 236- K-3 Elementary
- 237- 4-6 Elementary
- 243- Pre-School

University Supervisors evaluated the subject matter knowledge in 2014 graduates with a mean ranging from 4.20 to 5.0 between all specialties and an SD from .00 to .43. University Supervisors evaluated pedagogical knowledge in our graduates with a mean from 4.53 to 5.0 and an SD from .00 to .43. Also in regard to use of technology in the classroom during clinical practice, graduates obtained a

mean from 4.67 to 5.0 and an SD from .00 to .52. In regards to classroom management skills, our graduate's reflected a mean from 4.64 to 5.0 and an SD from .00 to .48. In caring and commitment skills and dispositions, university supervisors evaluated graduates with a mean from 4.70 to 5.0 and an SD from .00 to .32. In regards to working with diversity, and individual differences in the classroom, our graduates obtained a mean from 4.3 to 5.0 and an SD from .00 to .32. Finally in regards to learn to learn skills and dispositions, university supervisors evaluated our clinical practice students with a mean from 4.4 to 5.0 and an SD from .00 to .55. This reflects that in all 7 skills and competencies our clinical practice students demonstrated a very good to excellent knowledge and are obtaining more than a 3.0 mean as it is expected in order to demonstrate they master all 7 competencies that our program is expected to develop in our graduates in order to be effective teachers.

Standard 4: Program Impact

4.3 Satisfaction of Employers (PEM 1)

Employer Survey

The Fajardo TEP wants to know from the Employer's questionnaire, if our graduates' preparation is relevant for the responsibilities in their field of expertise. For the year 2013, the Fajardo TEP sent 31 surveys to the public and private employers and received 17 (54%) questionnaires. We have been having problems in receiving the questionnaire if its mailed and therefore , our strategy is to visit our employers personally and expect them to complete it and again we have to go to collect them . We understand that we should send this questionnaire every two years.

For the year 2013, we received 14 questionnaires from the public sector and 3 questionnaires from the private sector. The purpose of the questionnaire is to know how our employers evaluate our graduates in terms of effectivity of teaching and also demonstrate ability to teach effectively. In other words, we need to know how satisfied they are in relation to the skills and knowledge that our TEP is developing in our graduates.

The following table presents the results obtained from our employers evaluating our graduates skills and dispositions in being well prepared and be able to teach effectively.

Table 19: Mean and Standard deviation of TEP graduates as of 2013 by the employer's

Skills evaluated by our employers	N	Mean	Minimum	Maximum	SD
A: Subject Matter Knowledge	17	4.72	3.60	5.0	.40
B: Pedagogical Knowledge	17	4.54	2.62	5.0	.58
C: Use of Technology	17	4.31	2.0	5.0	.84
D: Classroom Management	17	4.71	3.14	5.0	.50
E: Caring and Commitment	17	4.79	3.30	5.0	.46
F: Diversity	17	4.60	2.5	5.0	.63
G: Learn to Learn Skills	17	4.63	2.60	5.0	.61

Table shows that our employers evaluated that our graduates demonstrated a mean of 4.72 and SD of .40, meaning that they demonstrate a very good to near excellent subject matter knowledge. Also in terms of Pedagogical knowledge, the evaluated with a mean of 4.54, meaning that they demonstrate a good to near excellent knowledge of pedagogical knowledge with an SD of .58. In relation to use of technology, employers evaluated the graduates as possessing a good to near excellent (4.31, SD of .50) knowledge of integrating technology in their classrooms. In relation to classroom management, they perceives they also possess a good to near excellent knowledge of classroom management (Mean, 4.71, SO of .50) In relation to caring(4.79), Diversity(4.60) and Learn to Learn skills (4.63) they evaluated their knowledge and skills as good to near excellent also. In conclusion, our employers evaluated all 7 skills and

dispositions as good to near excellent, being the use of technology as the lowest score and caring and commitment as the highest score of all seven.

4.3 Employment Milestones at TEP Fajardo Campus Graduates

The TEP at Fajardo Campus developed an oral telephone interview, after various tries to contact graduates by mail/or e-mails from the Planning Office.

As a response, our Department created a six open ended questionnaire, where one of the Education professors is responsible to call our graduates six months after graduation. We wait for 6 months in order to give time to our graduates to find jobs. Their questionnaire is filled by the professors and kept after trying for several times to contact our graduates by phone (AM, PM or night) and also by e-mail.

In the year 2013-14, we could contact twelve out of twenty-three graduates (52%). We also found that seven graduates, (30%) are presently working in their field as teachers. Two graduates contacted are not working as teachers but rather preferred to stay in their jobs due to economic reasons (job pays better). One graduate, moved to the States to try to find job as a teacher. Finally, ten graduates out of twenty-three (43 %) did not respond either by phone/mail. We have found out they closed the Fajardo E- mail given and have changed their cell phone numbers.

It is a challenge for our TEP to contact out graduates and we even use social media to try to contact them. The following table presents a summary of the telephone interview data from our graduates 2013-2014.

Table 20: Summary of the Telephone Interview Data for Employment Milestones from our TEP graduates for the year 2013-2014

Student Id	Code	Are you working?		Place (if yes)	Type School/ Job		How long it took you to find a job?
		Yes	No		Private	Public	
F00285018	136						No response by either phone/mail
F00288142	136	X		Public Secondary School Education		X	20 days (Graduated 2014, finished Dec 2013, found job Jan 10/2014)
F00345975	136	X		Berta Zalduondo Elementary Special Education		X	7 months after graduation
F00236613	136	X		Joanelys Academy (salón contenido)	X		1 month after graduation
F00258840	147		X	Airport in Isla Verde			I was called to work at the D.E. P.R, but pat in school is lower than the job I preform at the airport (7 years working)
F00309808	174						No information Tried by phone, and e-mail no response
F00360525	174						No response, either by phone/e-mail
F00013798	177						No response, either by phone/e-mail
F00348618	177	X		Carmen D. Feliciano Secondary		X	6 months after graduation
F00293661	177	X		Rio Grande Academy	X		1 week after graduation
F00050986	236						No response, left various messages by phone/e-mail
F00171045	236	X		As a muse in Fajardo			Hospital. Have not called her. Does not look for teaching job.
F00082114	236						No response, either by phone/e-mail
F00319876	236						No response, either by phone/e-mail

Student Id	Code	Are you working?		Place (if yes)	Type School/ Job		How long it took you to find a job?
		Yes	No		Private	Public	
F00014130	236						Looking for a job in USA sense graduation
F00320279	237						Does not respond either by phone/e-mail
F00344303	237		X			X	Worked for 6 months, but is studying full time. Master's Degree
F00144787	243						No response
F00140788	243						No response/changed phone number
F00339000	243		X			X	Worked for 3 months, not working sense oct/14
F00295659	206	X		Secondary School	X		Working in private school, English (Rio Grande)
F00028009	206	X		FAU Fajardo	X		Working 3 months after graduation, studying masters (15 credits approved)
F00309813	206	X		Camilo Valles, Luquillo		X	7 months after graduation, English elem. teacher

4.4 Satisfaction of Completers (Graduates)

The Graduates Questionnaire was administered to our 2013 graduates and only 14 answered the questionnaire. The Fajardo TEP wants to know feedback from our graduates in terms of how they perceive the effectiveness of the Fajardo TEP in terms of developing 7 competencies that our program wants to develop in their students. The following table presents the Means and SD of the skills and dispositions our 2013 graduates evaluate they possess.

Table 21: Mean and Standard Deviation of TEP graduate's skills and dispositions from the 2013 graduate's point of view (PEM 2)

Skills evaluated by our employers	N	Mean	SD
A: Subject Matter Knowledge	14	4.98	.53
B: Pedagogical Knowledge	14	4.95	.09
C: Use of Technology	14	4.96	.09
D: Classroom Management	14	5.00	.00
E: Caring and Commitment	14	4.94	.13
F: Diversity	14	5.0	.00
G: Learn to Learn Skills	14	5.00	.00

In relation to Subject Matter knowledge, our graduates evaluated they possess a very good to near excellent (4.98) with an SD of .53 of content knowledge in the field they teach. They also evaluated that they possess a very good to near excellent (4.95) with an SD of .095 knowledge of pedagogical knowledge. In regards to use of technology, they indicate they possess a very good to very near excellent (4.96) with an SD of .09, knowledge of technology. In relation to classroom management, they perceived they also possess an excellent knowledge of classroom management (Mean, 5.0, SD of .00) In relation to caring (4.94, SD of .13), they possess a very good to very near excellent skill and disposition to commitment. In relation to Diversity (5.0) and Learn to Learn skills (5.0) they evaluated their knowledge and skills as excellent also. In conclusion, our 14 graduates evaluate highly the skills and dispositions our program have developed in them.

Standard 5. Provider Quality Assurance and Continue Improvement

Classification of the teacher preparation programs (PPM) by DEPR, 2014

Enclosure	Average of PCMAS ("Composite Extract de Pass Rate") for 2008-09 to 2012-13	Relative weight Awarded to the PCMAS (80%)	Relative weight Awarded to the Accreditation Professional (20%)	Percentage obtained (Sum of weights Relative)	Classification 2014
Fajardo	78.2	62.6	20.0	82.6	Satisfactory

1. The "Composite Summary Pass Rate" for the cohort 2008-09 to 2012-13 has a relative weight of 80% for the classification.
2. Evidence of professional accreditation from the PPM have a relative weight of 20% for the classification.
3. Categories of the regulations for the classification of the PPM (2006): copy (100-95), excellent (94.9-90), satisfactory (89.9-75), at risk (74.960), under-achieving (59.9-0). Qualifying for 2014 will be determined with the following formula: 80% "Composite Summary Pass Rate" + 20%

Self-study (or accreditation)

Sources: Letter from the Secretary of DEPR on November 13, 2014.

College Board. "Institutional Composite Summary Rate Data Report on Teacher Certification Test 2009 to 2013". Review officer and end submitted by the College Board to the Department of education of p. r. in August 2014 for the classification of the PPM in October 2014.

Regulations for the classification of the PPM (2006) Office of curricular Affairs of the UIPR¹

The Department of Education of Puerto Rico, (DEPR) established the Classification of the teacher Preparation Programs (PPM) as of 2014 utilizing the following formula: 80% will be accredited to the PCMAS performance results of our graduates and 20% will be awarded to the Professional Accreditation of our TEP from CAEP or other National Accreditation Agency. We were

awarded an **82.6%** meaning that our program will be classified as Satisfactory according to the Categories of the regulations of the PPM accreditation guidelines established by the DEPR.

The Fajardo TEP is trying to increase this classification utilizing diverse strategies such as: PCMAS mandatory review seminars, passing of the Educ. 4551 and 4551 courses, approval scores in the SIAAM Test Battery before taking the PCMAS test.

Fajardo Teacher certification test (PCMAS) SCORES

Approval rate in the PCMAS of the cohort 2008-09 to 2012-13 Enclosure ¹ 2009-10² 2010-11³ 2011-12³ 2012-13³ Average ("Composite of PCMAS ") 2008-09 ("Cohort revised cohort revised cohort revised Summary Pass Rate")

Fajardo TEP Scores 78.6 (+ 17) 71.4 (+ 14) 68.8 100.0 (+ 20) 100.0 (+ 12) **78.2**
Puerto Rico Results 82 (+ 8) 85 (+ 6) 85 (+ 8) 87 (+ 6) 86 (+ 5) **85.0**

1. 2008-09 revised cohort was informed by the *College Board* when it submitted reports of the cohort 2011-12. In parentheses are percentage points increased with the review.
2. 2009-10 revised cohort was informed by the *College Board* when it submitted reports of the 2012-13 cohort. In parentheses are percentage points increased with the review.
3. All the cohorts (2008-09 to 2012-13) were reviewed by the *College Board* for the classification process of preparation programs for teachers (PPM) for the classification of 2014. In parentheses are percentage points increased with the review.

Sources: *College Board*. "Institutional Composite Summary Rate Data Report on Teacher Certification Test 2009 to 2013". Review officer and end submitted by the College Board to the Department of education of p. r. in August 2014 for the classification of the PPM in October 2014. Office of curricular Affairs of the UIPR

IAU, Student Default Rates, COHORT DEFAULT RATE

Defaulted federal student loans cost taxpayers money. By calculating cohort default rates, sanctioning schools with higher rates, and providing benefits to schools with lower rates, the Department creates an incentive for schools to work with borrowers to reduce defaults. As a result, cohort default rates help save taxpayers money.

2-year cohort default rate (CDR)

For schools having 30 or more borrowers entering repayment in a fiscal year, the school cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFELs) and/or William D. Ford Federal Direct Loans (Direct Loans) during within the cohort default period and default before the end of the following fiscal year.

The official cohort default rate for Inter American University of Puerto Rico for the two year calculation are:

Cohort Default Rate Year (CDR)	Percent
CDR 2011 2-Years	16.4
CDR 2010 2-Years	20.8
CDR 2009 2-Years	18.4

On October 28, 2009, the Department of Education published in the Federal Register the regulations that will govern the calculation of the 3-year cohort default rates beginning with the FY 2009 cohort year. Section 436(e) of the Higher Education Opportunity Act of 2008 amended section 435(m) of the Higher Education Act of 1965 to implement the change from 2-year to 3-year cohort default rates. Section 436(e) (2) establishes FY 2009 as being the first cohort year that 3-year cohort default rates will be released.

To help transition from 2-year to 3-year rates, schools will receive two cohort default rates, a 2-year and a 3-year, until September 2014 when only a 3-year rate will be released. Schools will not be subject to loss of eligibility until three consecutive years of 3-year cohort default rates have been calculated. However, it is important to note that schools will still be subject to loss of eligibility for 2-year cohort default rates until 2014.

3-year cohort default rate (CDR)

For 3-year cohort default rate, the school's cohort default rate is the percentage of a school's borrowers who enter repayment in a fiscal year on certain William D. Ford Federal Direct Loans (Direct Loans) during that fiscal year and default before the end of the **second fiscal** year.

The 3-year cohort default rate for IAUPR are:

Cohort Default Rate Year (CDR)	Percent
CDR 2012 3-Years DRAFT	12.7
CDR 2011 3-Years	19.5
CDR 2010 3-Years	28.9
CDR 2009 3-Year	27.9

There are sanctions associated with high official cohort default rate. If a 3-year cohort default rate that is equal to or greater than 30 percent the school must establish a default prevention task force. This task force must prepare a plan to identify the factors causing the school's cohort default rate to exceed 30 percent and submit to the Department for review. In addition, schools with cohort default rates of *30 percent or greater for two consecutive years* will have to revise their plans to implement additional procedures and also could be subject to provisional certification. In the year 2014, schools that meet certain criteria will become subject to sanctions as a result of the 3-year cohort default rates.

Inter-American University of Puerto Rico (IAUPR) already established a Default Prevention and Management Plan for 2012-2015 years. This plan provides strategies to reduce

the default rate in the payment of students' educational loans of IAUPR. The University implemented a new Policy for the granting of loans to students.

After the application of our preventive measures and the development of strategies to accomplish the goals and objectives in the Default Prevention and Management Plan for 2012-2015 years, Inter-American University of Puerto Rico (IAUPR) reduced its 3-years default rate from 28.9% to 19.5%, a 9.4% of reduction.

On February 2015, we received the 3-Years Cohort Default Rate *Draft* for fiscal year 2012. The rate is 12.7%. This rate is not officially published as final rate, because the procedure establishes time to the Institution to verify the data and notify any discrepancy. After that procedure, the U.S. Department of Education publishes the Official Cohort Default Rate for fiscal year 2012.

The following preventive measures have been taken:

1. The loan will not be offered, in the automatic evaluation process, to new students.
2. The loan will not be offered, in the automatic evaluation process, to students on academic probation.
3. The loan will not be offered, in the automatic evaluation process, to students that did not have or did not accept a loan in the previous academic year.
4. The loan will not be offered, in the automatic evaluation process, to students that participated in the program, but who dropped out or left their studies in the previous academic year.
5. To include and keep in the electronic web site updated information on the loans. Links with the service agencies and the Federal Department of Education.
6. Starting on July 1, 2012, all students who wish to take loans must attend a counseling session as a condition for the loan to be awarded. This counseling is available through the Web for distance learning students and continuing participants' students in the Direct Loan Program.

Note: These students will be able to receive loans after being interviewed and counseled on their responsibilities regarding loans.

The goal of the Default Prevention and Management Plan is to develop and maintain an uninterrupted process of communication with students, to counsel them with regard to their responsibilities with student loans that will help to prevent noncompliance. Three phases are integrated:

- Phase I, Objective 1 – To develop and maintain a process of early intervention with the student through the diverse strategies.
Objective 2 – Improve the entrance and exit interview process and the general student counseling.

To achieve the objectives, the University contracted Wright International Services – WISS, to contacts the students to offer them counseling on options to prevent them from noncompliance.

- Phase II, Objective – To develop and maintain an uninterrupted process of intervention and communication with the student, at the end of registration and after the student leaves the institution.

IAUPR established an agreement with the National Student Clearinghouse (NSCH) for the management of the information related to students’ registration status. This will keep the student information updated in the agencies that make the loans and prevent payments to be made before students complete their studies.

- Phase III, Objective - To identify and maintain a communication system with students after they graduate, or leave their studies, with the University.

Updated 3/March/2015 Registrar’s Office

retention as of 11 07 13.sav
 Cohort 2012 bachelor with
 retention as of 10 10 13.sav.
 Date of production of the data: 12/09/2013

Retention and Graduation Rates:

Retention and Graduation Rates: Latest information will be found in:

<http://nces.ed.gov/collegenavigator/?q=Inter+American+University+of+Puerto+Rico&s=all&zc=00738&zd=0&of=3&id=242680#retgrad>

Inter-American University of Puerto Rico
 Vice President of Academic and Students Affairs and Systemic Panning
 Institutional Office for Student Retention

Retention rates for the Annual Report (2015) of the Council for the Accreditation of Educator Preparation "CAEP"
 Fajardo Campus

Programs	Cohort 2011	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Sec. Educ: Teach of Mathematics (128)	1	0	0%	0	0%
BA in Special Education (136)	1	1	100%	0	0%
BA in Sec. Educ: Teaching of History (144)	1	0	0%	0	0%

BA in Sec. Educ: Teaching of Spanish (145)	1	0	0%	0	0%
BA in Sec. Educ: Teaching of Physical Education (176)	3	1	33%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	2	100%	0	0%
BA in Teach Elemental K-3 (236)	2	2	100%	0	0%
Programs	Cohort 2012	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Special Education (136)	2	2	100%	0	0%
BA in Sec. Educ: Teach of English as 2nd Language (147)	1	0	0%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	0	0%	0	0%
BA in Sec. Educ: Teach of Social Studies (177)	1	0	0%	0	0%
BA in Elemental Educ: Teaching of Phys. Educ. (178)	1	1	100%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	6	3	50%	0	0%
BA in Teach Elemental K-3 (236)	5	3	60%	0	0%
BA in Teach Elemental 4-6 (237)	2	1	50%	0	0%
BA in Early Childhood: Preschool Level. (243)	7	3	43%	0	0%
Programs	Cohort 2013	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Special Education (136)	3	2	67%	0	0%
BA in Sec. Educ: Teaching of History (144)	2	1	50%	0	0%
BA in Sec. Educ: Teaching of Spanish (145)145, Secondary Physical Education are not offered at the Fajardo Campus and our students need to transfer to either Guayama Campus or Metro Campus.	2	0	0%	1	50%
BA in Sec. Educ: Teach of English as 2nd Language (147)	3	1	33%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	1	100%	0	0%
BA in Sec. Educ: Teaching of Physical Education at Secondary	1	0	0%	0	0%
BA in Elementary Educ: Teaching of Phys Educ at Elementary L	1	0	5	0	0%
BA in Elementary Educ: Teach English as Second Language (206)	3	1	33%	0	0%

BA in Teach Elementary Primary Level K-3 (236)	10	0	0%	1	10%
BA in Early Childhood: Pre-School Level (243)	6	4	67%	0	0%

Report date: March 18, 2015

Data sources: "SWBYAUTO" 1210 from 12 01 11, "SWBYAUTO" 1310 from 01 09 13, "SWBYAUTO" 1410 from 01 07 14, SWBYAUTO 1510P from 10 17 14

Institucional Office for Student Retention, Vice Presidency for Academic and Student Affairs and Systemic Planning

Retention rates fluctuated from 0% to 100 % for the year 2013-2014. Concentrations such as 147 and Secondary Physical Education are not offered at the Fajardo Campus, therefore our students need to transfer to other IAUPR Campuses.

Retention rates for the Annual Report (2015) of the Council for the Accreditation of Educator Preparation "CAEP"

Fajardo Campus

Programs	Cohort 2011	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Special Education (136)	1	1	100%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	2	100%	0	0%
BA in Teach Elemental K-3 (236)	2	2	100%	0	0%
Programs	Cohort 2012	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Special Education (136)	2	2	100%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	0	0%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	6	3	50%	0	0%
BA in Teach Elemental K-3 (236)	5	3	60%	0	0%
BA in Teach Elemental 4-6 (237)	2	1	50%	0	0%
BA in Early Childhood: PreSchool Lvl. (243)	7	3	43%	0	0%
Programs	Cohort 2013	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Special Education (136)	3	2	67%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	1	100%	0	0%

BA in Elementary Educ: Teach English as Second Language (206)	3	1	33%	0	0%
BA in Teach Elementary Primary Level K-3 (236)	10	0	0%	1	10%
BA in Early Childhood: Pre-School Level (243)	6	4	67%	0	0%

Report date: March 18, 2015

Data sources: "SWBYAUTO" 1210 from 12 01 11, "SWBYAUTO" 1310 from 01 09 13, "SWBYAUTO" 1410 from 01 07 14, SWBYAUTO 1510P from 10 17 14

Institutional Office for Student Retention

Vice Presidency for Academic and Student Affairs and Systemic Planning

Fajardo accumulated retention rate of enclosure: Cohorts 2001-2013 high-school students

Cohort	Base	Amount of retention of first year students	Percentage of first year retention
2010	301	213	71%
2011	266	197	74%
2012	298	227	76%
2013	323	237	73%

Source: Vice President of academic affairs, student and systemic planning, Nov. 2014

323 students who were admitted in the first half of 2013 Fajardo enclosure retained 237 (73%) students who continued their studies in the second year.

Graduation Rates as of 2014

Inter-American University of Puerto Rico

Vice Presidency of Academic and Students Affairs and Systemic Panning

Institutional Office for Student Retention

Graduation rates for the Annual Report (2015) of the Council for the Accreditation of Educator Preparation "CAEP" Fajardo Campus

Programs	Cohort 2006	Program graduation in 6yrs or less	Graduation rate in 6yrs or less	Graduation in another program of education in 6yrs or less	Graduation rate in another program of education 6yrs or less
BA in Sec. Educ: Teaching of Biology (174)	10	1	10%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	4	0	0%	0	0%

BA in Teach Elemental K-3 (236)	13	0	0%	0	0%
BA in Teach Elemental 4-6 (237)	4	0	0%	0	0%
BA in Early Childhood: PreSchool Level. (243)	7	0	0%	0	0%
Programs	Cohort 2007	Program graduation in 6yrs or less	Graduation rate in 6yrs or less	Graduation in another program of education in 6yrs or less	Graduation rate in another program of education 6yrs or less
BA in Special Education (136)	4	0	0%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	0	0%	0	0%
BA in Teach Elemental K-3 (236)	9	3	33%	0	0%
BA in Teach Elemental 4-6 (237)	6	1	17%	0	0%
BA in Early Childhood: Preschool Lvl. (243)	7	0	0%	0	0%
Programs	Cohort 2008	Program graduation in 6yrs or less	Graduation rate in 6yrs or less	Graduation in another program of education in 6yrs or less	Graduation rate in another program of education 6yrs or less
BA in Special Education (136)	5	1	20%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	0	0%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	1	1	100%	0	0%
BA in Teach Elemental K-3 (236)	5	0	0%	0	0%
BA in Teach Elemental 4-6 (237)	2	1	50%	0	0%
BA in Early Childhood: Preschool Lvl. (243)	5	0	0%	1	20%

Report date: March 18, 2015

Data sources: "SWBYAUTO" MAT0710 from 4 2 13, "SWBYAUTO" mat0810T from 12 10 13, "SWBYAUTO" MAT0910T from 4 14 09.

**Egresados 0405 to 1213 from 09 10 14, egre0809 to 1314
from 10 07 14 Institutional Office for Student Retention
Vice Presidency for Academic and Student Affairs and Systemic Planning**

Average Cost of Attendance:

<http://nces.ed.gov/collegenavigator/?q=Inter+American+University+of+Puerto+Rico&s=all&zc=00738&zd=0&of=3&id=242680#general>

Inter American University of Puerto Rico-Fajardo

Calle Union-Batey Central Highway 195, Fajardo, Puerto Rico 00738-7003

Distance from ZIP:	0.0 miles from 00738
General information:	(787) 863-2390
Website:	fajardo.inter.edu/
Type:	4-year, Private not-for-profit
Awards offered:	Less than one year certificate One but less than two years certificate Associate's degree Bachelor's degree Master's degree
Campus setting:	Suburb: Small
Campus housing:	No
Student population:	2,259 (2,179 undergraduate)
Student-to-faculty ratio:	31 to 1

⊖ GENERAL INFORMATION

Admissions

Apply Online

Financial Aid

Net Price Calculator

Mission Statement

fajardo.inter.edu/contenido/conocenos/mision-vision.htm

Carnegie Classification

Baccalaureate Colleges--Diverse Fields

Religious Affiliation

Not applicable

Federal Aid

Eligible students may receive Pell Grants and other federal aid (e.g. Direct Loans).

Undergraduate students enrolled who are formally registered with office of disability services

7%

Special Learning Opportunities

ROTC (Army)

Teacher certification

Distance education opportunities - undergraduate level

Distance education opportunities - graduate level

Weekend/evening college

Student Services

Remedial services

Academic/career counseling service

Employment services for students

Placement services for completers

Credit Accepted

Institution does not accept dual, credit for life, or AP credits

FACULTY AND GRADUATE ASSISTANTS BY PRIMARY FUNCTION, FALL 2013

FULL TIME PART TIME

Total faculty	44	81
Instructional	39	81
Research and public service	5	0
Total graduate assistants	-	0
Instructional	-	0
Research	-	0

TUITION, FEES, AND ESTIMATED STUDENT EXPENSES

ESTIMATED EXPENSES FOR FULL-TIME BEGINNING UNDERGRADUATE STUDENTS

- Beginning students are those who are entering postsecondary education for the first time.

ESTIMATED EXPENSES FOR ACADEMIC YEAR	2010-2011	2011-2012	2012-2013	2013-2014	% CHANGE 2012-2013 TO 2013-2014
Tuition and fees	\$4,448	\$4,448	\$4,600	\$4,600	0.0%
Books and supplies	\$995	\$995	\$995	\$995	0.0%
Living arrangement					
Off Campus					
Room and board	\$9,400	\$9,400	\$7,314	\$7,314	0.0%
Other	\$3,900	\$3,900	\$4,284	\$4,284	0.0%
Off Campus with Family					
Other	\$3,900	\$3,900	\$4,284	\$4,284	0.0%
TOTAL EXPENSES	2010-2011	2011-2012	2012-2013	2013-2014	% CHANGE 2012-2013 TO 2013-2014

ESTIMATED EXPENSES FOR ACADEMIC YEAR	2010-2011	2011-2012	2012-2013	2013-2014	% CHANGE 2012-2013 TO 2013-2014
Off Campus	\$18,743	\$18,743	\$17,193	\$17,193	0.0%
Off Campus with Family	\$9,343	\$9,343	\$9,879	\$9,879	0.0%

1. Select **starting academic year** 2. Select **tuition inflation rate**

ESTIMATED TUITION AND FEES

FOR ACADEMIC YEAR

2013-2014	-
2014-2015	-
2015-2016	-
2016-2017	-
2017-2018	-
2018-2019	-
2019-2020	-
2020-2021	-
2021-2022	-
Total for 4 years	-

Estimate the total tuition and fee costs over the duration of a typical program.

MULTIYEAR TUITION CALCULATOR

2013-2014

AVERAGE GRADUATE STUDENT TUITION AND FEES FOR ACADEMIC YEAR

Tuition	\$2,424
---------	---------

2013-2014

AVERAGE GRADUATE STUDENT TUITION AND FEES FOR ACADEMIC YEAR

Fees	\$619
ALTERNATIVE TUITION PLANS	
TYPE OF PLAN	OFFERED
Tuition guarantee plan	
Prepaid tuition plan	
Tuition payment plan	X
Other alternative tuition plan	
⊖ FINANCIAL AID	

UNDERGRADUATE STUDENT FINANCIAL AID, 2012-2013**Full-time Beginning Undergraduate Students**

- Beginning students are those who are entering postsecondary education for the first time.

TYPE OF AID	NUMBER RECEIVING AID	PERCENT RECEIVING AID	TOTAL AMOUNT OF AID RECEIVED	AVERAGE AMOUNT OF AID RECEIVED
Any student financial aid ¹	391	96%	—	—
Grant or scholarship aid	391	96%	\$2,066,719	\$5,286
Federal grants	387	95%	\$1,937,145	\$5,006
Pell grants	387	95%	\$1,876,556	\$4,849
Other federal grants	155	38%	\$60,589	\$391
State/local government grant or scholarships	127	31%	\$40,084	\$316
Institutional grants or scholarships	217	53%	\$89,490	\$412

TYPE OF AID	NUMBER RECEIVING AID	PERCENT RECEIVING AID	TOTAL AMOUNT OF AID RECEIVED	AVERAGE AMOUNT OF AID RECEIVED
Student loan aid	9	2%	\$26,203	\$2,911
Federal student loans	9	2%	\$26,203	\$2,911
Other student loans	0	0%	\$0	—

- ¹ Includes students receiving Federal work study aid and aid from other sources not listed above.

All Undergraduate Students

TYPE OF AID	NUMBER RECEIVING AID	PERCENT RECEIVING AID	TOTAL AMOUNT OF AID RECEIVED	AVERAGE AMOUNT OF AID RECEIVED
Grant or scholarship aid ¹	2,018	93%	\$10,929,202	\$5,416
Pell grants	1,875	86%	\$8,353,127	\$4,455
Federal student loans	452	21%	\$1,674,903	\$3,706

- ¹ Grant or scholarship aid includes aid received, from the federal government, state or local government, the institution, and other sources known by the institution.
- For more information on Student Financial Assistance Programs or to apply for financial aid via the web, visit [Federal Student Aid](#).

⊖ NET PRICE

AVERAGE NET PRICE FOR FULL-TIME BEGINNING STUDENTS

Full-time beginning undergraduate students who were awarded grant or scholarship aid from federal, state or local governments, or the institution.

	2010-2011	2011-2012	2012-2013
Average net price	\$5,974	\$5,189	\$5,285

Full-time beginning undergraduate students who were awarded Title IV aid by income.

AVERAGE NET PRICE BY INCOME	2010-2011	2011-2012	2012-2013
\$0 – \$30,000	\$5,768	\$5,003	\$5,107
\$30,001 – \$48,000	\$6,600	\$5,479	\$5,929

AVERAGE NET PRICE BY INCOME	2010-2011	2011-2012	2012-2013
\$48,001 – \$75,000	\$7,052	\$7,029	\$7,021
\$75,001 – \$110,000	\$4,765	—	—
\$110,001 and more	—	—	—

- Average net price is generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the weighted average for room and board and other expenses.
 - Beginning students are those who are entering postsecondary education for the first time.
 - Title IV aid to students includes grant aid, work study aid, and loan aid. These include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant (National SMART Grant), Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Work-Study, Federal Perkins Loan, Subsidized Direct or FFEL Stafford Loan, and Unsubsidized Direct or FFEL Stafford Loan. For those Title IV recipients, net price is reported by income category and includes students who received federal aid even if none of that aid was provided in the form of grants. While Title IV status defines the cohort of student for which the data are reported, the definition of net price remains the same – total cost of attendance minus grant aid.
- average beginning Salary of a program Completer :** <http://www.lexjuris.com/lexlex/Leyes2008/lexl2008109.htm>

Tuition and Fees IAU: This is the information located in this site:

<http://nces.ed.gov/collegenavigator/?q=Inter+American+University+of+Puerto+Rico&s=all&zc=00738&zd=0&of=3&id=242680#expenses>

Inter American University of Puerto Rico-Fajardo : Calle Union-Batey Central Highway 195, Fajardo, Puerto Rico 00738-7003

Distance from ZIP: 0.0 miles from 00738

General information: (787) 863-2390

Website: fajardo.inter.edu/

Type: 4-year, Private not-for-profit

Awards offered: Less than one year certificate
One but less than two years certificate
Associate's degree
Bachelor's degree

Campus setting: Master's degree
Campus housing: Suburb: Small
Student population: 2,259 (2,179 undergraduate)
Student-to-faculty ratio: 31 to 1

④ **GENERAL INFORMATION** ¹

Admissions fajardo.inter.edu/contenido/futuro-estudiante/admisiones-requisitos-subgraduado.html
Apply Online ssb.inter.edu:8000/PROD/bwskalog.P_DispLoginNon
Financial Aid fajardo.inter.edu/contenido/futuro-estudiante/asist-econo-gen-info.htm
Net Price Calculator asistencia.inter.edu/calculadora/

Mission Statement fajardo.inter.edu/contenido/conocenos/mision-vision.htm

	FULL TIME	PART TIME
FACULTY AND GRADUATE ASSISTANTS BY PRIMARY FUNCTION, FALL 2013		
Total faculty	44	81
Instructional	39	81
Research and public service	5	0
Total graduate assistants	-	0
Instructional	-	0
Research	-	0

⑤ **TUITION, FEES, AND ESTIMATED STUDENT EXPENSES**

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Off Campus	\$18,743	\$18,743	\$17,193	\$17,193	0.0%
Off Campus with Family	\$9,343	\$9,343	\$9,879	\$9,879	0.0%

Law 109, July 14, 2008 in relation to Teachers Salary as of 2008 will be found at:
<http://www.lexjuris.com/lexlex/Leyes2008/lex12008109.htm> .



Ley Núm. 109 del año 2008

(P. de la C. 4130), 2008, ley 109

Ley de aumento del salario básico a los maestros de 2008 a \$1,750.00 mensuales.

Ley Núm. 109 de 11 de junio de 2008

Para disponer que a partir del 1ro. de julio de 2008, toda persona que sea reclutado por el Departamento de Educación de Puerto Rico, el Departamento de Corrección y Rehabilitación y la Administración de Instituciones Juveniles, para ocupar una plaza de maestro(a) en una jornada a tiempo completo será compensada con un salario básico de mil setecientos cincuenta (1,750) dólares mensuales; establecer que toda persona que al presente esté ocupando la plaza de maestro(a) se le otorgará un aumento de ciento cincuenta (150) dólares mensuales a partir del 1ro. de julio de 2008; y para otros fines relacionados.

EXPOSICION DE MOTIVOS

Resulta indiscutible que los(as) maestro(a) s son el eje alrededor del cual gira el conocimiento de la sociedad mundial. De igual forma en Puerto Rico, el (la) maestro(a) es la clave para asegurar que las niñas, niños y jóvenes desarrollen sus capacidades y talentos al máximo, a fin de que se conviertan en ciudadanos productivos e independientes, aprendices de por vida, y respetuosos de la

ley y del ambiente. Efectivamente, el profesional de la enseñanza, junto al núcleo familiar, es el forjador del ciudadano que como adulto contribuirá al bienestar colectivo de nuestra sociedad.

A pesar de la importancia incuestionable de la clase magisterial en la sociedad, es una realidad que no se le compensa adecuadamente por la labor que realiza. Los(as) maestros(as) del Departamento de Educación de Puerto Rico, Departamento de Corrección y Rehabilitación y Administración de Instituciones Juveniles no han recibido un aumento en el nivel de salario básico por los pasados años, aunque sí recibieron mediante leyes especiales aumentos generales de salario que se les concedieron a todos los empleados públicos.

Por tal razón, el salario básico del (de la) maestro(a) puertorriqueño(a) ha permanecido por todos estos años en dieciocho mil (18,000) dólares anuales, cantidad que está muy por debajo del promedio que devengan los(as) maestros(as) de los cincuenta (50) estados de los EEUU.

Ante ese cuadro, resulta imperativo reconocer y compensar de forma adecuada el tesón y esfuerzo que realiza el profesional de la enseñanza que labora en el sistema de educación pública. A la clase magisterial se le debe compensar de manera justa y equitativa como se ha hecho con otros empleados gubernamentales que también ejercen labores de vital importancia para el pueblo. Así vemos como él (la) maestro(a) devenga mil quinientos (1,500) dólares mensuales ante los dos mil (2,000) dólares de los policías, dos mil quinientos (2,500) dólares de las enfermeras, mil seiscientos (1,600) dólares de los oficiales de custodia y mil setecientos (1,700) dólares de los encargados de comedores escolares. Además, recientemente se les otorgó una bonificación a los directores escolares de tres mil (3,000) dólares y desde el 1ro. De julio pasado, estos empleados recibieron un alza de doscientos cincuenta (250) dólares mensuales en sus cheques de nómina. Es imprescindible que el (la) maestro(a), quien probablemente ejerce una de las labores más importantes en el gobierno, de igual manera reciban unos aumentos que se ajusten al costo de vida.

Mediante la presente legislación se provee para aumentar el sueldo básico del (de la) maestro(a) a unos mil setecientos cincuenta (1,750) dólares mensuales. El mismo aplicaría a toda persona que entre al magisterio a partir del 1ro. de julio de 2008. De otra parte, se concede a toda persona que al presente esté ocupando la plaza de maestro(a) o de Director(a) Escolar un aumento de ciento cincuenta (150) dólares mensuales. Es nuestra contención que la aprobación de esta Ley servirá para hacerle justicia a la clase profesional magisterial y servirá como un disuasivo al éxodo de los maestros a los EE.UU. donde el salario promedio del maestro(a) es superior al local.

DECRETASE POR LA ASAMBLEA LEGISLATIVA DE PUERTO RICO: Artículo 1.-A partir del 1ro. de julio de 2008, toda persona que sea reclutada por el Departamento de Educación de Puerto Rico, el Departamento de Corrección y Rehabilitación y la

Administración de Instituciones Juveniles, para ocupar una plaza de maestro(a) en una jornada a tiempo completo será compensada con un salario básico de mil setecientos cincuenta (1,750) dólares mensuales.

Artículo 2.-Se establece que toda persona que, al 1ro. de julio de 2008, esté ocupando una plaza de maestro(a) dentro del Sistema de Educación Pública de Puerto Rico, del Departamento de Corrección y Rehabilitación y de la Administración de Instituciones Juveniles se le otorgue un aumento de ciento cincuenta (150) dólares mensuales.

Artículo 3.-Se dispone que el ajuste a la escala salarial y el aumento al sueldo aquí legislado son independientes y no menoscabarán cualquier otro ajuste realizado a las escalas o aumentos salariales otorgados, siempre que sean en beneficio del maestro(a), obtenido mediante negociación colectiva o por cualquier otro medio legal.

Artículo 4.-El impacto económico anual del ajuste a la escala salarial y del aumento al sueldo de los maestros(as) aquí legislado deberá ser consignado en el Presupuesto Anual de Gastos del Gobierno del Estado Libre Asociado de Puerto Rico para el Año Fiscal 2008-2009 y años subsiguientes. La procedencia de los fondos para cubrir dicho impacto provendrá de las partidas adjudicadas a nómina y costos relacionados de dichas agencias.

Artículo 5.-Esta Ley entrará en vigor el 1ro. De julio de 2008.

.....
Presidente de la Cámara

.....
Presidente del Senado

Este documento constituye un documento de las leyes del Estado Libre Asociado de P.R. que está sujeto a los cambios y correcciones del proceso de compilación y publicación oficial de las leyes de Puerto Rico. Su distribución electrónica se hace como un servicio público a la comunidad. Siempre busque leyes posteriores para posibles enmiendas a esta ley.

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