

Education (BA and Advance) pages 211 to 213 https://documentos.inter.edu/wp-admin/admin-ajax.php?juwpfisadmin=false&action=wpfd&task=file.download&wpfd_category_id=374&wpfd_file_id=23171&token=d3df6f0eb66eed7b0b3ed7f83009a61e&preview=1 Pages : 211 to 213

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 its 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. 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. 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.

Competencies Profile of Graduates

This Program is designed to develop the general competencies, tied to the core courses that will enable 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 Fajardo Campus EPP 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, Biology Secondary Education, and English as a Second Language Elementary Level . These programs meet the requirements for teacher certification granted by the Puerto Rico Department of Education.

To be certified by the Department of Education of Puerto Rico and obtain the Professional Licenses in their area of specialty, students must fulfill all degree requirements established in the Graduation Certification of the IAUPR Teacher Education program and also achieve a passing score on the PCMAS Battery Test from the College Board of Education and América Latina Assessment as mandated by the Department of Education of Puerto Rico teacher certification Document # 8126 .

The following table presents the active and graduates' numbers of the FC PEM from 2016 to August 2021

Specialty	2016-2017				2017-2018				2018-2019				2019-2020				2020-2021			
	Active Students		Graduate Students		Active Students		Graduate Students		Active Students		Graduate Students		Active Students		Graduate Students		Active Students		Graduate Students	
	2016-2017		2016-2017		2017-2018		2017-2018		2018-2019		2018-2019		2019-2020		2019-2020		2020-2021		2020-2021	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
BA Special Educ (136)	18	1	1	0	17	3	2	0	16	0	0	0	17	1	2	0	13	0		
BA Second Biology (174)	5	4	0	0	6	2	1	0	0	1	0	0	2	2	0	0	1	1		
BA English Elem Educ (206)	22	11	3	4	34	8	4	1	22	5	3	0	22	5	3	0	21	7		
BA Elem Educ K-3 (236)	27	1	2	0	39	3	5	0	29	4	2	0	37	3	6	0	31	1		
BA Elem Educ 4-6 (237)	4	2	0	0	10	2	1	0	7	3	3	0	11	0	0	0	7	4		
BA Early Childhood pre-school (243)	25	2	0	0	28	1	5	0	23	0	2	0	20	1	2	0	14	0		
Total	100	20	6	4	134	19	18	1	97	13	10	0	109	12	13	0	87	13		

The FC also offers a master's in arts in Educational Leadership. [Estudios Graduados | Universidad Interamericana de Puerto Rico Recinto de Fajardo, https://fajardo.inter.edu/wp-content/uploads/2021/02/GERENCIA-Y-LIDERAZGO-EDUCATIVO.pdf](https://fajardo.inter.edu/wp-content/uploads/2021/02/GERENCIA-Y-LIDERAZGO-EDUCATIVO.pdf) The following table presents the number of active and graduates of the program until June 2020.

Specialty	2016-2017				2017-2018				2018-2019				2019-2020			
	Active Students		Graduate Students		Active Students		Graduate Students		Active Students		Graduate Students		Active Students		Graduate Students	
	2016-2017		2016-20117		2017-2018		2017-20118		2018-2019		2018-2019		2019-2020		2019-2020	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	M	F
MA Educational leadership (402)	11	4	2	1	6	2	1	1	14	2	1	0	15	4	7	1