



INTER AMERICAN UNIVERSITY OF PUERTO RICO
San Germán Campus
Teacher Education Program

**GENERAL INFORMATION ABOUT THE TEACHER EDUCATION PROGRAM (TEP)
AT THE SAN GERMAN CAMPUS
OF THE INTER AMERICAN UNIVERSITY OF PUERTO RICO
(For Academic Year 2012-2013, posted on April, 2014)**

Introduction

The TEP is an institutional program offered in eight campuses or institutional units of the Inter American University of Puerto Rico. Its conceptual framework is included in the *General Catalog 2011-2013* (IAUPR, 2011). This program includes the general education requirements, in addition to the major and core courses' components. The TEP is exactly the same for all campuses that are authorized to offer it.

The San Germán Campus offers a Bachelor of Arts degree in Preschool Level Education; Early Childhood Education (levels K-3rd and 4th-6th), Secondary Education (Biology, Chemistry, History Mathematics, Science, Social Studies, Spanish and English); School Health; Physical Education and Recreation (Elementary and Secondary levels, and Adapted); Special Education; Teaching English as a Second Language (Elementary and Secondary levels); Art Education; and Music Education. These options or majors meet the requirements for teacher certification granted by the Department of Education of Puerto Rico (DEPR, 2004).

The TEP's organizational chart is presented in Figure I. It is one program that is administered by two academic departments. The Department of Education and Physical Education is in charge of the options or majors: Early Childhood: Pre-school, K-3rd and 4th-6th; Teaching English as a Second Language (TESOL): Elementary and Secondary; Special Education; School Health; Physical Education: Elementary, Secondary, Adapted; and Secondary Education: Biology, Chemistry, History, Mathematics, Science in the Junior High School, Social Studies, and Spanish. The Department of Fine Arts administered the options or majors: Arts Education (Visual Arts), and Music Education (General-Vocal, and Instrumental).

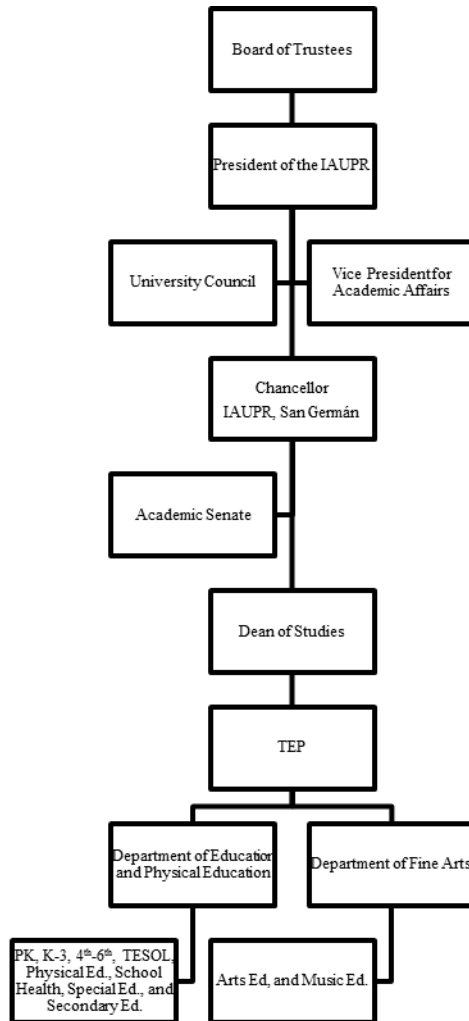


Figure I. TEP's Organizational Chart

Majors and Enrollment

The IAUPR curriculum is composed of three interrelated components: general education, specialization (majors) and electives, which address the holistic development of the student in terms of a liberal arts education. The TEP offers 20 majors (IAUPR, 2011). The TEP's curriculum consists of the following components:

1. General Education – This component, which offers a comprehensive education of human knowledge, is structured on the following categories: Basic Skills, Philosophic and Esthetic Thought; Christian Thought, Historic and Social Context, Scientific and Technological Context, and Health, Physical Education and Recreation.
2. Core – This component includes the education courses that offer professional knowledge to the teacher candidate. Its areas are: Fundamental Knowledge, Methodology, and Field and Clinical Experiences.

3. Major – The major includes the courses oriented toward the specific subject-matter knowledge for the teacher candidate.
4. Specialization – The specialization requirement is present in the Physical Education Major, where the teacher candidate selects a specialized area (Adapted, Elementary Physical Education and Secondary Physical Education).
5. Electives – Electives refer to free courses that the teacher candidate can take according to his/her interests and needs.

General Requirements

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-PEM (Pre Teacher Education Program) until they are officially admitted to the TEP major of their interest.

When requesting admission to the Teacher Education Program, students must meet the following requirements (IAUPR, 2007):

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

These admission requirements were revised in 2009, as follows (IAUPR, 2009):

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.
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.

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

Satisfactory Academic Progress Requirements for the Teacher Education Program

According to the *General Catalog 2011-2013* (IAUPR, 2011), the Satisfactory Academic Progress Requirements are:

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 Practice Teaching (EDUC 4013)

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 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:

1. 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. A written certification issued by the Office of Teacher Certification of the Department of Education is required.
2. The student pays 50% of the registration cost of the courses Experiences in Educational Environment III and IV for the final validation of the credits.
3. 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.

Graduation Requirements of the Teacher Education Program

According to the *General Catalog 2011-2013* (IAUPR, 2011), in order to fulfill the requirements for graduation for the Bachelor of Arts Degree in the Teacher Education Programs, students 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 (IAUPR, 2011)

Table 1. *Graduation Grade Point Indexes (IAUPR, 2011)*

Academic year of Graduation	General Index, in Core, Major and Specialization
2009-2011	2.50
2011-2013	2.80
2013-2014 and beyond	3.00

Teacher Certification of Puerto Rico (IAUPR, 2011)

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.

Minor, Alternate Method and Recertification (IAUPR, 2011)

Student interested in completing a Minor in Education, or in being certified by the Alternate Method or in being recertified must have a minimum general average of 2.50.

Academic Requirements

I. General Education Program

General Education components:

- **Basic Skills:** Oral and written skills in Spanish and English as a second language, the skills of mathematical analysis and methods of quantitative and qualitative research, using emerging technology. These courses strengthen the skills necessary for a person's personal and professional life.
- **Philosophical and Esthetical Thought:** The competencies and skills of logical thought, argumentation and rhetoric skills applying to all knowledge (critical, imaginative, contextual, synthetic, and evaluative, among others) and which constitute the principal intellectual repository for learning to learn. The development of fundamental knowledge that propitiates the refinement of musical artistic sensitivity.
- **Christian Thought:** The development of fundamental knowledge on the history, principles and practice of Christianity and on Jesus as its central figure. From an ecumenical posture, it examines the Christian values of our society, with openness towards other religions.
- **Historical and Social Context:** The fundamental competencies and knowledge of the social sciences and the history of Puerto Rico. Included are the economic, political, psychological and cultural analyses that foster the understanding of the performance and behavior of our people and of the global community.
- **Scientific and Technological Context:** Fundamental competencies and knowledge of the natural sciences and the technology that foster the development of a responsible ecological attitude.
- **Health, Physical Education and Recreation:** The competencies and skills that contribute to the development of a feeling of the necessary self-esteem, confidence and discipline for personal care (physical, emotional and social) which serves as the basis for health and well-being.

General Education Categories and Courses:

Basic Skills - 24 credits

Basic Skills: Spanish

Three (3) courses in Spanish in the established sequence are required for a total of nine (9) credits. The courses GESP 1101, 1102, and 2203 will be supported by an open laboratory (virtual). For students whose native language is not Spanish, GESP 1021, 1022, and 2023 are the required courses. Specific courses descriptions can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>.

Basic Skills: English

Three (3) courses in English in the established sequence and level are required for a total of nine (9) credits. This curriculum is divided into three levels: elementary, intermediate and advanced. Students will be placed in English courses based on their score on the English examination of the College Board (or its equivalent). This placement will be made according to the following scores; elementary level, a score up to 450; intermediate level, scores from 451 to 599; advanced level, scores of 600 or above. Special cases, such as transfer students from universities or other higher education systems not requiring the College Board examination, as well as readmitted students who have not taken the basic skills in English requirements, will be required to have an interview with the Director of the English Department or the person designated, for their placement in the corresponding level. The elementary level courses (GEEN 1101, 1102 and 1103) and those of the intermediate level (GEEN 1201, 1202 and 1203) require additional time in an open laboratory (virtual). Specific courses descriptions can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>.

Basic Skills: Mathematics

Three credits in mathematics are required. These courses will be supported by an open laboratory (virtual). Students majoring in the Bachelor of Arts Degrees in Secondary Education in Biology, Sciences, Mathematics or Chemistry or in the Associate Degrees in Science or in Business Administration or in the Associate Degrees that require MATH 1500 will take GEMA 1200. In addition, students of Associate Degrees in programs that are also offered by the University at the Bachelor's level must take the mathematics course (GEMA) required for the baccalaureate degree. Specific courses descriptions can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>.

Basic Skills: Access to Information and Computers

Three credits are required in this category. This course will be supported by an open laboratory (virtual). Specific courses descriptions can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>.

Philosophic and Esthetic Thought

Six credits are required in this category. Course GEPE 4040 *Ethical Dimensions of Contemporary Matters* is required. Specific courses descriptions can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>.

Christian Thought

Three credits are required in this category. Specific courses descriptions can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>.

Historic and Social Context

Nine credits are required in this category except for students of the Engineering and Aviation programs who will take only six credits. Course GEHS 2010 *Historical Process of Puerto Rico* is a required course. Specific courses descriptions can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>.

Scientific and Technological Context

Three credits are required in this category. Students studying for the Bachelor of Arts Degree in Secondary Education in Biology, Science in the Junior High School or Chemistry must take the course GEST 3030 *The Physical World and the Individual*. Specific courses descriptions can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>.

Health, Physical Education and Recreation

Three credits are required in this category. Students of the Nursing Program are exempt from this category. Specific courses descriptions can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>.

II. TEP's Majors

The majors, components and total of credits of the TEP in the San Germán Campus are presented in Table 2. The difference in the number of credits is due to the process of curricular revision that the TEP underwent in the last years. The changes had taken into account the changes in the requirements of de DEPR for the teacher certification or license, and the areas that need to be strengthened according to the results of the certification standardized test known as *Pruebas para la Certificación de Maestros de Puerto Rico (PCMAS)*.

Table 2. *Majors, Components and Total of Credits of the TEP in the San Germán Campus (DEPR, 2011)*

Majors	Code	Components					Total of Credits
		Gen. Educ.	Core	Major	Spec.	Electives	
B.A. Early Childhood: Pre-school Level	243	54	41	28	---	3	126
B.A. Early Childhood: Elementary Level (K-3)	236	54	41	29	---	3	127
B.A. Early Childhood: Elementary Level (4-6)	237	54	41	30	---	3	128

Majors	Code	Components					
		Gen. Educ.	Core	Major	Spec.	Electives	Total of Credits
B.A. Secondary Education in Biology	174	51	41	48	---	3	143
B.A. Secondary Education in Chemistry	187	51	44	49	---	3	147
B.A. Secondary Education in History	144	48	38	39	---	6	131
B.A. Secondary Education in Mathematics	128	51	41	35	---	3	130
B.A. Secondary Education in Science in the Junior High School	175	51	41	33	---	3	128
B.A. Secondary Education in Social Studies	177	51	38	36	---	3	128
B.A. Secondary Education in Spanish	145	51	41	37	---	3	132
B.A. Adapted Physical Education	207	51	32	36	15	3	137
B.A. Physical Education at the Elementary Level	178	51	32	36	12	3	134
B.A. Physical Education at the Secondary Level	176	51	35	33	12	3	134
B.A. School Health	267	51	41	29	---	3	124
B.A. Special Education	136	54	37	27	---	3	121
B.A. Teaching English as a Second Language at the Elementary Level	206	51	39	28	---	3	121
B.A. Teaching English as a Second Language at the Secondary Level	147	51	39	34	---	3	127
B.A. Visual Arts: Art Education ★	254	51	39	46	---	6	142
B.M. Music Education: General-Vocal ★	192	48	---	90	---	3	141
B.M. Music Education: Instrumental ★	191	48	---	92	---	3	143

★ - Majors of the Academic Department of Fine Arts.

III. Requirements for TEP’s Majors (IAUPR, 2011)

The general and specific requirements for TEP majors can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>.

IV. Alignment

The Education, Art Education and Music Education core courses of the TEP are aligned with the TEP’s claims, the DEPR standards (DEPR, 2006), and TEAC Quality Principles. Specific courses descriptions can be obtained in *General Catalog 2011-2013* at <http://www.sg.inter.edu>. The Table 3 presents this alignment.

Table 3. *TEP’s courses alignment to the TEP’s claims, the DEPR standards (DEPR, 2006), and TEAC Quality Principles*

Education Core Courses	TEP’s Claims (2011) ♦	Standards of the DEPR (2006) ☼	TEAC Quality Principles ❖
Fundamentals of Education			
EDUC 2021 HISTORY AND PHILOSOPHY OF EDUCATION	Claim 1.1	2.1, 2.2, 2.5	QP1.1
EDUC 2022 SOCIETY AND EDUCATION	Claims 1.1, 1.4.2	2.1, 2.2, 2.5	QP1.1, QP1.4.2
EDUC 2031 DEVELOPMENTAL PSYCHOLOGY	Claims 1.1, 1.4.2	2.1, 2.2, 2.5	QP1.1, QP1.4.2
EDUC 2032 LEARNING PSYCHOLOGY	Claims 1.1, 1.4.2	2.1, 2.2, 2.5	QP1.1, QP1.4.2
EDUC 2870 THE EXCEPTIONAL STUDENT POPULATION	Claims 1.1, 1.4.2	2.1, 2.2, 2.5	QP1.1, QP1.4.2
EDUC 2905 NATURE AND NEEDS OF STUDENTS WITH MENTAL RETARDATION AND EMOTIONAL DISTURBANCES	Claims 1.1, 1.3, 1.4.2	2.1, 2.2, 2.5	QP1.1, QP1.3, QP1.4.2
EDUC 2906 NATURE AND NEED OF STUDENTS WITH SPECIFIC LEARNING PROBLEMS, ADD AND ADHD	Claims 1.1, 1.3, 1.4.2	2.1, 2.2, 2.5	QP1.1, QP1.3, QP1.4.2
EDUC 3003 NATURE AND NEEDS OF INFANTS AND PRESCHOOL AGE CHILDREN WITH DEVELOPMENTAL DEFICIENCIES	Claims 1.1, 1.3, 1.4.2	2.1, 2.2, 2.5	QP1.1, QP1.3, QP1.4.2

Education Core Courses	TEP's Claims (2011) ♦	Standards of the DEPR (2006) Ⓢ	TEAC Quality Principles ❖
ARED 1900 FUNDAMENTALS OF ART EDUCATION	Claim 1.1	2.1, 2.2, 2.5	QP1.1
HPER 2210 FUNDAMENTALS OF THE PHYSICAL EDUCATION DISCIPLINE AND PROFESSION, FUNCTION OF THE TEACHER IN THE DISCIPLINE AND IN SOCIETY	Claims 1.1, 1.2	2.1, 2.2, 2.5	QP1.1, QP1.2
Methodology			
EDUC 2060 USE OF TECHNOLOGY IN EDUCATION	Claims 1.2, 1.4.1, 1.4.3	2.1, 2.2, 2.5	QP1.2, QP1.4.1, QP1.4.3
EDUC 3013 TEACHING STRATEGIES	Claims 1.2, 1.4.1, 1.4.3	2.1, 2.2, 2.5	QP1.2, QP1.4.1, QP1.4.3
EDUC 3187 ENGLISH CURRICULUM, TEACHING AND ASSESSMENT AT THE ELEMENTARY LEVEL (K-6)	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3188 ENGLISH CURRICULUM, TEACHING AND ASSESSMENT AT THE SECONDARY LEVEL	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3470 TECHNOLOGICAL ASSISTANCE, CURRICULUM AND MATERIALS FOR TEACHING STUDENTS WITH DISABILITIES	Claims 1.2, 1.4.3	2.1, 2.2, 2.5	QP1.2, QP1.4.3
EDUC 3564 METHODS AND TECHNIQUES FOR TEACHING SOCIAL SCIENCES	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3565 METHODS AND TECHNIQUES FOR TEACHING HISTORY	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3566 METHODS AND TECHNIQUES FOR TEACHING CHEMISTRY	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3570 TEACHING STRATEGIES, METHODS AND TECHNIQUES FOR STUDENTS WITH DISABILITIES	Claims 1.2, 1.4.3	2.1, 2.2, 2.5	QP1.2, QP1.4.3

Education Core Courses	TEP's Claims (2011) ♦	Standards of the DEPR (2006) ☼	TEAC Quality Principles ❖
EDUC 3863 INSTRUCTIONAL THEORY, METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF BIOLOGY	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3864 INSTRUCTIONAL THEORY, METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF SCIENCE IN THE JUNIOR HIGH SCHOOL	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3869 INSTRUCTIONAL THEORY, METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF MATHEMATICS AT THE SECONDARY LEVEL	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3875 EDUCATIONAL THEORY, METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF PHYSICAL EDUCATION AT THE SECONDARY LEVEL 7-12	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3878 METHODOLOGY AND TECHNOLOGICAL RESOURCES IN THE TEACHING OF PHYSICAL EDUCATION AT THE ELEMENTARY LEVEL	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3885 EDUCATIONAL THEORIES AND TECHNOLOGICAL RESOURCES FOR THE TEACHING OF ADAPTED PHYSICAL EDUCATION	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 3886 EDUCATIONAL THEORY, METHODOLOGY, AND TECHNOLOGICAL RESOURCES IN TEACHING SCHOOL HEALTH (K-12)	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 4011 EVALUATION AND ASSESSMENT	Claims 1.2, 1.4.1, 1.4.3	2.1, 2.2, 2.5	QP1.2, QP1.4.1, QP1.4.3
EDUC 4012 CLASSROOM RESEARCH	Claims	2.1, 2.2, 2.5	QP1.2

Education Core Courses	TEP's Claims (2011) ♦	Standards of the DEPR (2006) ⊕	TEAC Quality Principles ❖
	1.2, 1.4.1, 1.4.3		QP1.4.1 QP1.4.3
EDUC 4035 METHODOLOGY OF TEACHING THE MATERNAL LANGUAGE AND LITERATURE	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 4040 COUNSELING IN HEALTH ASPECTS	Claim 1.2	2.1, 2.2, 2.5	QP1.2
EDUC 4050 CURRICULUM DESIGN	Claim 1.2	2.1, 2.2, 2.5	QP1.2
ARED 3750 EDUCATIONAL TECHNOLOGY IN ART TEACHING	Claim 1.2	2.1, 2.2, 2.5	QP1.2
ARED 3850 METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL	Claim 1.2	2.1, 2.2, 2.5	QP1.2
ARED 3851 METHODS IN ART EDUCATION IN THE SECONDARY SCHOOL	Claim 1.2	2.1, 2.2, 2.5	QP1.2
MUED 4400 ELEMENTARY METHODS: THE TEACHING OF MUSIC	Claim 1.2	2.1, 2.2, 2.5	QP1.2
MUED 4410 SECONDARY METHODS: THE TEACHING OF MUSIC	Claim 1.2	2.1, 2.2, 2.5	QP1.2
HPER 2210 FUNDAMENTALS OF THE PHYSICAL EDUCATION DISCIPLINE AND PROFESSION, FUNCTION OF THE TEACHER IN THE DISCIPLINE AND IN SOCIETY	Claims 1.1, 1.2	2.1, 2.2, 2.5	QP1.1, QP1.2
HPER 3220 THEORY AND DESIGN OF PHYSICAL EDUCATION PROGRAMS FOR THE ELEMENTARY LEVEL K-6	Claims 1.1, 1.2	2.1, 2.2, 2.5	QP1.1, QP1.2
HPER 3230 THEORY AND DESIGN OF PHYSICAL EDUCATION PROGRAMS LEVEL 7-12	Claims 1.1, 1.2	2.1, 2.2, 2.5	QP1.1, QP1.2
HPER 4110 EVALUATION, ASSESSMENT AND RESEARCH IN THE TEACHING AND LEARNING OF PHYSICAL EDUCATION K- 6	Claims 1.2, 1.4.1	2.1, 2.2, 2.5	QP1.2, QP1.4.1
HPER 4120 EVALUATION, ASSESSMENT	Claims	2.1, 2.2, 2.5	QP1.2,

Education Core Courses	TEP's Claims (2011) ♦	Standards of the DEPR (2006) ⊕	TEAC Quality Principles ❖
AND RESEARCH IN THE TEACHING AND LEARNING OF PHYSICAL EDUCATION 7-12	1.2, 1.4.1		QP1.4.1
HPER 4130 EVALUATION, ASSESSMENT AND RESEARCH IN THE TEACHING AND LEARNING OF ADAPTED PHYSICAL EDUCATION	Claims 1.2, 1.4.1	2.1, 2.2, 2.5	QP1.2, QP1.4.1
HPER 4140 ASSESSMENT, EVALUATION AND RESEARCH OF TEACHING AND LEARNING IN SCHOOL HEALTH EDUCATION	Claims 1.2, 1.4.1	2.1, 2.2, 2.5	QP1.2, QP1.4.1
HPER 4300 SPORTS TRAINING METHODOLOGY	Claims 1.1, 1.2	2.1, 2.2, 2.5	QP1.1, QP1.2
HPER 4370 THE TEACHING OF PHYSICAL EDUCATION FOR SPECIAL POPULATIONS	Claims 1.1, 1.4.2	2.1, 2.2, 2.5	QP1.1, QP1.4.2
Field and Clinical Experiences			
EDUC 1080 FIELD EXPERIENCES IN THE EDUCATIONAL SCENARIO I	Claims 1.2, 1.3	2.1, 2.2, 2.3, 2.5	QP1.2, QP1.3
EDUC 2890 FIELD EXPERIENCES IN THE EDUCATIONAL SCENARIOS II	Claims 1.2, 1.3	2.1, 2.2, 2.3, 2.5	QP1.2, QP1.3
EDUC 3015 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO I	Claims 1.2, 1.3, 1.4.2	2.1, 2.2, 2.3, 2.5	QP1.2, QP1.3, QP1.4.2
EDUC 4013 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO II	Claims 1.2, 1.3, 1.4.1, 1.4.2, 1.4.3	2.1, 2.2, 2.3, 2.5	QP1.2, QP1.3, QP1.4.1, QP1.4.2, QP1.4.3
ARED 1080 FIELD EXPERIENCES IN ART EDUCATION I	Claims 1.2, 1.3	2.1, 2.2, 2.3, 2.5	QP1.2, QP1.3
ARED 2080 FIELD EXPERIENCES IN ART EDUCATION II	Claims 1.2, 1.3	2.1, 2.2, 2.3, 2.5	QP1.2, QP1.3
ARED 3080 CLINICAL EXPERIENCES IN ART EDUCATION I	Claims 1.2, 1.3	2.1, 2.2, 2.3, 2.5	QP1.2, QP1.3
ARED 4913 CLINICAL EXPERIENCES ART EDUCATION II	Claims 1.2, 1.3	2.1, 2.2, 2.3, 2.5	QP1.2, QP1.3, QP1.4.1, QP1.4.3

Education Core Courses	TEP's Claims (2011) ♦	Standards of the DEPR (2006) ⚙	TEAC Quality Principles ❖
MUED 4919 STUDENT TEACHING IN MUSIC: GENERAL-VOCAL	Claims 1.2, 1.3, 1.4.1, 1.4.3	2.1, 2.2, 2.3, 2.5	QP1.2, QP1.3, QP1.4.1, QP1.4.3
MUED 4920 STUDENT TEACHING IN MUSIC: INSTRUMENTAL	Claims 1.2, 1.3, 1.4.1, 1.4.3	2.1, 2.2, 2.3, 2.5	QP1.2, QP1.3, QP1.4.1, QP1.4.3

♦ - TEP's Claims:

- Claim 1.1 - Students, teacher candidates, and graduates of the TEP demonstrate knowledge in their subject matter by achieving a performance of 80% ("B", above average attainment) or more. (QP1.1)
- Claim 1.2 - Teacher candidates and graduates of the TEP demonstrate pedagogical knowledge and the required skills to apply them to the teaching of their subject matter by achieving a performance of 80% (above average attainment or satisfactory) or more. (QP1.2)
- Claim 1.3 - Teacher candidates and graduates of the TEP demonstrate commitment and positive attitudes toward their students and to teaching and professional development by achieving a performance of 80% (above average attainment or satisfactory) or more. (QP1.3)
- Claim 1.4.1 - Teacher candidates and graduates of the TEP demonstrate that they have learned how to access information on their own, that they can transfer what they have learned to new situations, and that they have acquired the attitudes and skills that will support life-long learning in their field by achieving a performance of above average attainment or satisfactory or more.
- Claim 1.4.2 - Teacher candidates and graduates of the TEP demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives by achieving a performance of above average attainment, or satisfactory or more.
- Claim 1.4.3 - Teacher candidates and graduates of the TEP are able to use classroom technology by achieving performance of above average attainment or satisfactory or more.

⚙ - Standards of the DEPR (2006, pp. 7-27):

- Standard 2.1 – The TPP ensures that the students seeking the teacher certification have the appropriate knowledge, skills, and competencies in their areas of responsibility.
- Standard 2.2 –The TPP is a high quality program with a conceptual framework based on knowledge which is articulated, coherent, and consistent with the institutional mission, and that is continually evaluated.
- Standard 2.3 –The TPP ensures that the clinical experiences are well planned, are of a high quality, are integrated along the program sequence, and are continually evaluated.
- Standard 2.4 – The TPP has and implements plans for the recruitment, admission and retention of a student population that has the potential to be successful in the schools.
- Standard 2.5 –The Institution is responsible for planning the recruitment of, hiring, and retaining TPP faculty members that hold high professional qualifications and develop high quality instructional processes. It also promotes continuous professional development.
- Standard 2.6 – The Board of Directors and principal administrators of the Institution have adopted and implemented support policies and procedures directed toward the preparation of professional teachers.
- Standard 2.7 – The TPP and the professional education community collaborate in order to improve the programs for the preparation of school personnel and develop a higher quality education.
- Standard 2.8 –The TPP has sufficient physical facilities, equipment, and budget resources to implement its mission and to offer quality programs.

❖ - TEAC Quality Principles

- QP 1.0 Evidence of Candidate Learning
 - QP1.1 Subject Matter Knowledge
 - QP1.2 Pedagogical Knowledge

Enrollment

The enrollment of active students (admitted and enrolled, not duplicated) for each major in academic years 2008-2009 to 2012-2013 is presented in Table 3, as it was informed by the Office of Planning, Academic Information and of Research at the Central Office of the Inter American University of Puerto Rico (March, 2014^d). The number of active students in the TEP has decreased.

Table 3. *TEP Enrollment (Academic Years 2008-09 to 2012-13)*

Majors	Code	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
B.A. Early Childhood: Pre-school Level	243	7	7	6	9	7
B.A. Early Childhood: Elementary Level (K-3)	236	14	7	16	11	10
B.A. Early Childhood: Elementary Level (4-6)	237	2	1	3	2	2
B.A. Secondary Education in Biology	174	3	0	3	0	2
B.A. Secondary Education in Chemistry	187	2	1	0	0	1
B.A. Secondary Education in History	144	9	3	2	5	2
B.A. Secondary Education in Mathematics	128	6	0	6	5	1
B.A. Secondary Education in Science in the Junior High School	175	0	0	0	2	0
B.A. Secondary Education in Social Studies	177	2	1	1	0	5
B.A. Secondary Education in Spanish	145	8	1	7	2	2
B.A. Adapted Physical Education	207	8	5	8	6	3
B.A. Physical Education at the Elementary Level	178	12	2	7	9	3
B.A. Physical Education at the Secondary Level	176	20	7	9	9	9
B.A. School Health	267	3	2	1	0	0
B.A. Special Education	136	10	3	10	3	6
B.A. Teaching English as a Second Language at the Elementary Level	206	5	4	1	2	5
B.A. Teaching English as a Second Language at the Secondary Level	147	5	5	6	6	11
B.A. Visual Arts: Art Education	254	6	7	4	4	5
B.M. Music Education: General-Vocal	192	35	25	23	18	23
B.M. Music Education: Instrumental	191	30	22	18	17	25
TEP Active Students (Admitted and Enrolled, not duplicated)		187	103	131	110	122

Number of Completers

The number of completers for each major in academic years 2010-11 to 2012-2013 is presented in Table 3, as was informed by the Office of Planning, Academic Information and of Research at the Central Office of the Inter American University of Puerto Rico (March, 2014^c). The number of completers in the TEP has decreased.

Table 4. *Number of Completers of the Teacher Education Program (TEP), San Germán Campus (2011-2013 & 2013-2013)*

Majors	Code	2010-2011	2011-2012	2012-2013
B.A. Early Childhood: Pre-school Level	243	6	6	3
B.A. Early Childhood: Elementary Level (K-3)	236	15	8	4
B.A. Early Childhood: Elementary Level (4-6)	237	3	3	3
B.A. Secondary Education in Biology	174	3	4	0
B.A. Secondary Education in Chemistry	187	0	0	0
B.A. Secondary Education in History	144	2	1	0
B.A. Secondary Education in Mathematics	128	4	6	6
B.A. Secondary Education in Science in the Junior High School	175	2	0	0
B.A. Secondary Education in Social Studies	177	4	0	2
B.A. Secondary Education in Spanish	145	6	7	0
B.A. Adapted Physical Education	207	0	1	1
B.A. Physical Education at the Elementary Level	178	0	6	3
B.A. Physical Education at the Secondary Level	176	0	6	5
B.A. School Health	267	4	3	5
B.A. Special Education	136	7	6	1
B.A. Teaching English as a Second Language at the Elementary Level	206	5	3	0
B.A. Teaching English as a Second Language at the Secondary Level	147	3	1	3
B.A. Visual Arts: Art Education	254	7	5	3
B.M. Music Education: General–Vocal	192	16	8	9
B.M. Music Education: Instrumental	191	5	5	7
Total of Students		92	79	55

Demographics

The demographic information of active students in the TEP is the following:

- First time college students (51% in Fall 2007, 51% in Fall 2008, and 52% in Fall 2009).
- Female (55% in Fall 2007, 55% in Fall 2006, and 56% in Fall 2007).

- Have a GPA of 2.50 “B” (above average attainment) to 4.00 “A” (superior attainment) in an scale of 0 to 4 points (78% in Fall 2007, 75% in Fall 2008, and 67% in Fall 2009).
- Although there is no data available about the national origin of active students, the majority are Puerto Rican or Hispanic.

In the other hand, the majority of the Active Faculty, full-time and part-time, at the TEP is female:

- Part-time Faculty: 54.0% in Fall 2007, 57.0% in Fall 2008, and 52.0% in Fall 2009.
- Full-time Faculty: 56.0% in Fall 2007, 61.0% in Fall 2008, and 61.0% in Fall 2009.

The majority of faculty members is Hispanic: 96 of 104 = 92.3% are Puertorrican; 3 of 104 = 2.9% are other Latin American; and 5 of 104 = 4.8% are USA.

Teacher Certification Tests (PCMAS)

The Teacher Certification Tests of teacher candidates is known as PCMAS (*Pruebas para la Certificación de Maestros*). It is administered each year by the *College Board*, Office of Puerto Rico. The passing scores and the *Institutional Level Pass Rate* as reported by College Board is presented in Tables 5 and 6. All majors evidenced bigger means than the passing scores. Both levels (elementary and secondary) evidenced bigger means than the passing scores. The TEP’s pass rate mean, in six years, is 80.5 vs statewide pass rate mean (81.2). Both performances are interpreted as satisfactory, and have a positive and strong correlation.

Table 5. *PCMAS Passing Scores (2011, 2012 & 2013)*

Type of PCMAS	Area	Passing Score	Mean of Scores: TEP
Major exam (Subject-matter knowledge)	Spanish	93.00	109.30
	English	98.00	114.43
	Mathematics	88.00	98.30
	Science	94.00	100.86
	Social Sciences	96.00	104.00
Professional Competencies (Pedagogical knowledge)	Elementary	89.00	103.25
	Secondary	87.00	106.06

Table 6. *Institutional Level Pass Rate Data Report on Teacher Certification Tests 2007-2008 to 2012-2013 for TEP’s graduates of San Germán Campus*

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Mean
San Germán	85	80	85	73	80	80	80.5
Statewide	82	82	85	77	81	80	81.2
Correlation	0.900865						

Consumer information

1. Student Default Rate of TEP’s Students = 25.61% (IAUPR, 2014^b)

[31 students in default of 121 TEP’s students, according to the *Draft Cohort Default Rate 2011 (3 years)* of February 2014. The San Germán Campus has 885 students in the report.]

2. Cohort Default Rate of the Inter American University of Puerto Rico, San Germán Campus (IAUPR 2014^a) = As was calculated in November, 2013

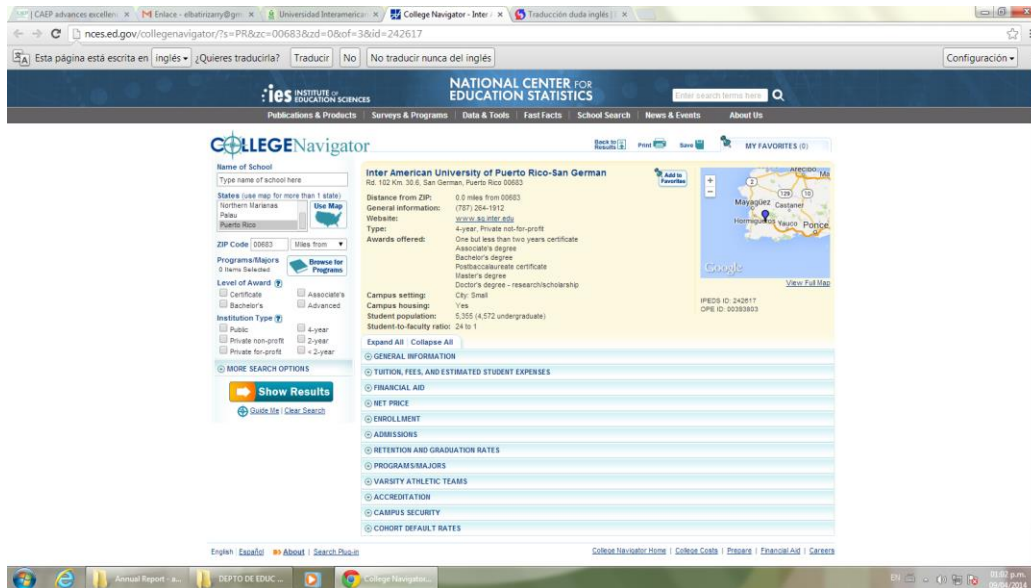
- FY₂₀₁₁ 3 year (draft): 19.4%
- FY₂₀₁₀ 3 year: 28.9%
- FY₂₀₀₉ 3 year: 27.9%
- FY₂₀₁₁ 2 year: 16.4%
- FY₂₀₁₀ 2 year: 20.8%
- FY₂₀₀₉ 2 year: 18.4%
- FY₂₀₀₈ 2 year: 16.6%
- FY₂₀₀₇ 2 year: 16.3%

3. Retention rates of TEP’s Students (IAUPR, 2014^c) =

Cohort	Total of Students	Completers in Six years	% of Retention
2005	142	31	21.8%
2006	114	38	33.3%
2007	82	28	34.1%
Retention Mean			29.7%

4. Link to Students Right to Know information = First:

<http://www.sg.inter.edu/index.php?page=student-right-to-know-act> and then:
<http://nces.ed.gov/collegenavigator/?s=PR&zc=00683&zid=0&of=3&id=242617>



5. Information about Retention and Graduation Rates of the Inter American University of Puerto Rico, San Germán Campus =

Link:

<http://nces.ed.gov/collegenavigator/?s=PR&zc=00683&zd=0&of=3&id=242617#retgrad>

FIRST-TO-SECOND YEAR RETENTION RATE

Retention rates measure the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall. The retention rates First-time students pursuing Bachelor's degrees for the San Germán Campus is: 74% for Full-time students, and 60% for Part-time students (began their studies in Fall, 2011 and returned in Fall 2012).

OVERALL GRADUATION RATE AND TRANSFER-OUT RATE

The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. It tracks the progress of students who began their studies as full-time, first-time degree- or certificate-seeking students to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled. Some institutions also report a transfer-out rate, which is the percentage of the full-time, first-time students who transferred to another institution. Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate.

For the San Germán Campus of the IAUPR, 86% of entering students were counted as "full-time, first-time" in 2012. The overall graduation and transfer-out

rates for students who began their studies in Fall 2006 are: 40% for overall graduation rate, and 4% for transfer-out rate.

BACHELOR'S DEGREE GRADUATION RATE

Bachelor's degree graduation rates measure the percentage of entering students beginning their studies full-time and are planning to get a bachelor's degree and who complete their degree program within a specified amount of time.

The graduation rate for students pursuing Bachelor's degrees at the San Germán Campus is:

- Percentage of Full-time, First-time Students who graduated in the specified amount of time =
 - 4-year: 10% for students who began in Fall 2004; 15% for students who began in Fall 2006;
 - 30% for students who began in Fall 2004, and 39% for students who began in Fall 2006, and
 - 37% for students who began in Fall 2004.
- 6-year graduation rate by gender for students pursuing Bachelor's degrees: 31% male, and 45% female.
- 6-year graduation rate by race/ethnicity for students pursuing Bachelor's degrees: 100% Hispano/Latino.

6. **Link for TEP's information:** <http://www.sg.inter.edu/index.php?page=dpto-educacion-y-educacion-fisica>
7. **Link for economic assistance:** <http://asistencia.inter.edu>
8. **Link for information about net price calculator:** <http://asistencia.inter.edu/calculadora/>
9. **Link for information about university costs (*Boletín de costos del Recinto de San Germán, 2012-2013*):** <http://documentos.inter.edu/docs/index.php?article=105>
10. **Link for information about Basis for Student Budgets:** <http://www.inter.edu/documentos.inter.edu/docs/index.php?article=126>
11. **Link for information about employment at the Department of Education of Puerto Rico:** <http://www.de.gobierno.pr/convocatorias>
12. **Link for information about Teacher Certification at the Department of Education of Puerto Rico:** <http://www.de.gobierno.pr/tags/certificacion-de-maestros>

13. **Link for information about employment at the Inter American University of Puerto Rico:** <http://www.inter.edu/i/empleos>

14. **Link for information about the Bureau of Labor Statistics:** <http://www.bls.gov/>

Teacher candidates’ performance data (Annual Report to TEAC, June, 2013): Summary-Tables of Findings

Claim 1.1

Claim 1.1 Students, teacher candidates, and graduates of the TEP demonstrate knowledge in their subject matter by achieving a performance of 80% (“B”, above average attainment) or more. (QP1.1)

The evaluation of the subject-matter knowledge is presented in Table 7. In summary, all assessments evidenced an accomplishment of Claim 1.1 (5 of 5 assessments, 100.00%).

Table 7. *Assessments’ Summary for Claim 1.1*

Assessments for Claim 1.1	Mean	Interpretation
PCMAS’ Major (2011, 2012 & 2013)	Spanish: 109.30 of 93.00 English: 114.43 of 98.00 Mathematics: 98.30 of 88.00 Science: 100.86 of 94.00 Social Studies: 104.00 of 96.00	All majors evidenced bigger means than the passing scores (Accomplished)
Sample of TEP’s Graduates or Completers (May 2011 & May 2012)	PCMAS’ Major: 105.29 of 94.00	All majors evidenced bigger means than the passing scores (Accomplished)
	GPA: 3.30 of 4.00	"B" (Above average attainment = 2.50 to 3.49) (Accomplished)
Self-evaluation of Teacher Candidates	4.36 of 5.00 (Dec 2012) 4.60 of 5.00 (May 2013)	Agree (Dec 2012) Totally Agree (May 2013) (Accomplished)
Portfolio Rubric	3.61 of 4.00 (Dec 2012) 3.58 of 4.00 (May 2013) 3.63 “A”(General)	All evidences satisfy the criteria ("A", superior attainment = 3.50 to 4.00) (Accomplished)

Claim 1.2

Claim 1.2 Teacher candidates and graduates of the TEP demonstrate pedagogical knowledge and the required skills to apply them to the teaching of their subject matter by achieving a performance of 80% (above average attainment or satisfactory) or more. (QP1.2)

The evaluation of the pedagogical knowledge is presented in Table 8. In summary, the majority of assessments evidenced an accomplishment of Claim 1.2 (8 of 9 assessments, 88.89%).

Table 8. *Assessments' Summary for Claim 1.2*

Assessments of Claim 1.2	Mean	Interpretation
PCMAS' Professional Competencies (2011, 2012 & 2013)	Elementary: 103.25 of 89.00 Secondary: 106.06 of 87.00	Both levels evidenced bigger means than the passing scores (Accomplished)
Sample of TEP's Graduates or Completers (May 2011 & May 2012)	PCMAS' Professional Competencies: 104.29 of 89.00	The sample evidenced bigger means than the passing scores (Accomplished)
	GPA: 3.40 of 4.00	"B" (Above average attainment = 2.50 to 3.49) (Accomplished)
Professional Knowledge Final Department Exams (Dec. 2012 & May 2013): Base-line data (NEW)	December 2012: 60.05%, May, 2013: 69.69% In general: 64.87%	"D" (Lowest passing grade = 69.99-60.00) (Not accomplished)
Evaluation of Teacher Candidates	$(95.21+93.35+95.93+95.23)/4.00 = 94.93\%$	"A" (Superior attainment = 100.00-90.00) (Accomplished)
Self-evaluation of Teacher Candidates	$(4.59+4.63)/2 = 4.81$ of 5.00 = 92.20%	Totally Agree (Accomplished)
Portfolio Rubric	3.64 of 4.00 = 91.00%	"A" (Superior attainment = 100.00-90.00) (Accomplished)
Survey to School Directors	3.52 of 4.00 = 88.00%	Excellent (Accomplished)
Survey to Students of Teacher Candidates	PK: N/A, K-3: 1.95 of 2.00 = 97.50%, 4 th to 12: 1.93 of 2.00 = 96.50%	Yes (Accomplished)

N/A = No students

Claim 1.3

Claim 1.3 Teacher candidates and graduates of the TEP demonstrate commitment and positive attitudes toward their students and to teaching and professional development by achieving a performance of 80% (above average attainment or satisfactory) or more. (QP1.3)

The evaluation of the caring and effective teaching skills is presented in Table 9. In summary, all assessments evidenced an accomplishment of Claim 1.3 (4 of 4 assessments, 100.00%).

Table 9. *Assessments' Summary for Claim 1.3*

Assessments of Claim 1.3	Mean	Interpretation
Evaluation of Teacher Candidates	1.98 of 2.00 (99.00%)	Yes (Accomplished)
Self-evaluation of Teacher Candidates	$(4.62+4.81+4.54+4.73)/4 = 4.68$ of 5.00 (93.50%)	Totally Agree (Accomplished)
Survey to TEP's Graduates or Completers	4.66 of 5.00 (93.20%)	Totally Agree (Accomplished)
Survey to School Directors	3.57 of 4.00 (89.25%)	Excellent (Accomplished)

Claim 1.4.1

Claim 1.4.1 Teacher candidates and graduates of the TEP demonstrate that they have learned how to access information on their own, that they can transfer what they have learned to new situations, and that they have acquired the attitudes and skills that will support life-long learning in their field by achieving a performance of above average attainment or satisfactory or more.

The evaluation of the learning-how-to-learn competence is presented in Table 10. In summary, all assessments evidenced an accomplishment of Claim 1.4.1 (5 of 5 assessments, 100.00%).

Table 10. *Assessments' Summary of Claim 1.4.1*

Local Assessments of Claim 1.4.1	Mean	Interpretation
Self-evaluation of Teacher Candidates	$(4.63+4.80+4.52+4.44)/4.00 = 4.60$ of 5.00 (92.00%)	Totally Agree (Accomplished)
Portfolio Rubric	3.53 of 4.00 (88.25%)	"A" (Superior attainment= 100.00-90.00) (Accomplished)
Evaluation of Willingness	1.99 of 2.00 (99.50%)	Yes (Accomplished)
Survey to TEP's Graduates or Completers	$(1.88+1.67)/2 = 1.78$ of 2.00 (89.00%) $(4.67+4.59+4.65+4.79+4.79+4.92)/4$ $= 4.74$ of 5.00 (94.80%)	Yes & Totally Agree (Accomplished)

Claim 1.4.2

Claim 1.4.2 Teacher candidates and graduates of the TEP demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives by achieving a performance of above average attainment, or satisfactory or more.

The evaluation of the multicultural perspective and accuracy competence is presented in Table 11. In summary, all local assessments evidenced an accomplishment of Claim 1.4.2 (3 of 3 assessments, 100.00%).

Table 11. *Assessments' Summary for Claim 1.4.2*

Local Assessments of Claim 1.4.2	Mean	Interpretation
Evaluation of Willingness	1.99 of 2.00 (99.50%)	Yes (Accomplished)
Survey to School Directors	3.68 of 4.00	Excellent (Accomplished)
Survey to TEP's Graduates or Completers	4.65 of 5.00 (93.00%)	Totally Agree (Accomplished)

Claim 1.4.3

Claim 1.4.3 Teacher candidates and graduates of the TEP are able to use classroom technology by achieving performance of above average attainment or satisfactory or more.

The evaluation of the technological competence is presented in Table 12. In summary, all assessments evidenced an accomplishment of Claim 1.4.3 (3 of 3 assessments, 100.00%).

Table 12. *Assessments' Summary for Claim 1.4.3*

Local Assessments of Claim 1.4.3	Mean	Interpretation
Self-evaluation of Teacher Candidates	$(4.75+4.83)/2 = 4.79$ of 5.00 (95.80%)	Totally Agree (Accomplished)
Portfolio Rubric	3.64 of 4.00 (91.00%)	"A" (Superior attainment=100.00-90.00) (Accomplished)
Survey to TEP's Graduates or Completers	1.66 of 2.00 (83.00%) $(4.52+4.74)/2 = 4.63$ of 5.00 (92.60%)	Totally Agree (Accomplished)

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(April 18, 2014)

Updated Appendix E

Inventory: Status of Evidence from Measures and Indicators for TEAC's Quality Principles

Table 13. *Inventory of Evidence*

Type of Evidence	Available and in the Brief		Not Available and Not in the Brief	
	Relied on Location in the Brief 2011-2012	Not relied on	For future use	Not for future use
1. PCMAS (Teacher Certification Standardized Test): (Professional Competencies or Pedagogical Knowledge, and Major or Subject-matter Knowledge)	Yes This is a standardized test that responds to the DEPR requirements.	13, 17		
2. PCMAS(Teacher Certification Standardized Test): sample of TEP graduate students	Yes This is a standardized test that responds to the DEPR requirements.	14, 17		
3. Pedagogical Knowledge Final Department Exams (NEW): Base-line data	Yes Exams are aligned to TEAC QP's	New for next IB		
4. Self-evaluation of Teacher Candidates	Yes Questionnaire is aligned to TEAC QP's	15, 22, 27, 31, 36		
5. Portfolio Rubric (<i>Rúbrica para Auto-cotejo y Cotejo de los Portafolios de estudiantes-maestros en la fase de Práctica Docente</i>)	Yes Rubric is aligned to TEAC QP's	16, 23, 32, 37		
6. Final Evaluation of Teacher Candidates by their University Supervisors and Cooperating Teachers in Clinical Course (EDUC 4013/ARED 4913/MUED 4919/MUED 4920)	Yes Survey is aligned to TEAC QP's	18, 19		
7. Surveys to students of teacher candidates' program: May 2010	Yes Surveys are aligned to TEAC QP's	24		
8. Survey to School Directors: May 2010	Yes Survey is aligned to TEAC QP's	24, 30, 35		
9. Rubric – Evaluation of the Willingness of the Student	Yes Rubric is aligned	26, 33, 34		

Type of Evidence	Available and in the Brief		Not Available and Not in the Brief	
	Relied on Location in the Brief 2011-2012	Not relied on	For future use	Not for future use
Teacher: Affection and Sensitivity (<i>Evaluación de las disposiciones del estudiante-maestro: afectividad y sensibilidad</i>)	to TEAC QP's			
10. Survey to TEP graduates or completers	Yes Survey is aligned to TEAC QP's	29, 33, 35, 38		
11. Sample of TEP's Graduates: Continuation of Graduate Studies at IAUPR	Yes Data is aligned to TEAC QP's	60		
12. TEP's Faculty Evaluation by their Students	Yes Survey is aligned to TEAC QP's	63, 64		
13. Survey to teacher candidates: May 2009, December, 2009 and May 2010	Yes Survey is aligned to TEAC QP's	67, 82, 85		
14. Number of On-line Courses	Yes Data is aligned to TEAC QP's	68		
15. Undergraduate Student Satisfaction Survey (2009)	Yes Survey is aligned to TEAC QP's	81, 83, 84		
16. Final grade distributions in Education, ARED, and MUED courses			Yes	
17. Check list - Syllabi analysis of the Education Core Courses			Yes	
18. Analysis of Sample of Pre-TEP's Students			Yes	
19. Information of Sample of Teacher Candidates			Yes	
20. Sample of Portfolios of teacher candidates in EDUC 4013, ARED 4913, MUED 4919, and MUED 4920			Yes	
21. Case study of TEP's completers			Yes (New for next IB)	

Updated Instruments' Reliability

Table 14. *Instruments' Reliability*

Standardized and Local Quantitative Instruments	Reliability Method	Internal Consistency Reliability
1. PCMAS (Teacher Certification Standardized Test): Major [Subject-matter Knowledge]	Küder-Richardson 21 Coefficient (KR ₂₁)	Spanish: KR ₂₁ =0.841, for M=102.00, and SD=15.00, k=160 (2002) English: KR ₂₁ =0.878, for M=100.00, and SD=17.00, k=160 (2002) Mathematics: KR ₂₁ =0.831, for M=92.00, and SD=15.00, k=160 (2002) Science: KR ₂₁ =0.815, for M=101.00, and SD=14.00, k=160 (2002) Social Studies: KR ₂₁ =0.816, for M=102.00, and SD=14.00, k=160 (2002)
2. PCMAS (Teacher Certification Standardized Test): Professional Competencies [Pedagogical Knowledge]	Küder-Richardson 21 Coefficient (KR ₂₁)	Elementary: KR ₂₁ =0.912, for M=100.00, and SD=20.00, k=160 (2002) Secondary: KR ₂₁ =0.913, for M=102.00, and SD=20.00, k=160 (2002)
3. Pedagogical Knowledge Final Department Exams (NEW): Base-line data	Küder-Richardson 21 Coefficient (KR ₂₁)	EDUC 2021: KR ₂₁ =0.897, for M=64.00, and SD=14.37, k=100 (Dec 2012) EDUC 2022: KR ₂₁ =0.891, for M=71.40, and SD=13.15, k=100 (Dec 2012) EDUC 2031: KR ₂₁ =0.749, for M=64.75, and SD=9.39, k=100 (Dec 2012) EDUC 2032: KR ₂₁ =0.817, for M=67.07, and SD=10.75, k=100 (Dec 2012) EDUC 2870: KR ₂₁ =0.857, for M=72.82, and SD=11.44, k=100 (Dec 2012) EDUC 3013: KR ₂₁ =0.741, for M=74.94, and SD=8.39, k=100 (May 2013) EDUC 4011: KR ₂₁ =0.877, for M=68.31, and SD=12.82, k=100 (Dec 2012) EDUC 4012: KR ₂₁ =0.808, for M=69.88, and SD=10.26, k=100 (Dec 2012) EDUC 4050: KR ₂₁ =0.826, for M=74.19, and SD=10.24, k=100 (Dec 2012)

Standardized and Local Quantitative Instruments	Reliability Method	Internal Consistency Reliability
4. Questionnaire 1 ^a : Survey to TEP's graduates (Section A)	Cronbach's Alpha (α)	$\alpha = 1.003$, for $N=26$, $S^2_{sum} = 10.087$ and $\Sigma Si^2 = 0.814$ (May 2010)
5. Questionnaire 1 ^b : Survey to TEP's graduates (Section B)	Cronbach's Alpha (α)	$\alpha = 0.996$, for $N=25$, $S^2_{sum} = 9.380$ and $\Sigma Si^2 = 0.974$ (May 2010)
6. Questionnaire 2: Survey to teacher candidates	Cronbach's Alpha (α)	$\alpha = 0.998$, for $N=83$, $S^2_{sum} = 18.336$ and $\Sigma Si^2 = 0.774$ (May 2009)
7. Questionnaire 3: Survey to School Directors (Employer)	Cronbach's Alpha (α)	$\alpha = 0.995$, for $N=17$, $S^2_{sum} = 6.162$ and $\Sigma Si^2 = 0.323$ (May 2010)
8. Questionnaire 4 ^a : Survey to students of teacher candidates (K-3)	Cronbach's Alpha (α)	$\alpha = 0.999$, for $N=175$, $S^2_{sum} = 1.045$ and $\Sigma Si^2 = 0.106$ (Dec 2009)
9. Questionnaire 4 ^b : Survey to students of teacher candidates (4 th -12 th)	Cronbach's Alpha (α)	$\alpha = 0.999$, for $N=411$, $S^2_{sum} = 2.603$ and $\Sigma Si^2 = 0.164$ (Dec 2009)
10. Questionnaire 5: Self-evaluation of Teacher Candidates (<i>Autoevaluación II</i>)	Cronbach's Alpha (α)	$\alpha = 0.968$ for $N=74$, $S^2_{sum} = 3.199$ and $\Sigma Si^2 = 0.243$ (May 2010)
11. Rubric – Portfolio Rubric (<i>Rúbrica para Auto-cotejo y Cotejo de los Portafolios de estudiantes-maestros en la fase de Práctica Docente</i>)	Cronbach's Alpha (α)	$\alpha = 0.997$, for $N=63$, $S^2_{sum} = 5.423$ and $\Sigma Si^2 = 0.377$ (Dec 2009)
12. Rubric – Evaluation of the Willingness of the Student Teacher: Affection and Sensitivity (<i>Evaluación de las disposiciones del estudiante-maestro: afectividad y sensibilidad</i>)	Cronbach's Alpha (α)	University Supervisors: $\alpha = 0.995$, for $N=60$, $S^2_{sum} = 1.025$ and $\Sigma Si^2 = 0.073$ (Dec 2009) Cooperating Teachers: $\alpha = 0.999$, for $N=60$, $S^2_{sum} = 0.639$ and $\Sigma Si^2 = 0.043$ (Dec 2009)
13. Evaluation of teacher candidates by their University Practice Supervisor and Cooperating Teachers	Küder-Richardson 21 Coefficient (KR_{21})	University Supervisors: $KR_{21} = 0.68$, for $M=92.23$, and $SD=4.68$, $k=100$ (Dec 2007) Cooperating Teachers: $KR_{21} = 0.597$, for $M=93.98$, and $SD=3.72$, $k=100$ (Dec 2007)