PRECONDITIONS REPORT

SUBMITTED TO THE
NATIONAL COUNCIL FOR THE ACRREDITATION
OF TEACHER EDUCATION

NCATE

SEPTEMBER 14, 2007

Contact person: Dr. José M. Encarnación
Dean for Academic Affairs
jm_encarnacion@uprh.edu
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June 1, 2007

Dr. Arthur A. Wise
National Council for the Accreditation
of Teacher Education
2010 Massachusetts Ave.
NW Suite 500
Washington, DC 20036

Dear Dr. Wise:

The unit with primary authority and responsibility for the
teacher preparation programs at University of Puerto Rico in
Humacao is the Academic Dean’s Office.

Respectfully,

[Signature]

Hilda M. Colón Plumeay, Ed.D.
Chancellor
Dean for Academic Affairs

The Dean for Academic Affairs occupies a teaching/administrative position in which he complies with the managerial obligations of the position through the planning, coordination, organization, evaluation, and direction of the institution in all academic affairs and those related directly to teaching. The Dean is responsible for the professional development of the faculty in all the institution's programs and is the head of the Teacher Education Unit with responsibility for its overall administration and operation. The managerial and administrative responsibilities of this position are divided into the following three basic areas:

I. Administration

A. Planning and Coordination

1. Develop self-studies for evaluation according to institutional accrediting agencies' requirements
2. Establish professional evaluation dates
3. Facilitate ongoing collaboration between the University of Puerto Rico and the Puerto Rico Department of Education schools in the Humacao Region
4. Articulate public service initiatives with different agencies or business establishments through the Division of Continuing Education and Professional Studies
5. Develop a broad system of community relations with respect to the educational services the institution offers

B. Governance

1. Implement institutional academic policy
2. Authorize and distribute the budget for the Office of the Dean for Academic Affairs and the travel expenses for all the departments and programs for which it is responsible
3. Participate in the system wide committees that include or are composed of the Deans for Academic Affairs from all the units
4. Participate in the institutional Academic Senate and the Administrative Board
5. Introduce and/or promote new perspectives and tendencies that support diversity, propagate humanistic and universal values tendencies, and improve the efficiency and effectiveness of the academic programs
6. Promote the educational innovations and academic programs that meet the demands of new areas of development
II. Supervision and Evaluation

A. Planning and Coordination

1. Coordinate efforts with the Academic Senate to implement institutional norms
2. Oversee the work of the Associate deans for academic Affairs
3. Oversee institutional actions pertaining to the faculty
4. Coordinate with the Office of University Development for educational planning and research
5. Coordinate a continuous and integrative plan for faculty development
6. Update and revise institutional academic programs

B. Governance

1. Oversee strict compliance to institutional norms
2. Oversee the pursuit of academic and educational excellence
3. Propitiate the development of academic initiatives that respond to needs with respect to human and educational resources in the region and country
4. Promote and participate in institutional strategic planning and assessment
5. Promote an environment where discussion and consensus of different ideas redound in academic excellence through teaching, research, and service

III. Representation and Consultation

1. Recommend actions and evaluation policies to the Chancellor
2. Substitute for the Chancellor during his absences to the institution
3. Promote, in the Academic Senate, the continuous evaluation of the philosophy, mission, and educational goals of the UPRH
Written Policies and Procedures: Institutional and Unit

The policies and regulations applicable to the Unit and those applicable to teacher candidates are included in the following official documents:

Operational Manuals

Unit

- UPRH Faculty Handbook (2006 - present)

Candidates

- UPR Students By Laws (1997 - present)
- UPRH Student Appeal By Laws (1991 - present)
- UPR – Humacao Student By Laws (1999 - present)
- Academic Rules (2002 - present)
- Institutional Catalog (2004 - 2006)
COMBENDIO
DE
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DE LA UNIVERSIDAD DE PUERTO RICO
EN HUMACAO

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INTRODUCTION

The University of Puerto Rico at Humacao (UPRH) was founded in 1962 as the University of Puerto Rico’s first Regional College. Initially, its objective was twofold: to facilitate access to the University of Puerto Rico for the students of the eastern region of Puerto Rico, and to expedite the transfer of our students to other undergraduate units of the UPR system at which they could complete a Bachelor’s Degree. Another goal was to contribute to the social, economic, and cultural development of the eastern region. As a Regional College, UPRH received its first accreditation from the Middle States Association of Colleges and Secondary Schools in 1965.

In 1973, UPRH became the Humacao University College, which enabled the establishment of various Bachelor’s Degrees at this site. The Bachelor’s Degree in Art with a Concentration in English at the Elementary School Level or the Secondary School Level was established in 1976. The Bachelor’s Degree in Elementary Education with a Concentration in the Primary Level and Special Education was established in 1978. Both programs offer the courses required by Puerto Rico’s State Department of Education for the certification of teachers.

During 2003-2004, the UPR system established the policy that initiated accreditation procedures for all academic and service programs eligible for accreditation. Up to this point, neither of the programs that focused on teacher preparation at the UPRH had ever made the commitment to submit to external accreditation procedures. This is the first time that these two teacher education programs have agreed to examine their separate course offerings in order to focus on a shared vision and mission that will make them one unit. The UPRH Teacher Education Unit, as an umbrella concept that encompasses both the Education and English departments, is a direct result of identifying this shared vision and of UPRH’s commitment toward seeking NCATE accreditation.

4.1 VISION AND MISSION OF UPRH AND TEACHER EDUCATION UNIT

UPRH Vision

The UPRH vision and mission reflects the aspirations and goals of the needs of the community that it serves (Manual de la Facultad UPRH, 2006). It is aligned with the vision and mission of the UPRH system. In its vision, the UPRH aspires to:

1. Guide students toward a commitment to excellence so they exemplify values that are based on the principles of social, ethical, moral, and intellectual responsibility. Focus its efforts on instilling within the student body a commitment toward teaching, service, and research as the focal point of university activity.

2. Offer diverse and cutting edge academic programs aimed at the development of a physically, intellectually, socially, and emotionally integrated human being.
3. Prepare leaders that transcend the boundaries of the Institution and of the country through nationally and internationally recognized academic offerings; recruiting and retaining the best students, faculty, and non faculty talent.

4. Promote collaboration between all educational levels and public and private sectors.

5. Empower the creative and research capabilities of the students at the undergraduate and the graduate levels in the arts and the sciences so they can contribute to the social, cultural, environmental, and economic strengthening of Puerto Rico and to the transference of knowledge to the world.

6. Be recognized as promoting a culture of excellence in research and service, supported by information technologies.

7. Turn into an innovative center of democratic life, where freedom of thought and expression and divergent criteria are respected. Foster dialogue and the participation of the different university sectors at all levels of institutional life.

**UPRH Mission**

The UPRH institutional mission has three major goals:

1. UPRH endeavors to effectively contribute to the ethical, cultural, and intellectual development of Puerto Rico, in general, and of the eastern region in particular through teaching, aesthetic expression, scientific and humanistic research, as well as the dissemination of knowledge.

2. UPRH endeavors to investigate the principal social, cultural, scientific and environmental problems affecting our society and to affirm ecological balance, diversity and inclusion as principles of change in a democratic society aspiring to justice.

3. UPRH expects to prepare students as professionals and contributors to the quality of life in Puerto Rico through the offering of relevant and innovative undergraduate and future graduate academic programs.

**Teacher Education Unit Vision and Mission**

The UPRH Teacher Education Unit is the main teacher preparation program in the eastern region of PR. The Unit is well aware of its distinctive responsibility to prepare competent teacher candidates in diversity, creativity, leadership, and social transformation.

**Vision**

The Teacher Education Unit has a deep-seated commitment toward guiding its teacher candidates toward exemplifying best-practices in the educational field. The Unit’s ultimate goal is to form effective and reflective men and women who master pedagogical knowledge and skills within a constructivist paradigm and who demonstrate creativity and leadership in social
transformation as they guide their future students toward becoming well-prepared future citizens of a globally oriented, pluralistic, and democratic society.

1. The Unit prepares highly-qualified teacher candidates who effectively promote life-long learning in a globally oriented, pluralistic society.

2. The Unit contributes to the development of teacher competencies that empower the teacher to be an agent of change with a strong commitment toward creativity and social responsibility. The unit prepares exceptional teachers who have a profound awareness and sensitivity to the needs of the diverse community that they serve.

3. The Unit endeavors to cultivate a life-long love of learning in which the pursuit of knowledge and its application enhances the quality of life for members of our democratic society.

**Mission**

The mission of the Teacher Education Unit is to promote the development of highly qualified and efficient teaching professionals who are prepared to creatively contribute to the social, cultural, and educational development of a globally oriented, pluralistic, and diverse society. The Unit’s mission is in alignment with the UPRH system mission and vision, as well as that of UPRH. The Unit’s mission integrates the ideals of its vision in order to guide the process of fulfilling its philosophy, purposes, and goals. The UPRH Unit’s mission is three-fold:

1. Satisfy the educational needs of teacher candidates that comprise an ever-widening global community.

2. Create a rich educational environment that promotes and instills within its teacher candidates individual creativity through educational research, technological application, and innovative methodological practices.

3. Attain the excellence and sensibility necessary for teacher candidates to develop competencies that will enable them to assume leadership in social transformation.

**4.2 PHILOSOPHY, PURPOSE, AND GOALS**

**Philosophy**

The UPRH Teacher Education Unit follows a constructivist philosophy of education based on the premise that all individuals build their own understanding of the world in which they live by reflecting on their own experiences (Bruner, 1996). Learning is a result of the depth to which learners relate their unique personal experiences and situations to the teaching-learning process. Therefore, the Unit leads its teacher candidates to develop their own higher thinking skills as they guide their students toward the acquisition of similar skills. The use of thought-provoking techniques which increase progressively in complexity and range is a key component of this approach.
Teacher candidates are expected to attain an optimum education in all areas of pedagogy. Our teacher education unit also promotes the formation of professionals who strive to become leaders of social transformation.

In order to guide teacher candidates to attain comprehensive teaching insights, attitudes, and practices, the Unit begins with an essential foundation provided by an underlying system of values and beliefs. The Unit values engaging teacher candidates in learning experiences that will guide them toward understanding and meaning. To this end, the Unit believes that the teacher candidate must become a facilitator that will maximize growth, development, and learning opportunities for each individual.

The Unit believes that teacher candidates should reflect high levels of moral and ethical behavior that are a result of a strong academic knowledge base and professional competencies. The Unit believes that these personal and professional qualities are attainable through a commitment toward a lifetime of continuous learning.

Diversity, to the Unit, is a valued component that must be recognized in order to ensure the enhancement of the teaching-learning process (Gay, 2002). The Unit defines diversity in terms of: 1) Socio-economic level; 2) Geographic region; 3) Gender; 4) Sexual orientation; 5) Ethnic/cultural background; 6) Religion; and 7) Special needs/Disabilities and Gifted & Talented.

The Unit believes that teacher candidates must be prepared to work with students from all socio-economic levels that reside in urban as well as rural geographic regions. Teacher candidates need to also be sensitive to differences in gender, sexual orientation, ethnic/cultural background, and religion in order to ensure that the educational process takes place in an environment of tolerance and respect.

The Unit recognizes the importance of teacher candidates having the ability to work with students who have diverse learning needs. This includes having the skills and disposition to meet the needs of students with learning differences across the entire educational spectrum from slow learners to gifted and talented.

The numerous characteristics that respond to the Unit’s definition of diversity require teacher candidates to enter the teaching profession possessing a myriad of multi-dimensional methodological skills that are the foundation of educators’ best practices. Education, as viewed from a globally-oriented perspective, also involves recognizing that parents and community stakeholders are essential to the teaching-learning process.

These beliefs, that the Unit acknowledges as the best practices within the educational field, have guided the design of the Teacher Education Unit, the teaching practices of the faculty, and the academic and professional development of all teacher candidates.

**Purpose**

The Teacher Education Unit prepares teacher candidates in kindergarten through third grade with a minor in special education and English in elementary and secondary education. The Unit’s purpose, based on its philosophy, is two-fold. The Unit aspires to guide teacher
candidates in toward adopting a constructivist educational vision. Within this constructivist paradigm, teacher candidates will become facilitators in guiding their future students toward constructing their own knowledge. The Unit provides the experiences and environments necessary to enable teacher candidates to tap into their own creativity based on the knowledge foundations they have acquired from this paradigm and put it to the service of their students.

The Unit also aspires to guide teacher candidates toward reflectively assessing their pedagogical practices in order to envision limitless possibilities. This reflection is the basis for constructing meaning from what teacher candidates have learned. Teacher candidates are empowered to guide students toward reflecting on their own learning experiences as they engage in metacognitive processes that lead to the construction of their own knowledge. This in turn will guide teacher candidates toward becoming creative leaders in social transformation.

Goals

The Teacher Education Unit’s philosophy and purpose are reflected in a set of goals that promotes competence in diversity, creativity, leadership, and social transformation in teacher candidates.

Goal 1: To develop teacher candidates who have the knowledge, skills, and dispositions to put into practice the pedagogical knowledge they acquire to create the opportunities through learning experiences that foster diversity, creativity, leadership, and social transformation.

Goal 2: To prepare teacher candidates, through field experiences and clinical practice, so that they will become creative facilitators and active leaders who will provide ample opportunities and learning experiences in constructivist scenarios to satisfy the diverse needs of their students and community.

Goal 3: To develop teacher candidates who effectively use technology and constructivist methodologies that will enhance classroom learning opportunities for their students.

Goal 4: To prepare teacher candidates who will engage in actively reflecting about and assessing learning that facilitates effective decision-making within the classroom and the community which mirrors understanding and ownership of the dynamic vision of the Unit’s constructivist philosophy.

The Unit’s philosophy, purpose, and goals reflect its overall commitment toward preparing teacher candidates who are ready to meet the challenges within the educational environment of the 21st century.

4.3 KNOWLEDGE BASES

Philosophical Foundation of Constructivism

The UPRH Teacher Education Unit has adopted an educational perspective that is consonant with the philosophical principles of constructivism in order to effectively meet the challenges of the evolution of new educational scenarios. Developments in the field of science, economic
globalization and profound social transformations, among other factors, have changed the traditional way in which the UPRH Teacher Education Unit interprets reality. This emerging paradigm shift has radically modified the purposes of education for the Unit. This perspective suggests that educational purposes focus on processes that enable the Unit’s teacher candidates to assimilate new ideas, perceive new theoretical and practical structures, solve problems that are only minimally conventional, and construct new knowledge to face the contingencies of a complex and diverse world.

Theoretical Framework for Constructivism

Constructivism is an educational model that stems from the epistemological principles derived from cognitivism inside the school of psychology. Contrary to behaviorism, which focuses on observing, measuring, and modifying behavior (MSN, Encarta 2007), constructivism views education as an internal process where an individual is capable of obtaining a particular vision of reality and building his or her own knowledge schema. According to Ferreiro (1996), cognitivism is interested in mental representations of reality, and also how these representations are generated or constructed. Constructivism implies models of action, reaction, and critical sense. In other words, learning takes place constructing one’s own knowledge from personal experiences (Ormrod, 2003).

According to Bruner (1996), the teacher acts as a facilitator that motivates students to discover principles on their own and to construct their knowledge working on authentic problem solving usually in collaboration with others; a social constructivist view of knowledge. Vygotsky (1962) concurs by posing that human action, by definition, uses mediating instruments, like tools and language, and these provide the essential form to that action; and therefore the mediated action is more important than the action.

Hein (1991) provides an effective summary of the fundamental principles of constructivism. He contends that: (1) the acquisition of knowledge, skills, and values is a process in which the student learner uses the sense and previous information to construct new meanings; (2) learners learn as they learn; (3) mental action is essential to the construction of meanings, but physical action might be necessary to the acquisition of knowledge, especially in children; (4) cognitive development is a social activity; (5) the acquisition of knowledge is contextual; (6) knowledge is needed in order to learn; (7) learning takes time; and (8) motivation is an essential element in the process of education.

Diversity

Cultural diversity is defined by the culturally responsive teaching perspective which encompasses the use of characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching more effectively (Gay, 2002). Diversity, for teaching, is considered more than knowing general characteristics and knowledge about some cultures; it includes, but is not limited to, cultural values, traditions, communication, learning styles, contributions, and relation patterns (Hollins, King, & Hayman, 1994; Pai, 1990; Smith, 1998; Gay, 2000). In the area of learning, the concept of diversity focuses on how to teach and how to build upon levels of knowledge within a diverse cultural population.
Diversity and how to prepare students to teach conveys five essential elements: (1) development of a knowledge base for diversity; (2) inclusion of the concept of diversity within the curriculum; (3) the demonstration of how to care and build learning communities; (4) communication with students who represent diverse groups; and (5) delivery of sound and effective instruction (Gay, 2000; Gay, 2002, Cortés, 2000).

Various approaches on how to teach diversity are consonant with the constructivist philosophy. Teaching diverse groups entails using a collaborative strategy within the classroom. This facilitates providing experience in which students have the opportunity to analyze situations together and arrive at a consensus on how to work out solutions that will give the best results (Cortés, 2000; Banks & Banks, 1995; Spring, 1995).

As a centrally located point in the Caribbean, Puerto Rico has become a rapidly growing and culturally diverse island nation. The immigration of Central and South Americans, a growing Arab and Asian community, and most recently, the second home to people from the Dominican Republic, have changed the island’s school landscape. The Teacher Education Unit’s curriculum emphasizes the contribution of diverse cultures to Puerto Rico and how the Unit has to provide for the incorporation, appreciation, and significance of diverse cultures within the everyday activities at the UPRH. Emphasis is given by the Unit to contributions in literature, religion, economics, politics, and community development by the island’s culturally diverse population.

Within this scenario, careful consideration is placed on services to meet the needs of special populations. Special needs students, especially those at the elementary level, are identified at an early age. Careful consideration is given to those processes teacher candidates need to follow for early identification of learning problems in students and how to interpret behaviors related to cultural diversity. Learning together is paramount within the Unit’s teaching-learning model. Culturally different students are challenged to find new and common meanings to situations and problems that will lead to effective learning and understanding. A main idea is to help students expand their own perceptions, views, and mental processes through culturally diverse teamwork. Teacher candidates learn how to adapt curriculum and learning strategies that will help achieve cultural diversity within each subject matter and curricular activities.

**Creativity**

The UPRH Teacher Education Unit strives to develop creativity in its teacher candidates to the effect that they can embody the dispositions and practices that will compel them to become the active participants social transformation requires. This dynamic creativity is consonant with the critical and pragmatic perspective exposed in the contributions of great leaders of educational, social, and humanistic tendencies like John Dewey, Eugenio María de Hostos, and Paulo Freire.

From Dewey’s perspective (1982), the very definition of life included the modern concepts of process and self-renovation that depend on action upon the environment. In today’s discourse, this systematic creativity that serves as the basis for self-improvement is the essence of constructivism; the paradigm upon which the Unit guides teacher candidates to explore the limitless possibilities of their personal, academic, and professional growth and development.

Creativity as an element for cognitive and social activity that has the power to form and transform in what Hostos was leading to when he posed that “… reason does not receive already
formed ideas but forms them on their own, and to do so must support itself on the testimony of the senses …” (translated from Eugenio María de Hostos, 1991). Teacher candidates draw from personal, social, and educational contexts to create and construct new and ever-changing environments that, in turn, set the stage for continuous transformation.

Consonant to Freire’s critical and pragmatic theory exposed in his seminal work Pedagogy of the Oppressed (1993), teacher candidates learn to use their own life and learning experiences as the backdrop for the development of a dynamic vision that is receptive to constant change. This disposition for change facilitates and sets the scaffolding teacher candidates need for creating a myriad of engaging environments that promote learning to learn and learning to help others learn and redounds in the effective transformation of society.

**Leadership**

The Teacher Education Unit promotes the development of teacher candidates as proactive leaders who will work towards social transformation. Immersed in learning centered environments, teacher candidates will exercise effective leadership by engaging students through autonomous participation and active collaboration (Senge, 2006).

The Unit promotes the use of creativity that empowers leadership. As life-long learners, practitioners, and facilitators, UPRH teacher candidates are aware of the constant change and demands for excellence in performance and results in today’s world. An integrated vision of a diverse society permits teacher candidates to continually construct, assess, and clarify values that foster leadership within the family, school, and community.

UPRH teacher candidates are capable of putting into practice highly professional and social competence that reflects personal values and ethics which sustains them in their leadership role to effectively capitalize (Kaser, Munday, Stiles, Loucks-Horsley, 2006) on social transformation. This leadership reflects social intelligence (Thorndike, 1920, Goleman, 2006) in teacher candidates from classroom experiences through clinical practice. As constructivists and reflective thinkers, teacher candidates recognize the challenges of social change and lead collaborative efforts to understand and successfully promote transformation within a diverse and technologically oriented society.

**Methodology**

The Teacher Education Unit is committed to offering a variety of methodology courses to strengthen the knowledge and skills teacher candidates will need to be effective and highly qualified facilitators. Ornstein and Hunkins (2006) contend that “… each individual should choose an approach and definition, a school of philosophy and psychology, development and design models, theory and practice relationships, and curriculum responsibilities he or she wishes to promote.” The Unit concurs and equips teacher candidates with experiences in a repertoire of choices that will serve to inform their practice options.

The academic and practical initiatives that teacher candidates experience at each level of their candidacy emphasize the optimum development of thinking about and for active and direct participation in all educational activities that promote their holistic development. To this effect,
the Teacher Education Unit makes sure that professional content courses are included in the course offerings and that these are geared towards teaching and learning experiences that produce results. This, according to Gardner (1998), is part of the methodology upon which processes that help teacher education emerge and develop.

According to Bruner (1996), alternative approaches and methods based on knowledge, gleaned from social and personal experience, as an agent of change is a foundation for what he refers to as the “culture of education”. The Unit makes a significant contribution to that culture by fomenting reflection and analysis in the pedagogical experiences it facilitates for the teacher candidates.

Field Experiences and Clinical Practice

The Teacher Education Unit strongly believes that field experience and clinical practice are essential components of the three programs that prepare teacher candidates to work in public and private systems. These experiences allow the teacher candidates to demonstrate the knowledge, skills, and dispositions acquired through their educational development. Since a majority of teacher candidates begin the Unit’s teacher preparation programs coming from schools that are based on traditional methods of teaching, to become a constructivist teacher requires that the Unit guides them through field experiences in which they will learn by constructing their own knowledge in real scenarios (Ormrod, 2003). In a social constructivist field experience, teacher candidates are engaged in experiences, reflection, and self-examination which allows the construction of their own understanding and meaning of the world; and, at the same time, helps them to aid the construction of ideas in their students (Eggan, P., & Kauchak, D., 2001). Through this paradigm shift toward constructivist field experience, the Unit expects that teacher candidates become student-centered and that they recognize that students have to be taught in environments in which all children’s voices are heard, respected, and trusted (Desjean-Perrotta, 1996).

Field experiences and the clinical practice are designed to reflect the Unit’s Conceptual Framework which addresses five basic components: Philosophy and social foundation, methodology, field experience and clinical practice, technology, and assessment. These components address the institutional goal to develop educators that are life-long learners who demonstrate the creativity and leadership needed to empower students to be part of social transformation within the community. As agents of change, teacher candidates are also expected to instill five basic elements within their students: construction of knowledge, critical reflection, active collaboration, problem solving, and autonomy. Desjean-Perrotta (1996) suggests that any paradigm shift touches one’s belief as educators but teachers have to take risks, experiment, reflect, evaluate professional goals and beliefs, and become life-long learners in the process. It is the goal of the Teacher Education Unit that through field experiences and clinical practice teacher candidates will learn to incorporate a constructivist knowledge base in order to engage in social transformation (Vygotsky, 1978; Cortés, 2000).

Technology

According to Bagley and Hunter (1992), students become empowered and spend more time in active construction of knowledge when using technology. Technology in constructivist settings provides more resources for student to use in problem solving and critical reflection.
Students who are encouraged to use technology for educational purposes also spend more time collaborating with other students and communicating with facilitators.

Students in both public and private schools who are exposed to a wide-range of technological resources and activities exhibit an increase in involvement with complex, authentic tasks (SEDL, 2006). Technological resources may include PC and laptop computers, software programs, overhead and LCD projectors, digital and film cameras, and access to the Internet. Activities that can only be carried out using technology include communicating through e-mail, accessing databases, preparing assignments and research using word processing, designing spreadsheets, conducting simulations, and conducting primary research that may be otherwise difficult to access using the world wide web (Internet).

Technology can complement constructivism to support increased student engagement, learning, and achievement (SEDL, 2006). For example, simulations are excellent constructivist learning tools, since users can negotiate environmental constraints, solve simulated real-world problems, and witness the effects of changes in variables. Interactive multimedia software packages can simulate complex work experiences and serve as critical tools to evaluate the kinds of skills that are so often difficult to measure using traditional evaluation methods.

Constructivist methodologies and technology complement each other on many levels. Constructivism is about inquiry, exploration, autonomy, and personal expressions of knowledge and creativity that lead toward social transformation (SEDL, 2006). Technology, if used correctly within the classroom, is a valid tool for social transformation since it allows for exploration and highly creative and individualized self-expression.

In this respect, technology has forever changed the face of the educational environment (SEDL, 2006). There is now immediate access to more information and instant global news than a generation ago. Technology has also opened up opportunities for hands-on and real-world learning experiences that facilitate communication with learners around the world. The Teacher Education Unit provides the professional development that is needed for teacher candidates to construct knowledge about pedagogy, content, and technology, as well as strategies for managing changing constructivist classroom environments supported by technology (SEDL, 2006).

Assessment

The UPRH Teacher Education Unit conceives assessment as an integral facet of instruction (Tucker & Stronge, 2005). In this context, assessment is a necessary tool to understand and complement the teaching-learning process and to develop stronger data-based action research.

It is fundamental that teacher candidates visualize learning as social, cognitive, and a result of the influences of cultural circumstances in which individuals live and its diverse capabilities (Vygotsky, 1962, Gardner, 1983). Learning is a dynamic construction of understanding which comes from the influence of experiences, interests, and needs. Precise understanding comes from the process of interaction between the subject and the object (Piaget & Inhelder, 1971).

Assessment processes are instituted to adapt and create ways to collect information and feedback about student learning performance. Assessment processes focus on results and should
be improved to focus on professional development for teacher candidates and to supply new or different instructional resources for learners (Carr & Harris, 2001). Teacher candidates should be able to collect, organize, and interpret information that facilitates reflecting about the teaching/learning process in order to evaluate student performance.

The teacher candidate should study and apply assessment as a tool in service to the learner (Grennon & Brooks, 1999) and as an instrument to analyze experiences, self-assess, and continuously improve his/hers educational practices.

Social Transformation

A critical agenda for constructivism is to instill within students a sense of confidence that they are capable of shaping their own destinies and reshaping, or transforming, the society in which they live (Lugo Colón, 2007). The aim of this agenda is not to correct misperceptions on the part of the learner, but to empower the learner with the critical faculties necessary to perceive the social/political reality that surrounds them and give them the independence to transform this reality. Habermas (1972) characterizes three fundamental interests, technical, practical, and emancipatory, of which achieving emancipation is the role of constructivism in bringing about social transformation. Achieving emancipation enables students to engage in autonomous, purposeful social action.

Social constructivism, according to Vygotsky (1978), emphasizes education for social transformation and reflects a theory of human development that views students within a sociocultural context. Students are encouraged to engage in individual development derived from social interactions within which cultural meanings are shared by the group and eventually internalized by the individual (Richardson, 1997). In order for social transformation to take place, students need to construct knowledge within a contextual environment, and in the process, both the student and environment are changed.

Schools, in this case, can be perceived as being sociocultural environments (Richardson, 1997). Therefore, to accomplish the goals of social transformation, educators should envision constructivism as a theory of learning, not as a theory of teaching (Wolffe & McMullen, 1996). In this theory of learning, facilitators need to consider two ideas: the extent to which the social is acknowledged as a critical factor in learning and the individual cognitive development within each subject area (Richardson, 1997).

A primary challenge for teaching professionals is to transform social constructivism from a theory of learning to a theory of teaching (MacKinnon & Scarff-Seatter, 1997). Teaching professionals have to understand the knowledge that is required by the different discipline-specific subject areas and mirror this understanding with the constructivist methods that are found in education courses and practicum. Teaching professionals need to model constructivist approaches that engage teacher candidates in diverse methodologies, field experiences, and assessment techniques (Lugo Colón, 2007). In this way, teacher candidates will be better prepared to engage their future students in construction of knowledge, critical reflection, and active collaboration that will lay the foundation for social transformation.
4.4 CANDIDATE PROFICIENCIES

In the UPRH Teacher Education Unit, candidate proficiencies represent a common core of knowledge, skills, and dispositions, and teacher practices that will guide the initial and continuing professional development of teachers in four core areas:

- Diversity
- Creativity
- Leadership
- Social Transformation.

In these four core areas of competency, teacher candidates are consistently encouraged to construct and take autonomy over their own learning and to create meaningfully diverse learning environments that will help them guide their future students toward engaging in social transformation within a continuously changing and dynamic society. In this way, teacher candidates will be recognized as leaders in social transformation that is needed in a global society in order to provide a better quality of life for everyone.

UPRH Teacher Education Model

The UPRH Teacher Education Model (figure 1) focuses on both the teacher candidates and the students in public and private elementary and secondary schools who are the primary stakeholders. In the circle to the left, teacher candidates attain knowledge, skills, and dispositions to become effective and reflective teachers in the four core areas of competency: diversity, creativity, leadership, and social transformation by first developing a strong philosophical and social foundation of education. Teacher candidates exercise this foundation through on-going curricular activities that focus on methodology, field experiences and clinical practice, technology, and assessment and research.

As illustrated in figure 1 in the circle to the right, teacher candidates have the knowledge, skills, and dispositions to facilitate the concepts of diversity, creativity, leadership, and social transformation within their students. Students, in turn, are empowered to become effective and reflective life-long learners who construct their own knowledge, engage in critical reflection, seek active collaboration, become problem solvers, and reach a state of autonomy that is a key component within the Unit’s constructivist paradigm.
Candidate Proficiencies Focused on Four Core Areas

Area 1: Diversity

1. Teacher candidates are aware and sensitive to the individual needs and rights of the student population in diverse teaching scenarios.
2. Teacher candidates master and continuously review their language communication skills and the use of educational technology as a methodological tool to enhance the teaching/learning process within a diverse population.

Area 2: Creativity

3. Teacher candidates demonstrate the disposition to understand, promote, and value a constructivist view of education as a permanent process that is unique, creative, and responsive to the social needs of the community.
4. Teacher candidates select, design, and assess constructivist strategies and methodologies which promote life-long learning through autonomy, critical reflection, active collaboration, problem solving, and construction of knowledge in diverse contexts.
Area 3: Leadership

5. Teacher candidates adopt transformational leadership roles in their field experiences and clinical practice by creating learning environments that promote reflection, assessment, and research.

6. Teacher candidates establish effective connections and maintain open lines of communication with members of the educational community.

Area 4: Social Transformation

7. Teacher candidates develop as integral individuals who demonstrate ethical, civic, and professional competencies in their field experiences, clinical practice, and professional career in order to contribute effectively as educational leaders that promote a culture of life-long learning.

8. Teacher candidates pursue and revise their understanding of social responsibility in a global context by engaging in assessment activities and action research investigations that enrich their educational experience.

Table 1: Alignment of Proficiencies with Institutional, State, and NCATE Standards

<table>
<thead>
<tr>
<th>NCATE Standards</th>
<th>INTASC Principles</th>
<th>State Standards (PR Council on Higher Education)</th>
<th>UPRH Teacher Education Unit’s Candidate Proficiencies</th>
</tr>
</thead>
</table>
| A. Content Knowledge for Teacher Candidates: Initial and Continuing | INTASC 1: Knowledge of Subject Matter  
The teacher understands the central concepts, tools of inquiry, and structure of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.  
INTASC 6: Communication Skills  
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction. | Section 2.1.1: Teacher candidates understand the central concepts, tools of inquiry, and structure of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for students.  
Section 2.1.7: The teacher candidate models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | Area 1: Diversity  
1. Teacher candidates have an awareness and sensitivity of the individual needs and rights of the diverse student population within a global and pluralistic context.  
2. Teacher candidates master and continuously review their language communication skills and the use of educational technology as a methodological tool to enhance the teaching/learning process within a diverse population. |
<table>
<thead>
<tr>
<th>NCATE Standards</th>
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<th>UPRH Teacher Education Unit’s Candidate Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Pedagogical Content knowledge for teacher candidates: Initial and Continuing</strong>&lt;br&gt;Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional state and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.</td>
<td><strong>INTASC 7: Instructional Planning Skills</strong>&lt;br&gt;The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</td>
<td><strong>Section 2.1.4: Teacher candidates recognize the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</strong></td>
<td><strong>Area 2: Creativity</strong>&lt;br&gt;3. Teacher candidates have the disposition to understand, promote, and value a constructivist view of education as a permanent process that is unique, creative, and responsive to the social needs of the community.</td>
</tr>
<tr>
<td><strong>INTASC 4: Multiple Instructional Strategies</strong>&lt;br&gt;The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</td>
<td><strong>Section 2.1.5: The teacher candidate uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</strong></td>
<td>4. Teacher candidates select, design, and assess constructivist strategies and methodologies which promote lifelong learning through autonomy, critical reflection, active collaboration, problem solving, and construction of knowledge in diverse context.</td>
<td></td>
</tr>
<tr>
<td>NCATE Standards</td>
<td>INTASC Principles</td>
<td>State Standards (PR Council on Higher Education)</td>
<td>UPRH Teacher Education Unit’s Candidate Proficiencies</td>
</tr>
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</tr>
<tr>
<td>C. Professional and Pedagogical Knowledge and Skills for Teacher Candidates</td>
<td>INTASC 5: Classroom Motivation and Management</td>
<td>Section 2.1.6: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td></td>
</tr>
<tr>
<td>Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students’ prior experiences and applying the ideas to real-world problems.</td>
<td>INTASC 9: Professional Commitment and Responsibility</td>
<td>Section 2.1.9 Teacher candidates are reflective practitioners who continually assess the effects of choices and actions on others. They actively seek out opportunities to grow professionally and utilize assessment and professional growth to generate more learning for more students.</td>
<td></td>
</tr>
<tr>
<td>INTASC 10: Partnerships</td>
<td></td>
<td>Section 2.1.10 Teacher candidates foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.</td>
<td>Area 2: Creativity</td>
</tr>
<tr>
<td>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</td>
<td></td>
<td>Area 3: Leadership</td>
<td>4. Teacher candidates have the disposition to understand, promote, and value a constructivist view of education as a permanent process that is unique, creative, and responsive to the social needs of the community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Teacher candidates adopt transformational leadership roles in their field experiences and clinical practice by creating learning environments that promote reflection, assessment, and research.</td>
<td>Teacher candidates select, design, and assess constructivist strategies and methodologies which promote life-long learning through autonomy, critical reflection, active collaboration, problem solving, and construction of knowledge in diverse contexts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Teacher candidates establish effective connections and maintain open lines of communication with members of the educational community.</td>
<td></td>
</tr>
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<td>NCATE Standards</td>
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</tr>
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</tr>
<tr>
<td><strong>D. Student Learning for Student Candidates: Initially and Continuing</strong></td>
<td><strong>INTASC 2: Knowledge of Human Development and Learning</strong>&lt;br&gt;The teacher understands how children learn and develop and can provide opportunities that support their intellectual, social, and personal development.</td>
<td>Section 2.1.2 Teacher candidates understand how students learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of all students.</td>
<td><strong>Area 2: Creativity</strong>&lt;br&gt;3. Teacher candidates have the disposition to understand, promote, and value a constructivist view of education as a permanent process that is unique, creative, and responsive to the social needs of the community.</td>
</tr>
<tr>
<td></td>
<td><strong>INTASC 3: Adapting Instruction to Individual Needs</strong>&lt;br&gt;The teacher understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.</td>
<td>Section 2.1.3 Teacher candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.</td>
<td><strong>Area 4: Social Transformation</strong>&lt;br&gt;7. Teacher candidates develop as integral individuals who demonstrate ethical, civic, and professional competencies in their field experiences, clinical practice, and professional carrier in order to contribute effectively as educational leaders that promote a culture of life-long learning.</td>
</tr>
<tr>
<td></td>
<td><strong>INTASC 8: Assessment of Student Learning</strong>&lt;br&gt;The teacher understands and uses formal and informal assessment strategies to evaluate and insures the continuous intellectual, social, and physical development of the learner.</td>
<td>Section 2.1.8 Teacher candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</td>
<td>8. Teacher candidates pursue and revise their understanding of social responsibility in a global context by engaging in assessment activities and action research investigations that enrich their educational experience.</td>
</tr>
</tbody>
</table>
By focusing on the four areas of diversity, creativity, leadership, and social transformation, the Unit ensures that the candidate proficiencies are in alignment with the Unit’s philosophy, purpose, and goals. The Unit is founded on constructivist principles that focus on maximizing the growth, development, and learning opportunities for each individual that are reflected in a commitment toward a lifetime of continuous learning. This commitment is reflected in each teacher candidate through a demonstration of a high degree of proficiency in the four key areas of diversity, creativity, leadership, and social transformation.

Alignment with SPAs

The candidate proficiencies are also in alignment with the corresponding specialized professional associations (SPAs): National Association for the Education of Young Children (NAEYC) for the B.A. in Education K-3 program and the Association for Teachers of English to Students of Other Languages (TESOL) for the B.A. in English program. The core areas of diversity, creativity, leadership, and social transformation are reflected throughout the standards of these two SPAs, and therefore, align themselves closely to the high degree of proficiency that teacher candidates are expected to attain.

4.5 ASSESSMENT SYSTEM

Description of the Assessment System

The UPRH Teacher Education Unit Assessment System includes four transitions: entry level, pre-clinical practice, clinical practice, and follow-up after graduation. Each of the transition levels aligns with the candidate competencies providing a coherent foundation within the conceptual framework to facilitate development of the effective and reflective teachers the Unit endeavors to form.

Assessment Model

The model for the UPRH Teacher Education Unit assessment system reflects a spiral sequence that is initiated with the teacher candidate entry level and progresses through pre-clinical practice, clinical practice and post graduation. On the right hand side of the model, each rectangle names the respective assessments that are used to evaluate each level of transition.

At the entry level, teacher candidates must meet admissions requirements. Once admitted into their respective programs, a teacher candidate is profiled. Starting with information based on IGS scores, a written essay, and an interview, candidates’ knowledge, skills, and dispositions are assessed. This level also provides the Unit with data to inform its curriculum and activities in order to meet the needs of its teacher candidates.

At the pre-clinical practice transition, teacher candidates are administered a pre and post test in the core education course at this level. This is the starting point for collecting information about the Unit’s process to form teacher candidates’ knowledge, skills, and dispositions through the teaching portfolio and the teacher work sample.
During clinical practice, teacher candidates will continue to be assessed. At this level the assessment will continue using the professional portfolio and the teacher work sample. The process now incorporates faculty and student evaluations, as well as the evaluation of the site cooperating teacher. The data is used to track progress and affect the process in order to provide additional experiences to teacher candidates if needed.

The post graduation level is also a key component to assess the Unit. Data is collected using alumni surveys, employer surveys, and student surveys.

The arrows to the left of the transition points indicate the flow of the unit assessments in their progress from one transition point to the other. Each of the assessments provides the information about the attainment of the knowledge, skills, and dispositions required for the candidates to become effective and reflective teachers at the different levels. These assessments are vital to inform decisions about remediation, changes in strategy and methods that can ensure highly qualified teachers.

The model incorporates the four core areas of candidate competencies that are the foundation for assessment in rectangles that surround the diagram. These core areas: diversity, creativity, leadership, and social transformation frame the processes included in the rest of the diagram. The core areas are connected by arrows that flow in a continuous cycle to represent the fact that the Unit considers each one vital to the formation of the effective and reflective teacher candidates.
MODEL ASSESSMENT SYSTEM
UPRH TEACHER EDUCATION UNIT

DIVERSITY

ENTRY LEVEL

PRE-CLINICAL PRACTICE

CLINICAL PRACTICE

POST GRADUATION

CREATIVITY

Unit Assessments

LEADERSHIP

Social Transformation

- Admission Requirements
  1. IGS
  2. Written Essay
  3. Unit Screening
  4. Interview

- Pre & Post Test EDFU 3045
- Portfolio
- Teacher Work Sample

- Portfolio
- Teacher Work Samples
- Faculty & Student Evaluation
- Cooperating Teacher Evaluation

- Alumni Survey
- Employer Survey
- Student Survey
Assessment System Based on Four Transition Levels

1. ENTRY LEVEL

The first transition of the Unit’s assessment system focuses on the entry level requirements for prospective teacher candidates. Each of the two programs in the Teacher Education Unit establishes the entry level admissions requirements for its first-year teacher candidates. A Teacher Candidate Profile is then established by each program based on the teacher candidates who attain admission. These entry level teacher candidates are the foundation of each of the respective four-year teacher preparation programs.

Admission Criteria to UPRH

The admission criteria for all entering first-year students at UPRH is based on an Indice General de Solicitud [General Admission Index or IGS]. The Teacher Education Unit has the following IGS: B.A. in English with a minor in Elementary or Secondary English – 2.50; and B.A. in Education K-3 – 2.82. This IGS is determined through the application of a formula in which 50% is obtained from students’ high school grade point average and 25% is obtained from each, the verbal and mathematics sections of the College Board Entrance Examination (CEEB).

Upon admission, UPRH places students in the appropriate course level for Spanish, English, and mathematics based on the College Board academic test results for each of these parts. The English BA Program also requires that teacher candidates admitted to the program have a minimum score of 580 in the English portion of the CEEB.

Teacher Education Unit Admission Criteria

The Teacher Education Unit receives from the Admissions Office the names of those students who have applied to the respective programs. Once the student has completed all the admission requirements, the Unit Admissions Committee schedules a formal meeting in which students are interviewed and required to write an essay. The interview and essay focus on the following areas: (1) philosophy of education, (2) direct experience with children, (3) work experience, (4) students’ dispositions and interests and (5) travel experiences. This interview and writing sample ensure that incoming students have the minimum literacy standards to successfully complete their respective programs and the knowledge, skills, and dispositions to become effective and reflective practitioners.

In the case of those students who meet the IGS requirements but need additional support to increase their literacy competence, the Admissions Committee determines the type of referral for remedial support based on the results of these two assessments.
2. PRE-CLINICAL PRACTICE

The second transition begins with the core course for both of the programs in the Teacher Education Unit, Participant Observation (EDFU 3045) that is offered to teacher candidates beginning the first semester of the second year in their studies to complete the requirements as teacher candidates. This level includes both formative and summative assessment of candidate performance and development of the knowledge, skills, and dispositions. Formative and summative assessments include: a pre and post test, action research projects, on-site observation, and hands-on experiences associated with the teaching career. These assessments are used by the faculty members teaching this core course and the results are reported to the respective program coordinators and the directors.

Pre and Post Test in the Core Course EDFU 3045

The Unit uses a Pre and post test to assess the teacher candidate’s progress in the pre-clinical setting. It is administered at the beginning and at the end of the course. The purpose is to assess the extent to which the pre-clinical experience has affected the knowledge, skills, and dispositions of teacher candidates in the core areas of competencies: diversity, creativity, leadership, and social transformation.

The results of the pre-test provides information about the teacher candidate’s ability upon entering the pre-clinical experience and provides baseline data to benchmark a teacher candidate’s achievement level. Differences between the pre-test and post-test will reflect the acquisition of knowledge and the degree of disposition that a teacher candidate has attained. The results of this analysis are used to identify areas of skill deficiency and to track improvement within the assigned time frame that this course is offered.

Professional Portfolio

Teacher candidates are required to evidence their teaching experiences beginning at this level in a professional portfolio that contains evaluation and assessment samples, meeting and interview forms, group profile, and a case study. The professional portfolio is reviewed by the course professor during the pre-clinical practice using an assessment rubric to ensure that teacher candidates are engaged in meaningful teaching activities that focus on diversity, creativity, leadership, and social transformation.

Teacher Work Sample

The Teacher Work Sample (TWS) is also initiated as a requirement at this level. It is primarily used to guide teacher candidates in the constructive reflection of the teaching practices based on their observations in this course.
3. CLINICAL PRACTICE

The third transition is designed to be a culminating pre-graduation experience in which teacher candidates make the transition from theoretical knowledge obtained in pre-clinical practice, foundation and methodology courses to the application of this knowledge in real-life teaching scenarios. The teacher candidate engages in extensive clinical practice during one semester at a practice center that can be either in a public or accredited private elementary or secondary school. The performance of the teacher candidate is assessed by the practice coordinator and cooperating teacher through a professional portfolio, teacher work sample, and formative and summative evaluations of lesson planning and teaching performance.

Professional Portfolio

Teacher candidates are required to evidence their teaching experiences at this level in their professional portfolio that contains lesson plans, evaluation and assessment samples, meeting and interview forms, group profile, case study, and special project. In addition, teacher candidates are asked to write a series of reflections this time on their philosophy of teaching and individual teaching experiences. The professional portfolio is reviewed by the practice coordinator and cooperating teacher four times during the clinical practice using an assessment rubric to ensure that teacher candidates are engaged in meaningful teaching activities that focus on diversity, creativity, leadership, and social transformation.

Teacher Work Sample

The Teacher Work Sample is required to evidence that teacher candidates under the guidance of their practice supervisor and their cooperating teachers are fully immersed in the learning process. The TWS is evaluated through assessment rubrics by the practice supervisor in three stages as the semester progresses, and is designed to help the teacher candidate assess his or her own teaching in terms of student performance. Teacher candidates are required, through the TWS, to continuously assess and analyze student learning, make appropriate adjustments to instruction, have a positive effect on learning for all students, and engage in reflection and self-assessment (The Renaissance Partnership for Improving Teacher Quality, 2002). The final evaluation of the Teacher Work Sample provides evidence of the degree to which the teacher candidate guided his or her students toward fulfilling the expectations in the areas of diversity, creativity, leadership, and social transformation within a constructivist paradigm.

Faculty and Student Evaluations

The Teacher Education Unit’s practice supervisors and cooperating teachers are also engaged in continuous evaluation of teacher candidates’ lesson planning and teaching performance. The practice supervisor conducts an exploratory visit and a minimum of three formative evaluations based on observations for the purpose of helping the teacher candidate in designing, implementing, and evaluating lesson plans as well as engaging in a group profile, case study, and special project reports.

The cooperating teacher meets on a daily basis with the teacher candidate, and also conducts formative evaluations based on observations to ensure that lesson planning and teaching
performance reflect a constructivist approach. The practice supervisor and cooperating teacher conduct one final evaluation that is both collaborative and summative at the end of the clinical practice. These summative evaluations focus on evidencing that teacher candidates have obtained the highest level of proficiency in the areas of diversity, creativity, leadership, and social transformation.

4. POST GRADUATION

The fourth and last transition follows up on the teachers that graduate from the programs through the administration of surveys to the three primary stakeholders of the teacher preparation process: the alumni, the employers, and the students.

Alumni Surveys

The UPRH Teacher Education Unit administers an alumni survey to collect information about the alumni’s continuing pursuit of professional and personal growth such as the attainment of teacher certification, academic and professional accomplishment, academic and professional activity, and the evaluation of the programs they graduated from through the perspective of the experience of practicing their profession.

Employer Surveys

The Unit administers an employer survey to collect information from these stakeholders that can provide data to inform the teacher preparation process itself such as the degree of satisfaction with the general, professional and practical performance of the teachers under their supervision that graduated from the Unit, and the perception of possible areas for improvement of their preparation as teachers in the system for which they work.

Student Surveys

The Unit administers student surveys to collect information from the students who are the responsibility of the teachers that graduate from the Unit. This information revolves around students’ perception of the strengths and weaknesses of their teacher with respect to mastery of the subject area they teach and their pedagogical expertise, as well as their effectiveness.

All three types of surveys are administered every two years. The data collected from these surveys is tabulated and presented at a faculty meeting. Then it is included in the operational plans and processes of the standing committees that work with program revision, the faculty that works with seminar and/or practicum courses, and the faculty teaching courses that are directly related to the data collected.
Implementation of the Assessment System for the UPRH Teacher Education Unit

The assessment system is designed to be implemented on a two-semester basis. It is an ongoing process that has been incorporated into the Assessment Plan of both the Education Department and the English Department. By the end of the first academic year of the implementation of the system, the Teacher Education Unit will have the data from three semesters based on each transition level. The report will be presented to the faculty and submitted to the Dean for Academic Affairs to be included in the UPRH Annual Assessment Report. The report will also be used by the directors of each department as the basis to prepare the Annual Work Plan and Assessment Plan for the Unit.

Table 2: ASSESSMENT SYSTEM FOR THE UPRH TEACHER EDUCATION UNIT

<table>
<thead>
<tr>
<th>Transition Points</th>
<th>Time</th>
<th>Candidate Proficiencies (4.4)</th>
<th>Assessment Measures</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>
| 1. Admission      | 1st year in Program | 1, 3 | 1. IGS  
2. Written Essay  
3. Interview | 1. Admissions Office  
2. & 3. Unit Admissions Committee |
| 2. Pre-Clinical Practice | 1st-4th year in Program | 2, 4, 5, 6, 7 | 1. Pre and Post Test in Core Course  
2. Professional Portfolio  
3. Teacher Work Sample | 1. – 3. Course Professor |
| 3. Clinical Practice | 4th year in Program | 2, 4, 5, 6, 7 | 1. Professional Portfolio  
2. Teacher Work Samples  
3. Formative & Summative Evaluations | 1. -3. Practice Supervisor, Teacher Candidate, Cooperating Teacher |
| 4. Post Graduation | 1st -3rd year after exiting Program | 1-8 | 1. Alumni Survey  
2. Employer Survey  
3. Student Survey | Department Chairs, Program Coordinators, Office for University Development, Assessment Committees, and Dean for Academic Affairs |
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Precondition (5.1) is addressed in precondition (4.5).
Precondition (6.1)

Admission criteria explanation and a photocopy of published catalog for 2004-2006 listing the basic requirements for entry, retention in, and completion of professional education programs at UPRH.
The admission criteria for all entering first-year students at UPRH is based on an Índice General de Solicitud [General Admission Index or IGS]. The Teacher Education Unit has the following IGS: B.A. in English with a minor in Elementary or Secondary English – 2.50; and B.A. in Education K-3 – 2.82. The English BA Program also requires that teacher candidates admitted to the program have a minimum score of 580 in the English portion of the CEEB.
Admission

Candidates for admission to the first year class of the University of Puerto Rico at Humacao must file the Application for Admission to the University of Puerto Rico and request admission to one of the academic programs offered at the College. Applicants must have a high school diploma, or its equivalent from an educational institution duly accredited by the Puerto Rico Department of Education and must request an official copy of the academic record for the Admissions Office. Applicants will be considered for the first semester only (August).

Entrance Examination

Applicants must take the Scholastic Aptitude Test administered by the College Entrance Examination Board in Spanish. This includes a battery of aptitude and achievement tests in the areas of Spanish, English and Mathematics. The English version of the Scholastic Aptitude Test-SAT, administered by the same organization, will be accepted. Application forms for the tests are available at high schools or by writing to: College Entrance Examination Board, P.O. Box 71101, San Juan, Puerto Rico 00936-8001.

Selection of Candidates

The following elements are used as criteria for admission:

a. Verbal scores in the Aptitude Test
b. Math scores in the Aptitude Test
c. High school grade point average
d. Special talents or abilities of the applicant

e. Present evidence of fluency in English and Spanish by one of the following mechanisms:
   1) Achievement scores in the entrance examination
   2) Scores obtained on the TOEFL
   3) Evaluation based on an interview
f. Present a certification stating that the institution has official government recognition when the applicant proceeds from a private institution.

Advanced Placement

Students who pass the College Board advanced placement tests with a score of 3, 4 or 5 in English or Spanish and 4 or 5 in Mathematics can enroll in second year courses as indicated in their curriculums and will receive credit for first year courses. These credits will count toward fulfilling graduation requirements and will be entered in the student's academic record as passed ('P').

Internal Transfer and Transfer

Internal Transfer from Other Units of the University of Puerto Rico System

Students from other units of the University of Puerto Rico System can apply for transfer to the University of Puerto Rico at Humacao. They must meet the following requirements:

1. Have approved at least 24 credits for associate degree programs and 30 credits for a bachelor's degree program with a minimum GPA of 3.00
2. Meet the academic requirements established by the program of interest

Transfer Students from Outside the University of Puerto Rico System

Any student who has approved courses at any college-level accredited institution outside of the University of Puerto Rico System shall be considered a transfer student applicant.

Transfer credits accepted will be entered in the student's academic record as passed ('P').

Requirements for Applicants from High School Institutions or their Equivalent in Foreign Countries

The Admissions Office determines the eligibility of students from foreign countries who apply for admission to the University of Puerto Rico at Humacao. Applicants must take the College Board Entrance Examination, and meet the following additional requirements:

a. Make arrangements so that the UPRH receives an official copy of the high school academic record in the original language and another copy in English or Spanish, duly certified by the issuing institution. The copies must be certified by the Ministry of Education of the country of origin and by the United States Consulate in the country.

b. Present evidence of the degrees or diplomas obtained.

c. Make arrangements for an official explanatory report to the UPRH on the following:
   1) The grading system used to evaluate academic achievement
   2) The content and level of the courses taken
   3) The number of hours per week for each course

d. Present evidence of having the financial means to study in Puerto Rico through a certification issued by the embassy or consulate of the country of origin.

Validation of Transfer Credits

The University of Puerto Rico at Humacao reserves the right to determine the number of transfer credits and courses accepted toward fulfilling graduation requirements. Acceptance of courses taken at other institutions outside the UPR System will be determined by the UPRH department offering the subject in question.

The University of Puerto Rico at Humacao is not obliged to accept transfer credits approved in other units of the System or in other universities or private institutions. Only courses passed with a grade of "C" or higher will be considered. No more than 50% of the course work in the major carried out at another institution will be accepted, except when a special authorization is granted by the Dean for Academic Affairs. Transfer credits accepted will be entered in the
student’s academic record, but will not be considered for determining the grade point average.

Readmission
University of Puerto Rico at Humacao students who have obtained an associate or bachelor’s degree and have been inactive for one or more semesters or who have withdrawn from the institution, must file an application for readmission in order to continue their studies during the following semester.

Applicants must file their application for readmission at the Registrar’s Office during the time period indicated in the academic calendar.

Reclassification
University of Puerto Rico at Humacao students may request to continue their studies in a program other than the one to which they were admitted. Applicants must comply with the following requirements:

1. File an application for reclassification at the Registrar’s office no later than the deadline specified in the academic calendar for the corresponding semester.
2. Have approved a minimum of 24 credits with the required retention index at the end of the semester during which the application for reclassification is filed.
3. Have no outstanding debts with the institution.
4. Have not reclassified more than three times.
5. Meet other academic requirements specified by the program of interest.
6. Present evidence of vaccination for Hepatitis B in the case of students applying for reclassification to the Nursing, Physical Therapy, Occupational Therapy, Social Work and Education Departments.

The selection of students will be done in descending order of grade point average and according to the available spaces in each program. A student may file for reclassification a maximum of three times.

Language of Instruction
Spanish is the language of instruction in most courses, but students should have functional knowledge of English.

Registration
The Registrar is the custodian of the students’ academic records and is in charge of the registration process. Students must register according to the schedule published in the academic calendar. Registration must not be processed after the third day of class in a regular semester or after the first day of class during the summer session. The course program for a regular student consists of the courses indicated in his/her study plan for the year, as authorized by the Registrar’s Office.

New students are required to present their registration permit, evidence of compliance with the requirements of Health Services and the Admission Certificate signed and sealed by their high school principal. They must also complete all the required registration forms.

All course programs must be approved by the student’s academic advisor, with the authorization of the department chairperson, and by the Registrar of the University of Puerto Rico at Humacao. Registration will be official after the student has paid all registration fees and regular and special fees at the Bursar’s Office or in a banking institution authorized by the University of Puerto Rico.

Enrollment of students who do not complete the registration process according to the published schedule will be canceled and they must file for registration in the case of incoming students. Admission to UPRH will be canceled. A new application for admission must be filed no later than the date set by the Admissions Office for this purpose. Transfer students will have their admission canceled and they must file a new application to University of Puerto Rico at Humacao for the corresponding semester.

Students can make changes to their course schedule prior to payment of registration fees. The authorization of the student’s academic advisor or department chairperson, and the Registrar must be obtained prior to making any changes.

Classification of Students
University of Puerto Rico at Humacao students are classified according to the following categories:

Regular Students - Those who have fulfilled the entrance requirements to the College, are candidates toward a degree, have been admitted to the corresponding academic program and carry a minimum semester course load of twelve (12) credit hours.

Part-time Students - Those who have fulfilled the entrance requirements to the University, are candidates toward a degree, have been admitted to the corresponding academic program and carry a semester course load of less than twelve (12) credit hours.

Transient Students - Those who have been authorized by other universities or units of the UPR System to attend classes at UPRH during a specific academic session and earn course credit for their work.

Auditor Students - Those who, regardless of whether or not they fulfill the requirements for admission to an academic program, are not interested in obtaining a diploma or certificate. These students can attend classes with the authorization of the department chairperson or the course instructor after completing the registration process for auditor students and paying the corresponding fees. Auditor students will not earn credit for the work completed in the courses, nor will their academic work be evaluated by the instructor.

Honor Students - Those who maintain an outstanding grade point average and meet the eligibility requirements of the University of Puerto Rico’s Academic Honors Program.

Academic Year
Regular Academic Year - The academic year consists of two semesters and the summer session. The first semester runs from August to December and the second semester from January to May. Semesters begin and end according to dates published in the academic calendar.

The academic year consists of two semesters and the summer session. The first semester runs from August to December and the second semester from January to May. Semesters begin and end according to dates published in the academic calendar.

Honor students or those who are candidates for graduation during a particular semester may carry a maximum course load of eighteen (18) credits. This course load can increase or decrease with the authorization of the student’s academic advisor or the department chairperson.

Summer Session - Students may carry a maximum course load of two courses or eight (8) credits per summer session, whichever is higher, at the University of Puerto Rico at Humacao or with a Special Authorization, at another unit of the UPR System or at a private university institution accredited by Council on Higher Education.

The course program for the summer session will be authorized by the student’s academic advisor or department chairperson and the Registrar’s Office.

Course work completed with prior Special Authorization at private institutions will be accredited only when a grade of “C” or more has been earned; a “P” for “approved” will be entered into the academic record.

Withdrawal
Partial Withdrawal - A student may withdraw from individual courses...
at any time during the term, but before the deadline established in the Academic Calendar, after notifying the course instructor and his/her academic advisor. The student must file a request for partial withdrawal at the Registrar's Office.

Students will not earn a grade or any credit for the work completed in a course from which he/she withdraws. The Registrar will enter a "W" in the student's academic record for all courses dropped prior to the deadline established in the academic calendar.

Students are advised that Federal regulations require faculty to inform the last day of attendance in each course.

Complete Withdrawal - A student may completely withdraw from the University of Puerto Rico at Humacao at any time prior to and including the last day of class. He/she must obtain the authorization of the officers indicated in the form used for total withdrawals. Students must file their request for total withdrawal in person or through a duly authorized representative, at the Registrar's Office. The Registrar will enter a "W" for all courses in the student's course program for the semester.

Students are advised that Federal regulations require faculty to inform the last day of attendance in each course.

Grading System

Unit of Instruction - In general, one credit comprises one hour of lecture-discussion. One hour of academic work is equivalent to a 50-minute period. A semester comprises a minimum of fifteen weeks of instruction, exclusive of final examinations.

Grades - The grading system at UPRH is the following: A, excellent; B, good; C, satisfactory; D, approved but deficient; F, failed; P, passed, but not considered in calculating the grade point average; NP, not passed; I, incomplete; XF, grade not informed; W, authorized withdrawal.

Provisional Grades - A provisional grade or "Incomplete" may be given to a student when for justifiable reasons acceptable to the instructor, he/she has been unable to complete the academic requirements of a given course. The provisional grade will be calculated on the basis of assigning a grade of "F" to the uncompleted work. Before the end of the following semester the student has made up the deficiency, the instructor shall notify the Registrar to the deadline specified in the academic calendar. If an "Incomplete" is given during the summer session, the instructor can file the final grade at the Registrar's Office according to the calendar published for the following semester. If the student does not fulfill all course requirements according to the dates published in the calendar, the provisional grade will be changed to a final grade.

Repetition of Courses - Students may be allowed to repeat courses in which they obtain a grade of "D", "F", or "NP". In calculating the general grade point average and graduation index, only the higher grade will be taken into account. However, if the lower grades will remain on the student's academic record. The Dean for Student Affairs can authorize repetition of courses passed with "C".

Grade Index - The Grade Point Average (GPA) is the official measurement of the student's academic achievement. It is computed by dividing the total number of honor points acquired by the total number of units of credit in which the student has received final grades, including courses with final grades of Incomplete or F. Honor points are assigned for each grade as follows: A - 4, B - 3, C - 2, D - 1, F - 0. Honor points are not assigned for courses marked with W, P or NP.

Grades obtained during the summer session will be included in the calculations for the grade point average of the following academic year, except in the case of students who have been suspended. In these cases, the grades obtained during the summer session will be included in the calculations to determine the GPA for the current academic year.

Students must earn a grade of C or more for all course work in their major.

Graduation Index - The graduation index is computed with the honor points, previously described, but includes only courses counted toward meeting degree requirements.

Class Attendance And Examinations

Class attendance - Class attendance is compulsory. Professors are expected to record the absences of their students and inform the Registrar in the Final Grade Report at the end of the semester. Absences can affect final grades and could result in the loss of course credit according to the rules established by the UPRH regulations.

Partial Examinations - Students will take a minimum of three partial examinations per course during a semester. One of the evaluations must be completed before the eighth week of classes. At the beginning of the course, the professor must inform students of the evaluation criteria that will be used.

Final Examinations - Final examinations can be written, or if the nature of the course and the instructional strategies used by the professor require a different type of evaluation, he/she is at liberty to determine the nature of the final examination. This information must be included in the course syllabus. The professor will evaluate course work using the method deemed most appropriate, provided that evidence of objectivity can be presented.

Professors will evaluate student course work using the methods deemed most appropriate for the discipline. All evidence used to calculate student grades must be kept available until the end of the following semester.

The date scheduled for a final examination will not be changed without the authorization of the department chairperson and the Registrar.

Absences from Examinations - Students are required to attend all examinations. If a student is absent from a duly scheduled examination, he/she will receive a grade of zero or "F" in the examination missed. The professor may schedule a make-up examination if the student presents a justification acceptable to the professor.

Academic Progress

In order to be eligible for participation in financial aid programs, students must comply with the rules for academic progress. Students must earn a minimum of 24 credits per academic year in required courses for their curriculum. The Federal Pell Grant Program will pay enrollment fees only for required and elective courses contained in the curriculum of the student's academic program.

Retention Standards

Minimum General Requirements - A minimum retention index is based on the number of course credits earned by the student (see Table I). Students who meet the required minimum grade point average at the end of the academic year may continue their studies the following semester.

Suspension - Students who at the end of two consecutive semesters do not meet the required retention index, will be notified in writing of their suspension, if applicable. The suspension will be effective at the beginning of the semester following the one in which the student's grade point average was lower than the corresponding retention index. When the accumulated index is lower than the index required to be eligible for probation (see Table II), the suspension will be automatic and effective the following semester. The suspension period will cover twelve consecutive months.
Probation - When the accumulated index is lower than the retention index but higher than or equal to the index required to be eligible for probation (see Table II), the student may be granted probation status.

Graduation Requirements

The University of Puerto Rico reserves the right to make changes in the different curricula and degree requirements. A student is entitled to be graduated under the curriculum requirements in effect at the time of his or her admission to the program. However, students who fail to fulfill the graduation requirements within the time frame assigned to their corresponding curriculum, and students who re-enroll after a period of absence, will graduate under the requirements in effect at the time of readmission. If the changes in curricula are of benefit to the student, they will be considered in order to help him/her meet graduation requirements.

To earn a degree, students must meet the following general requirements:

1. Student must be classified in the program from which he/she expect to graduate.
2. Student must have a graduation index of at least 2.00.
3. Student must have passed all courses in his/her major with a minimum grade point average of 2.00.
4. Student with an index from 3.20 to 3.49 will graduate with honors ("Cum Laude"); those who achieve a graduation index from 3.50 to 3.89 will graduate with high honors ("Magna Cum Laude"); and those who complete their studies with an index from 3.90 to 4.00 will graduate with the highest honors ('Summa Cum Laude').
5. Student must have taken the final 30 credits for a degree at the UPRH. In exceptional cases, this requirement may be waived by way of a decision issued by a committee composed of the Chancellor, the Dean for Academic Affairs, the student's department chairperson, and the Registrar.
6. Student must have filed an application for graduation at the Registrar's Office on or before the deadline established in the academic calendar.
7. Student must have been recommended for the degree by his/her department chairperson and faculty.
8. Student must have satisfied the following time-limit requirements for the completion of studies for the degree:
   - Associate Degree
     Normal Time Required: 2 years
     Maximum Time Allowed: 6 years
   - Bachelor's Degree
     Normal Time Required: 4 years
     Maximum Time Allowed: 10 years
9. Student must have satisfied all financial obligations with the institution.

The University of Puerto Rico at Humacao celebrates Commencement once during the academic year, at the end of the second semester. Students who meet their course requirements for the degree at the end of the summer session or the first semester, may request a graduation certificate stating that they have completed their studies at the Registrar's Office.

Fees

Tuition

For U.S.A. citizens and permanent residents of Puerto Rico:

$30 per credit for students enrolled in two-year programs plus applicable regular or special fees.

$30 per credit for students enrolled in undergraduate associate degree, bachelor's degree or transfer programs, plus applicable fees.

$30 per credit for part time and transient students attending undergraduate courses, plus applicable fees.

For U.S.A. citizens non-residents of Puerto Rico:

$2,400 annually for students enrolled in undergraduate programs, plus applicable regular and special fees.

Auditors

$25 per undergraduate course plus $10 construction fee each academic semester.

Regular Fees

Application for admission .......................... $15.00
Late admission fee ................................. $22.50
Construction fee (per registration period) .......... $35.00
Annual Basic Medical Insurance ................... $204.00*
Annual Basic Medical Insurance including pharmacy ... $298.00*

* Fees may vary depending on the annual contract with insurance companies.

Special Fees

Laboratory fees (per laboratory course up to a maximum of $100.00) .................. $25.00
Graduation fee ...................................... $20.00
Application for transfer to a different program (Reclassification) ..................... $15.00
Application for Internal Transfer (transfer to another unit of the UPR System) .......... $15.00
Late Internal Transfer fee ......................... $22.50
Application for transfer to another university .......... $25.00
Late transfer fee .................................. $37.50
Application for readmission ....................... $25.00
Late readmission fee ............................... $37.50
Late registration fee ............................... $10.00
Transcript of academic record (per copy) .......... $1.00
Special authorization to enroll in another unit of the UPR system or in another university .......... $17.00

Regulations for Payment of Fees

Date for payment of tuition

All general student fees for each semester will be paid in advance on the corresponding registration day.

Deferred payment of registrations fees

The Dean for Student Affairs is authorized to grant an extension of time for payment of registration fees in exceptional cases. The student must apply for deferred payment of fees prior to the registration day. On registration day, those students to whom deferred payment of fees are granted must pay at least 33% of the total fees, plus the applicable regular and special fees. The balance must be paid on or before the date set for this purpose in the academic calendar.

Students who fail to pay in full their registration fees on the
day indicated in the academic calendar will receive no credit for their work, nor will the Registrar release any transcript or other official documents until all outstanding fees and charges have been paid.

All fees must be paid in United States currency, or by certified check or money order made out for the exact amount to the University of Puerto Rico. UPRH accepts ATM cards, VISA, and Master Card.

Tuition Exemption

Honors Registration Exemption

Honors registration is granted only to undergraduate students registered in a full-time program (12 credits or more) and is effective during the academic year for which it is granted and the following summer session.

The following students are eligible for honors registration and will be granted exemption from the payment of tuition fees. These students will pay only regular and special fees, as applicable:

1. Students who have completed their previous two semesters of studies with full programs and a minimum GPA of 3.50, and rank in the top 5% of their class

2. Students who are readmitted after having interrupted their studies for one semester or more, have a GPA of 3.5 or higher, rank in the top 5% of their class, and have completed a minimum of 12 credit hours in each of their last two previous semesters at the institution

Reimbursements

Students who drop out of the University of Puerto Rico at Humacao within the first two weeks of any semester or the first week of the summer session will be entitled to a 50% refund of tuition fees. The request for reimbursement must be filed at the Bursar's Office.
STATE AGENCY APPROVAL PRECONDITION AND PASS RATES

Table shows performance scores of graduates of the UPRH Teacher Education Unit’s graduates in both English and Elementary Education (K-3) on the Puerto Rico Teacher Certification Examination (PCMAS) from 2003 to 2006. This results demonstrates the performance of the portion of UPRH Teacher Education Unit “program completers” who passed each assessment among all who took the assessment in the last three years. UPRH rates are superior than State Pass Rates.

TABLE I

Single Assessment Level Pass-Rate Data
Regular Teacher Preparation Program\(^1\)


<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment code number</th>
<th>No. of Students Taking Assessments</th>
<th>No. of Students Passing Assessments</th>
<th>Institution Pass Rate</th>
<th>State Pass Rate</th>
<th>Test Takers Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals</td>
<td>PR10</td>
<td>71</td>
<td>65</td>
<td>92%</td>
<td>83%</td>
<td>81%</td>
</tr>
<tr>
<td>Knowledge and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>2003-2004</td>
<td>106</td>
<td>101</td>
<td>95%</td>
<td>87%</td>
</tr>
<tr>
<td>Competencies</td>
<td></td>
<td>2004-2005</td>
<td>67</td>
<td>62</td>
<td>93%</td>
<td>87%</td>
</tr>
<tr>
<td>Professional</td>
<td>PR21</td>
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<td>57</td>
<td>92%</td>
<td>90%</td>
<td>70%</td>
</tr>
<tr>
<td>Competencies</td>
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<td>2003-2004</td>
<td>94</td>
<td>93</td>
<td>99%</td>
<td>93%</td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td>2004-2005</td>
<td>94</td>
<td>93</td>
<td>99%</td>
<td>93%</td>
</tr>
<tr>
<td>Competencies:</td>
<td>PR25</td>
<td>66</td>
<td>65</td>
<td>98%</td>
<td>91%</td>
<td>99%</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td>2003-2004</td>
<td>8</td>
<td>6</td>
<td>75%</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2004-2005</td>
<td>12</td>
<td>12</td>
<td>100%</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005-2006</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>89%</td>
</tr>
<tr>
<td>Specialization:</td>
<td>PR40</td>
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<td>100%</td>
<td>91%</td>
<td>14%</td>
</tr>
<tr>
<td>English</td>
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<td>2003-2004</td>
<td>12</td>
<td>12</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2004-2005</td>
<td>18</td>
<td>18</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005-2006</td>
<td>9</td>
<td>9</td>
<td>100%</td>
<td>91%</td>
</tr>
</tbody>
</table>

STATE AGENCY APPROVAL PRECONDITION AND PASS RATES

Table shows the UPRH Teacher Preparation Unit “program completers” aggregate and summary pass rates, both English and Elementary Education (K-3) on the Puerto Rico Teacher Certification Examination (PCMAS) from 2003 to 2006. This results demonstrates the performance of the portion of UPRH Teacher Education Unit “program completers” who passed all the tests they took in each of the skill or knowledge areas, among all program completers who took one or more tests in each areas. It shows UPRH “program completers” performed over Statewide pass rate.

### TABLE II

#### Aggregate-Assessment Level Pass-Rate Data
Regular Teacher Preparation Program

**NUMBER OF PROGRAM COMPLETERS:** 67(2003-04), 117(2004-05), 88 (2005-06) = **272**

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment code number</th>
<th>No. of Students Taking Assessments</th>
<th>No. of Students Passing Assessments</th>
<th>Institution Pass Rate</th>
<th>State Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals Knowledge and Communication Competencies</td>
<td>PR10</td>
<td>67</td>
<td>62</td>
<td>93%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>2003-2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2004-2005</td>
<td>106</td>
<td>101</td>
<td>95%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>2005-2006</td>
<td>71</td>
<td>65</td>
<td>92%</td>
<td>83%</td>
</tr>
<tr>
<td>Professional Competencies</td>
<td>PR21, PR25</td>
<td>67</td>
<td>66</td>
<td>99%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>2003-2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2004-2005</td>
<td>105</td>
<td>104</td>
<td>99%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>2005-2006</td>
<td>70</td>
<td>57</td>
<td>90%</td>
<td>88%</td>
</tr>
<tr>
<td>Specialization</td>
<td>PR30, PR40, PR50, PR60, PR70</td>
<td>9</td>
<td>9</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>2003-2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2004-2005</td>
<td>20</td>
<td>20</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>2005-2006</td>
<td>15</td>
<td>12</td>
<td>87%</td>
<td>92%</td>
</tr>
<tr>
<td>Summary Pass - Rate</td>
<td>*</td>
<td>67</td>
<td>62</td>
<td>93%</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>2003-2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2004-2005</td>
<td>106</td>
<td>100</td>
<td>94%</td>
<td>82%</td>
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<tr>
<td></td>
<td>2005-2006</td>
<td>73</td>
<td>61</td>
<td>84%</td>
<td>78%</td>
</tr>
</tbody>
</table>

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Precondition (7.1)

The most recent state approval letters appealed by a list of the UPRH approved programs.
Yo, Viviana M. Abreu Hernández, Directora Ejecutiva del Consejo de Educación Superior de Puerto Rico, CERTIFICO:

Que el Consejo de Educación Superior de Puerto Rico, en reuniones ordinarias del 23 de noviembre de 2005, 31 de enero de 2007 y 23 de mayo de 2007, aprobó la Licencia de Renovación a la Universidad de Puerto Rico, Recinto de Río Piedras, Recinto Universitario de Mayagüez, Recinto de Ciencias Médicas, Universidad de Puerto Rico en Humacao, Universidad de Puerto Rico en Cayey, Universidad de Puerto Rico en Ponce, Universidad de Puerto Rico en Arecibo, Universidad de Puerto Rico en Bayamón, Universidad de Puerto Rico en Utuado, Universidad de Puerto Rico en Aguadilla y Universidad de Puerto Rico en Carolina.

Este proceso de evaluación, a solicitud de la Institución, para el Recinto de Río Piedras, Recinto Universitario de Mayagüez, Universidad de Puerto Rico en Ponce, Universidad de Puerto Rico en Arecibo y Universidad de Puerto Rico en Cayey se realizó mediante visita conjunta con la Middle States Association, Commission on Higher Education. Para el Recinto de Ciencias Médicas, Universidad de Puerto Rico en Bayamón, Universidad de Puerto Rico en Carolina, Universidad de Puerto Rico en Utuado, Universidad de Puerto Rico en Humacao y Universidad de Puerto Rico en Aguadilla la evaluación se hizo mediante la Solicitud de Licencia de Renovación.

Las determinaciones finales del Consejo, para cada caso están contenidas en las comunicaciones que notifican esta decisión.

La licencia contenida comprende los ofrecimientos académicos que se mencionan a continuación:

Recinto de Río Piedras

Bachillerato en Administración de Empresas – General
Bachillerato en Administración de Empresas con concentración en Administración de Recursos Humanos
Bachillerato en Administración de Empresas con concentración en Contabilidad
Bachillerato en Administración de Empresas con concentración en Economía
Bachillerato en Administración de Empresas con concentración en Estadísticas
Bachillerato en Administración de Empresas con concentración en Finanzas
Bachillerato en Administración de Empresas con concentración en Gerencia de Operaciones
Bachillerato en Administración de Empresas con concentración en Mercadotecnia
Bachillerato en Administración de Empresas con concentración en Sistemas Computadorizados de Información
Bachillerato en Administración de Oficinas
Bachillerato en Administración de Sistemas de Oficina
Bachillerato en Artes Bachillerato en Ciencias con concentración en Ciencias Ambientales
Bachillerato en Artes con concentración en Antropología
Bachillerato en Artes con concentración en Artes Plásticas
Bachillerato en Artes con concentración en Ciencias Políticas
Bachillerato en Artes con concentración en Ciencias Sociales – General
Bachillerato en Artes con concentración en Cooperativismo
Bachillerato en Artes con concentración en Drama
Bachillerato en Artes con concentración en Economía
Bachillerato en Artes con concentración en Estudios Hispánicos
Bachillerato en Artes con concentración en Estudios Interdisciplinarios (Estudios Individualizados, Estudios Latinoamericanos, Estudios Pre-Jurídicos, Estudios Preparatorios para Traducción, Estudios Puertorriqueños)
Bachillerato en Artes con concentración en Filosofía
Bachillerato en Artes con concentración en Francés
Bachillerato en Artes con concentración en Geografía
Bachillerato en Artes con concentración en Historia de Europa
Bachillerato en Artes con concentración en Historia de las Américas
Bachillerato en Artes con concentración en Historia del Arte
Bachillerato en Artes con concentración en Inglés
Bachillerato en Artes con concentración en Lengua y Locución – Inglés
Bachillerato en Artes con concentración en Lenguas Modernas
Bachillerato en Artes con concentración en Literatura Comparada
Bachillerato en Artes con concentración en Música
Bachillerato en Artes con concentración en Psicología
Bachillerato en Artes con concentración en Relaciones Laborales
Bachillerato en Artes con concentración en Sociología
Bachillerato en Artes con concentración en Trabajo Social
Bachillerato en Artes en Comunicación con Concentración en Comunicación Audiovisual
Bachillerato en Artes en Comunicación con Concentración en Información y Periodismo
Bachillerato en Artes en Comunicación con Concentración en Relaciones Públicas y Publicidad
Bachillerato en Artes en Educación con concentración en Recreación
Bachillerato en Artes en Educación Elemental con concentración en Educación Elemental (K-3)
Bachillerato en Artes en Educación Elemental con concentración en Educación Elemental (4-6)
Bachillerato en Artes en Educación Elemental con concentración en Educación Especial
Bachillerato en Artes en Educación Elemental con concentración en la Enseñanza del Inglés a Hispanohablantes
Bachillerato en Artes en Educación Secundaria con concentración en Arte
Bachillerato en Artes en Educación Secundaria con concentración en Artes Industriales
Bachillerato en Artes en Educación Secundaria con concentración en Biología
Bachillerato en Artes en Educación Secundaria con concentración en Ciencias
Bachillerato en Artes en Educación Secundaria con concentración en Ecología Familiar
Bachillerato en Artes en Educación Secundaria con concentración en Educación Comercial – General
Bachillerato en Artes en Educación Secundaria con concentración en Educación Comercial – Programa Secretarial
Bachillerato en Artes en Educación Secundaria con concentración en Educación Física
Bachillerato en Artes en Educación Secundaria con concentración en Educación Vocacional – Industrial
Bachillerato en Artes en Educación Secundaria con concentración en la Enseñanza del Inglés a Hispanohablantes
Bachillerato en Artes en Educación Secundaria con concentración en Español
Bachillerato en Artes en Educación Secundaria con concentración en Estudios Sociales
Bachillerato en Artes en Educación Secundaria con concentración en Física
Bachillerato en Artes en Educación Secundaria con concentración en Historia
Bachillerato en Artes en Educación Secundaria con concentración en Matemáticas
Bachillerato en Artes en Educación Secundaria con concentración en Música
Bachillerato en Artes en Educación Secundaria con concentración en Química
Bachillerato en Artes en Educación Secundaria con concentración en Teatro
Bachillerato en Artes en Estudios Generales
Bachillerato en Ciencia de Computos
Bachillerato en Ciencias con concentración en Biología
Bachillerato en Ciencias con concentración en Ecología Familiar – General
Bachillerato en Ciencias con concentración en Física
Bachillerato en Ciencias con concentración en Matemáticas
Bachillerato en Ciencias con concentración en Química
Bachillerato en Ciencias en Ecología Familiar con concentración en Educación Pre-Escolar
Bachillerato en Ciencias en Ecología Familiar con concentración en Nutrición y Dietética
Bachillerato en Ciencias en Ecología Familiar con concentración en Extensión Agrícola
Bachillerato en Ciencias – General
Bachillerato en Diseño Ambiental
Certificado Graduado de Traductor Especializado
Certificado Post-Bachillerato - Administrador de Documentos y Archivos
Certificado Post-Bachillerato - Analista de Recursos de Información Electrónicos
Certificado Post-Bachillerato - Maestro Bibliotecario
Certificado Post-Bachillerato de Maestro Bibliotecario - a distancia
Maestría en Administración de Empresas - General
Maestría en Administración de Empresas con especialidad en Comercio y Negocios Internacionales
Maestría en Administración de Empresas con especialidad en Contabilidad
Maestría en Administración de Empresas con especialidad en Economía Gerencial
Maestría en Administración de Empresas con especialidad en Finanzas
Maestría en Administración de Empresas con especialidad en Gerencia de Operaciones
Maestría en Administración de Empresas con especialidad en Gerencia de los Recursos Humanos
Maestría en Administración de Empresas con especialidad en Mercadeo
Maestría en Administración de Empresas con especialidad en Métodos Cuantitativos
Maestría en Administración Pública - General
Maestría en Administración Pública con especialidad en Administración de Personal
Maestría en Administración Pública con especialidad en Administración de Programas
Maestría en Administración Pública con especialidad en Administración y Política Financiera
Maestría en Administración Pública con especialidad en Programación Administrativa
Maestría en Arquitectura
Maestría en Artes con especialidad en Economía
Maestría en Artes con especialidad en Estudios Hispánicos
Maestría en Artes con especialidad en Filosofía
Maestría en Artes con especialidad en Historia
Maestría en Artes con especialidad en Inglés
Maestría en Artes con especialidad en Lingüística
Maestría en Artes con especialidad en Literatura Comparada
Maestría en Artes con especialidad en Psicología Académica e Investigativa
Maestría en Artes con especialidad en Psicología Clínica
Maestría en Artes con especialidad en Psicología Industrial Organizacional
Maestría en Artes con especialidad en Psicología Social Comunitaria
Maestría en Artes con especialidad en Sociología
Maestría en Artes con especialidad en Traducción
Maestría en Artes en Comunicación con especialidad en Periodismo
Maestría en Artes en Comunicación con especialidad en Teoría e Investigación
Maestría en Ciencias con especialidad en Biología
Maestría en Ciencias con especialidad en Física
Maestría en Ciencias con especialidad en Matemáticas
Maestría en Ciencias con especialidad en Química
Maestría en Ciencias de la Información
Maestría en Ciencias del Ejercicio con especialidad en Fisiología del Ejercicio
Maestría en Consejería y Rehabilitación
Maestría en Derecho
Maestría en Educación con especialidad en Administración y Supervisión Educativa
Maestría en Educación con especialidad en Currículo y Enseñanza (Biológica)
Maestría en Educación con especialidad en Currículo y Enseñanza (Español)
Maestría en Educación con especialidad en Currículo y Enseñanza (Física)
Maestría en Educación con especialidad en Currículo y Enseñanza (Historia)
Maestría en Educación con especialidad en Currículo y Enseñanza (Matemáticas)
Maestría en Educación con especialidad en Currículo y Enseñanza (Química)
Maestría en Educación con especialidad en Ecología Familiar y Nutrición
Maestría en Educación con especialidad en Educación del Niño (Elemental)
Maestría en Educación con especialidad en Educación del Niño (Lectura)
Maestría en Educación con especialidad en Educación del Niño (Preescolar)
Maestría en Educación con especialidad en Educación Especial
Maestría en Educación con especialidad en Investigación y Evaluación Pedagógica
Maestría en Educación con especialidad en la Enseñanza del Inglés como Segundo Idioma
Maestría en Educación con especialidad en Orientación y Consejería
Maestría en Planificación
Maestría en Trabajo Social
Maestría en Administración de Empresas Generales - en extensión en Abbott Laboratories, Bar tostringta
Maestría en Administración de Empresas Generales - Componente Modular en extensión en UPR en Humacao
Certificado Post-Maestría - Administración de Bibliotecas Académicas Públicas y Especiales
Certificado Post-Maestría - Consultor en Servicios de Información
Certificado Post-Maestría - Especialista en Información Jurídica
Juris Doctor (JD)
Doctorado en Educación con especialidad en Administración y Supervisión Educativa
Doctorado en Educación con especialidad en Currículo y Enseñanza
Doctorado en Educación con especialidad en Orientación y Consejería
Doctorado en Filosofía con especialidad en Biología (Inter Recinto Río Piedras y Ciencias Médicas)
Doctorado en Filosofía con especialidad en Estudios Hispánicos
Doctorado en Filosofía con especialidad en Física-Química
Doctorado en Filosofía con especialidad en Historia
Doctorado en Filosofía con especialidad en Matemáticas
Doctorado en Filosofía con especialidad en Psicología
Doctorado en Filosofía con especialidad en Química
Doctorado en Filosofía con especialidad en Trabajo Social
Doctorado en Filosofía en Administración de Empresas con especialidad en Finanzas
Doctorado en Filosofía en Administración de Empresas con especialidad en Comercio Internacional
Doctorado en Filosofía y Letras con especialidad en Inglés
Recinto Universitario de Mayagüez

Bachillerato en Administración de Oficinas
Bachillerato en Artes en Estudios Hispánicos
Bachillerato en Artes en Literatura Comparada
Bachillerato en Artes en Lengua y Literatura Francesa
Bachillerato en Artes en Filosofía
Bachillerato en Artes en Artes Plásticas
Bachillerato en Artes en Teoría del Arte
Bachillerato en Artes en educación Física
Bachillerato en Artes en Educación Física (Adiestramiento y Arbitraje)
Bachillerato en Artes en Educación Física (Enseñanza)
Bachillerato en Artes en Educación Física (Recreación)
Bachillerato en Artes en Economía
Bachillerato en Artes en Psicología
Bachillerato en Artes en Ciencias Sociales
Bachillerato en Artes en Ciencias Políticas
Bachillerato en Artes en Sociología
Bachillerato en Artes en Historia
Bachillerato en Artes en Inglés
Bachillerato en Ciencias en Administración de Empresas en Gerencia en Industrial
Bachillerato en Ciencias en Administración de Empresas en Contabilidad
Bachillerato en Ciencias en Administración de Empresas en Finanzas
Bachillerato en Ciencias en Administración de Empresas en Mercadeo
Bachillerato en Ciencias en Administración de Empresas con concentración en Estudios Organizacionales
Bachillerato en Ciencias en Administración de Empresas en Sistemas Computadorizados de Información
Bachillerato en Ciencias Agrícolas
Bachillerato en Ciencias Agrícolas en Economía Agrícola
Bachillerato en Ciencias Agrícolas en Agronegocios
Bachillerato en Ciencias Agrícolas en Educación Agrícola
Bachillerato en Ciencias Agrícolas en Extensión Agrícola
Bachillerato en Ciencias Agrícolas en Tecnología Mecánico-Agrícola
Bachillerato en Ciencias Agrícolas en Agronomía
Bachillerato en Ciencias Agrícolas en Suelos
Bachillerato en Ciencias Agrícolas en Industria Pecuaria
Bachillerato en Ciencias Agrícolas en Protección de Cultivos
Bachillerato en Ciencias Agrícolas en Horticultura
Bachillerato en Ciencias en Agrimensura y Topografía
Bachillerato en Ciencias en Ingeniería Civil
Bachillerato en Ciencias en Ingeniería Química
Bachillerato en Ciencias en Ingeniería Eléctrica
Bachillerato en Ciencias en Ingeniería de Computadoras
Bachillerato en Ciencias en Ingeniería Industrial
Bachillerato en Ciencias en Ingeniería Mecánica
Bachillerato en Ciencias en Biología
Bachillerato en Ciencias en Microbiología Industrial
Bachillerato en Ciencias en Pre-Médica
Bachillerato en Ciencias en Química
Bachillerato en Ciencias en Geología
Bachillerato en Ciencias en Matemáticas
Bachillerato en Ciencias en Enfermería
Bachillerato en Ciencias en Física
Bachillerato en Ciencias en Biotecnología Industrial
Bachillerato en Ciencias en Matemáticas en Ciencias de Computación
Bachillerato en Ciencias en Educación Matemática
Maestría en Administración de Empresas
Maestría en Administración de Empresas con Especialidad en Finanzas
Maestría en Administración de Empresas con Especialidad en Gerencia Industrial
Maestría en Administración de Empresas con Especialidad en Recursos Humanos
Maestría en Artes en Estudios Hispánicos
Maestría en Artes en Educación en Inglés
Maestría en Ciencias en Agronomía
Maestría en Ciencias en Economía Agrícola
Maestría en Ciencias en Educación Agrícola
Maestría en Ciencias en Extensión Agrícola
Maestría en Ciencias en Suelos
Maestría en Ciencias en Industria Pecuaria
Maestría en Ciencias en Protección de Cultivos
Maestría en Ciencias en Horticultura
Maestría en Ciencias en Ciencias y Tecnología de Alimentos
Maestría en Ciencias en Ingeniería Química
Maestría en Ciencias en Ingeniería Civil
Maestría en Ciencias en Ingeniería Eléctrica
Maestría en Ciencias en Ingeniería Mecánica
Maestría en Ciencias en Ingeniería de Computadoras
Maestría en Ciencias en Ingeniería Industrial
Maestría en Ciencias en Ciencias Biológicas
Maestría en Ciencias en Ciencias Químicas
Maestría en Ciencias Marinas
Maestría en Ciencias en Matemática (Pura)
Maestría en Ciencias en Física
Maestría en Ciencias en Computación Científica
Maestría en Ciencias en Matemáticas Aplicadas
Maestría en Ciencias en Matemáticas Estadísticas
Maestría en Ciencias en Geología
Maestría en Ingeniería en Sistemas Gerenciales
Maestría en Ingeniería Química
Maestría en Ingeniería Civil
Maestría en Ingeniería Eléctrica
Maestría en Ingeniería Mecánica
Maestría en Ingeniería de Computadoras
Doctorado en Filosofía en Ingeniería Civil
Doctorado en Filosofía en Ingeniería Química
Doctorado en Filosofía en Ciencias en Ingeniería de la Información y Computación
Doctorado en Filosofía en Ciencias Marinas
Doctorado en Filosofía en Química Aplicada
Recinto de Ciencias Médicas

Grado Asociado en Asistencia Dental con Funciones Expandidas
Grado Asociado en Tecnología Oftálmica
Grado Asociado en Tecnología Radiológica
Bachillerato en Ciencias de la Salud
Bachillerato en Ciencias en Enfermería
Bachillerato en Ciencias en Tecnología en Medicina Nuclear
Bachillerato en Ciencias en Tecnología Médica
Bachillerato en Ciencias en Tecnología Veterinaria
Bachillerato en Ciencias en Terapia del Habla-Lenguaje
Bachillerato en Educación en Salud
Certificado Post bachillerato en Ciencias en Tecnología Médica
Certificado Post bachillerato en Citotecnología
Certificado Post bachillerato en Internado en Dietética
Maestría en Administración de Información de Salud
Maestría en Administración de Servicios de Salud
Maestría en Ciencias con especialidad en Anatomía
Maestría en Ciencias con especialidad en Bioquímica
Maestría en Ciencias con especialidad en Epidemiología
Maestría en Ciencias con especialidad en Farmacología
Maestría en Ciencias con especialidad en Fisiología
Maestría en Ciencias con especialidad en Investigación Evaluativa de Sistemas de Salud
Maestría en Ciencias con especialidad en Microbiología
Maestría en Ciencias con especialidad en Patología del Habla-Lenguaje
Maestría en Ciencias con especialidad en Salud Ambiental
Maestría en Ciencias con especialidad en Toxicología
Maestría en Ciencias de Higiene Industrial
Maestría en Ciencias de la Salud con especialidad en Nutrición
Maestría en Ciencias de Laboratorio Clínico
Maestría en Ciencias en Demografía
Maestría en Ciencias en Enfermería
Maestría en Ciencias en Enfermería con especialidad en Anestesia
Maestría en Ciencias en Enfermería con especialidad en Práctica Avanzada de Enfermería de Familia
Maestría en Ciencias en Farmacia con especialidad en Ciencias Farmacéuticas
Maestría en Ciencias en Farmacia con especialidad en Farmacia Industrial
Maestría en Ciencias en Investigación Clínica
Maestría en Ciencias en Odontología con especialidad en Cirugía Oral y Maxilofacial
Maestría en Ciencias en Odontología con especialidad en Odontopediatría
Maestría en Ciencias en Odontología con especialidad en Ortodoncia
Maestría en Ciencias en Odontología con especialidad en Prostodoncia
Maestría en Ciencias en Terapia Física
Maestría en Ciencias en Terapia Ocupacional
Maestría en Ciencias en Enfermería-en Extensión en el Recinto de Mayagüez
Maestría en Educación en Salud Pública
Maestría en Salud Pública (Programa General)
Maestría en Salud Pública con especialidad en Bioestadística
Maestría en Salud Pública con especialidad en Enfermería Obstetricia-Partera
Maestría en Salud Pública con especialidad en Gerontología
Maestría en Salud Pública con especialidad en Salud de la Madre y el Niño
Certificado en Partería para Enfermeras
Certificado Graduado en Deficiencias en el Desarrollo-intervención Temprana
Certificado Graduado en Gerencia Clínica
Certificado Graduado en Gerontología
Certificado Graduado en Investigación Clínica
Certificado Graduado en Promoción de la Salud Escolar
Doctor en Audiología
Doctor en Farmacia
Doctor en Filosofía con especialidad en Farmacología
Doctor en Filosofía con especialidad en Toxicología
Doctor en Filosofía con especialidad en Anatomía
Doctor en Filosofía con especialidad en Biología (acuerdo inter Recinto Río Piedras y Recinto de Ciencias Médicas)
Doctor en Filosofía con especialidad en Bioquímica
Doctor en Filosofía con especialidad en Fisiología
Doctor en Filosofía con especialidad en Microbiología
Doctor en Medicina
Doctor en Medicina Dental
Doctor en Salud Pública con especialidad en Salud Ambiental

Escuela de Enfermería – Otras Modalidades

Maestría en Ciencias en Enfermería – en Extensión en el Recinto Universitario de Mayagüez

Universidad de Puerto Rico en Humacao

Grado Asociado en Enfermería
Grado Asociado en Tecnología de la Comunicación
Grado Asociado en Sistemas de Oficina
Grado Asociado en Tecnología Electrónica
Grado Asociado en Tecnología Química
Grado Asociado en Terapia Física
Grado Asociado en Terapia Ocupacional
Bachillerato en Administración en Sistemas de Oficina
Bachillerato en Administración de Empresas
Bachillerato en Administración de Empresas con concentración en Contabilidad
Bachillerato en Administración de Empresas con concentración en Gerencia
Bachillerato en Administración de Empresas con concentración en Recursos Humanos
Bachillerato en Administración de Empresas con concentración en Comercio Internacional
Bachillerato en Administración de Sistemas de Oficinas
Bachillerato en Artes con concentración en Inglés-Nivel Elemental
Bachillerato en Artes con concentración en Inglés-Nivel Secundario
Bachillerato en Artes en Trabajo Social
Bachillerato en Ciencias con concentración en Biología General
Bachillerato en Ciencias con concentración en Biología Marina Costanera
Bachillerato en Ciencias con concentración en Física Aplicada a la Electrónica
Bachillerato en Ciencias con concentración en Marejo de Vida Silvestre
Bachillerato en Ciencias con concentración en Matemáticas Computacionales
Bachillerato en Ciencias con concentración en Química Industrial
Bachillerato en Ciencias con concentración en Microbiología
Bachillerato en Ciencias en Enfermería
Bachillerato en Ciencias Sociales con Investigación-Acción Social
Bachillerato en Educación Elemental con concentración en el Nivel Primario y en Educación Especial
Universidad de Puerto Rico en Cayey

Grado Asociado en Tecnología y Administración de Oficina
Bachillerato en Administración de Empresas
Bachillerato en Administración de Empresas con concentración en Contabilidad
Bachillerato en Administración de Empresas con concentración en Gerencia
Bachillerato en Artes con concentración en Ciencias Sociales
Bachillerato en Artes con concentración en Economía
Bachillerato en Artes con concentración en Estudios Hispánicos
Bachillerato en Artes con concentración en Historia
Bachillerato en Artes con concentración en Humanidades
Bachillerato en Artes con concentración en Inglés
Bachillerato en Artes con concentración en Psicología
Bachillerato en Artes con concentración en Psicología y Salud Mental de la Comunidad
Bachillerato en Artes con concentración en Sociología
Bachillerato en Artes en Educación Elemental con concentración en Educación Especial
Bachillerato en Artes en Educación Elemental con concentración en Estudios Sociales
Bachillerato en Artes en Educación Elemental con concentración en Ciencias Naturales
Bachillerato en Artes en Educación Elemental con concentración en Español
Bachillerato en Artes en Educación Elemental con concentración en Matemáticas
Bachillerato en Artes en Educación Elemental con concentración en Inglés
Bachillerato en Artes en Educación Secundaria con concentración en Español
Bachillerato en Artes en Educación Secundaria con concentración en Ciencias Naturales
Bachillerato en Artes en Educación Secundaria con concentración en Estudios Sociales
Bachillerato en Artes en Educación Secundaria con concentración en Educación Física
Bachillerato en Artes en Educación Secundaria con concentración en Historia
Bachillerato en Artes en Educación Secundaria con concentración en Matemáticas
Bachillerato en Ciencias con concentración en Biología
Bachillerato en Ciencias con concentración en Matemáticas
Bachillerato en Ciencias con concentración en Química
Bachillerato en Ciencias Naturales
Bachillerato en Tecnología y Administración de Oficinas con concentración en Administración de Oficinas
Bachillerato en Tecnología y Administración de Oficinas con concentración en Sistemas de Oficina

Universidad de Puerto Rico en Ponce

Grado Asociado en Sistema de Oficina
Grado Asociado en Tecnología de la Ingeniería Civil en Construcción
Grado Asociado en Tecnología de la Ingeniería Civil en Delineación Arquitectónica
Grado Asociado en Tecnología en Ingeniería Industrial
Grado Asociado en Terapia Física
Bachillerato en Administración de Empresas con concentración en Contabilidad
Bachillerato en Administración de Empresas con concentración en Finanzas
Bachillerato en Administración de Empresas con concentración en Gerencia
Bachillerato en Administración de Empresas con concentración en Mercadeo
Bachillerato en Artes en Educación Elemental
Bachillerato en Sistemas de Oficina
Bachillerato en Tecnología en Ciencias de Computadoras con concentración en Sistemas de Información Computadorizadas
Bachillerato en Terapéutica Atlética
Bachillerato en Artes en Ciencias Sociales con concentración en Psicología Forense
Bachillerato en Artes en Ciencias Sociales con concentración en Psicología y Salud Mental
Bachillerato en Ciencias Naturales con concentración en Biología
Bachillerato en Ciencias Naturales con concentración en Biomédica

Universidad de Puerto Rico en Arecibo

Grado Asociado en Administración de Empresas
Grado Asociado en Enfermería
Grado Asociado en Sistemas de Oficina
Grado Asociado en Tecnología en Comunicación Tele-Radial
Grado Asociado en Tecnología en Ingeniería Química
Grado Asociado en Tecnología Veterinaria
Bachillerato en Administración de Empresas con concentración en Contabilidad
Bachillerato en Administración de Empresas con concentración en Gerencia
Bachillerato en Administración de Empresas con concentración en Finanzas
Bachillerato en Administración de Empresas con concentración en Mercadeo
Bachillerato en Biología con concentración en Tecnología Microbiológica
Bachillerato en Ciencias con concentración en Ciencias de Computadoras
Bachillerato en Ciencias Sociales con concentración en Estudios Iberoamericanos
Bachillerato en Ciencias Sociales con concentración en Psicología Industrial Organizacional
Bachillerato en Tecnología en Comunicación Tele-Radial
Bachillerato en Artes en Educación Elemental
Bachillerato en Artes en Educación con concentración en Educación Física para el Nivel Elemental
Bachillerato en Ciencias en Enfermería
Bachillerato en Sistemas de Oficina
Bachillerato en Tecnología en Procesos Químicos Industriales

Universidad de Puerto Rico en Bayamón

Grado Asociado en Sistema de Oficina
Grado Asociado en Tecnología de Instrumentación
Grado Asociado en Tecnología de la Construcción Civil en Agrimensura, Carreteras y Estructural
Grado Asociado en Tecnología Civil en Construcción
Grado Asociado en Tecnología de la Ingeniería Industrial
Grado Asociado en Tecnología Electrónica
Bachillerato en Administración de Empresas con concentración en Contabilidad
Bachillerato en Administración de Empresas con concentración en Finanzas
Bachillerato en Administración de Empresas con concentración en Gerencia
Bachillerato en Administración de Empresas con concentración en Mercadeo
Bachillerato en Ciencias con concentración en Tecnología de Ingeniería Electrónica
Bachillerato en Ciencias de Computadoras
Bachillerato en Educación Física Especial y Elemental
Bachillerato en Educación Pre-escolar y Elemental
Bachillerato en Gerencia de Materiales
Bachillerato en Sistema de Oficina
Bachillerato en Ciencias Naturales con concentración en Biología
Bachillerato en Ciencias Naturales con concentraciones en Biología – Enfoque Humano
Universidad de Puerto Rico en Utuado

Grado Asociado en Administración de Empresas
Grado Asociado en Artes en Ciencias Sociales
Grado Asociado en Artes en Educación
Grado Asociado en Artes en Humanidades
Grado Asociado en Ciencias en Ciencias Naturales
Grado Asociado en Sistemas de Oficina
Grado Asociado en Tecnología de Control de Plagas
Grado Asociado en Tecnología de Industria Pecuaria
Grado Asociado en Tecnología de la Horticultura
Grado Asociado en Tecnología de la Producción Agrícola
Grado Asociado en Tecnología de Procesamiento de Alimentos
Bachillerato en Artes en Educación Elemental
Bachillerato en Sistemas de Oficina
Bachillerato en Administración de Empresas con concentración en Contabilidad

Universidad de Puerto Rico en Aguadilla

Grado Asociado en Sistemas de Oficina
Grado Asociado en Tecnología Electrónica
Bachillerato en Administración de Empresas con concentración en Contabilidad
Bachillerato en Administración de Empresas con concentración en Finanzas
Bachillerato en Administración de Empresas con concentración en Mercadeo
Bachillerato en Administración de Empresas con concentración en Recursos Humanos
Bachillerato en Administración de Empresas con concentración en Sistemas Computadorizados de Información ¹
Bachillerato en Administración de Empresas ³
Bachillerato en Artes en Educación con concentración en Inglés con Tecnología de Multimedios ¹
Bachillerato en Artes en Educación Elemental
Bachillerato en Ciencias con concentración en Biología ¹
Bachillerato en Ciencias en Control de Calidad en la Manufactura
Bachillerato en Ciencias en Tecnología Ambiental ¹
Bachillerato en Tecnología Electrónica
Bachillerato en Sistemas de Oficina

Universidad de Puerto Rico en Carolina

Grado Asociado en Educación Física – Recreación para Personas con Impedimento
Grado Asociado en Diseño de Interiores
Grado Asociado en Administración de Hoteles
Grado Asociado en Ingeniería Mecánica en Mantenimiento Industrial
Grado Asociado en Tecnología Automotriz
Grado Asociado en Automatización Industrial
Grado Asociado en Sistemas de Oficina
Grado Asociado en Artes Gráficas
Grado Asociado en Banca, Finanzas y Seguros
Grado Asociado en Ciencias Policiales
Grado Asociado en Publicidad Comercial
Grado Asociado en Asistente de Gobierno
Grado Asociado en Ciencias en Ciencias Naturales
Grado Asociado en Artes en Ciencias Sociales
Grado Asociado en Artes en Educación
Grado Asociado en Artes en Humanidades
Bachillerato en Artes en Ciencias Sociales en Justicia Criminal con concentración en Ley y Sociedad
Bachillerato en Artes en Ciencias Sociales en Justicia Criminal con concentración en Psicología Forense
Bachillerato en Estudios Multidisciplinarios con Concentración en Cultura Turística
Bachillerato en Administración de Hoteles y Restaurantes
Bachillerato en Sistemas de Oficina
Bachillerato en Administración de Empresas con concentración en Finanzas
Bachillerato en Administración de Empresas con concentración en Gerencia
Bachillerato en Artes Gráficas
Bachillerato en Tecnología de Publicidad Comercial

Y para que así conste, expido la presente Certificación en San Juan, Puerto Rico, hoy día dos de agosto de dos mil siete.

Viviana M. Abrav Hernández, Ph.D.
Directora Ejecutiva

---

1. Aprobado y requiere Informe de Progreso. (Sección 61.1)
2. Autorizado su inicio sueto a evaluación dentro del término de dos (2) años. (Sección 59.3)
3. Autorizado su inicio y sujeto a evaluación en o antes del próximo ciclo de Licencia de Renovación. (Sección 59.4)
4. Autorizado su inicio y sujeto a determinación del CESPR
5. Informe de Progreso, sujeto a determinación del CESPR
6. Programa Aprobado con Informe de Cumplimiento o Visita de Constatación o Ambos. (Sección 30.2)
7. Cambio de nombre aprobado
Precondition (7.2)

Title II Summary pass rate – State and Unit from 2003 through 2006.
Single Assessment Pass Rate: The proportion of program completers who passed each assessment among all who took the assessment.

| %    | %99 | %96 | %94 | %92 | %90 | %88 | %86 | %84 | %82 | %80 | %78 | %76 | %74 | %72 | %70 | %68 | %66 | %64 | %62 | %60 | %58 | %56 | %54 | %52 | %50 | %48 | %46 | %44 | %42 | %40 | %38 | %36 | %34 | %32 | %30 | %28 | %26 | %24 | %22 | %20 | %18 | %16 | %14 | %12 | %10 | %08 | %06 | %04 | %02 | %00 |  |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 0%   | PR70|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 0%   |     |     |     |     |     |     | PR60|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 0%   |     |     |     |     |     |     |     | PR50|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 0%   |     |     |     |     |     |     |     |     | PR40|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 0%   |     |     |     |     |     |     |     |     |     | PR30|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 0%   |     |     |     |     |     |     |     |     |     |     | PR25|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 3%   |     |     |     |     |     |     |     |     |     |     |     | PR20|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 0%   |     |     |     |     |     |     |     |     |     |     |     |     | PR15|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 0%   |     |     |     |     |     |     |     |     |     |     |     |     |     | PR10|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 100% |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

Type of Assessment

Institution: Universidad de Puerto Rico en Humacao

Regalia, Teacher Preparation Program

Single-Assessment Level Pass-Rate Data

Puerto Rico and Latin America Office

Collegework
**Summary Pass Rate**: The proportion of program completers who passed all of the assessment areas of specialization among those who took one or more tests in their specialization areas.

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>No. of Assessment Takers</th>
<th>No. of Students Passing Assessment</th>
<th>Assessment Passing Students %</th>
<th>67</th>
<th>62</th>
<th>94</th>
<th>2355 = 8.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR10</td>
<td>67</td>
<td>62</td>
<td>94%</td>
<td>67</td>
<td>62</td>
<td>94</td>
<td>2355 = 8.3%</td>
</tr>
<tr>
<td>PR21</td>
<td>67</td>
<td>62</td>
<td>94%</td>
<td>67</td>
<td>62</td>
<td>94</td>
<td>2355 = 8.3%</td>
</tr>
<tr>
<td>PR30</td>
<td>67</td>
<td>62</td>
<td>94%</td>
<td>67</td>
<td>62</td>
<td>94</td>
<td>2355 = 8.3%</td>
</tr>
<tr>
<td>PR30, PR60</td>
<td>67</td>
<td>62</td>
<td>94%</td>
<td>67</td>
<td>62</td>
<td>94</td>
<td>2355 = 8.3%</td>
</tr>
<tr>
<td>PR70</td>
<td>67</td>
<td>62</td>
<td>94%</td>
<td>67</td>
<td>62</td>
<td>94</td>
<td>2355 = 8.3%</td>
</tr>
</tbody>
</table>

**Program**: Regular Teacher Preparation Program

**Institution**: Universidad de Puerto Rico en Humacao

Regular Teacher Preparation Program

Aggregate Assessment Level Pass-Rate Data*
### Single Assessment Pass-Rate: The proportion of program completers who passed each assessment among all who took the assessment

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Code Number</th>
<th>Assessment Taking Students No. of</th>
<th>Assessment Passing Students No. of</th>
<th>Test-Takers Pass Rate</th>
<th>Graduates Pass Rate</th>
<th>Specialization: Science</th>
<th>Specialization: Social</th>
<th>Specialization: Math</th>
<th>Specialization: English</th>
<th>Specialization: Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Data Details

- **Test-Takers Pass Rate**: The ratio of the aggregate number of students taking the assessment to the number of program completers for the institution and a specific academic.

- **Assessment Taking Students**: The number of students who took the assessment.

- **Assessment Passing Students**: The number of students who passed the assessment.

- **Graduates Pass Rate**: The proportion of graduates who passed the assessment.

- **Specialization**: The specialization in which the assessment is taken.

#### Institutional Information

- **Institution**: Universidad de Puerto Rico en Humacao

#### Program Details

- **Regular Teacher Preparation Program**

#### Academic Year

- **Academic Year**: 2004-2005

#### Testing Period

- **Testing Period**: 7/04-6/05
<table>
<thead>
<tr>
<th>%69</th>
<th>2135 / 2595 = 82%</th>
<th>100 / 106 = 94%</th>
<th>106</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>PR70</td>
<td>PR30, PR40</td>
<td></td>
</tr>
<tr>
<td>106</td>
<td>PR21, PR25</td>
<td>PR10</td>
<td></td>
</tr>
</tbody>
</table>

### Summary Pass Rate: The proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in

Their areas of specialization.

#### Aggregated Pass Rate: The proportion of program completers who passed all the tests they took in each of the skill or knowledge areas.

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment Code Number</th>
<th>No. of Assessment Taking Students</th>
<th>No. of Assessment Passing Students</th>
<th>Institution Pass Rate</th>
<th>Program Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Regular Teacher Preparation Program**

**Aggregated Assessment Level Pass-Rate Data**

**Academic Year:** 2004-2005

**Institution:** Universidad de Puerto Rico en Humacao
<table>
<thead>
<tr>
<th>Year</th>
<th>Test Takers Rate (1/2 = 50%)</th>
<th>1/2</th>
<th>1</th>
<th>2</th>
<th>PR70</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>%99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>%67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1%</td>
<td>%93</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>PR60</td>
</tr>
<tr>
<td>14%</td>
<td>%91</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>PR40</td>
</tr>
<tr>
<td>0%</td>
<td>%84</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9%</td>
<td>%85</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>PR35</td>
</tr>
<tr>
<td>70%</td>
<td>%90</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>PR25</td>
</tr>
<tr>
<td>8%</td>
<td>%83</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>No. of Assesment</th>
<th>No. of Passing Students</th>
<th>Passing Rate</th>
<th>Code Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental</td>
<td>PR10</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Communication</td>
<td>PR21</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Professional</td>
<td>PR25</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Elementary</td>
<td>PR30</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Secondary</td>
<td>PR40</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Professional</td>
<td>PR50</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Specialization: Math</td>
<td>PR60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Specialization: Social</td>
<td>PR60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Specialization: Science</td>
<td>PR60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of Program Completers: 88
Academic Year: 2005-2006 Testing Period: 7/05-6/06
Institution: Universidad de Puerto Rico en Humacao

Regular Teacher Preparation Program
Single Assessment Level Pass-Rate Data
### Summary Pass Rate

<table>
<thead>
<tr>
<th>1875 / 2411 = 78%</th>
</tr>
</thead>
<tbody>
<tr>
<td>%92% 13 / 15 = 87%</td>
</tr>
<tr>
<td>%88% 63 / 70 = 90%</td>
</tr>
<tr>
<td>%83% 65 / 71 = 92%</td>
</tr>
</tbody>
</table>

#### Type of Assessment

<table>
<thead>
<tr>
<th>Institution Pass Rate</th>
<th>Code Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR70, PR60, PR40</td>
<td>15</td>
</tr>
<tr>
<td>PR21, PR25</td>
<td>70</td>
</tr>
<tr>
<td>PR110</td>
<td>17</td>
</tr>
</tbody>
</table>

#### Aggregate Assessment Level Pass Rate Data

Regular Teacher Preparation Program

Institution: Universidad de Puerto Rico en Humacao

Academic Year: 2005-2006 Testing Period: 7/05-6/06

Number of Program Completers: 88

Specialization: Professional Knowledge and Communication Competencies

Professional Knowledge and Communication Competencies

Specialization: Fundamental Knowledge and Communication

Professional Knowledge and Communication

Specialization: Program Assessments

Program Assessments

No. of Passing Students

No. of Taking Students

No. of Assessment Students
The list of the program reports that will be submitted by the University of Puerto Rico at Humacao Teacher’s Education Unit, are the following:

Precondition (9.0)

Includes Middle States Commission on Higher Education (MSCHE) certifications about UPRH Teacher Education Unit’s programs.
Certificación Número 2006-159

Yo, Justo Reyes Torres, Director Ejecutivo del Consejo de Educación Superior de Puerto Rico, CERTIFICO:

Que el Consejo de Educación Superior de Puerto Rico, en reunión ordinaria del miércoles, 16 de agosto de 2006, reconoció la moratoria de los siguientes programas que ofrece la Universidad de Puerto Rico en Humacao:

- Grado Asociado en Ciencias en Ciencias Naturales
- Grado Asociado en Artes en Ciencias Sociales
- Grado Asociado en Artes en Educación
- Grado Asociado en Artes en Humanidades

La moratoria de estos programas se reconoce a partir del 14 de julio de 2006, fecha en que fue notificado el Consejo.

El reinicio de estos programas se regirá por lo dispuesto en las Secciones 59.3 (4) y 59.4 (4) del Reglamento para el Otorgamiento de Licencia a Instituciones de Educación Superior en Puerto Rico, de 1997, según enmendado en septiembre de 2002.

Y para que así conste, expido la presente Certificación en San Juan, Puerto Rico, hoy día veinticuatro de agosto de dos mil seis.

Justo Reyes Torres
Director Ejecutivo

mr
CERTIFICATION

I, Viviana M. Abreu Hernández, Executive Director of the Puerto Rico Council on Higher Education, hereby, CERTIFY:

That the UNIVERSITY OF PUERTO RICO IN HUMACAO is an institutional unit of the UNIVERSITY OF PUERTO RICO, a public higher education institution duly authorized by the Puerto Rico Council on Higher Education to operate in Puerto Rico as such and to offer courses, confer degrees, and academic credentials of higher education level.

The University of Puerto Rico (UPR) Renewal License, issued in PRCHE Certification Number 97-143, is currently in evaluation for the next renewal cycle. As Section 95.2 of PRCHE Regulations Governing the Issuance of License to Higher Education Institutions in Puerto Rico states, UPR license is “considered to be still in force until the renewal procedure is completed.”

Given in San Juan, Puerto Rico this twelve day of April year two thousand seven.

[Viviana M. Abreu Hernández, Ph.D]
Executive Director