



**UNIVERSITY OF PUERTO RICO AT ARECIBO
DEPARTMENT OF EDUCATION**



Overview of the Institution and Department of Education (EPP)

Reaccreditation visit: April 25-27, 2021

Dr. Weyna Quiñones Castillo, Dean of Academic Affairs

Prof. Merylin Martínez Feliciano, EPP Director

Dr. Brenda Laboy González, CAEP Coordinator

Dr. José C. Colón Rodríguez, CAEP Coordinator

Narrated by: Adriana Guzmán Domínguez



Council for the
Accreditation of
Educator Preparation



University of Puerto Rico

Founded by an act of the Legislative Assembly on
March 12, 1903

Consists of eleven institutional autonomous units:

Arecibo

Aguadilla

Bayamón

Carolina

Cayey

Humacao

Mayagüez

Ponce

Rio Piedras

Utuado

Ciencias Médicas



University of Puerto Rico at Arecibo

General Information

- Established in 1967
- Part of the Puerto Rico public system of higher education, the University of Puerto Rico
- Serves mainly students from the northern-central Puerto Rico



University of Puerto Rico at Arecibo







UPR
ARECIBO

Facilities



EPP Information

- The Education Preparation Program (EPP) is housed in the Education Department (DE) at UPRA. It began its operations with the funding of the university.
- At first, the EPP offered an Associate Degree in Elementary Education until a Bachelor of Arts in Elementary Education was established in 1982 (*Certification 86, 1981-82, Council on Higher Education*).
- In 2000, the academic offerings were broadened with the creation of a Bachelor of Arts in Education with a major in Physical Education for the Elementary Level (*Certification 124, 1999-2000, Council on Higher Education*).

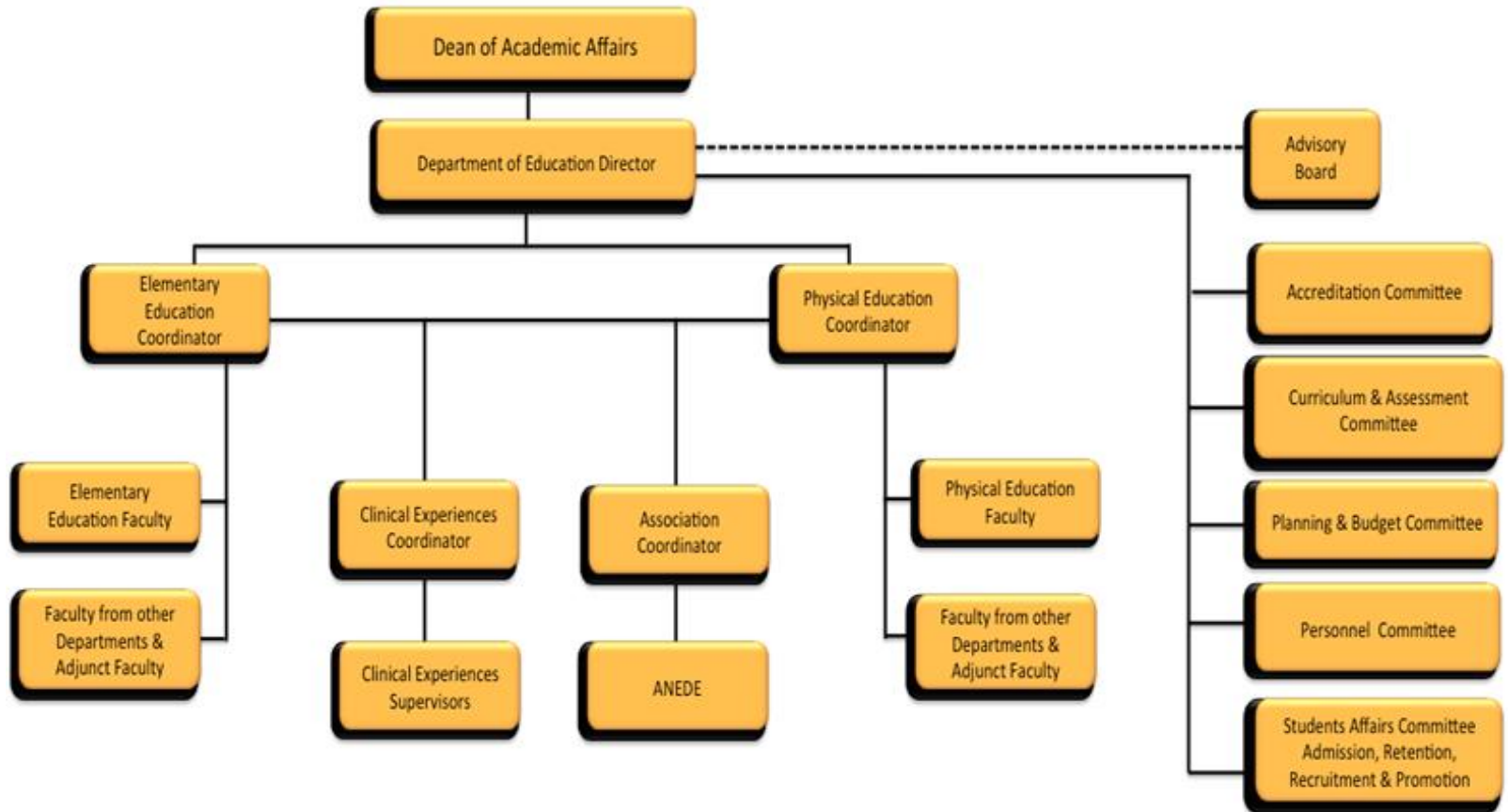


EPP Information

- Student enrollment at UPRA for the fall semester for the 2020-2021 academic year (AY) is 3,413 students, of which EPP has 152 students (EEP-82; PEEL-70).
- In 2019, 87% received financial aid.
- UPRA has approximately 240 full-time and part-time faculty, which 16 are from UPRA-DE.
- UPRA in 2020 graduated 672 students, of which 46 (6.8%) were from EPP.



Description of Organizational Structure



Description of Organizational Structure

- The Academic Director Chair, the Learning Assessment Coordinator, and the Accreditation Coordinators have a continuing collaboration with the Office of Planning and the Institutional Research Office (ascribed to the Chancellor's Office) in order to get accurate and valid data for the program's effectiveness.
- The Arecibo EPP has an Advisory Board composed by school principals, teaching mentors, active candidates, and alumni. One of the duties of the advisory board is to give feedback for the program's improvement.



Description of Organizational Structure

- The EPP has fifteen **(15)** highly qualified professors;
60% have their Doctoral degrees and 40% have a Master's
 - 6 Females and 9 Males
 - There are five **(5)** professors actively participating in the clinical supervision of candidates.
 - Adjunct faculty are added when necessary; currently we have nine **(9)** adjunct faculty.
 - In 2020-2021, the Non-Teaching personnel that support the EPP is one **(1)** administrative secretary and one **(1)** professional counselor.



EPP's vision



- EPP's vision of future educators is perceived as:
 - **Reflective and critical researchers**, who transform their educational practice, and who can create atmospheres that promote intellectual curiosity.
 - Individuals whose **ethical, moral, aesthetic, and social values** are based on a **humanist and constructivist foundation**.
 - Individuals who promotes the building of knowledge and showing respect for diversity.



EPP's Mission



- Provide meaningful learning experiences.
- Quality teaching that promotes the comprehensive training of candidates as citizens, reflective professionals, critical researchers and transformers of their pedagogical practices in varied settings.



EPP's Goals

- Prepare **highly qualified teacher** candidates with the awareness of the primary responsibility for their own learning.
- Understand that **learning is a continuous process** and provide candidates with the necessary knowledge and skills to search and handle information in **pedagogical research** in a variety of scenarios with profound **reflective and collaborative work ability, logical and critical thinking skills and dispositions, ethical and aesthetic values**.
- **Promote educators** who know their field. Responsible and responsive to the educational needs of society integrating technology, possessing **innovative assessment and evaluation techniques** that enable them to become agents of change in their educational practice.
- Candidates can design significant educational experiences, having conscious and **respectful of individual differences and different learning styles**.



Shared Values

- Our values are based on principles derived mainly from Jean W.F. Piaget's and Lev S. Vigotsky's **cognitive/constructivist** thought and the concept of significant learning exposed by John Dewey and David Ausubel.
- These principles are complemented by the postulates of **humanistic** education in accordance with Eugenio M. de Hostos and Paulo Freire. Educators such as Dewey, Ausubel and Vygotsky postulate the importance of **student-centered teaching**.
- The EPP has adopted these postulates as the basis for the curricular content of its academic offerings.
- For this reason, teacher candidates are encouraged to construct knowledge by ascribing meaning to the world that surrounds their students.

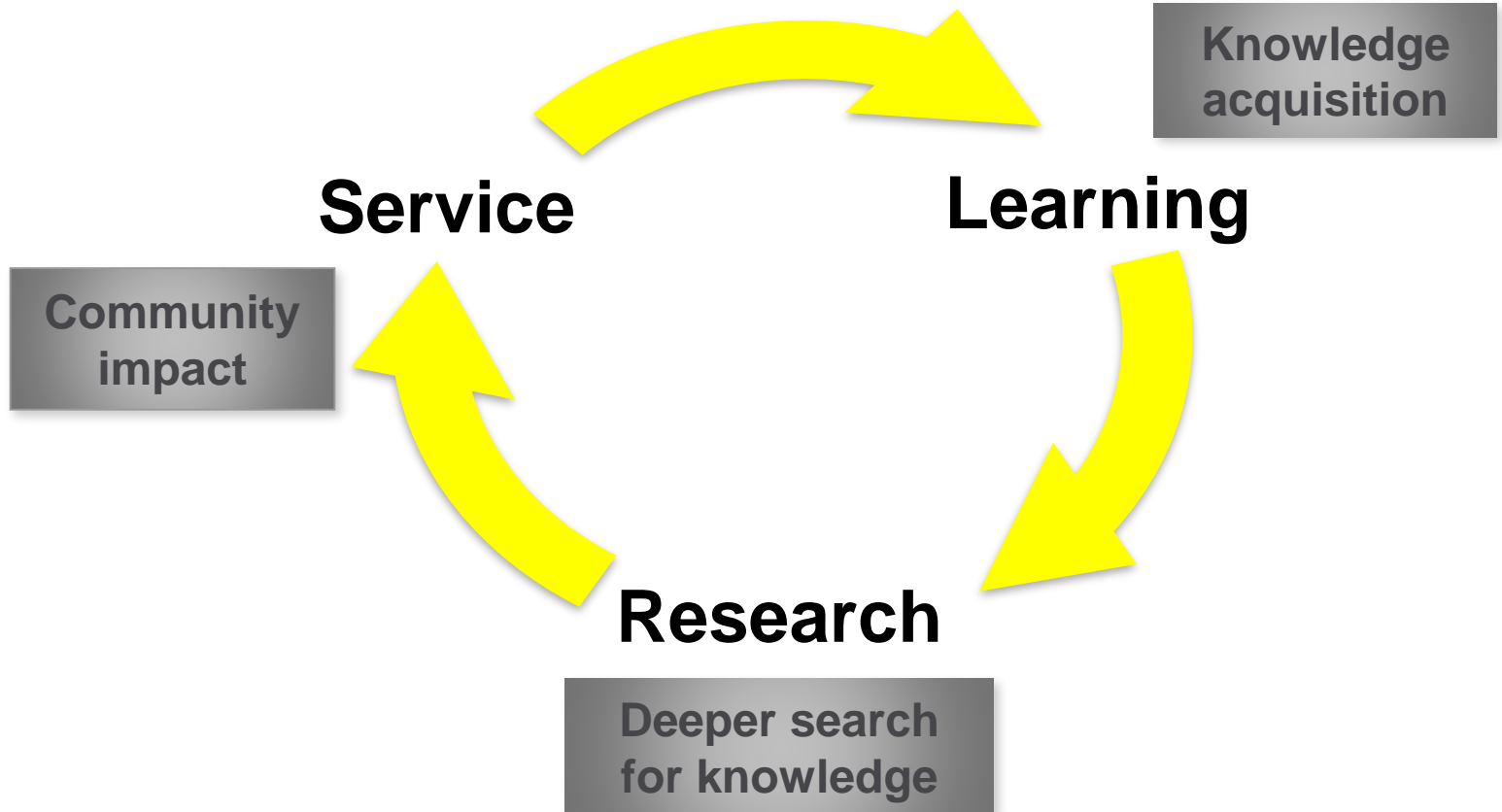


“Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning.”

-Paulo Freire



Fundamental Axes



Candidate's competences	Dispositions	Knowledge	Skills
1. Knowledge and integration of the pedagogical and theoretical content in the development of the critical thinking skills.		X	
2. Able in use and integration of the technology and other educational resources.		X	X
3. Able to be an active researcher in the development of critical thinking, problem solving and performance skills.			X
4. Sensible to ethics and aesthetics human diversity.	X		
5. Commitment with his/her professional development.	X		X
6. Able to use their own language and English language.			X
7. Creative leader of the learning environment.	X		X
8. Professional able to integrate different nontraditional learning styles in the development of their courses.	X	X	X
9. Able to foster relationships with school colleagues, parents and families, and agencies in the community.	X	X	X
10. Able to design and implement techniques, assessment and evaluation.	X	X	X



Curriculum

Bachelor of Arts in Elementary Education

Major	75
General Education	50
Elective	12
TOTAL	137



Teacher Licenses

- Elementary education K – 3
- Elementary education 4 – 6



Curriculum

Bachelor of Arts in Education with a major in
Physical Education for the Elementary Level

Major	68
General Education	48
Elective	12
TOTAL	128



Teacher License

- Credits leading to K-12 license in Physical education.



Minor in Neuroeducation Recently Approved



14 de abril de 2021

Dra. Weyna Quiñones Castillo
Decana de Asuntos Académicos
Universidad de Puerto Rico en Arecibo
Arecibo, Puerto Rico

Estimada doctora Quiñones Castillo:



Me refiero a su comunicación mediante la cual notifica la intención de ofrecer una **concentración menor en Neuroeducación**. La misma está adscrita al Programa de Bachillerato en Educación Elemental del Departamento de Educación de la Universidad de Puerto Rico en Arecibo.

Esta concentración menor tiene la aprobación del Senado Académico y la Junta Administrativa mediante las certificaciones **2020-2021-40** y **2020-2021-37**, respectivamente. Además, según su comunicación la propuesta fue evaluada por el Comité de Currículo el 24 de noviembre de 2020 y aprobada por la Facultad del Departamento proponente, así como por el Decanato de Asuntos Académicos. Por tanto, la Vicepresidencia en Asuntos Académicos e Investigación le reconoce la **Concentración Menor en Neuroeducación** que constan de doce (12) créditos desglosados a continuación.

Secuencia curricular de la Concentración Menor en Neuroeducación

TERCER AÑO <i>Primer Semestre</i>				
CÓDIGO	TÍTULO	CRS.	HORAS CONTACTO	PRERREQUISITOS CORREQUISITOS
EDUC 4XX1	Introducción a la Neuroeducación	3	45	EDFU 3001-3002 y EDES 4006
TERCER AÑO <i>Segundo Semestre</i>				
EDUC 4XX2	Neurodesarrollo humano y trastornos relacionados	3	45	EDUC 4XX1
CUARTO AÑO <i>Primer Semestre</i>				
EDUC 4XX3	Neurocognición y Aprendizaje	3	45	EDUC 4xx1, EDUC 4xx2
CUARTO AÑO <i>Segundo Semestre</i>				
EDUC 4XX4	Neuroassessment del Aprendizaje	3	45	EDUC 4xx1, EDUC 4xx2, EDUC 4xx3 y EDFU 3017
Total		12	180	

SPA's and Accreditation

- **Elementary Education Program**

- ACEI until 2022

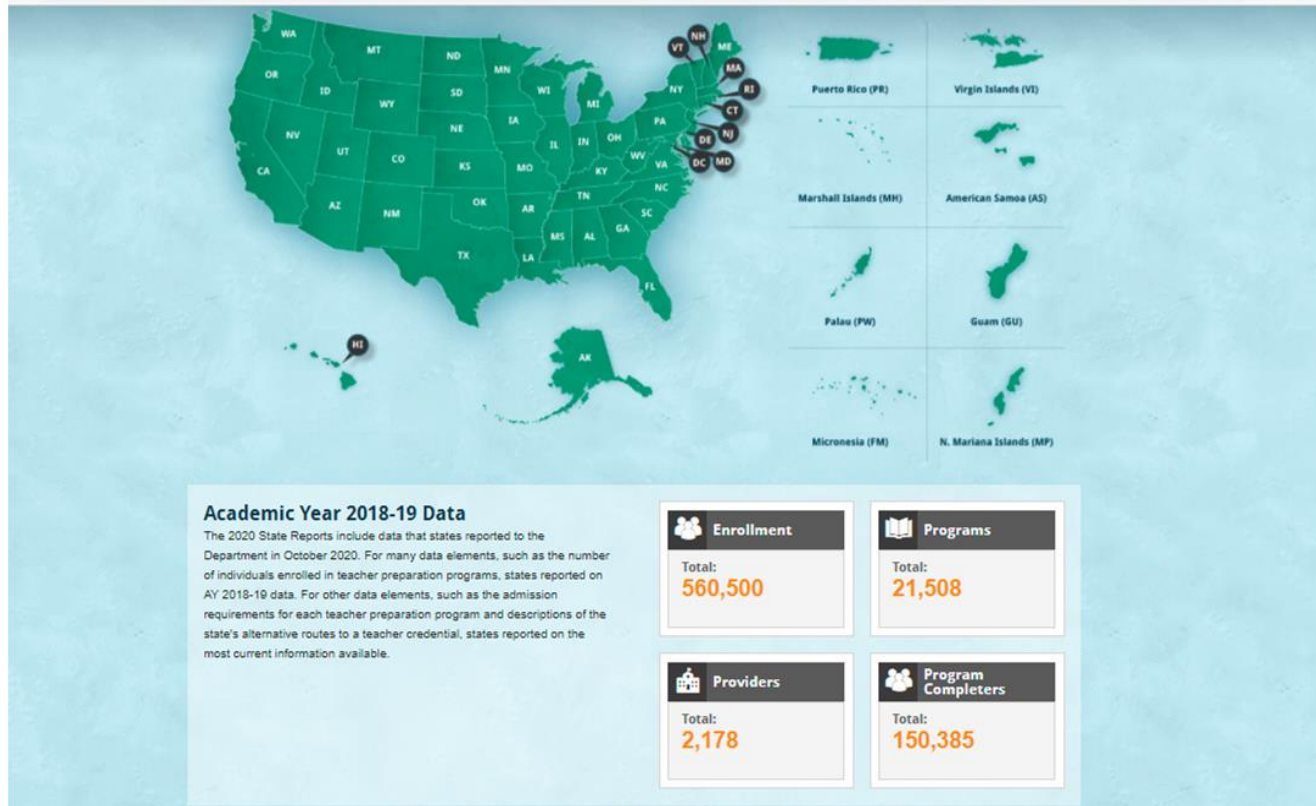


- **Physical Education Program for Elementary level**

- SHAPE of America



Nationwide EPP's



Puerto Rico – Providers



Number of Programs

Total:

365



Enrollment

Total:

11,722



Program Completers

Total:

1,591



Number of Providers

2018-19
Number of Providers

62

Traditional
38

Alternative, IHE-based
24

Alternative, not IHE-based



List of Providers

Universidad de Puerto Rico, Recinto de Aguadilla	Alternative, IHE-based
Universidad de Puerto Rico, Recinto de Arecibo	Traditional
Universidad de Puerto Rico, Recinto de Bayamon	Traditional
Universidad de Puerto Rico, Recinto de Bayamon	Alternative, IHE-based
Universidad de Puerto Rico, Recinto de Cayey	Traditional
Universidad de Puerto Rico, Recinto de Cayey	Alternative, IHE-based
Universidad de Puerto Rico, Recinto de Cayey	Alternative, IHE-based

UPRA EPP's Admission and Completion Requirements

report entry and exit requirements at the undergraduate level and postgraduate level.

Universidad de Puerto Rico, Recinto de Arecibo Traditional Program Admission and Completion Requirements				
Element	Undergraduate		Postgraduate	
	Required for admission	Required for program completion	Required for admission	Required for program completion
Transcript	Yes	No	N/A	N/A
Fingerprint check	No	No	N/A	N/A
Background check	No	No	N/A	N/A
Minimum number of courses/credits/semester hours completed	Yes	Yes	N/A	N/A
Minimum GPA	No	Yes	N/A	N/A
Minimum GPA in content area coursework	No	No	N/A	N/A
Minimum GPA in professional education coursework	No	Yes	N/A	N/A
Minimum ACT score	No	No	N/A	N/A
Minimum SAT score	No	No	N/A	N/A
Minimum basic skills test score	No	No	N/A	N/A
Subject area/academic content test or other subject matter verification	No	Yes	N/A	N/A
Recommendation(s)	No	No	N/A	N/A
Essay or personal statement	No	No	N/A	N/A
Interview	No	No	N/A	N/A

Element	Undergraduate	Postgraduate
	Other	Other
Other	PEAU-Test Evaluation and Average test scores+HS GPA	N/A



Grade Point Averages & Test Scores Averages for EPP's programs

	Academics Program						
	EEP			PEEL			
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	EPP Total
Major GPA	3.67	3.65	3.76	3.54	3.49	3.44	3.59
Graduation GPA	3.42	3.36	3.58	3.24	3.20	3.19	3.33
General GPA	3.35	3.33	3.50	3.17	3.12	3.09	3.26
PCMAS average scores	109	103	106	97	95	94	100.67



Enrollment by Gender

EPP – UPRA

Teacher Preparation Program Enrollment, by Gender

Universidad de Puerto Rico, Recinto de Arecibo, Traditional (104)

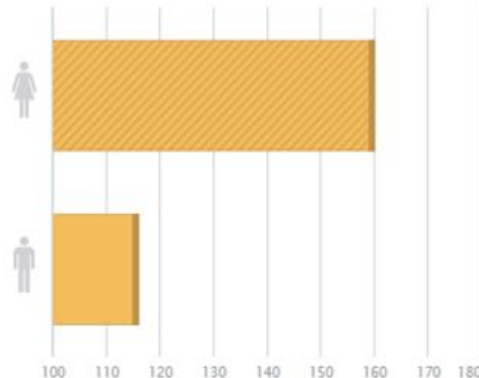
States report on the number of individuals enrolled in teacher preparation programs, disaggregated by gender. Individuals may decline reporting on their gender; thus, it is not expected that the sum of the enrolled individuals reported by gender will equal the total number of individuals enrolled.

Universidad de Puerto Rico, Recinto de Arecibo Traditional Enrollment, by Gender

Academic Year 2018-19 Traditional Enrollment by Gender

160
Female

116
Male



Puerto Rico

Teacher Preparation Program Enrollment, by Gender

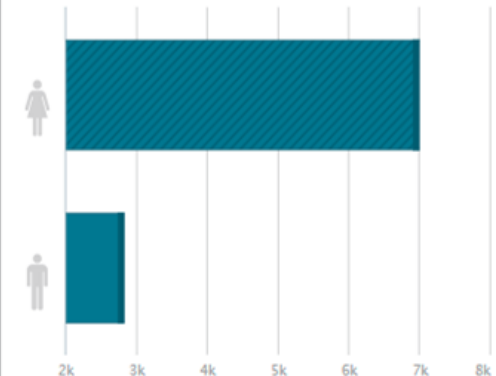
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Total Enrollment

Academic Year 2018-19 Enrollment by Gender

6,992
Female

2,824
Male



Total Enrollment by Gender

	Elementary Education			Physical Education		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Total Enrollment	127	113	82	149	126	70
Male	20	18	12	98	82	43
Female	107	95	70	51	44	27



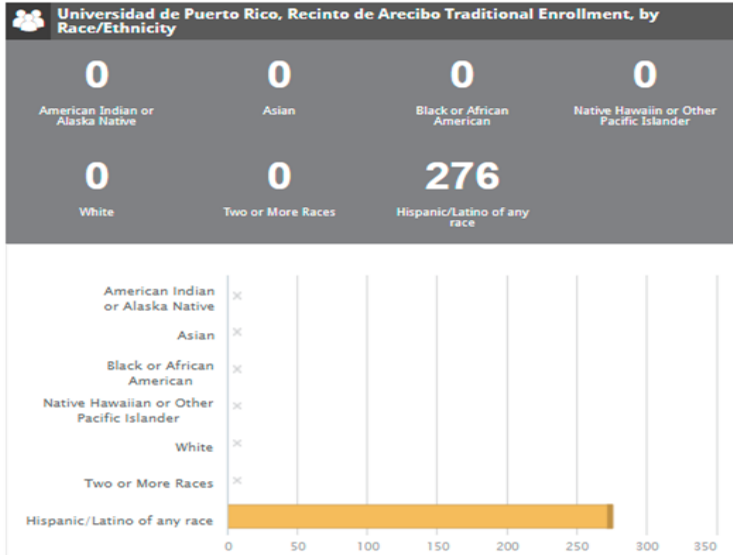
Enrollment by Race/Ethnicity

EPP-UPRA

Teacher Preparation Program Enrollment, by Race/Ethnicity

Universidad de Puerto Rico, Recinto de Arecibo, Traditional (104)

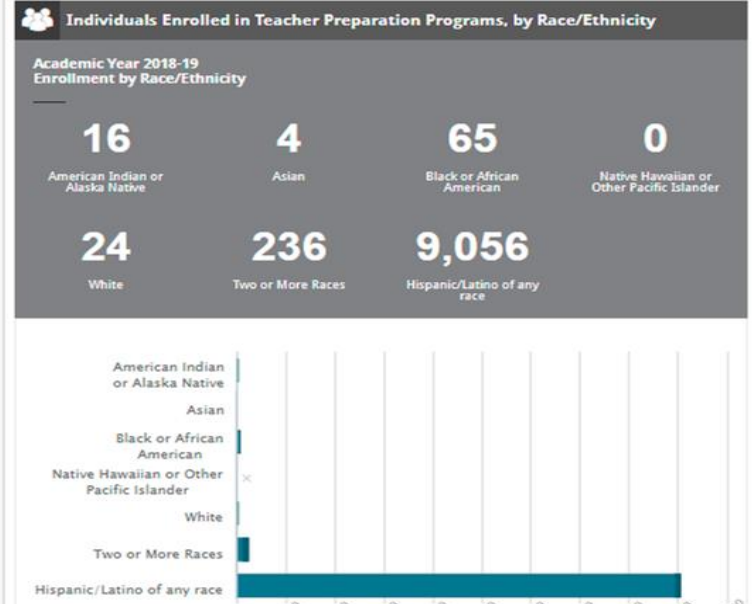
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Puerto Rico

Teacher Preparation Program Enrollment, by Race/Ethnicity

States report on the number of individuals enrolled in teacher preparation programs, disaggregated by race/ethnicity. Individuals may decline reporting on their race/ethnicity; thus, it is not expected that the sum of the enrolled individuals reported by race/ethnicity will equal the total number of individuals enrolled.



Diversity

OSEI				
2020-2021				
EEP			PEEL	
F	M		F	M
6	0		0	1
2019-20				
F	M		F	M
7	0		1	3
2018-19				
F	M		F	M
9	0		2	3
22	0		3	7

- Students with Disabilities Office (OSEI)
- Over the past three (3) years our program has served 32 teacher candidates with functional diversity.



Athletes



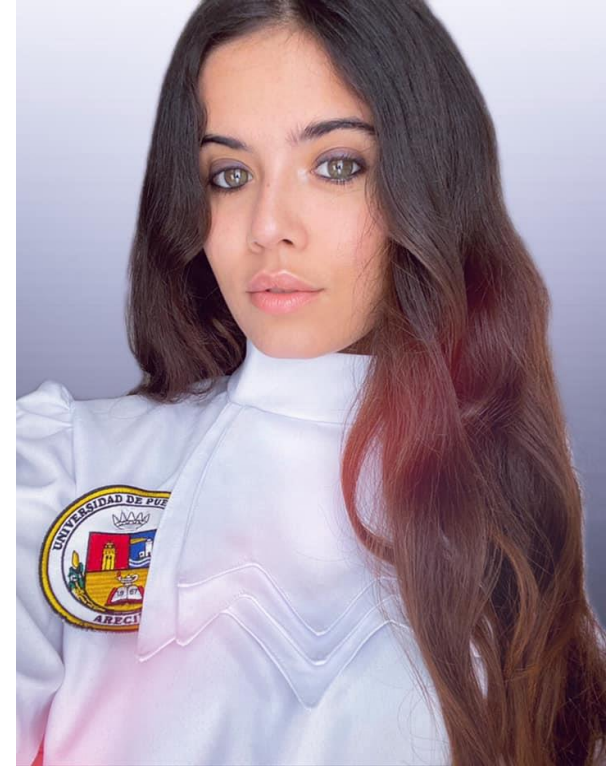


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Choir



Tuna UPRA





UPR
ARECIBO

Concert Band



BANDA **UPR** ARECIBO



Completers

EPP-UPRA

Puerto Rico

Teacher Preparation Program Completers - Overall

Universidad de Puerto Rico, Recinto de Arecibo, Traditional (104)

A program completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for an initial credential may not be used as a criterion for determining who is a program completer.

Universidad de Puerto Rico, Recinto de Arecibo Traditional Program Completers

Academic Year 2016-17
Traditional Completers

40

Academic Year 2017-18
Traditional Completers

49

Academic Year 2018-19
Traditional Completers

31



Teacher Preparation Program Completers - Overall

A program completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for an initial credential may not be used as a criterion for determining who is a program completer.

Number of Program Completers

Academic Year 2016-17
Program Completers

1,484

Traditional
1,158

Alternative, IHE-based
326

Alternative, not IHE-based
0

Academic Year 2017-18
Program Completers

1,412

Traditional
1,127

Alternative, IHE-based
285

Alternative, not IHE-based
0

Academic Year 2018-19
Program Completers

1,591

Traditional
1,318

Alternative, IHE-based
273

Alternative, not IHE-based
0

Employability

Data analysis of the completers workplace (n=104)

Completers workplace	Percent (%)
Public school	22/104 = 21 %
Private school	46/104 = 44 %
USA schools	14/104 = 13 %
Federal educational programs	12/104 = 12 %
Day care	3/104 = 3 %
Other works related to the educational area	7/104 = 7 %



Achievements

PCMAS Pass Rate

- In 2017, 26 EPP teacher candidates took the Teacher Certification professional competencies test and the approval rate was 100% (26 of 26).
- In 2018, the approval rate was 85% (40 of 47). To improve our pass rate, our program coordinates reviews of the test's content with EPP and general education professors.
- We also provide practical exercises to prepare them to answer the pedagogical situation of the re-examination.
- This action proved its result in the 2018-19 class, we obtained a 90% (28 of 31).



Achievements

Program Classification

UPR Arecibo – 95.1: Exemplary

- Puerto Rico's Department of Education developed a classification systems for all EPPs in higher education institutions in Puerto Rico. Considering the results of the Teacher Certification Tests (PCMAS) and the program's accreditation by organizations recognized by the Federal Government.
- Programs are classified as: Low Performance, At Risk, Satisfactory, Good, Excellent, and Exemplary. The UPRA-EEP achieved the classification of exemplary. Of the total EPP in the Island (39), only 8 achieved such a distinction, all of them are from the UPR System.

<https://www.metro.pr/pr/noticias/2017/01/18/ejemplares-8-programas-preparacion-maestros-upr.html>



Achievements

UPR Arecibo-95.1 Exemplary



Ejemplares 8 programas de Preparación de Maestros de la UPR

El resultado es producto de la ejecución de los egresados en las PCMAS y la acreditación de los programas

Por Metro Puerto Rico
 @metropr

El Departamento de Educación de Puerto Rico, a través de su Instituto de Desarrollo Profesional, clasificó como Ejemplares a los Programas de Preparación de Maestros (PPM) de los Recintos de Aguadilla, **Arecibo**, Bayamón, Cayey, Humacao, Mayagüez, Ponce y Río Piedras de la Universidad de Puerto Rico (UPR), informó hoy la vicepresidenta de Asuntos Académicos, **Nivia Fernández Hernández**.



Achievements



Dayna Ríos Rivera

Elementary Education Program
Completer

Highest Average of Puerto Rico
PCMAS (2017)



Service





UPR
ARECIBO

Service



Service



Departamento De Educación Upura



Hace un momento • 👤

Actividad comunitaria en la Posada San Felipe de
Arecibo, como parte del curso EDFU 3007
de la Dra. Brenda Laboy.



Service





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Service



Service





Learning



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Learning





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Learning





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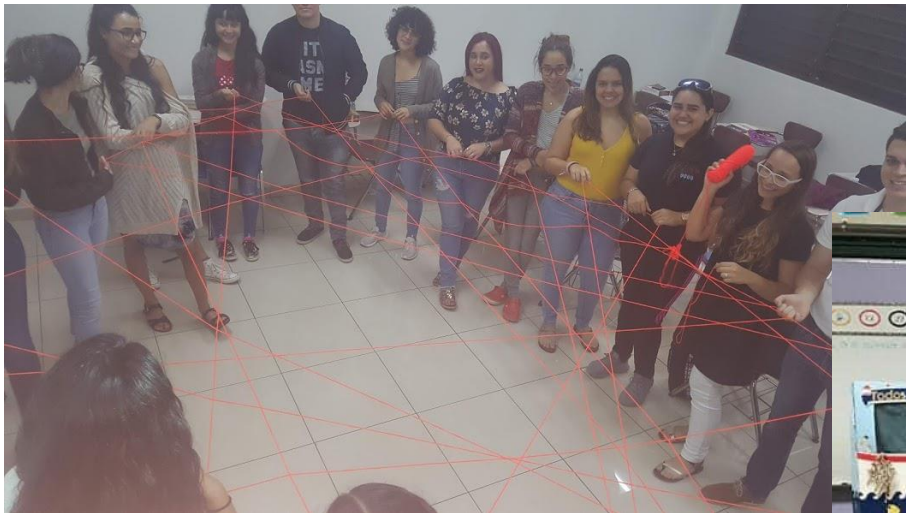
Learning





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Learning



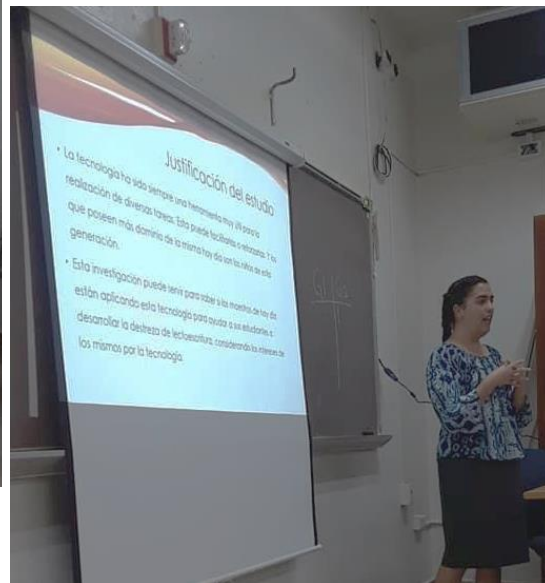


Research

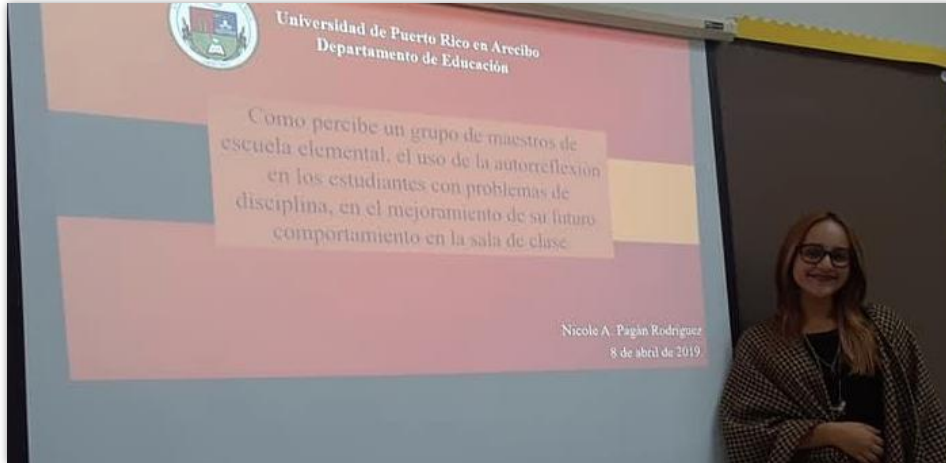


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Research



Research



Promotion, Recruitment and Persistence Activities



National Association
of Education of the
Education
Department (ANEDE)



Promotion, Recruitment and Persistence Activities



ANEDE UPR Arecibo

26 feb. at 2:50 PM • 🌐



La Dra. Mercedes Salichs de la universidad de Puerto Rico en Rio Piedras en nuestra orientación de estudios graduados.

Gracias a todos por ser partícipes.



Janice N. Sandoval Marte and 13 others

7 Comments



Promotion, Recruitment and Persistence Activities





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Promotion, Recruitment and Persistence Activities





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Promotion, Recruitment and Persistence Activities





Candidatos a maestro 2020

DEPARTAMENTO
DE EDUCACIÓN
UPRA



Thank You!



Contact Us

educacion.arecibo@upr.edu



Departamento de Educación UPRA



ANEDE UPR Arecibo

