Educational Foundation Courses:

EDFU 3011:	Fundamentals of Human Development🐾
EDFU 3012:	Fundamentals of Educational Psychology
EDFU 3007:	Social Foundations of Education
EDFU 3017:	Learning Assesment🐾
EDFU 4019:	Philosophical Foundations of Education

🐾=Recomended

General Requirements:

EDES 4006:	Nature and Needs of the Exceptional Child
EDES 3077:	Integration of Technology with Distance and Virtual Teaching Strategies
HIST 3241 or 3242:	History of Puerto Rico
HIST 3111 or 3112:	History of the United States
EDES 4055:	Teaching Strategies for the Inclusion of Students with Special Educational Needs in the Regular Classroom
EDUC 5005:	Introduction to the STEAM Teaching Strategy

High School Metodology Courses:

EDPE 4020:	Theory and Methodology of Foreign Language Teaching
EDPE 4059:	Theory and Methodology of Teaching Business and Occupational Subjects
EDPE 4135:	Theory and Methodology of Science Teaching
EDPE4145:	Theory and Methodology of Teaching Mathematics
EDPE 4155:	Theory and Methodology of Teaching History and Social Studies
EDPE 4167:	Theory and Methodology of Teaching Fine Arts (K-12)
EDPE 4185:	Theory and Methodology of Teaching Theater
EDPE 4215:	Theory and Methodology of Teaching Physical Education(K-12)
EDPE 4235:	Theory and Methodology of Teaching in Spanish
EDPE 4245:	Theory and Methodology of English Teaching (K-12)
EDPE 4060:	Curriculum and Methodology of Technology Integration Education

Professional Certification in Distance Education with a Specialty in Online Teaching:

TEED 5007:	Creating Online Courses
TEED 5008:	Designing and Creating Educational Materials for Online Courses
TEED 5015:	Advanced Strategies for Online Courses
TEED 5016:	Practice in Learning Management Systems
TEED 5017:	Distance Education Trends

Elective Courses in Technology:

TEED 4007:	Administration of Educational Technology Programs
TEED 4045:	Computer Laboratory Administration

Industrial and Vocational Education:

EDIN 3005:	Principles and Practices of Industrial and Vocational Education
EDIN 3006:	Special Methods in Industrial Education
EDIN 3107:	Development of the Occupational Curriculum
EDIN 4005:	Industrial Vocational Evaluation
EDIN 4006:	Labor Relations
EDIN 4029:	Workshop Organization and Administration

Teaching Practice Courses in Secondary School:

EDPE 4136:	Student Teaching Practice in General Science Education
EDPE 4137:	Student Teaching Practice in Biology Education
EDPE 4138:	Student Teaching Practice in Physics Education
EDPE 4139:	Student Teaching Practice in Chemistry Education
EDPE 4146:	Student Teaching Practice in Mathematics Education
EDPE 4156:	Student Teaching Practice in Mathematics Education
EDPE 4157:	Student Teaching Practice in Social Studies Education
EDPE 4158:	Student Teaching Practice in History Education
EDPE 4166:	Student Teaching Practice in Fine Arts Education
EDPE 4186:	Student Teaching Practice in Theatre Education
EDPE 4187:	Student Teaching Practice in Commercial and Occupational Subjects Education
EDPE 4216:	Student Teaching Practice in Physical Education
EDPE 4236:	Student Teaching Practice in Spanish Education
EDPE 4246:	Student Teaching Practice in English Education
EDPE 4088:	Student Teaching Practice in Information and Communication Technologies for Learning
EDPE 4089:	Student Teaching Practice in Special Education

Special Education:

EDES 3055:	General Methodology and Assessment for Special Education Teaching (K–12)
EDES 3205:	Assistive Technology in Special Education
EDES 4019:	Nature and Diagnosis of Specific Learning Difficulties in Children
EDES 4039:	Techniques for Remediating Specific Learning Disabilities in Children
EDES 4048:	Strategies for Addressing Behavioral Problems in Diverse Settings
EDES 4077:	Communication Techniques for Hearing Disabilities
EDES 4096:	Methodology for Teaching Reading and Writing in Special Education (K–12)
EDES 4097:	Methodology for Teaching Language Arts in Special Education (K–12)
EDES 4098:	Methodology for Teaching Mathematics in Special Education (K–12)
EDES 4125:	Autism: Psychological and Neurobiological Aspects

Faculty:

Dr. Carmen Bellido Rodríguez	Professor
Dr. Grisel Rivera Villafañe	Professor
Dr. José Ferrer López	Professor
Dr. Janette Ferrer Montes	Associate Professor
Dr. Santiago Méndez Hernández	Associate Professor

PPM Programa de Preparación de Maestros

CAEP Council for the Accreditation of Educator Preparation

Universidad de Puerto Rico
Recinto Universitario de Mayagüez

Teacher Preparation Program

PPM Programa de Preparación de Maestros

CAEP Council for the Accreditation of Educator Preparation

Dr. Carmen Bellido Rodríguez
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MISSION AND VISION

The mission of the Mayagüez Campus reflects the mission of the University of Puerto Rico. The mission is to serve society by preparing professional educators who are specialists in their subjects, with social, cultural, and humanistic dispositions and sensitivities, and who at the same time possess competencies, skills, and general knowledge. All of this will enable them to become highly effective teachers.

The unit prepares subject-area specialists as professional educators committed to cutting-edge educational paradigms with inquisitive, critical, and creative capacities, along with pedagogical and conceptual mastery of their discipline.

Within the context of the vision and mission of the University of Puerto Rico at Mayagüez, the Teacher Preparation Program aspires to develop subject specialists who are active, highly committed to lifelong learning, effective, and dedicated educators in their fields.

OBJECTIVES:

1. To offer courses leading to professional certification in education, in accordance with the regulations of the Puerto Rico Department of Education (PRDE).
2. To provide a curriculum designed to update and strengthen the knowledge and skills of professional educators, Certification No. 69-2013-2014 of the Governing Board of the University of Puerto Rico.
3. To provide teaching and learning experiences so that teacher candidates may identify the characteristics and needs of students in a real environment.



TRANSITION POINT I

1. For a candidate to be admitted into the program, they must have a general and major GPA of 3.0 or higher (in accordance with PRDE regulations), be interviewed by PPM staff, and complete the admission application to the curricular sequence through the Registrar's Office.
2. Complete nine (9) credits from the foundational courses that demonstrate their pedagogical knowledge.
EDFU 3012 – Fundamentals of Educational Psychology
EDFU 3007 – Social Foundations of Education
EDFU 4019 – Philosophical Foundations of Education
3. All education courses must be passed with a minimum grade of B.

TRANSITION POINT II

Academic Requirements to Enroll in the Educational Methodology Course

During the fourth or final year, the student will enroll in the course of Theory and Methodology of Teaching. In this course, the student will participate in fifteen (15) hours of laboratory experiences in a school under the direct supervision of the cooperating teacher and the course professor.
The student must request enrollment in the course (Methodology or Student Teaching) the semester before taking it. The deadline to request the methodology course is February 15, and the deadline to request the student teaching course is September 15. The Student Teaching course will be offered in both semesters, with the application deadline being September 15 (first semester) and February 15 (second semester).
The student must have passed the three foundational courses (EDFU 3012, 3007, and 4019), eighteen (18) credits in the major with a GPA of 3.00, and must have been interviewed by PPM staff.

TRANSITION POINT III

Academic Requirements to Enroll in the Student Teaching Course

The student must have fulfilled the requirements of the previous transition points and must have applied to register the curricular sequence in the Teacher Preparation Program. They must hold a minimum general and major GPA of 3.00.
Approved requirements:
All basic bachelor's courses. Nine (9) credits in the foundations of education: EDFU 3012, 3007, and 4019. Three (3) credits in Theory and Methodology of Teaching in the major. Eighteen (18) credits in the major as required by the Department of Education for Certification.
The student-participant will perform the functions of a teacher in their entirety. They will attend school daily during the 5 school days per week. They will meet weekly with the supervising professor and as required with the program's coordinator. They will teach a subject assigned by the school principal and will be supervised by the Student Teaching Supervisor of the Mayagüez Campus, in collaboration with the Cooperating Teacher.

TRANSITION POINT IV

Completion of Program Requirements

Candidates fulfill the requirements of the Teacher Preparation Program when they complete 18 credits in basic courses in their major and between 33 and 36 credits required by the Program with a minimum GPA of 3.00. The student must create an electronic portfolio that includes a Teacher Candidate Work Sample (TCWS). Through the TCWS, the student will demonstrate mastery of content knowledge, apply their knowledge of human learning and development, show understanding of diversity, apply communication skills, and demonstrate mastery of pedagogical content knowledge and reflective habits on the effectiveness of their practice. The student will be responsible for requesting the Teacher Certification granted by the Puerto Rico Department of Education.