

Universidad de Puerto Rico
Colegio de Agricultura y Artes Mecánicas
SENADO ACADEMICO DE MAYAGUEZ
Mayagüez, Puerto Rico

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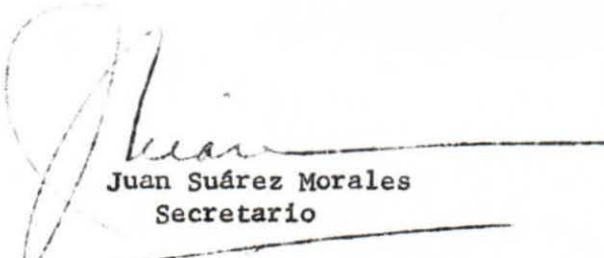
Yo, Juan Suárez Morales, Secretario del Senado Académico de Mayagüez, CERTIFICO:

Que en reunión celebrada por este organismo el día 14 de mayo de 1965, se aprobó la siguiente recomendación sometida por el Comité de Asuntos Académicos respecto al Programa de Educación para Maestros de Escuela Secundaria:

"El Comité recomienda la aprobación, en términos generales, de dicho programa, con el cambio que se le hiciera a la sección "History of the Project" por el Dr. Alan W. Brown. Recomendamos, sin embargo, que se lleve a efecto el programa con un presupuesto más realista, que le pueda permitir a nuestra institución hacerse cargo del programa cuando cese la ayuda de la Fundación Ford. En particular, creemos que podrían reducirse considerablemente las partidas de becas, gastos de viaje y sueldos. Cree el Comité, además, que debe explorarse la posibilidad de utilizar en relación con dicho programa, algunos de los recursos de la Facultad de Agricultura en el entrenamiento de maestros, tales como personal especialmente entrenado y equipo audiovisual."

Se acompaña copia del Programa de Educación para Maestros de Escuela Secundaria.

Y para remitir a las autoridades correspondientes, expido la presente en Mayagüez, Puerto Rico, a 10 de junio de 1965.



Juan Suárez Morales
Secretario

UNIVERSITY OF PUERTO RICO
COLLEGE OF ARTS AND SCIENCES
Mayaguez, P.R.

Proposed Program in Teacher Education for the Faculty of Arts and Sciences

History of the Project:

Several years ago a dramatic cry began to be heard from our graduates who had joined the teaching profession. The faculty became aware that a high percentage of our graduates went on to teach biology, algebra, geometry, chemistry, physics, history, social studies, Spanish or English at the high school level. We were aware, too, that these graduates were at a disadvantage in teaching effectively because they knew the content but had had no training in the "how". Besides, they were hired as provisional teachers with a lower salary, and could be replaced at the end of the year by a certified teacher, regardless of their own competence in the subject matter. Naturally, the lack of professional training, the undefined professional status, the inferior salary as compared to the other teachers in the school, and the insecurity of the job, made them restless and possibly less successful teachers. This condition induced the Dean of the Faculty of Arts and Sciences to form a Committee of the Faculty in December, 1962, ^{to study} among other matters, the desirability, possibility and means of establishing a program to train future teachers here in Mayaguez, without establishing a Department of Education or without forming a Faculty of Education. The goal was to be professional training in Education, presented interdepartmentally, within the framework of our own Faculty of Arts and Sciences.

Program in teacher-training and teacher education proposed for the Faculty of Arts and Sciences at the College of Agriculture and Mechanic Arts of the University of Puerto Rico at Mayaguez.

This program is designed to prepare men and women students, majoring in one or another of the liberal arts or sciences, to qualify for secondary school teacher certification under the rules and regulations of the Department of Public Instruction of the Commonwealth of Puerto Rico. Significant changes in the requirements for the various departmental majors are not contemplated, nor will our other basic degree requirements in general education be modified. There is sufficient elective leeway in our departmental programs to permit students who contemplate becoming secondary school teachers to choose this program in teacher education on an elective basis.

The aim and purpose of the program is not to duplicate existing or conventional courses and programs in professional education, but rather to develop new approaches to teacher training, taking cognizance of experiments and experiences which characterize the best contemporary practice, yet adapting them to the resources of our Faculty, the needs of our students, and the special problems of the Puerto Rican secondary school.

The student will not be admitted to the program until the third or junior year, although it is possible that the preceding summer session may be utilized for orientation in the aims, methods, procedures, and philosophy of the program. The first assumption is that the student will be a guided practice teacher for one year (his third year at the College) and will have greater freedom and responsibility as a teaching intern during a

second year (his fourth) serving in the large de Hostos Central High School in Mayaguez, which is only a few minutes from the College campus. Implicit in this assumption is that the actual teaching problems and experiences of our students in the high school classroom will form the basic subject-matter of the four seminars in education, one each semester, which will be conducted here at the College. The High School will provide master teachers for the guidance of our students, and some of our own Faculty, themselves in the past active secondary school teachers with wide experience, will conduct demonstration classes from time to time as special problems arise. Throughout, the assumption will be that the student brings his problems and experiences in the school classroom ~~to his seminars~~ in education, not that he takes "professional education" to the classroom. In this way his teaching will be analyzed, modified, and gradually improved.

The program is designed to serve three kinds of students who may be planning to teach in the secondary schools of Puerto Rico: 1) undergraduate majors in the liberal arts and sciences; 2) graduate students working toward the master's degree who wish to extend their studies and by taking this program qualify for certification and 3) college or university graduates currently serving as provisional (non-certified) high school teachers in Mayaguez or the neighboring towns who wish to obtain certification.

The Program Proposed

It is proposed to offer four "courses" valued at three hours each, taught as a continuous seminar throughout the last four semesters of the student's last two years. The "courses" named below will not be taught in substantive sequence, but at different periods of the seminars' two-year life the content and materials of each "course" will be brought to bear upon the students' school classroom experience as problems and questions arise. Two, three, or four members of our Faculty, each qualified in one of the four "subject-matters" will be present at and will conduct in turn the meetings of the seminar, which will meet twice a week for an hour and a half.

The "Course" Seminars

- 1) History and philosophy of education 3 credits

The teacher can be a specialist in either history or philosophy, with wide experience in education. Universal or general principles will be related concretely and specifically to the regional and the particular.

- 2) Human growth and development. 3 credits

The teacher should be trained in psychology, with an interest in the educational problems of young people and, preferably also with an interest in guidance and some experience in that field.

- 3) Methods in teaching. 3 credits

The teacher must be imaginative and resourceful, and, especially, a successful teacher who is recognized as such.

4) Audio-visual aids.

3 credits

The teacher should be adequately trained in the psychology of perception so as to be able to analyze and explain materials and experience on the level of the high school student. This course must, of course, be closely related to the course in methods (3, above.)

A fifth "course" is required for certification; this is what is usually referred to as "practice-teaching", but which we propose to call "practice-teaching and internship".

5) Practice-teaching and Internship. Two years (four semesters) 6 credits

This will be a joint responsibility of the University of Puerto Rico and the public school system (the Mayaguez Senior High School.) The master teachers at the High School should be "top" teachers proud of their profession and inspiring. The selection of these teachers should be the joint responsibility of the University of Puerto Rico and the school officials, working through a Coordinator appointed by and representative of the College and responsible to both the Dean of our Faculty and the High School Principal.

Selection of students on the undergraduate level:

1. The student should be in his third year.
2. The selection should include an interview by members of an Interdepartmental Committee on the Program in Education.
3. A minimum academic index (2.8) should be established.
4. Such factors as voice, poise, emotional stability, appearance should be considered.
5. In general, the procedure should be highly selective, so that at least at the beginning the group will be small but promising.

Program for students at the graduate level:

1. The four "course" seminars will be required and graduate students will attend the same seminars as the undergraduates.
2. The planning of the graduate internship will be a responsibility of the Coordinator of the Program and the Director of the Department in which the student is doing his graduate work. The students to be taught by these graduate students will be chosen from among those first-year college students whose previous school training predicts difficulty in one or more first-year courses, or those students actually having difficulty in one or more first-year courses. The College master teacher will be chosen by the Director of the Department and the coordinator from among the teachers in the department concerned.

Example: a student doing graduate work in the field of mathematics, highly interested in teaching.

1. He should be given permission to take the training in education by his adviser.
2. The students to be taught should be:
 - a. Those with a limited high school training.
 - b. Those failing in freshmen mathematics.
3. The master teacher should be a successful, enthusiastic and inspiring professor of the Mathematics Department chosen by the Director and Coordinator.

Program for provisional teachers (non-certified teachers).

1. The four "course" seminars will be required. Special schedules should be made according to the working needs of the group. At this level the coordination of efforts between the University administration and the public school system needs to be highly defined. Planning of schedules should take place before the academic year starts, during the month of July.

2. Internship: The teaching itself should be the laboratory, under the through supervision of a master teacher. The selection of the master teacher may fall upon a teacher chosen from the Mayaguez Senior High School or upon a university teacher from the department in the field of concentration of the teacher. At this level the principal of the school under which the student teacher is working may assist the master teacher. Naturally, master teachers will move from their own school buildings to the towns where they are needed. This phase of the program involves many possibilities in terms of lectures, seminars, participation in in-service training activities, all of which should be explored.

Creation of an Inter-departmental Committee on Education attached to the office of the Dean of the Faculty of Arts and parallel to the offices of Assistants to the Dean.

1. The Committee would be composed of a representative from each of the seven departments if possible. The Dean would initially appoint three for one year and four for two years. Each year thereafter three members would be changed, since we consider it desirable that as many members of the Faculty as possible participate in the work of this Committee. By this process of rotation the whole faculty will soon be informed about the program. Furthermore the Faculty guidance counselors should be members of the Committee.

2. The Committee will elect the Coordinator from a list of three teachers sent by the Dean. (Controversial?)

3. The Committee should be representative of all those members of the Faculty actively interested in producing better teachers. Its members should be interested in the program, should have faith in it, should be proud of the teaching profession and should be willing to share their ideas and effort.

4. Functions of the Committee.

The Committee will be responsible to the Dean for the full development of the program; it should supervise the selection of students, and of master teachers; it should elect a Chairman, who should not be the Coordinator. (It is even possible that two Coordinators will be needed, one for Arts and one for Sciences.) Furthermore, it should outline and supervise the work done by the Coordinator, who should make regular reports to the Committee, which should develop means of evaluating the program. The Committee itself should meet twice a month at regularly scheduled times and render regular reports to the Dean. It is also recommended that the members of the committee should carry a lighter academic load.

Financial needs of the program

(Estimated for the first year; would double the second).

1. Salary of two coordinators	\$16,000
Travel expenses	4,000
2. Bonus to 5 master teachers from the Mayaguez High School Faculty at: \$750.00	3,750
3. Scholarships and service payments for	
a) 20 undergraduate students at:	
first year \$800	\$16,000
second year \$1,000	\$20,000
b) 10 graduate students at: \$1,000	\$10,000
4. Tuition scholarships for:	
a) 20 provisional teachers (non-certified) at: \$300	\$6,000
5. Travelling expenses for master teachers	\$1,000
6. Library	\$10,000
7. Part-time salaries for 4 faculty members teaching in the program pro-rated at \$1,000 each	\$8,000
8. Salary for secretary of Coordinator	\$3,720
9. Other expenses	\$3,000
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Total	\$101,470

Foundation support

The members of the Committee through its Dean recommend the financial support of the program to the Ford Foundation. Our program has some unique characteristics which undoubtedly will help to develop more effective teachers for our public school system. The key note of the program is that it will train better teachers at three different levels. Besides, the program will work with the school system; thus the University of Puerto Rico will be in close communication with school officials, a situation which will turn out to be highly beneficial to both the content knowledge and professional training of our high school teachers, since the program contemplates the integration of content learning and professional training by close coordination of training seminars with the day-to-day experiences of classroom teaching. We believe that this integrated and realistic program will undoubtedly be a great help to the present extraordinary effort that the government of Puerto Rico is making to improve its school system. We are attempting to use all talents, to encourage all efforts, and to welcome every manifestation of good will, on behalf of more and better teachers for the future generations of Puerto Rico.