

## **Special Education (B.A.)**

The Bachelor of Arts Degree in Education in Special Education aims to develop a professional in special education properly prepared with the necessary knowledge, skills and attitudes so that he may provide interdisciplinary and transdisciplinary services to the student population with disabilities.

The Program is directed to prepare a professional who can effectively intervene with the families of the student population with disabilities, as well as with the other related professionals involved with this population. The educational professional will have a base to offer educational services in inclusive classrooms, in other natural environments, and in special classrooms.

### **Teacher Education Program - Theoretical and Methodological Frame**

The Teacher Education Program (TEP) has a psycho philosophical foundation of a behaviorist, constructivist and humanist character. This approach can be considered as an eclectic conceptual model, which allows the Program to integrate, in an organized way, principles of the three theoretical frames in its curricular designs and in its pedagogical practice leading to the formation of the future teacher. This frame of theoretical and methodological reference will serve as a guide of the TEP for decision making and actions related to its development and its curricular revision and assessment processes, in harmony with the highest standards of quality and educational excellence.

It could be indicated, that although the TEP is based on an eclectic conceptual paradigm, it gives more emphasis to the constructivist and humanist theoretical perspectives. Under the constructivist perspective the aspiring teacher is considered as an active and totally reflective person in his professional formation process. On the other hand, the humanist approach orients the educational process of the future teacher towards his integral development as a being human, in such a way, that he contributes his competencies of knowledge, skills, attitudes and values to improve the quality of life of his students and society.

It is important to mention that during the last half of the last century, and during the part of the current century that has past, education in Puerto Rico has been framed, generally, in two learning theories: the behavioral theory and the cognitive theory. In the last decades the idea of a constructivist approach in learning and in the curriculum has acquired particular interest among educators. The psychological frame of constructivism is delimited by cognitive theories of learning, and within the curriculum of the TEP, it is founded on a humanist basis of education.

From the perspective of the philosophy and psychology of education, constructivism presents a coherent explanation of how a person learns by means of an active process of construction of knowledge through significant experiences, whereas the humanist vision in the curriculum promotes the professional and social commitment of the future teacher to attend to the educational needs and interests of the diverse student populations, with sensitivity. This implies that all teacher education programs must provide a wide variety of educational experiences for the academic formation of the aspiring teachers, directed toward the maximum development of a pedagogical culture. These practical and formative educational experiences will permit the future teacher to establish a connection between the theoretical knowledge and the pedagogical practice, in a pertinent context of human formation.

In order to give direction to its vision, mission and declaration of goals statements, the TEP uses the professional standards of teachers established by the Puerto Rico Department of Education and by the CAEP. These standards have as their main purpose to delineate the professional characteristics that the teacher must have to achieve that the students develop, in an integral way, their capacities and potentialities to the maximum in all dimensions as human beings, within a context of a culture of peace and acceptance of diversity. In addition, these standards establish the indicators of the qualities that the teachers must have to facilitate their students' learning of knowledge, skills and attitudes. It is important to indicate that the standards also serve the teacher as parameters for him to reflect on his continuous professional development and how this must be in harmony with the learning needs of his students.

In synthesis, the task of educational formation is a complex one and is a great social responsibility. In order to assume this responsibility, the TEP has designed a curriculum focused on how to prepare the teachers that society needs and demands, as an effective means to improve its quality of life.

## **Vision**

The Program aspires to develop a series of integrated educational experiences, focused on the professional formation of a teacher of excellence. That is to say, that the teacher will contribute to the educational scenario with his professional competencies of knowledge, skills and attitudes necessary to promote changes and answers adapted to the educational environment. Primarily, the Program aims to prepare a teacher, who is knowledgeable of the problems of education in Puerto Rico and in other countries, in such a way that he will be able to collaborate in the process of constructive changes that will improve his quality of life and that of others.

## **Mission**

The Program is directed to the formation of teachers within a curriculum that provides an accumulation of articulated experiences which, at the same time, provides space for the construction of the pedagogical knowledge and content that will develop the future teacher. These experiences will be characterized by continuous reflection, practice in real scenarios, research, collaboration, relevance of the contents, pedagogical modeling and the search and use of means that will provide solutions to the typical problems of the teaching-learning processes in different contexts. In this curriculum the components of the general education, core and major courses will be integrated.

## **Goals**

In harmony with the vision and the mission for the TEP, the following goals, in coherence with the profile of competencies of graduates of the Program, are established.

1. Develop educational professionals focused on the mastery of the knowledge of the discipline within the context of a scientific, pedagogical and humanist culture.
2. Promote research, the management of information and the use of technology as means to generate the production and construction of knowledge that will result in the improvement of pedagogical practice within the education system.
3. Develop education professionals, who are sensitive to the needs and interests of the diverse social groups that exist in the population, within a context of human transformation.
4. Promote the solution of problem related to the educational environment within the frame of ethical, legal and social responsibility that regulates the profession.
5. Develop educational leaders committed to their professional development as a means to promote a better pedagogical practice and, therefore, a better quality of life within the context of a culture of peace.

## **General Objectives of the Teacher Education Program**

The Program aims to achieve the following general objectives:

1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario.
2. Use research, the sources of information and technological advances on which to base the development of educational innovations.
3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations.
4. Apply the ethical, legal and social dimensions in the processes of problem solving and decision making related to the practice of the profession in the different educational scenarios.

5. Show commitment to the continuous improvement of the required professional competencies in the field of education.

The Teacher Education Program is an answer to the needs and aspirations of a society in constant change. The mission and goals of Inter American University of Puerto Rico, the Teacher Education Program provides a framework of integrated educational experiences. The Program is directed toward the professional formation of a teacher of excellent quality; *i.e.*, one who can contribute in an effective manner to produce the changes deemed desirable in students, knowledgeable about the problems confronting education, and capable of collaborating in the process of change to improve the quality of both the teacher's life and that of others. The Program, therefore, seeks to achieve a greater integration of its components: professional courses, major courses and general education courses.

Teacher preparation emphasizes the development of those skills and attitudes that allow for the formation of a critical, flexible and creative mind that by using educational theories as the starting point is capable of identifying and posing problems, of carrying out research to find solutions and proposing adequate answers which can be verified through experimentation.

The new vision of teacher preparation requires a program of studies that provides a great number of related experiences that enables the construction of pedagogical knowledge and content. These experiences are characterized by continuous reflection, practice in real settings, research, and collaboration. The Program studies the relevance of content, the pedagogical model and tools that permit the solution of problems inherent in the teaching and learning processes in different contexts. In this Program of study, the general education, major, and core course components will be integrated.

### **Special Education Major Objectives**

1. Analyze the history, etiology, prevalence, incidence and the legal basis for regulating special education services.
2. Analyze the process for identifying, evaluating and diagnosing special education populations.
3. Evaluate the importance of the collaboration process and providing guidance to parents, teachers and other staff.
4. Evaluate appropriate educational techniques and activities for the inclusion, integration and management of special education students.
5. Identify educational theories that can be used with special education students.
6. Analyze the terms diagnosis, evaluation, and assessment and their relationship with the teaching and learning process of exceptional students.
7. Design and analyze a formal test to use in the student evaluation process in one of the following areas of development: cognitive, socio-emotional, language, motor, personal help, or perceptual.
8. Develop an Educational Individualized Program (I.E.P.) based on the results obtained from the student's assessment process and evaluate its relationship to the planning process.
9. Incorporate the inculcation of values in teaching activities.
10. Analyze the terms technology, educational technology, technological assistance, adapted materials, alternative assessment, and reasonable accommodation and their relationship with the teaching and learning process of exceptional students.
11. Discuss the parts of the I.E.P and analyze them at different educational levels.
12. Analyze strategies, methods and teaching techniques for exceptional students. Define the terms strategies, methods and teaching techniques.
13. Design instructional plans for different exceptionalities and educational levels. Elaborate operational objectives. Apply appropriate methods and techniques in the writing of plans for the development and teaching of reading, writing, mathematics and perceptual skills.
14. Design demonstration classes incorporating technology for different exceptionalities and educational levels. Adapt the methods and techniques for teaching in curricular areas.

### **Profile of the Competencies of Graduates**

This Program is designed to develop the general competencies, tied to the core courses that will permit students to:

## **Knowledge**

To know and understand:

1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.
2. The processes of construction of cognitive, affective and psychomotor learning through the different stages of human development.
3. The importance of the creation of a harmonious physical and social environment that is adjusted to the diversity of the social groups and to the individual needs and interests of the students.
4. The laws, regulations and procedures of the educational system, as well as the ethical, legal and social implications of their professional performance.
5. The implications and importance of the integration of parents and other sectors of society in the educational task of the school community.

## **Skills**

1. Integrate into the pedagogical practice the theoretical principles that serve as the basis for education.
2. Plan student learning by integrating educational strategies with a scientific base into instructional design.
3. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills and attitudes of the subject matter they teach.
4. Apply the complementary processes of evaluation, assessment and measurement to determine the effectiveness of the teaching-learning processes and make decisions, which facilitate the improvement of all students' learning.
5. Apply research and the technological advances as resources to expand knowledge and to innovate and improve the pedagogical practice.
6. Use the existing computerized and educational resources to integrate technology in their teaching area or discipline.
7. Use a variety of educational and technological resources to facilitate learning in diverse student populations.
8. Use communication skills in an effective way to develop in the students the understanding of how they learn.

## **Attitudes**

1. Show respect and tolerance to individual and cultural differences of students in the educational scenario.
2. Show a positive and binding attitude between professional development and the academic needs of the students.
3. Show a critical and creative attitude towards the management of information available in different sources related to the teaching discipline and to the field of education.
4. Assume leadership roles and professional responsibility in the different educational scenarios and communitarian contexts to promote learning and the integral development of students.

The Orlando Cyber Study Center offers study programs for the Bachelor of Arts degree in Special Education. The University's B.A. in Special Education qualifies eligible students to apply for a valid standard teaching certificate issued by the Commonwealth of Puerto Rico. Eligibility is subject to change by the Puerto Rico Department of Education, but presently requires that students be at least 18, maintain an overall GPA and major GPA of 3.00 (if graduating on or after 2010), pass the *Pruebas de Certificación de Maestros*, and provide personal and professional documentation.

THE UNIVERSITY DOES NOT WARRANT, REPRESENT, OR GUARANTEE THAT GRADUATES WILL RECEIVE ANY TEACHING CERTIFICATE OR BE LICENSED TO TEACH. Students with a valid standard teaching certificate issued by Puerto Rico may apply for reciprocal treatment in Florida. This requires completing the Florida Bureau of Teacher Certification's CG-10 application form and submitting a processing fee, official transcripts showing all degrees and credits, copies of the teaching certificate issued in Puerto Rico, and fingerprints. Students without a valid standard teaching certificate issued by Puerto Rico may qualify for a Temporary Certificate from Florida, but must also pass the Florida Teacher Certification Exam (FTCE). Students wishing to teach outside their areas of specialization may also be required to take additional courses. For more information on teacher certification requirements, visit on-line the Florida Bureau of Teacher Certification website. In the event of a conflict between the terms of the website and this handbook, the website's terms will govern.

The Teacher Education Program requires completion of a variety of field placements, as well as a supervised internship. To receive credit, students interested in the teaching internship must apply for and comply with the School District's requirements and application deadlines, as well as the University's degree program requirements. Students interested in applying for an internship must contact the Executive Director of the Cyber Study Center at least 10 months before the student is qualified for and would like placement.

Students who have had previous satisfactory teaching experience may apply for an exemption from the teaching internship requirement from the University; however, said exception may not be acceptable to the particular state or territory teacher certification program to which the student wants to apply. This exemption will be subject to the following conditions:

1. The student has been teaching full-time for two academic years within the last four years as verified by the principal of the school.
2. The student pays 50% of the registration cost of the courses EDUC 3015 and EDUC 4013 for the final validation of the credits.

The experience to be credited by the University corresponds to the requirements for the degree that the student hopes to obtain from the University.

Requirements for the Bachelor of Arts Degree in Special Education include the following: (1) 54 general education credits, (2) 37 core course credits, (3) 27 major credits, and (4) 3 elective credits, all as set forth in more detail on the next pages.

Fifty four (54) credits are required in General Education for this Program. In addition to GEHS 2001F, students will take GEHS 3020, 4020 and 4030 in the Historic and Social Context category. Students will take courses GEPE 4040 and GEPE 3010 or 3020 to fulfill the six credits required in the Philosophical and Esthetic Thought category. Students of this Program are exempt from taking the course GEMA 1000 from the Basic Skills in Mathematics category. Instead they will take GEMA 1001 and GEMA 1002.

The academic progress requirements for students in the Teacher Education Program are the following: (1) comply with all academic progress norms established in the General Catalog, (2) comply with the following requirements regarding general grade point index; (a) 47 credits or less – minimum of 2.50, (b) 47-71 credits – minimum of 2.75, (c) 72-95 credits – minimum of 2.90, and (d) 96 or more credits – minimum of 3.00.

In order to fulfill the graduation requirements for a Bachelor of Arts Degree in Teacher Education a student must: (1) achieve a minimum general grade point index of 3.00, (2) achieve a minimum grade point index of 3.00 in the core courses, (3) achieve a minimum grade point index of 3.00 in the major and in the specialization, (4) achieve a minimum grade of "B" in EDUC 4013, and (5) complete satisfactorily all academic requirements.

Students in the Bachelor of Arts Program in Special Education are exempt from taking the courses EDUC 4050 and 3013 from the Education Program Core Courses Requirements.

This program is authorized to be offered online.

TOTAL COST OF PROGRAM (Price per credit hour \$187.00 as of June 2018)

Tuition	\$22,627
Fees	\$3,200
Books	\$3,472
Supplies	<u>\$2,304</u>
Total	\$31,603

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN SPECIAL EDUCATION

General Education Requirements	54 credits
Core Course Requirements	37 credits
Major Requirements	27 credits
Elective Courses	<u>3 credits</u>

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**General Education Requirements - 54 credits**

Fifty-four (54) credits are required in General Education for this Program. In addition to GEHS 2010F, students will take GEHS 3020, 4020 and 4030 in the Historic and Social Context category. Students will take courses GEPE 4040 and GEPE 3010 or 3020 to fulfill the six credits required in the Philosophical and Esthetic Thought category. Students of this Program are exempt from taking the course GEMA 1000 from the Basic Skills in Mathematics category. Instead they will take GEMA 1001 and GEMA 1002.

**Core Course Requirements - 37 credits**

EDUC 1080	Field Experiences in the Educational Scenario I	1
EDUC 2021	History and Philosophy of Education	3
EDUC 2022	Society and Education	3
EDUC 2031	Developmental Psychology	3
EDUC 2032	Learning Psychology	3
EDUC 2060	Use of Technology in Education	2
EDUC 2870	The Exceptional Student Population	4
EDUC 2890	Field Experiences in the Educational Scenario II	2
EDUC 3015	Clinical Experiences in the Educational Scenario I	2
EDUC 4011	Evaluation and Assessment	3
EDUC 4012	Classroom Research	2
EDUC 4013	Clinical Experiences in the Educational Scenario II	4
EDUC 4551	Integration of Basic Knowledge and Communication Skills	1
EDUC 4552	Integration of Professional Skills	1
HIST 3010	Historical Process of the United States of America	3

**Major Requirements - 27 credits**

EDUC 2905	Nature and Needs of Students with Mental Delay and Emotional Disturbances	3
EDUC 2906	Nature and Need of Students with Specific Learning Problems, ADD and ADHD	3
EDUC 3140	Language and Reading	3
EDUC 3270	Educational Diagnosis, Evaluation and Assessment for Students with Disabilities	

EDUC 3290	Classroom Management	3
EDUC 3420	Curricular Content, Diagnosis and Correction of Learning Problems in Mathematics	3
EDUC 3440	Curricular Content, Diagnosis and Correction of Learning Problems in Reading and Writing	3
EDUC 3470	Technological Assistance, Curriculum and Materials for Teaching Students with Disabilities	3
EDUC 3570	Strategies, Methods and Techniques for Teaching Students with Disabilities	3

**Elective Requirements - 3 credits**

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.