



2022-2023

# Course Content Grades

Summary Report

Educator Preparation Program  
University of Puerto Rico in Aguadilla  
Department of Education and Physical Education



## Summary Report 2022-2023

### Introduction

The program requires candidates to successfully complete various assessment tools to demonstrate their competence in the content. For this purpose, the faculty has identified content courses and methodologies. These courses, which are requirements for all candidates, are aligned with InTASC and CAEP standards to ensure that they provide the necessary pedagogical knowledge and skills to teach the subject matter. The policy of the unit and state requires that all candidates must pass all selected courses to demonstrate content mastery with at least a grade of C. If a candidate does not meet the minimum expectation, repeating the course is recommended. Additionally, every academic year, an analysis of candidates' grades in the courses is conducted to observe trends and carry out joint actions with departments or teachers aimed at improving candidates' learning and execution.

During the academic year 2022-2023, data was collected from a total of 109 candidates. General content courses and methodology courses serve as pivotal elements in candidate preparation, designed to demonstrate their competence in both subject matter content and pedagogical skills.

About the general content courses, most candidates demonstrated solid performance. However, there was some variability in the approval rates, ranging from 57% to 100%. For instance, the course HIST 3115 achieved a 100% approval rate. In the following courses the EPP students had over 90%: ESPA 3101, INGL 3101, INGL 3102, HIST 3177, HIST 3115, CISO 3122, and CIBI 3001. In the other hand, ESPA 3291 course had the lowest approval rate, with only 57% of candidates passing.

In the methodology courses, the majority of candidates demonstrated solid performance. However, there was some variability in the approval rates, ranging from 75% to 100%. For instance, while course such as EDPE 3008, EDPE 3018, EDPE 3031, EDPE 3032, EDPE 3042, EDPE 4075, EDPE 4340, and EDPE 4246 achieved a 100% approval rate, the EDPE 3006 course had the lowest approval rate, with only 75% of candidates passing.

In addition, the EPP shows the Fundamentals Content & Special Education Courses, Educational Technology Courses, and the English Courses. The English Courses are applying only for the Bachelor of Arts in Education with Concentration in English with Multimedia Technology K-12.

In the Fundamentals Content & Special Education Courses, the majority of candidates demonstrated solid performance. However, there was some variability in the approval rates, ranging from 80% to 100%. EDFU 3017 course had the lowest approval rate, with only 80% of candidates passing.

For the Educational Technology Courses, the majority of candidates demonstrated solid performance. However, there was some variability in the approval rates, ranging from 83% to 100%. TEED 3035 courses had the lowest approval rate, with only 83% of candidates passing.

Furthermore, in the English Courses, the majority of candidates demonstrated solid performance. However, there was some variability in the approval rates, ranging from 80% to 100%. INGL 3425 courses had the lowest approval rate, with only 80% of candidates passing.

M3: Grades of Content Courses and Methodology Courses  
R3.3 Competency at Completion

Academic Year: 2022-2023, N= 109

*General Content Courses*

<b>General Courses</b>	<b>Number of Candidates</b>	<b>Percentage (%)</b>
<b>ESPA 3101</b>	23	91%
<b>ESPA 3102</b>	19	79%
<b>ESPA 3291</b>	7	57%
<b>INGL 3101</b>	16	94%
<b>INGL 3102</b>	12	92%
<b>MATE 3041</b>	11	81%
<b>MATE 3042</b>	6	83%
<b>HIST 3177</b>	14	93%
<b>HIST 3115</b>	7	100%
<b>CISO 3121</b>	27	64%
<b>CISO 3122</b>	15	93%
<b>CIBI 3001</b>	16	94%
<b>CIBI 3002</b>	13	85%

*Methodology Courses*

<b>Methodology Courses</b>	<b>Number of Candidates</b>	<b>Percentage (%)</b>
EDPE 3006	8	75%
EDPE 3008	11	100%
EDPE 3010	16	94%
EDPE 3011	17	88%
EDPE 3018	11	100%
EDPE 3031	10	100%
EDPE 3032	10	100%
EDPE 3041	20	90%
EDPE 3042	12	100%
EDPE 3115	13	92%
EDPE 4005	8	86%
EDPE 4075	13	100%
EDPE 4245	-	-
EDPE 4246	13	100%
EDPE 4335	21	90%
EDPE 4340	20	100%
EDPE 4086	10	80%

*Fundamentals Content & Special Education Courses*

<b>Methodology Courses</b>	<b>Number of Candidates</b>	<b>Percentage (%)</b>
EDFU 3001	26	88%
EDFU 3002	20	95%
EDFU 3007	12	100%
EDFU 3017	5	80%
EDFU 4019	9	89%
EDES 3205	16	94%
EDES 4006	10	100%
EDES 4067	-	-

*Educational Technology Courses*

<b>Educational Technology Courses</b>	<b>Number of Candidates</b>	<b>Percentage (%)</b>
TEED 3008	29	100%
TEED 4018	15	87%
TEED 3035	6	83%

### English Courses

<b>Educational Technology Courses</b>	<b>Number of Candidates</b>	<b>Percentage (%)</b>
<b>INGL 3221</b>	10	100%
<b>INGL 3222</b>	6	100%
<b>INGL 3201</b>	8	100%
<b>INGL 3202</b>	3	100%
<b>INGL 3425</b>	5	80%
<b>INGL 3231</b>	7	86%
<b>INGL 3227</b>	10	90%
<b>INGL 3205</b>	7	100%
<b>INGL 4326</b>	6	83%

*\*These courses are only required for the BA in Education with Concentration in English with Multimedia Technology K-12*

### Continuous Improvement

To address areas for improvement, it is crucial to conduct a detailed analysis of course data, identify trends, and pinpoint specific areas of difficulty. Collaborative efforts with academic departments and faculty members should be prioritized to develop targeted support strategies and mentorship programs for candidates facing challenges. Additionally, maintaining a proactive approach to regular monitoring and analysis of course data will facilitate ongoing improvement initiatives. Emphasizing a culture of continuous improvement within the program will not only strengthen its quality but also ensure that all candidates meet the required standards and competences.