



2023-2024

Competency: Course Content Grades

Summary Report

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

Summary Report 2023-2024

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 2023-2024, data was collected from 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 general content courses, most candidates demonstrated solid performance. However, there was some variability in the approval rates, ranging from 67% to 100%. For instance, while courses such as HIST 3177 achieved a 100% approval rate, the ESPA 3101 course had the lowest approval rate, with only 67% of candidates passing. In the following courses the EPP students had over 90%: MATE 3041, HIST 3177, CIBI 3001, and CIBI 3002. In the other hand, ESPA 3101 course had the lowest approval rate, with only 67% of candidates passing.

In the methodology courses, most candidates demonstrated solid performance. However, there was some variability in the approval rates, ranging from 60% to 100%. For instance, courses such as EDPE 3018, EDPE 3031, EDPE 3032, EDPE 3115, EDPE 4005, EDPE 4075, EDPE 4246, and EDPE 4340, achieved over 95% approval rate. In addition, EDPE 3008, EDPE 3011, EDPE 3041, and EDPE 3042 achieved between 80% - 82% approval rate. The course that had the lowest approval rate was EDPE 4245, with 60% 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 Teaching English as a Second Language with Educational Technology, K-12. In the *Fundamentals Content & Special Education Courses*, most candidates demonstrated a solid performance. However, there was some variability in the approval rates, ranging from 74% to 100%. EDES 4006 course had the lowest approval rate, with only 74% of candidates passing.

For the *Educational Technology Courses*, most candidates demonstrated solid performance. However, there was some variability in the approval rates, ranging from 84% to 97%. TEED 3035 courses had the lowest approval rate, with only 84% of candidates passing.

Furthermore, in the *English Courses*, most candidates demonstrated solid performance. However, there was some variability in the approval rates, ranging from 67% to 100%. INGL 3425 courses had the lowest approval rate, with only 67% of candidates passing.

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

Academic Year: 2023-2024

General Content Courses

General Courses	Number of Candidates	Percentage (%)
ESPA 3101	24	67%
ESPA 3102	24	88%
INGL 3101 & INGL 3113	31	86%
INGL 3102 & INGL 3114	17	71%
MATE 3041	19	95%
MATE 3042	23	83%
HIST 3177	19	100%
HIST 3115	53	87%
CISO 3121	31	81%
CISO 3122	28	86%
CIBI 3001	19	95%
CIBI 3002	20	90%

Methodology Courses

Methodology Courses	Number of Candidates	Percentage (%)
EDPE 3006	8	75%
EDPE 3008	17	82%
EDPE 3010	12	92%
EDPE 3011	5	80%
EDPE 3018	21	95%
EDPE 3031	7	100%
EDPE 3032	4	100%
EDPE 3041	11	81%
EDPE 3042	20	80%
EDPE 3115	8	100%

EDPE 4005	3	100%
EDPE 4075	10	100%
EDPE 4245	10	60%
EDPE 4246	4	100%
EDPE 4335	14	93%
EDPE 4340	16	100%
EDPE 4086	13	92%

Fundamentals Content & Special Education Courses

Methodology Courses	Number of Candidates	Percentage (%)
EDFU 3001	30	80%
EDFU 3002	30	97%
EDFU 3007	28	93%
EDFU 3017	4	75%
EDFU 4019	21	90%
EDES 3205	25	92%
EDES 4006	27	74%
EDES 4067	22	100%

Educational Technology Courses

Educational Technology Courses	Number of Candidates	Percentage (%)
TEED 3008	29	97%
TEED 4018	18	94%
TEED 3035	19	84%

English Courses

Educational Technology Courses	Number of Candidates	Percentage (%)
INGL 3221	5	100%
INGL 3222	6	100%
INGL 3201	9	89%

INGL 3202	9	89%
INGL 3425	6	67%
INGL 3231	13	100%
INGL 3227	7	74%
INGL 3205	11	91%
INGL 4326	4	75%

*These courses are only required for the Bachelor of Arts in Teaching English as a Second Language with Educational 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.