



Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT

Teacher Preparation Program
Universidad De Puerto Rico De Mayaguez
Mayaguez, Puerto Rico

Accreditation Council April 2025

Accreditation Application Date: 6/21/2005

This is the official record of the Educator Preparation Provider's accreditation status.

The Educator Preparation Provider should retain this document for at least two accreditation cycles.

ACCREDITATION DECISION

Accreditation with stipulations is granted at the initial-licensure level. Accreditation status is effective between Spring 2025 and Spring 2027. The provider must demonstrate that all stipulations have been corrected within two years to continue accreditation. A stipulation documentation virtual site review will take place in Fall 2026.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Not Applicable
STANDARD R4/RA4: Satisfaction with Preparation	Met	Not Applicable
STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Not Applicable
STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Not Applicable
STANDARD R7/RA7: Record of Compliance with Title IV of the Higher Education Act	Met	Not Applicable

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD R4: Program Impact

	Areas for Improvement	Rationale

1	The EPP provided limited evidence of employer satisfaction with completer preparation. (component R4.2)	The EPP provided limited evidence of employer satisfaction.
2	The EPP provided limited evidence that completers were satisfied with their preparation. (component R4.3)	The EPP provided limited evidence of completers' proficiencies to apply pedagogical and content in P-12 instruction.

STANDARD R5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that the Quality Assurance System had operational effectiveness of relevant data supporting the program, EPP decision making and program improvement. (component R5.1)	The EPP provided limited evidence of a systematic process for collecting, analyzing, and reporting verifiable data for supporting the program, EPP decision making, and program improvement.
2	The EPP provided limited evidence of internal and external stakeholder involvement in program design, evaluation, and the continuous improvement process. (component R5.3)	While the EPP described stakeholder involvement in continuous improvement, little documentation was provided. Multiple committees were identified as functioning and contributing to the Quality Assurance System, but the EPP provided a lack of supporting documentation.
3	The EPP provided limited evidence documenting the regular, systematic, and continuous improvement of performance against goals, related modifications and/or innovations and assessment effects on EPP outcomes. (component R5.4)	While the EPP noted examples of continuous assessment of performance and resulting program changes, limited documentation was provided to support regular and systematic data-driven changes.

	Stipulations	Rationale
1	The EPP provided no evidence confirming the validity and/or reliability of the EPP created assessments. (component R5.2)	The EPP provided no evidence of the steps taken to establish instrument validity, reliability, and resultant data.

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
(1) [CAEP 5] While multiple measures are part of the data review, the preponderance of evidence indicates EPP's quality assurance system lacks continuity across all programs and consists of measures that are not applied consistently across programs. [ITP]	(1) Covered in Standard R5.
(2) [CAEP 5] The EPP does not regularly and systematically review the quality assurance system, investigate differences among programs, use data or evidence to make continuous improvement, and test innovations across all programs. [ITP]	(2) Covered in Standard R5.

Continued:

Area for Improvement or Weakness	Rationale
None	None

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site review may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced levels that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure level and/or Advanced Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced Level accreditation does not include any advanced level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other

school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

The following programs were included in the current accreditation cycle:

Program Name	Licensure Level	Degree
Agricultural Education	Initial-Licensure Level	Baccalaureate
Agricultural Education	Initial-Licensure Level	Other- Alternative Certification
Arts	Initial-Licensure Level	Other- Alternative Certification
Biology	Initial-Licensure Level	Other- Alternative Certification
Business Administration	Initial-Licensure Level	Other- Alternative Certification
Chemistry	Initial-Licensure Level	Other- Alternative Certification
English	Initial-Licensure Level	Other- Alternative Certification
History	Initial-Licensure Level	Other- Alternative Certification
Math	Initial-Licensure Level	Other- Alternative Certification
Mathematics in Education Program	Initial-Licensure Level	Baccalaureate
Physical Education	Initial-Licensure Level	Other- Alternative Certification
Physical Education Program	Initial-Licensure Level	Baccalaureate
Physics	Initial-Licensure Level	Other- Alternative Certification
Social Studies	Initial-Licensure Level	Other- Alternative Certification
Spanish	Initial-Licensure Level	Other- Alternative Certification
Theater	Initial-Licensure Level	Other- Alternative Certification

NOTE: Neither CAEP staff, evaluation team members, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

