



Council for the
Accreditation of
Educator Preparation

ACCREDITATION ACTION REPORT

Department of Education
University of Puerto Rico-Aguadilla
Aguadilla, Puerto Rico

Accreditation Council April 2025
Accreditation Application Date: 5/22/2006

*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 is granted at the initial-licensure level. This Accreditation status is effective between Spring 2025 and Spring 2032. The next site review will take place in Fall 2031.

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 R1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that candidates were able to apply their knowledge of their professional responsibility at the appropriate progression levels.	There was a newly created professional dispositions rubric. However, there was only one cycle of data.

(component R1.4)	
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STANDARD R4: Program Impact

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that employers were satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families disaggregated by program area. (component R4.2)	The EPP had not provided 3 cycles of data. The two cycles provided were minimal with one response to a survey for one cycle and a letter of support from one principal. The data provided were not able to be analyzed or actionable.

STANDARD R5: Quality Assurance System and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence the Quality Assurance System relied on relevant, verifiable, representative, cumulative, and actionable measures. (component R5.2)	While the EPP has provided reliability studies conducted on its EPP-created assessments, there was insufficient evidence that steps had been followed to meet research standards for establishing the validity of data from the EPP-created assessments.
2	The EPP provided limited evidence of internal and external stakeholder participation in program design, evaluation, and continuous improvement processes. (component R5.3)	Although the EPP included internal stakeholders in program design and evaluation, it had just begun an Advisory Committee designed to include external stakeholders in a systematic way. The Advisory Committee had only met once at the time of the site review.
3	The EPP provided limited evidence that it regularly, systematically, and continuously assessed performance against goals and standards, tracked results over time, documented modifications, and/or innovations and their effects. (component R5.4)	Although the EPP provided a few examples of changes based on data, there was insufficient evidence that it regularly, and continuously tracked outcomes over time, analyzed data to determine trends, and systematically used results for program improvement.

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

Removed:

Area for Improvement or Weakness	Rationale
(1) [CAEP 3] The EPP provided limited evidence that the recruitment plan monitors progress and uses data in planning and monitoring recruitment strategies (component 3.1). [ITP]	(1) Remove. Covered in Standard R3.
(2) [CAEP 4] The EPP has limited evidence of a plan to measure indicators of teaching effectiveness for its completers. (component 4.2) [ITP]	(2) Remove. Covered in Standard R4.

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
Bachelor of Arts in Teaching English as a Second Language with Educational Technology, K-12	Initial-Licensure Level	Baccalaureate
Bachelor of Arts in Elementary Education	Initial-Licensure Level	Baccalaureate

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.

End of Action Report