



Council for the  
Accreditation of  
Educator Preparation

## ACCREDITATION ACTION REPORT

Department of Pedagogy  
University of Puerto Rico at Cayey  
Cayey, Puerto Rico

Accreditation Council October 2024  
Accreditation Application Date: 10/3/2005

*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** is granted at the initial-licensure level. This Accreditation status is effective between Fall 2024 and Fall 2031. The next site review will take place in Spring 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 R4: Program Impact

	Areas for Improvement	Rationale
1	The EPP provided limited evidence to demonstrate that completers/alumni effectively contributed to P-12 student learning and growth. (component R4.1)	Evidence/data consisted of two cycles and provided limited evidence that program completers effectively contributed to P-12 students' learning and growth.

2	The EPP provided limited evidence to demonstrate that employers were satisfied with completers' preparation. (component R4.2)	Evidence provided consists of two cycles of survey data (4.1.2. Schools Directors Questionnaire, 4.2.1. CAEP Accountability Measures) with low response rates. The Advisory Committee notes showed limited evidence to measure R4.2, and did not include data and subsequent analyses of the assessment results.
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## AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

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 are included in the current accreditation cycle:

Program Name	Licensure Level	Degree
Elementary Education	Initial-Licensure Level	Baccalaureate
Physical Education	Initial-Licensure Level	Baccalaureate
Secondary Education English	Initial-Licensure Level	Baccalaureate
Secondary Education Science	Initial-Licensure Level	Baccalaureate
Secondary Spanish	Initial-Licensure Level	Baccalaureate
Special 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**