

Section 1. EPP Profile Updates in AIMS

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1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

- ☒ Agree
☐ Disagree

1.2. I confirm that the information displayed in the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

- ☒ Agree
☐ Disagree

1.3. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.

- ☒ Agree
☐ Disagree

1.4. Does your EPP recommend candidates for licensure in more than one state/country?

- ☐ Yes - The EPP recommends candidates for licensure in more than one state/country.
☒ No - The EPP recommends candidates for licensure in only one state/country.

1.5. Please select all states/countries in which your EPP recommends candidates for licensure.

- ☐ Alabama-AL
☐ Alaska-AK
☐ Arizona-AZ
☐ Arkansas-AR
☐ California-CA
☐ Colorado-CO
☐ Connecticut-CT
☐ Delaware-DE
☐ District of Columbia-DC
☐ Florida-FL
☐

Georgia-GA

- ☐ Hawaii-HI
- ☐ Idaho-ID
- ☐ Illinois-IL
- ☐ Indiana-IN
- ☐ Iowa-IA
- ☐ Kansas-KS
- ☐ Kentucky-KY
- ☐ Louisiana-LA
- ☐ Maine-ME
- ☐ Maryland-MD
- ☐ Massachusetts-MA
- ☐ Michigan-MI
- ☐ Minnesota-MN
- ☐ Mississippi-MS
- ☐ Missouri-MO
- ☐ Montana-MT
- ☐ Nebraska-NE
- ☐ Nevada-NV
- ☐ New Hampshire-NH
- ☐ New Jersey-NJ
- ☐ New Mexico-NM
- ☐ New York-NY
- ☐ North Carolina-NC
- ☐ North Dakota-ND
- ☐ Ohio-OH
- ☐ Oklahoma-OK
- ☐ Oregon-OR
- ☐ Pennsylvania-PA
- ☐ Rhode Island-RI
- ☐ South Carolina-SC
- ☐ South Dakota-SD
- ☐ Tennessee-TN
- ☐ Texas-TX
- ☐ Utah-UT
- ☐ Vermont-VT
- ☐ Virginia-VA
- ☐ Washington-WA
- ☐ West Virginia-WV
- ☐ Wisconsin-WI
- ☐ Wyoming-WY
- ☒ Puerto Rico-PR
- ☐

Bahrain-BH

☒ Indonesia-IND

☒ Jordan-JO

☒ Kuwait-KW

☒ Oman-OM

☒ Qatar-QA

☒ Scotland-UK-SC

☒ United Arab Emirates-UAE

Section 2. EPP's Program Graduates [Academic Year 2024-2025]

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Section 2. EPP's Program Graduates [Academic Year 2024-2025]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2024-2025. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

10

Previous Year Number of initial-licensure level Graduates:

26

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

0

Previous Year Number of advanced level Graduates:

0

Total number of program graduates

10.00

Previous Year Total Number of Graduates:

26.00

Section 3. Substantive Changes

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Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

- ☐ Change
- ☒ No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- ☐ Change
- ☒ No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- ☐ Change
- ☒ No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Middle States Commission ▼

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▼

3.4.3. Does this represent a change in status from the prior year?

- ☐ Change
- ☒ No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- ☐ Change
- ☒ No Change / Not Applicable

Section 4. CAEP Accreditation Details on EPP's Website

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[Section 4. CAEP Accreditation Details on EPP's Website](#)

Please update the EPP's public-facing website to include:

1. the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP reviewed programs, and
2. the EPP's reported data for each of the required CAEP Accountability Measures for the 2024-2025 Academic Year.

4.1. URL Link for EPP's current CAEP Accreditation Status & Reviewed Programs

In the box below, please provide the direct URL link to the EPP's public facing webpage where its current CAEP accreditation status and a list of CAEP-reviewed programs are available.

<https://upra.edu/educac>

4.2. CAEP Accountability Measures [2024-2025 Academic Year]

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2024-2025 Academic Year (September 1, 2024 - August 31, 2025) and be

relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience.

- **Measure 1 (Initial): Completer effectiveness. (R4.1)**
 - Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)**
 - Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
 - Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).**
 - Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for initial-licensure level programs are available. If the EPP does not offer initial-licensure level programs, then please leave this box blank.

<https://upra.edu/educac>

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide the direct URL link to the EPP's public facing webpage where data for the required CAEP Accountability Measures for advanced level programs are available. If the link is the same as for the initial-licensure level, please provide it again in this box. If the EPP does not offer advanced-level programs, then please leave this box blank.

Please provide additional comments:

While the EPP provided a link, the EPP website does not clearly identify each of the required four CAEP Accountability Measures. The CAEP Accountability Measures must be clearly

identified by appropriate headers. Please update the EPPs website to clearly list the required CAEP Accountability Measures and data for each measure. Please respond by addressing the feedback within 30 days of being notified.

Please provide additional comments:

Unable to determine - CAEP staff will review this item after required revisions are submitted.

Please provide additional comments:

The EPPs website does not currently display data for the four required CAEP Accountability Measures. Please update the EPPs website with data for each of the four CAEP Accountability Measures for the 2024-2025 Academic Year. If data are currently unavailable, the EPP can include a placeholder statement on the EPPs website that details an expected timeline for when updated data will be shared. Please respond by addressing the feedback within 30 days of being notified.

Please provide additional comments:

Unable to determine - CAEP staff will review this item after required revisions are submitted.

Please provide additional comments:

Unable to determine - CAEP staff will review this item after required revisions are submitted.

Section 5: Areas for Improvement and/or Stipulations

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Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP's next CAEP Accreditation Site Review.

To write your summary, please click the edit button next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2026 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AFI/Stipulation

Component	Type	Status	Rationale
5.2 Quality and Strategic Evaluation	AFI	Open	The EPP provided limited evidence that a majority of EPP created assessments were created and implemented at the sufficient level or above on the CAEP Evaluation Framework for EPP created assessments.
4.3 Satisfaction of Employers	AFI	Open	The EPP presented insufficient evidence to show that employers were satisfied with the completers' preparation, using only one type of data with an inadequate response rate. No employers were available to interview during the site visit.
2.1 Partnerships for Clinical Preparation	AFI	Open	The EPP presented insufficient data to show that stakeholder feedback was used systematically to make decisions regarding the clinical preparation program.
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Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

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Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

The main efforts that the UPRA EPP implemented, based on the collected data, were as follows: The first programmatic modification was the establishment of working alliances with two non-profit organizations: Movimiento para el Alcance de Vida Independiente (MAVI) and Fundación Atención Atención. These collaborative alliances aim to provide meaningful educational experiences for our teacher candidates in teaching diverse populations with special needs (through MAVI) and to construct and implement workshops on incorporating educational games as teaching strategies. These strategies are designed to create culturally relevant experiences for both teacher candidates and K-12 students.

Another programmatic innovation implemented by our EPP during the last academic year was the integration of the Education Department Student Association. This initiative involved EPP alumni conducting various workshops to demonstrate different aspects of teacher responsibilities in real-world school scenarios.

Section 7: Feedback for CAEP & Report Preparer's Authorization

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Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2026 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

☒ I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

☒ Acknowledge

Semester of EPP's next CAEP Site Review

This is listed for informational purposes only. If you notice an issue with this information, please reach out to CAEP staff.

Next Visit Date [Semester] - Initial-Licensure Level

Spring ▼

Next Visit Date [Year] - Initial-Licensure Level

2028 ▼

Next Visit Date [Semester] - Advanced Level

Select Option ▼

Next Visit Date [Year] - Advanced Level

Select Option ▼