

**Connecticut State Board of Education
Hartford**

To Be Proposed:

March 4, 2026

Resolved, That the State Board of Education (SBE), pursuant to Section 10-145d-9(g)(1)(A) of the Regulations of Connecticut State Agencies, grants full approval to the University of Bridgeport (UB) for the period March 4, 2026, through March 31, 2033, for the purpose of certifying graduates from UB in the following areas and directs the Commissioner to take necessary action.

| <u>Program</u> | <u>Grade Level</u> | <u>Program Level</u> | <u>Program Type</u> | |
|--|--------------------|----------------------|---------------------|----------|
| Elementary Education | | PK-6 | Initial | Graduate |
| Middle Level Areas: | | | | |
| English | | 4-8 | Initial | Graduate |
| History/Social Studies | | 4-8 | Initial | Graduate |
| Mathematics | | 4-8 | Initial | Graduate |
| Science | | 4-8 | Initial | Graduate |
| Secondary Areas: | | | | |
| English | | 4-12 | Initial | Graduate |
| History and Social Studies | | 4-12 | Initial | Graduate |
| Mathematics | | 4-12 | Initial | Graduate |
| Biology | | 4-12 | Initial | Graduate |
| Chemistry | | 4-12 | Initial | Graduate |
| Earth Science | | 4-12 | Initial | Graduate |
| General Science | | 4-12 | Initial | Graduate |
| Physics | | 4-12 | Initial | Graduate |
| Business | | 4-12 | Initial | Graduate |
| Music | | PK-12 | Initial | Graduate |
| Remedial Reading/Language Arts | | 1-12 | Advanced | Graduate |
| Reading/Language Arts Consultant | | PK-12 | Advanced | Graduate |
| Intermediate Administration or Supervision | | PK-12 | Advanced | Graduate |

Approved by a vote of _____ this fourth day of March, Two Thousand Twenty-Six.

Signed: _____

Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

To: State Board of Education

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: March 4, 2026

Subject: Continuing Approval of The University of Bridgeport Educator Preparation Programs

Executive Summary

Introduction

Per Connecticut legislation (Special Act No. 16-22) and State Board of Education (SBE) policy, all Connecticut educator preparation providers (EPPs) must become a Council for the Accreditation of Educator Preparation (CAEP) partner and become nationally accredited through CAEP. Additionally, per the SBE as of October 6, 2021, Connecticut uses accreditation decisions based on CAEP accreditation visits to determine state continuing approval status for Connecticut EPPs. During spring 2025, the University of Bridgeport (UB) hosted its CAEP visit to determine continuing national accreditation and state program approval for all programs offered. This report provides a summary of accreditation findings and the CAEP accreditation decision for UB based on the spring 2025 visit, including the Commissioner's recommendation for continuing approval.

History/Background

Located in Bridgeport, Connecticut, UB is a private, coeducational university serving approximately 5,434 students through more than 125 undergraduate, graduate, doctoral, and certificate programs across 14 schools. UB is regionally accredited by the New England Commission of Higher Education (NECHE).

The UB School of Education offers initial licensure programs at the graduate level in elementary education; the middle level (4-8) areas of English language arts, history/social studies, mathematics, and general science; the secondary (7-12) subject areas of English language arts, history/social studies, mathematics, and science (biology, chemistry, earth science, general science and physics); and music education, which is a PK-12 endorsement. Additionally, UB offers advanced certification programs in remedial reading and language arts, the reading and language arts consultancy, and educational leadership; and two doctoral programs in education leadership and international education. UB educator preparation programs are currently fully approved by the SBE and nationally accredited by CAEP.

UB, previously nationally accredited by CAEP, hosted its CAEP accreditation visit during Spring 2025. The Connecticut State Department of Education (CSDE) received the CAEP Action Report pertaining to the Spring 2025 accreditation visit November 17, 2025. As indicated in the report, UB has successfully

met all CAEP standards at both the initial and advanced levels and was granted full accreditation for seven years. Six Areas for Improvement (AFI) for initial programs and four AFIs for advanced programs were identified. AFIs indicate areas which must be improved by the time of the next CAEP accreditation visit, with programs reporting relative to remediation of AFIs included as part of the annual reports that EPPs are required to submit to CAEP. Accreditation for seven years is granted if the EPP meets all CAEP standards and components even if AFIs are identified in the CAEP Action Report based on the accreditation visit. The chart below shows the AFIs identified for University of Bridgeport.

| Initial Programs | Areas of Improvement | Rationale |
|--|--|---|
| Standard R2: Clinical Partnerships and Practice | The EPP provided limited evidence that partners designed and implemented clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrated their developing effectiveness and positive impact on diverse P-12 students' learning and development. | The EPP provided evidence that they had experience working with a variety of students during clinical practice, but it was unclear how placements were tracked/monitored to ensure all candidates had opportunities to experience a wide variety of school settings and grade levels. |
| Standard R3: Candidate Recruitment, Progression, and Support | The EPP provided limited evidence of goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that aligned with their mission. | The Evaluation Team were unable to confirm the existence of a recruitment plan for initial programs that included goals, baseline data, longitudinal data, targets, timelines or progress monitoring. The EPP did not present any goals beyond the 2024-2025 school year. |
| Standard R4: Program Impact | The EPP provided limited evidence to demonstrate that program completers effectively contributed to P-12 student-learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. | The evidence provided did not include three representative cycles or a clear methodology of impact measures regarding completers contributing to P-12 student-learning growth. |
| Standard R5: Quality Assurance System and Continuous Improvement | The EPP provided limited evidence of a functioning Quality Assurance System. | The EPP did not provide clarifying evidence of regular reviews of system operation, and data were not provided in a structured manner. The EPP did not provide a Quality Assurance System that systematically supported the reporting of evidence from Standards R1-R4. |
| | The EPP provided limited evidence that the EPP's Quality Assurance System relied on relevant, verifiable, representative, | The EPP did not provide evidence of data reliability. The data presented was not verifiable. The data presented was not |

| | | |
|--|--|---|
| | cumulative, and actionable measures to ensure interpretations of data were valid and consistent. | disaggregated by demographic categories. |
| | The EPP provided limited evidence that it regularly, systematically, and continuously assessed performance against its goals and relevant standards, tracked results over time, documented modifications and/or innovations and their effects on EPP outcomes. | The EPP provided limited evidence of that a regular, systematic, and continuous process existed for collecting and reviewing evidence, determining performance against goals, and making evidence-based continuous improvement decisions. |
| Advanced Programs | Areas for Improvement | Rationale |
| Standard RA 3: Candidate Quality and Selectivity | The EPP provided limited evidence of goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that aligned with their mission. | The Evaluation Team was unable to confirm the existence of a recruitment plan for advanced programs that included goals, baseline data, longitudinal data, targets, timelines or progress monitoring. |
| Standard RA 5: Quality Assurance System and Continuous Improvement | The EPP provided limited evidence of a functioning Quality Assurance System. | The EPP did not demonstrate that the Quality Assurance System had the capacity to collect, analyze, monitor, and report data/evidence on all CAEP standards. The data presented was not disaggregated by demographic categories. |
| | The EPP provided limited evidence that the EPP's Quality Assurance System relied on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data were valid and consistent. | The EPP did not provide evidence of data reliability. The data provided was not verifiable. |
| | The EPP provided limited evidence that it regularly, systematically, and continuously assessed performance against its goals and relevant standards, tracked results over time, documented modifications and/or innovations and their effects on EPP outcomes. | The EPP did not indicate that changes were clearly connected to evidence. In addition, the provider's performance was not systematically assessed against its goals. |

Once CAEP Action Reports are received, the CSDE Review Committee reviews the report and makes a recommendation to the Commissioner of Education relative to continuing approval of preparation programs based upon Connecticut educator preparation program approval regulations. On December 9, 2025, the CSDE Review Committee reviewed the CAEP Action Report and unanimously recommended full continuing approval for the period March 4, 2026, through March 31, 2033, since CAEP accreditation for seven years is granted if the EPP meets all CAEP standards and components even if AFIs are identified in the CAEP Action Report. The review committee additionally voted to review the

CAEP annual reports to monitor the improvement efforts being made to address the AFIs that were identified.

Recommendation and Justification

I am recommending full continuing approval for UB’s educator preparation programs for the period March 4, 2026, through March 31, 2033, along with annual report monitoring, due to UB’s CAEP accreditation status based on a spring 2025 accreditation visit. Given CAEP’s seven-year visit cycle, UB’s next CAEP accreditation visit is scheduled for spring 2032. The March 31, 2033, state approval deadline allows time for the CSDE to receive the final CAEP Action Report based on the spring 2032 visit and prepare a report for the SBE.

Follow-up Activity

If the SBE grants full approval for the University of Bridgeport’s educator preparation programs, the Talent Office will immediately communicate UB’s approval status to the university leadership.

Prepared by: Lauren Tafrate, Associate Education Consultant, Talent Office

Reviewed by: Shuana K. Tucker, Ph. D., Chief Talent Officer, Talent Office

Approved by: Sinthia Sone-Moyano, Deputy Commissioner of
Educational Supports and Wellness