



ACCREDITATION ACTION REPORT

School of Education
University of Bridgeport
Bridgeport, Connecticut

Accreditation Council October 2025
Initial Accreditation Date: 03/28/1998

This is the official record of the Educator Preparation Provider's accreditation status.
The EPP should retain this document for at least two accreditation cycles.

ACCREDITATION DECISION

Initial-Licensure Level Decision: Accreditation

Accreditation Term: 10/19/2025 through 12/31/2032

Next Review Semester: Spring 2032

Advanced Level Decision: Accreditation

Accreditation Term: 10/19/2025 through 12/31/2032

Next Review Semester: Spring 2032

SUMMARY OF STANDARDS

CAEP STANDARDS: Initial-Licensure Level	Standards Decision
Standard R1: Content and Pedagogical Knowledge	Met
Standard R2: Clinical Partnerships and Practice	Met
Standard R3: Candidate Recruitment, Progression, and Support	Met
Standard R4: Program Impact	Met
Standard R5: Quality Assurance System and Continuous Improvement	Met
Standard R6: Fiscal and Administrative Capacity	Met

CAEP STANDARDS: Initial-Licensure Level	Standards Decision
Standard R7: Record of Compliance with Title IV of the Higher Education Act	Met

CAEP STANDARDS: Advanced Level	Standards Decision
Standard RA1: Content and Pedagogical Knowledge	Met
Standard RA2: Clinical Partnerships and Practice	Met
Standard RA3: Candidate Quality and Selectivity	Met
Standard RA4: Satisfaction with Preparation	Met
Standard RA5: Quality Assurance System and Continuous Improvement	Met
Standard RA6: Fiscal and Administrative Capacity	Met
Standard RA7: Record of Compliance with Title IV of the Higher Education Act	Met

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

R2 Clinical Partnerships and Practice

Areas for Improvement	Rationale
AFI - R2.3 - 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.

R3 Candidate Recruitment, Progression, and Support

Areas for Improvement	Rationale
AFI - R3.1 - 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.

R4 Program Impact

Areas for Improvement	Rationale
AFI - R4.1 - 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.

R5 Quality Assurance System and Continuous Improvement

Areas for Improvement	Rationale
AFI - R5.1 - 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.
AFI - R5.2 - 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 presented were not verifiable. The data presented were not disaggregated by demographic categories.
AFI - R5.4 - 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 LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

RA.3 Candidate Quality and Selectivity

Areas for Improvement	Rationale
AFI - RA3.1 - 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.

RA.5 Quality Assurance System and Continuous Improvement

Areas for Improvement	Rationale
AFI - RA5.1 - 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 were not disaggregated by demographic categories.
AFI - RA5.2 - 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 were not verifiable.
AFI - RA5.4 - 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.

PROGRAMS INCLUDED IN REVIEW

Program Name	Licensure Level	Degree Level
Biology, Middle School, 4–8	Initial-Licensure Level	Master's
Biology, Middle School, 4–8	Initial-Licensure Level	Specialist or C.A.S.
Chemistry, Middle School, 4–8	Initial-Licensure Level	Master's
Chemistry, Middle School, 4–8	Initial-Licensure Level	Specialist or C.A.S.
Earth Science, Middle School, 4–8	Initial-Licensure Level	Master's

Program Name	Licensure Level	Degree Level
Earth Science, Middle School, 4–8	Initial-Licensure Level	Specialist or C.A.S.
Elementary Education K-6	Initial-Licensure Level	Master's
Elementary Education K-6	Initial-Licensure Level	Specialist or C.A.S.
English Education 7-12	Initial-Licensure Level	Master's
English Education 7-12	Initial-Licensure Level	Specialist or C.A.S.
English, Middle School, 4–8	Initial-Licensure Level	Master's
English, Middle School, 4–8	Initial-Licensure Level	Specialist or C.A.S.
English/Language Arts Education	Initial-Licensure Level	Master's
General Science, Middle School, 4–8	Initial-Licensure Level	Master's
General Science, Middle School, 4–8	Initial-Licensure Level	Specialist or C.A.S.
History & Social Studies, Middle School, 4–8	Initial-Licensure Level	Master's
History & Social Studies, Middle School, 4–8	Initial-Licensure Level	Specialist or C.A.S.
History, Social Studies, and Social Sciences	Initial-Licensure Level	Master's
Mathematics	Initial-Licensure Level	Master's
Mathematics Education 7-12	Initial-Licensure Level	Master's
Mathematics Education 7-12	Initial-Licensure Level	Specialist or C.A.S.
Mathematics, Middle School, 4–8	Initial-Licensure Level	Master's
Mathematics, Middle School, 4–8	Initial-Licensure Level	Specialist or C.A.S.

Program Name	Licensure Level	Degree Level
Music Education K-12	Initial-Licensure Level	Master's
Music Education K-12	Initial-Licensure Level	Specialist or C.A.S.
Physics, Middle School, 4–8	Initial-Licensure Level	Master's
Physics, Middle School, 4–8	Initial-Licensure Level	Specialist or C.A.S.
Science, Middle School, 4–8	Initial-Licensure Level	Master's
Secondary Biology 7-12	Initial-Licensure Level	Specialist or C.A.S.
Secondary Biology 7-12	Initial-Licensure Level	Master's
Secondary Business Education 7-12	Initial-Licensure Level	Master's
Secondary Business Education 7-12	Initial-Licensure Level	Specialist or C.A.S.
Secondary Chemistry 7-12	Initial-Licensure Level	Specialist or C.A.S.
Secondary Chemistry 7-12	Initial-Licensure Level	Master's
Secondary Earth Science 7-12	Initial-Licensure Level	Specialist or C.A.S.
Secondary Earth Science 7-12	Initial-Licensure Level	Master's
Secondary General Science 7-12	Initial-Licensure Level	Specialist or C.A.S.
Secondary General Science 7-12	Initial-Licensure Level	Master's
Secondary Physics 7-12	Initial-Licensure Level	Specialist or C.A.S.
Secondary Physics 7-12	Initial-Licensure Level	Master's
Social Studies Education 7-12	Initial-Licensure Level	Master's

Program Name	Licensure Level	Degree Level
Social Studies Education 7-12	Initial-Licensure Level	Specialist or C.A.S.
Educational Administration & Supervision - 092	Advanced Level	Specialist or C.A.S.
Educational Administration & Supervision - 092	Advanced Level	Specialist or C.A.S.
Reading & Language Arts Consultant - 097 Pk-12	Advanced Level	Specialist or C.A.S.
Reading & Language Arts Consultant - 097 Pk-12	Advanced Level	Master's
Remedial Reading & Remedial Language Arts - 102 1-12	Advanced Level	Specialist or C.A.S.

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 visit 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 level and advanced level 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** 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 level 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.

NOTE: Neither CAEP staff, evaluators, 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