I. Past Year Activity: 2008-09

A. Progress In Meeting Goals

Goal 1: Program Quality

- In Fall 2008, the Exercise Science program, Physical Education and Human Performance, hosted its first site visit by the Commission of Allied Health Education Programs (CAAHEP) and was accredited. All SEPS programs are now fully accredited by their respective professional associations.

- A major focus of 2008-2009 has been preparation for the upcoming reaccreditation by the National Council for Accreditation of Teacher Education (NCATE). Under the leadership of NCATE Coordinator, Dr. Elene Demos, planning meetings were scheduled periodically throughout the year to coordinate efforts with faculty and administrators from the Schools of Arts & Sciences and Engineering & Technology. In January 2009, each program area being reviewed by NCATE submitted a report to its specialized professional association (SPA). Following submission of 23 SPA reports, work has commenced on the preparation of the NCATE Institutional Report (IR). Eleven faculty, staff, and administrators are contributing writers for the IR which will be submitted in December 2009. An NCATE Electronic Exhibit Room is currently under development.

- In Summer and Fall 2008, SEPS launched three new programs, all responsive to workforce development needs in the state of Connecticut. They are the Master of Arts in Teaching program; the Bachelor of Science in Nursing program; and the Weekend Bachelor of Arts in Social Work program.

Goal 2: Student Performance

- Assessment of Teacher Candidates.
  Our dispositions initiative continues to move forward under the leadership of Dr. Kimberly Kostelis. Using a rubric to evaluate student readiness for teaching, faculty rate students’ competencies and enter ratings into an electronic database capable of generating customized reports.

The Committee on Retention in Education (CORE) provides guidance and counsel to students whose dispositions’ ratings indicate significant areas of concern. Fifty-six students were reviewed by CORE during the 2008-2009 academic year. Of these, 11 met with the committee or with Associate Counselor Mary Pat Bigley individually. An additional 12 had an electronic or phone conversation with Counselor Bigley. Twenty-seven students successfully completed student teaching. Seven students did not complete successfully. Of these, three changed their major and four completed as BSNC.
In previous years, our dispositions assessment was targeted towards professional program courses only. Beginning in 2007 and continuing in 2008-2009, courses in relevant pre-professional programs were also included in the assessment. The Professional Education Database (PED) continues to undergo further development. Our ultimate goal is to house all unit-wide assessments in PED.

- **Student Success Committee, 2008-2009**
  This ad-hoc committee of SEPS-Governance Council, chaired by Dr. Catherine Baratta, was charged with developing a set of recommendations to the Dean to promote the success of undergraduate and graduate students in SEPS. The committee met three times in Spring 2009 and will reconvene in Fall 2009. A survey of department chairs and a facilitated discussion within the SEPS-GC provided broad input to the committee regarding typical stumbling blocks for students and strategies to promote student success. A series of recommendations were developed by the committee and forwarded to the Dean in May 2009. The recommendations included:
    - Research-focused recommendations to assist SEPS in better identifying characteristics of students at risk; and
    - Process-focused recommendations to develop strategies to more effectively address student needs and concerns.

- **Office of Student Academic Services.**
  The Office of Student Academic Services, headed by Associate Counselor Mary Pat Bigley, is the key resource center for SEPS undergraduate advising. Its core mission is to support the retention and graduation of all SEPS undergraduates. This office also works to identify challenges and develop responsive support systems for minority students in SEPS professional programs.

  In support of these goals, Counselor Bigley advised all new SEPS undergraduates in the University First Year Student Advising and Orientation sessions; provided 31 transfer student advising seminars to a total of 213 students; served on the Transfer Student subcommittee; contributed to the development of the Transfer Student Advising Guide; and conducted the Dean’s Leadership Institute.

  The **Dean’s Leadership Institute** (DLI) is an initiative aimed at promoting student success and retention. The DLI seeks to build a strong, diverse group of students who are motivated to become teachers, particularly in shortage areas. In 2008-2009, the DLI began the year with 19 students, including 10 minority students and 9 students in identified teacher shortage areas. Fifteen students completed the academic year with the minimum 2.70 GPA; of these, four were admitted to the Professional Program for Teacher Certification; two students changed their majors; and one student withdrew from the University. Ten students will be retained in the Program for the 2009-2010 academic year.

  In 2008-2009, Counselor Bigley also contributed to student retention and graduation by:
    - Researching impediments to timely graduation experienced by students in the Department of Physical Education and Human Performance;
    - Developing more supports for students as they prepared to apply to the professional program for teacher certification;
• Serving as the student liaison and coordinator of outreach for the Committee on Retention in Education. Counselor Bigley had 23 phone conversations, email exchanges, or individual meetings with students at risk. She also organized a focus group of successful students in the professional program to obtain student input regarding CORE.

- Meet and Greet Sessions for Teacher Candidates
  The Department of Teacher Education has instituted a series of Meet and Greet workshops welcoming students who have been accepted to the professional program in Teacher Education. In 2008-2009, teacher candidates in both elementary and secondary programs met jointly and had the opportunity to connect with faculty in their chosen discipline.

Goal 3: Faculty Quality and Development
SEPS continues to seek both internal and external funding to enhance faculty quality and support faculty development. Below is a summary of funding for faculty research and travel in 2008-2009.

- University Funding for Faculty Research and Development:
  AAUP University Research Funding $30,711

  Faculty Development $5,039
  (C. Tait, L. Wagner, S. Bochain, M. Cummiskey, S. Smith)

  Part-time Faculty Development $3,027
  (R. Lindgren, J. Groves, G. DeVita)

  Summer Curriculum Development $17,500

- Dean’s Research Initiative
  The Dean’s Research Initiative is an additional source of support for faculty pursuing investigations in line with priorities established by the dean and consistent with the University’s strategic plan. In a transparent process, funding proposals are vetted through a SEPS faculty-led peer review committee which selects proposals for funding and makes recommendations to the dean. The Dean’s Research Initiative awarded $21,956 in 2008-2009 to 16 SEPS faculty.

- Internal Funding for Travel
  Full-time faculty are reimbursed up to specific limits for attendance at professional conferences, per AAUP Collective Bargaining Agreement. In FY 09, AAUP conference funds were distributed equitably to SEPS departments and averaged $480/faculty. In FY 2009, the SEPS Dean’s Office earmarked an additional $25,000 to supplement AAUP travel funding as needed.
External Funding
A total of $311,123 in external funding contributed to faculty research and development in FY 2009. Notable projects in 2008-2009 included:
  - National Writing Project ($43,000);
  - Science Inquiry Learning Communities/CT Dept. of Education ($66,982);
  - Supported Education Program, CT Dept. Mental Health &Addiction Services ($100,000); and
  - Transforming Mental Health System in CT, CT Dept. Mental Health & Addiction Services ($61,889).

Goal 4: Enhance Professional Partnerships

Community Engagement
A great strength of SEPS is our commitment to community engagement. Indeed, to recognize the importance of external partnerships and community-based research, in 2008-2009 SEPS faculty approved a draft set of guidelines for evaluation of “engaged scholarship” as a component of department evaluation.

Our commitment to engagement manifests in multiple venues, including our faculty’s close working relationship with the Connecticut State Department of Education. As new state regulations for teacher education are currently under development, a close partnership with this agency is critical.

Other examples of professional partnerships in the community in 2008-2009 appear below.

  - In the SEPS-Naylor Community School Partnership, students from every professional program in SEPS, at both undergraduate and graduate levels, engage in a wide range of field experiences at Naylor.
  - Our Literacy Center’s Reading Clinic provides free remedial services for children with reading disabilities.
  - The New Britain Public Schools/CCSU Parent University educates parents on the benefits of reading at home with and to their children.
  - Our On-site 6th Year Certificate Program, which is identical to our on-campus program, leads working professionals to certification as an intermediate administrator/supervisor.

Advisory Boards
Advisory Boards and Networking Initiatives are an ongoing means of creating formal and informal connections with our colleagues in the community. The following page contains a summary of the role and function of advisory boards for SEPS professional education programs. The Lindgren Family Professional Development Network, launched in 2009, is our most recently established initiative.
<table>
<thead>
<tr>
<th>SEPS EXTERNAL ADVISORY BOARDS</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Teaching Advisory Council</strong></td>
<td>Meets annually; chaired by director of Office of Field Experiences with Department of Teacher Education. Membership includes K-12 teachers/administrators and University faculty. The group ensures that Unit appropriately prepares student teachers to meet demands of profession. Advisory work includes review of feedback instruments and evaluations; examination of challenges involved with field experiences /student teaching, and review of teacher education policies.</td>
</tr>
<tr>
<td><strong>Reading &amp; Language Arts Advisory Board</strong></td>
<td>Meets once a semester; co-chaired by CCSU Reading &amp; Language Arts faculty member/Director of SEPS Literacy Center and by community colleague, Director of Literacy Volunteers of America-New Britain. The CCSU Reading &amp; Language Arts Advisory Board represents various sectors of community who have a passion for teaching and learning, genuine interest in literacy and literacy education, particularly in state of Connecticut, and commitment to serving on Advisory Board in a voluntary capacity. The Advisory Board is composed of distinguished educators, leaders, and entrepreneurs with knowledge, experience, and skills to assist and support Department of Reading &amp; Language Arts in advising on new/existing programs, responding to standards and regulations, planning for the future, assessing effectiveness, setting priorities, exploring marketing strategies, enhancing program quality, and advocating for programs.</td>
</tr>
<tr>
<td><strong>Special Education Advisory Board</strong></td>
<td>Meets annually; chaired by Chair of Special Education. The advisory group is composed of Directors of Special Education in both public/private schools, active special education teachers, principals, parent advocates and current students. Focus of group changes from year to year; most recently primary focus has been discussion of new Blended Certificate. Recommendations and suggestions were solicited from external partners on how to proceed/elements to include in new certificate program.</td>
</tr>
<tr>
<td><strong>CCSU-High School/Middle School Consortium</strong></td>
<td>Meets once every semester. Consortium has been in existence for more than 10 years and consists of representatives (usually vice principals or assistant superintendents) from area districts and faculty from teacher education department as well as other CCSU departments that prepare teachers. Consortium provides a forum for coordinating pre-student teaching field experience placements as well as for collaboration/partnership regarding areas of common interests. Six neighboring school districts are currently represented in consortium.</td>
</tr>
<tr>
<td><strong>Lindgren Family Professional Development Network</strong></td>
<td>Newly created network consists of over 75 CCSU alumni serving as superintendents, principals, assistant principals, headmasters, central office administrators, and retired/aspiring educational leaders. Function of network is to develop programming that will support membership in staying abreast of current issues in education.</td>
</tr>
<tr>
<td><strong>Social Work Advisory Board</strong></td>
<td>Meets yearly. Board subcommittees have helped develop evaluation forms and have taken an active role in reaccreditation, meeting with visiting team. They also examine new tools for being assessed for adoption, e.g., Social Work dispositions. The board includes representatives from the community (with an MSW), schools of social work, agency supervisors, faculty, alumnae and represents cultural and ethnic diversity.</td>
</tr>
<tr>
<td><strong>Nursing Professional Advisory Committee</strong></td>
<td>Meets yearly. Composed of nursing faculty, and members from practice Community (hospitals, community agencies). Advocates for and advises department, develops partnerships, and monitors trends in nursing practice.</td>
</tr>
<tr>
<td><strong>Dean's Student Advisory Group</strong></td>
<td>Meets once a semester. Composed of undergraduates admitted to SEPS professional programs. Students provide input and feedback on SEPS programs, policies, and procedures.</td>
</tr>
</tbody>
</table>
Goal 5: Improve Organizational Functioning

➢ **Within the School**
Under the leadership of Dr. Kimberly Kostelis, the SEPS Professional Education database (PED) underwent significant development in 2008-2009, and its functionality was greatly enhanced. Faculty now enter disposition ratings online for individual classes of students in an electronic form. Student midpoint assessments are also sent to faculty online, and faculty submit their ratings electronically. A minor challenge in this area has been training faculty in the use of the database and associated electronic forms. With each successive semester, there has been a broadening of faculty use. In addition to assessment data, all data for the professional education application process is stored and managed through PED, which has the ability to generate both standard and customized reports for both assessment and application processes.

Until recently, the chief user of the database has been the Department of Teacher Education. In 2008-2009, advanced programs within SEPS (Educational Leadership, Physical Education & Human Performance, Reading & Language Arts, Counseling & Family Therapy) have begun to explore and/or utilize the potential of the database for managing departmental assessment data.

➢ **With Other Academic Units**
We continue to collaborate with the CCSU Schools of Arts & Sciences and Engineering & Technology on a number of initiatives, including assessment of dispositions for teacher candidates; NCATE accreditation/SPA reports; and Student Orientation and Advising.

In 2008-2009, campus-wide collaborations were deepened and formalized through the work of two forums, the K-12 Professor Cohort Forum and the Secondary Education Professor Cohort Forum. Meeting twice a semester, the two forums brought together SEPS faculty with their professional education counterparts in the Schools of Arts & Sciences and Engineering & Technology. Led by the Dr. Susan Seider, Chair of the Department of Teacher Education, the forums focus specifically on issues of assessment and curriculum. In addition, a Blackboard Vista site has been created on CCSU’s Central Pipeline to allow participants to share teaching materials, course objectives, assignments, assessments, and related areas of common interest. Taken together, the forums and the Vista site have been tools that assist faculty to collaborate and communicate more effectively.
B. Administration

- **Budgetary Conditions**

  The fiscal crisis of 2009 has presented both challenges and opportunities for SEPS. Resources have tightened, but at the same time, the uncertainty that accompanies our budgetary future has forced us to reexamine how we allocate resources and to ask of the Unit: *Can we do our work differently, and in a more cost effective way, without sacrificing quality?*

  Through a thorough analysis of faculty-student ratios, faculty load, and a deeper, more reflective analysis of program needs, we are exploring how we do business and looking at which programs are experiencing growth and which are contracting or maintaining a steady state. In addition to our own research, the University’s Office of Institutional Research and Assessment has become increasingly responsive to SEPS’ requests for data on program enrollments, student demographics, and student success characteristics. With this data in hand, we are able to direct our resources to areas of need.

  Despite economic constraints, the SEPS budget has continued to effectively support all undergraduate and graduate programs and meet costs for clinical supervision of field experiences. In 2008-2009, a restructuring of the University budget process directed reserve funds from salary savings back to individual units. Within SEPS, budgetary enhancements from reserve funds contributed to:

  - a modest increase in operating funds equitably distributed among departments;
  - a one-time academic program enhancement fund administered through academic affairs that supported purchase of technology, capital equipment, and academic/classrooms enhancements;
  - student scholarships; and
  - the Dean’s Research Initiative which supports faculty scholarship/travel through an application/peer review process.

  The Unit also actively supports and encourages departmental entrepreneurial activities. The Departments of Reading & Language Arts and Educational Leadership have led the way in creating off-site programs for education professionals at the request of several local school districts. Forty percent of the profit of these activities returns to the department in a roll-over account to be used at the discretion of the chair to enhance faculty work.

- **Staffing**

  During the 2008-2009 year, the School of Education and Professional Studies faculty totaled 96 individuals serving as administrators, professors, academic advisors, and administrative staff. New full-time faculty members joining the School in 2008-2009 appear below.

  Vernon E. Percy, Ph.D. Counseling and Family Therapy
  Shelley S. Bochain, Ph.D., Nursing
  James Joss French, Ph.D., Teacher Education
  Kurt A. Love, Ph.D., Teacher Education
  Jacob S. Werblow, Ph.D. Teacher Education
Assessment. Dr. Kimberly Kostelis continues in her role as leader of the assessment and dispositions initiatives for SEPS. In tandem with the assessment effort, Dr. Kostelis has taken a leadership role in CORE, Committee on Retention in Education (CORE). A key function of CORE is to identify and counsel teacher candidates whose disposition ratings fail to meet target levels.

All administrators, faculty, and staff employed in the School of Education and Professional Studies during the 2008-2009 academic year are listed below.

**OFFICE OF THE DEAN: ADMINISTRATION / STAFF**
- Mitchell Sakofs, Ph.D., Dean
- Elaine Wilson, Ed.D., Associate Dean
- Anne Pautz, Ph.D., Assistant Dean
- Mary Pat Bigley, Associate Counselor
- Laura Marchese, Major Gift Associate (Dual Report to Institutional Advancement)
- Cathy Wildman, Administrative Assistant
- Adelaida Arthur, Secretary 2

**Graduate Assistants**
- Evan Rowe
- Stacey Fruman
- Emily Secchiaroli
- Allyssa Callahan
- Faiza Shahid
- Randi Ferguson

**Student Worker**
- Gina Albanese

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**DEPARTMENT OF COUNSELING AND FAMILY THERAPY: FACULTY**

**Faculty – Full Time**
- Ralph S. Cohen, Ph.D., Professor
- Jane Fried, Ph.D., Professor
- Cherie King, M.Ed., CRC, CDMS, ABVE-D, Instructor
- Judith Rosenberg, Ph.D., Professor
- Connie Tait, Ph.D., Associate Professor
- Daniel J. Wiener, Ph.D., Professor
- Vernon E. Percy, Ph.D., Assistant Professor

**Secretary: Part-Time**
- Sarah Atkinson
- Maureen Sullivan

**CASD- Project Coordinator**
- Lila Coddington
Graduate Assistants
   Marcie Mauro
   Erin Kenney

DEPARTMENT OF EDUCATIONAL LEADERSHIP: FACULTY

Faculty – Full Time
   Farough Abed, Ed.D., Professor
   Ethan Heinen, Ph.D., Assistant Professor
   Penny Lisi, Ph.D., Professor
   Timothy Reagan, Ph.D., Professor
   Ellen Retelle, Ph.D., Assistant Professor
   Tony Rigazio-Digilio, Ed.D., Professor
   Olusegun Agboola Sogunro, Ph.D., Associate Professor
   Barry Sponder, Ed.D., Professor
   Aldridge Vaillant, Ed.D., Professor
   Sheldon Watson, Ph.D., Assistant Professor
   Lory Woods, Instructor

Secretary
   Stacy Tallberg

Graduate Assistants
   Michelle Burke
   Jessica Grenier
   Zato Kadambaya
   Jennifer Witschy

Ed. D. PROGRAM: FACULTY

Faculty – Full Time
   Karen Beyard, Ph.D., Professor

Secretary
   Rouznan Kheranian
DEPARTMENT OF NURSING: FACULTY

Faculty – Full Time

Shelley Bochain, Ph.D., MS, RN, Associate Professor
Margaret Levvis, Ph.D., MSN, RN, Associate Professor
Linda Wagner, Ed.D., MSN, RN, Associate Professor
Carol G. Williams, D.N.Sc., MS, RN, Associate Professor

Secretary
Marilyn Welinsky

Student Worker
Katie McMahon

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OFFICE OF FIELD EXPERIENCES: FACULTY

Faculty – Full Time

Susan Ford, Project Assistant
Holly Hollander, Director of Office of Field Experiences

Secretary
Linda Watson

Student Worker
Antoinette Parker

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DEPARTMENT OF PHYSICAL EDUCATION & HUMAN PERFORMANCE: FACULTY

Faculty – Full Time

Jan Bishop, Ed.D., Assistant Professor
Antone Capitao, Ph.D., Professor
Carol Ciotto, Instructor
Matthew Cummiskey, Ph.D., Assistant Professor
Catherine Fellows, M. Ed., Professor
Frank Frangione, Ph.D., Professor
David Harackiewicz, D. P.E., Professor
Kimberly T. Kostelis, D.P.E., Assistant Professor
Thomas McCarthy, Athletic Trainer / Instructor
Peter Morano, Ph.D., Associate Professor
Victoria Morley, Ph.D., Associate Professor
Linda O'Keefe, Instructor
Elizabeth O'Neill, D.P.E., Assistant Professor
Kathy Pirog, M.Ed., Head Athletic Trainer / Associate Professor
Susan Smith, Instructor
Michael Voight, Ph.D., Assistant Professor
Sean Walsh, Ph.D., Assistant Professor

Secretary
Jennifer Del Santo

Student Worker
Sarah Lupo

DEPARTMENT OF READING AND LANGUAGE ARTS: FACULTY

Faculty – Full Time
Helen Abadiano, Ph.D., Professor
Elene Demos, Ph.D., Professor
Catherine Kurkjian, Ph.D., Professor
Cara Mulcahy, Ph.D., Assistant Professor
Julia Kara-Soteriou, Ph.D., Assistant Professor
Jesse Turner, Ph.D., Associate Professor
Lynda Valerie, Ph.D., Assistant Professor
Kenneth Weiss, Ph.D., Associate Professor

Secretary
Stephanie Waldman

Graduate Assistants
Laura Angliss
Bharati Shah

DEPARTMENT OF SOCIAL WORK: FACULTY

Faculty Full-Time
Catherine R. Baratta, Ph.D., Associate Professor
Delia Gonzalez-Sanders, Ph.D., LCSW, Assistant Professor
Patricia Hensley, Ph.D., LCSW, Associate Professor

Secretary
Joan Stevens

DEPARTMENT OF SPECIAL EDUCATION: FACULTY

Faculty Full-Time
Mitchell Beck, Ed.D., Professor
John Foshay, Ed.D., Associate Professor
Roy Leonardi, Ed.D., Assistant Professor
William Nelson, Ed.D., Assistant Professor
Ernest Pancsofar, Ph.D., Associate Professor
Joan Nicoll-Senft, Ph.D., Associate Professor

Secretary
Anne Dubiel

Graduate Assistants
Erica Dudley

DEPARTMENT OF TEACHER EDUCATION: FACULTY

Faculty Full-Time
Elizabeth Aaronsohn, Ed.D., Associate Professor
Aram Ayalon, Ph.D., Professor
Ronnie Casella, Ph.D., Associate Professor
Barbara Clark, Ed.D., Assistant Professor
Gail Cueto, Ph.D., Professor
Sally Drew, Instructor
James Joss French, Ph.D., Assistant Professor
Lynda George, Ed.D., Assistant Professor
Nancy Hoffman, Ed.D., Professor
Marilyn Hott, Counselor
Maxine Howell, Ed.D., Assistant Professor
Lawrence Klein, Ed.D., Professor
Kurt A. Love, Ph.D., Assistant Professor
Daniel Mulcahy, Ph.D., Professor
Karen Riem, Ph.D., Associate Professor
Susan Seider, Ed.D., Professor
Lauren Tafrate, Counselor
Jacob S. Werblow, Ph.D., Assistant Professor

Secretary
Jean Zalaski
Tashunda Smith (University Assistant)

Graduate Assistant
Kim Toledo
Infrastructure

Construction.
In Spring 2009, a clinical training laboratory for the Bachelor of Science Nursing Program was completed.

Database Management.
SEPS has developed an in-house system to address assessment and data management requirements for the NCATE accreditation and other internal and external reporting needs. The Professional Education Database (PED) continues to undergo major development. Efficiency and security of data management has been improved and linkage to the University's student data system, Banner, facilitates the operation of web-based assessments completed in Professional Education courses. School-wide and program-specific assessments are being moved to PED for data collection and analysis.
C. Special Initiatives

Dean’s Committee on Diversity, Cultural Understanding, and Inclusion
This committee was formed in 2009 to examine SEPS policies and practices with an eye to ensuring that they are culturally sensitive and do not limit student and/or faculty success at CCSU. In addition to SEPS faculty, the committee included representatives from the School of Arts and Sciences and the CCSU Office of Diversity and Equity. Initial recommendations included the development of bridge programs with area high schools, expanded use of the dispositions instrument to identify students at risk, with appropriate student follow-up by the Committee on Retention in Education (CORE), and outreach to campus organizations (e.g., Latino Association, African American Caucus) to develop support structures for culturally diverse students.

Student Success Committee
This ad hoc committee, composed of and chaired by SEPS faculty, was launched in 2009 to develop a set of recommendations to the Dean with the goal of promoting student success. Chairs were interviewed and a facilitated conversation was held with the SEPS Governance Council to solicit broad faculty input. The committee developed research-focused recommendations, which included a review of current admissions policies and practices. Process-focused recommendations were also developed and included identification of a student study space within Barnard; a review of program design; and improved communication regarding available learning resources.

CORE
The Committee on Retention in Education (CORE) provides guidance and counsel to students whose dispositions’ ratings indicate significant areas of concern. Fifty-six students were reviewed by CORE during the 2008-2009 academic year. Of these, 11 met with the committee or with Associate Counselor Mary Pat Bigley individually. An additional 12 had an electronic or phone conversation with Counselor Bigley. Twenty-seven students successfully completed student teaching. Seven students did not complete successfully. Of these, three changed their major and four completed as BSNC.

Dean’s Leadership Institute
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D. Contributions to Distinctive Elements

The School of Education and Professional Studies made numerous contributions to CCSU’s four areas of distinctiveness in 2008-2009. We have expanded our international initiatives, responded to the workforce development needs of the state, and expanded our educational partnerships with colleagues across the university and in our surrounding communities. Taken as a whole, these efforts undergird the teaching and learning goals of the University and align with SEPS’ mission of “preparing leaders for service in our communities.”

Highlighted below are selected 2008-09 accomplishments, categorized according to CCSU’s four areas of distinctiveness.

Workforce Development
SEPS faculty have been at the forefront of economic/workforce development, launching three new programs in 2008-2009. All of these programs address workforce development needs in the state of Connecticut and, furthermore, align with the university’s support of entrepreneurial opportunities for workforce development.

- **MAT program**
  The MAT program is a selective graduate-level certification program that prepares qualified students for careers as teachers in the shortage areas of Mathematics, Science, Spanish, English, and Technology & Engineering Education. Candidates complete the program in a cohort group that begins in late May of each year and ends in late June of the following calendar year, 13 months later. Nineteen of the 47 credits required in the program are earned in summer sessions. The program selectively admits no more than 25 students each year. In Summer 2008, the program’s first cohort of 6 students was admitted. In Summer 2009, the admitted cohort numbered 22 students.

- **Nursing program**
  The new Bachelor of Science, Nursing program received approval from the Department of Higher Education and the Department of Public Health in June 2008. The program is designed to run as a 4-year curriculum with the first year of study devoted to pre-nursing coursework. Admission to the nursing major occurs in spring of the student’s first year. This is not an accelerated program and the Department of Nursing is committed to providing a rigorous curriculum that will graduate students who are ready to sit for the National Council of Licensing Exam for RNs. Students who complete our program will be prepared as professional nurses with strong critical thinking skills, cultural competency, and knowledge of emerging technologies in health care. In its first year (Fall 2008), 89 students were admitted into the pre-nursing program. In Spring 2009, 58 students were officially admitted to the Nursing Program.

- **Alternative Weekend Social Work program**
  The Social Work Department launched a unique Weekend Program for full-time employees of Connecticut social service agencies who want to advance their career by completing a Bachelor’s degree in Social Work. Classes meet on Saturdays and some courses involve online learning opportunities.
Community Engagement (See also Section A. Progress in Meeting Goals, Goal 4.)
A great strength of SEPS is our commitment to community engagement. This manifests in multiple venues, including our faculty’s close working relationship with the Connecticut State Department of Education. Indeed, to recognize the importance and impact of this work, SEPS faculty have approved a draft set of guidelines, entitled Engaged Scholarship, for evaluating the scholarly components of community initiatives.

There are numerous examples of such outreach. In the SEPS-Naylor Community School Partnership, students from every professional program in SEPS, at both undergraduate and graduate levels, engage in a wide range of field experiences at Naylor. Our Literacy Center’s Reading Clinic provides free remedial services for children with reading disabilities, and the New Britain Public Schools/CCSU Parent University educates parents on the benefits of reading at home with and to their children. Our On-site 6th Year Certificate Program, which is identical to our on-campus program, leads working professionals to certification as an intermediate administrator/supervisor. This program was developed in direct response to requests from local school districts.

International Education

- Jamaica Master’s Degree Programs in Educational Leadership/Reading & Language Arts
  SEPS’ partnerships with Sam Sharpe Teacher’s College, Montego Bay, Jamaica and MICO Teacher’s College, Kingston, Jamaica, underscore our commitment to international initiatives. Specifically recognized in the 2008 NEASC reaccreditation, these programs offer graduate courses to Jamaican faculty interested in pursuing an M.S. in Educational Leadership or Reading and Language Arts.

- Global Educational Leadership and Literacy, Certificate Program
  This new graduate program focuses on international education practices and provides opportunities for educational professionals to study best practice in other countries, to reflect on their own approaches to leadership for teaching and learning, to learn firsthand about other cultures, and to enhance their capacity to effectively educate all of our children. The OCP consists of four, three-credit graduate courses:

  EDF 528 Comparative and International Education
  EDL 555 Leadership for Culturally Diverse Schools
  ED 540 Educational Motivation and the Learning Process
  EDL 652 Advanced Topics in Educational Leadership

  These courses are offered in host countries (e.g., Finland, Jamaica, South Africa, China) and on campus for a two-week period in the summer and winter sessions. Students completing the OCP will be expected to have at least one course offered at an international site as part of their 12 credits. The inaugural OCP course is being offered in Jamaica, Summer 2009.

- Service learning in Peru and South Africa
  Dr. Catherine Baratta, Chair of the Department of Social Work, received CCSU grants in Summer 2008 and 2009, to attend faculty development conferences sponsored by the Council on International Educational Exchange in Lima, Peru and Capetown, South Africa. Based on these seminars, Dr. Baratta has developed course abroad/service learning opportunities for CCSU students. In January 2009, she led a group of ten students to work in a shanty town on the outskirts of Lima. In January 2010, Dr. Baratta will return to Lima with an additional ten
students; in May 2010, she will take a cohort of ten students to Capetown for another unique course abroad/service learning experience.

Interdisciplinary Collaborations

- Between SEPS and Other Schools at the University.
  For decades, there has been a longstanding collaboration of SEPS faculty with faculty from other schools in the University. Per the by-laws of the SEPS Governance Council, faculty from professional education programs outside of SEPS are represented and participate fully in SEPS-GC. In addition, one faculty member in the School of Arts & Sciences is designated as liaison with the School of Education & Professional Studies and serves as spokesperson for all K-12 and Secondary Education program coordinators in her school. The program coordinator in the School of Engineering & Technology also works directly with SEPS to ensure smooth and effective communication between schools. As stated in Section A, Goal 5, over the past two academic years, these campus-wide collaborations have been deepened and formalized with the creation of two forums, the K-12 and the Secondary Education Professor Cohort Forums.

  With regard to procedural issues, faculty from other schools serve as needed on the Admissions Appeals Committee for students applying with a GPA below admissions standards. Faculty outside of SEPS weigh in on admissions appeals decisions relevant to their particular disciplines. The assistant dean of the Unit chairs these meetings and is also responsible for keeping faculty from all schools abreast of changes in certification and regulatory procedures.

- Within SEPS.
  In the CCSU-Naylor Community School Partnership, students from every professional program in SEPS--at both undergraduate and graduate levels--engage in a wide range of field experiences at Naylor. One recent example, April 2009, was the Family Fitness Night project, funded by a UPBC Grant involving students and faculty from the departments of Teacher Education, Nursing, Physical Education and Human Performance, and Marriage and Family Therapy. This project resulted from Family Health Surveys that were co-designed and collected during Fall 2008 by members of the Naylor community. Spring 2009 curricula and requirements for multiple courses were aligned to address authentic community needs around health and fitness. Relevant topics were researched and information presented. Over 100 CCSU students and 10 faculty members (along with Naylor colleagues) participated in the creation and implementation of the Family Fitness Night, which was well-attended by Naylor community members, families, children, teachers, as well as by a team of guests (teachers, principal, students) from a sister school in Durham, CT. Community health-related partners were recruited and joined the Fair. Invitations were translated into English, Spanish and Bosnian, in response to local community demographics.
E. Contributions to Strategic Planning

The current SEPS Strategic Plan, originally developed in 2003, has been extended to 2010 in response to several external factors. (Strategic Plan 2003-2010 is attached.) Over the past several years, the University has been engaged in a comprehensive review of its strategic and budgetary priorities. During the same period of time, the CT State Department of Education announced the development of new regulations for initial and advanced teacher certification programs. Once issued, these regulations will greatly impact our existing programs. To respond thoughtfully to these shifting priorities within the university and to regulatory changes at the state level, the SEPS Council of Chairs recommended a two-year extension of the current Strategic Plan. This extension was approved by the SEPS Governance Council in the 2008-2009 academic year. A new strategic planning committee has been named and will convene in Fall 2009 to begin development of the SEPS Strategic Plan 2010-2015.

Section A, Progress in Meeting Goals, provides a detailed account of advances made in 2008-2009 with regard to SEPS strategic goals. Summarized below are overarching contributions of SEPS departments to the University’s strategic priorities. Please see individual department reports for further detail on each of the seven priorities.

University Strategic Priorities

1. **Promote student learning.** Faculty course evaluations indicate excellence in teaching and promoting student learning through various techniques. Faculty regularly are engaged in professional development that is then transposed into classroom learning.

2. **Increase persistence, satisfaction and success rates for students.** As part of its core mission, the SEPS Office of Student Academic Services promotes the retention and graduation of all SEPS undergraduates. Supplementing this office is the work of CORE, the Committee on Retention in Education, which reviews dispositions assessments and meets with students at risk. The ad hoc Student Success Committee, convened in 2008-2009, has brought a new focus to issues of retention and graduation. After meeting several times in Spring 2009, the committee presented a set of recommendations to the Dean that address student success concerns.

   SEPS departments also conduct employer and alumni surveys to assess satisfaction with academic programs and to ensure that SEPS graduates are successfully practicing in the community.

3. **Prepare students for productive lives as professional and citizens and support economic development.** All departments within SEPS incorporate internships, field experiences, clinical placements, or other type of practica as an essential part of the curricula. Such practica help students develop the knowledge, skills, and dispositions necessary for professional practice and community service. Furthermore, these experiences offer our students learning opportunities that are rich in diversity of perspectives and that incorporate active reflection. SEPS’ overarching goal is to prepare “leaders for service in their communities” who can inform and contribute to educational and social policy at the local, state, and national levels.
SEPS programming is also responsive to the workforce development needs of the state. Three new programs (BSN program, Alternative Weekend Social Work Program, and MAT program) address workforce shortage areas or provide opportunities for workforce development.

4. **Enhance and sustain faculty and staff satisfaction and success.**

   - **Faculty Development** (See also Section A. Progress in Meeting Goals, Goal 3: Faculty Quality and Development.)
     Faculty are encouraged to participate in professional development activities and to seek internal and external funding for research and curriculum development projects. Full-time faculty are reimbursed up to specific limits for attendance at professional conferences, per AAUP Collective Bargaining Agreement. In FY 09, AAUP conference funds were distributed equitably to SEPS departments and averaged $480/faculty. The SEPS Dean’s Office also supplements AAUP funding, with an additional $25,000/year earmarked for this purpose.

   SEPS faculty seek both external and internal grants for research/curriculum development. Notable projects in FY09 included the National Writing Project, ($43,000); Science Inquiry Learning Communities/CT Dept. of Education, ($66,982); and Support Education Program, CT Dept. of Mental Health ($100,000).

   The Dean’s Research Initiative is an additional source of support for faculty pursuing investigations in line with priorities established by the dean and consistent with the University’s strategic plan. In FY 09, this initiative contributed more than $21,000 to faculty research. In a transparent process, funding proposals are vetted through a SEPS faculty-led peer review committee which makes recommendations for funding to the dean.

   - **Unit Operations**
     Department faculty meetings are held one to two times per month, and input is solicited on curriculum, course scheduling and other topics relevant to the functioning of the department. Chairs meet bi-monthly with the Dean to review issues affecting the School as a whole.

     Staff are evaluated annually by their respective Department Chairs, or Dean, as appropriate, to discuss areas of strengths and areas for improvement. Faculty are evaluated according to the guidelines of their respective departmental evaluation committee.

5. **Promote global awareness and respect for diversity.** The school is committed to increasing diversity within our student body and school personnel, while promoting inclusion and global awareness. In keeping with the SEPS conceptual framework, curricula across all departments incorporate respect, understanding, and appreciation for diversity in all its forms, including diversity of learning styles. A new certificate program--Global Educational Leadership and Literacy--offered by the Department of Educational Leadership, is a recent example of our school’s commitment to training global citizens.
The Dean’s Committee for Diversity, Cultural Understanding, and Inclusion, organized in the 2008-2009, also brings a special focus to student and faculty concerns surrounding diversity. Through this committee, the School is committed to implementing a concrete action plan to sustain a community that embraces and values diverse students and faculty.


7. *Initiate and sustain environmentally sound capital projects.* In 2008-2009, the Nursing Learning Center was expanded and renovated to accommodate six learning stations. Some of those stations also “house” the manikins, which limits learning space for students. The Learning Center currently has seminar space for 12 with computer and overhead projection capability. As the program expands, additional lab/learning space will be needed.
F. Assessment
(See also Section A. Progress in Meeting Goals, Goal 2 and Goal 5)

Data Collection.
Our dispositions assessment continues to move forward under the leadership of Dr. Kimberly Kostelis. Using a rubric to evaluate student readiness for teaching, faculty rate students' competencies and enter ratings into an electronic database capable of generating customized reports. The Committee on Retention in Education (CORE) provides guidance and counsel to students whose dispositions' ratings indicate significant areas of concern. In previous years, our dispositions assessment was targeted towards professional program courses only. Beginning in 2007 and continuing in 2008-2009, courses in relevant pre-professional programs were also included in the assessment. In addition, advanced programs within SEPS have begun to explore and utilize the potential of the database for managing departmental assessment data.

Data Management.
Development of the Professional Education Database continues, with the goal of having all unit-wide assessment data being managed by PED. Dr. Kostelis has overseen the development of the database, resulting in expanded functionality, particularly with regard to report generation. Moving away from a “paper format” and subsequent data entry, faculty now enter disposition ratings directly online for individual classes of students in an electronic form. Student midpoint assessments are also sent to faculty online, and faculty submit their ratings electronically. A challenge in this area has been training faculty in the use of the database and associated electronic forms. With each successive semester, there has been a broadening of faculty use. In addition to assessment data, all data for the professional education application process is stored and managed through this database, which has the ability to generate both standard and customized reports for both assessment and application processes.
II. Planning for 2009-2010

A. Goals

1. Successfully complete the NCATE and CACREP Accreditations.
2. Develop a new strategic plan for SEPS in alignment with University’s points of distinction and strategic goals.
3. Operationalize the new BSN program. Problem-solve issues as they arise, e.g., course availability, faculty hiring, and admissions.
4. Manage development of education programs to meet new state regulatory requirements.
5. Develop and implement policies and practices for faculty and students that are responsive to cultural differences.
6. Support efforts to improve retention and six-year graduation rate.
7. Support faculty scholarship.
8. Work with the development officer to cultivate donors and increase fundraising.
9. Fulfill the responsibilities of the dean’s office, e.g., budget management and contractual requirements in a manner that is fiscally responsible and supportive of programs, faculty, and students.

B. Collaboration

Within CCSU
1. Expand collaborations with CCSU African-American and Latino organizations.
2. Under the leadership of Dr. Susan Seider, extend and deepen collaborations with other CCSU schools through K-12 and Secondary Education Forums.
3. Collaborate with Center for International Education in developing study abroad opportunities;
4. Engage international students at CCSU in educational programming/cross-cultural dialogue.

With CSU and Other External Partners
1. Through AACTE-CT, collaborate with Deans and Directors of teacher preparation programs throughout the state.
2. Deepen and extend partnerships with local school districts and community agencies.
3. Continue to explore and expand international programs, partnerships, and exchanges.
4. Explore new workforce development initiatives in response to community need.

C. Assessment

1. Complete construction of SEPS data management system for assessment, moving from paper-based process to electronic submission of data.
2. Involve all SEPS departments in utilizing database for management of assessment data.
3. Automate analysis of data for program feedback, creating standardized reports, as well as ability to generate custom reports.
Central Connecticut State University

SCHOOL OF EDUCATION and
PROFESSIONAL STUDIES

STRATEGIC PLAN
2003-2008*

*(extended to 2010, by vote of the
SEPS Governance Council)

DECEMBER 2003
Section I: Mission and Context

In the fall of 2003, members of the School of Education and Professional Studies (SEPS), representatives from our Advisory Councils and key practitioners, participated in several departmental, school-wide and Unit-wide meetings to engage in a Strategic Planning process. This plan identifies the major goals and initiatives that the SEPS will undertake over the next five year period. Throughout these meetings the current Mission Statement for the SEPS was reaffirmed as the foundation from which to consider future goals and initiatives.

The Mission of the School of Education and Professional Studies

The faculty of School of Education and Professional Studies constitute a professional school dedicated to the quality preparation of professionals in education and other human service settings. As an integral part of Central Connecticut State University’s history and traditions, the faculty in the school embrace the university’s mission and commitment to “encourage the development and application of knowledge and ideas through research and outreach activities.” Guided by the purpose of preparing leaders for service in diverse communities, it is our mission to provide leadership for:

- Preparing beginning teachers to serve in the region, the state, and the nation;
- providing advanced preparation to administrators, teachers, counselors, specialists, and other educational leaders;
- providing advanced preparation to specialists in physical education, counseling, and nursing;
- applying principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioners in the professions;
- developing knowledge, skills, and dispositions necessary for professional practice and community service through learning experiences that are rich in diversity of perspectives, values, attitudes, and beliefs and that are enhanced by active reflection;
- influencing educational and social policies at the local, State, and national levels.

Context and Rationale

Profound changes have taken place in recent years, changes that require the School of Education and Professional Studies to rethink and realign its programmatic and structural priorities (See Appendix A). Specifically, state and federal legislative action in the form of No Child Left Behind, Title II and renewal of the Higher Education Act placed a heavy emphasis on the use of standardized tests and scientific-based research for evaluating the efficacy of schools and will have a significant impact on public education. Failing schools, that is, schools where students fail to make adequate yearly progress or fail to meet testing goals can be reconstituted or taken over by the state or a for-profit group, and teachers who fail to pass state mandated exams (Praxis) will not receive certification. Concurrent with the pressure exerted by these legislative actions, the employment market in education will require more highly qualified and skilled professionals (teachers and administrators) to fill central and school-based administrative posts as well as teachers for regular and special need classrooms; consequently, alternative routes to certification and competition from out-of-state for-profit colleges and agencies is growing.

Future conditions of K-16 public education require that our graduates understand the moral and ethical imperatives of their work in a society that is continuously changing, that is driven by unbelievable advances in technologically in all fields, in a diversifying culture that is dominated by corporate hegemony and unequal distributions of wealth and power. Further, our graduates will need to know how to balance the expectation for public accountability with their own need for life-long professional advancement.
Specifically, the skills of performance analysis (student learning) and peer collaboration (organizational improvement) will be expected at all entry level positions. The role of educational professional, as well as physical and mental health professionals, will continue to change as new modes of learning are supported via the introduction of new technologies and the continuing expansion of human growth.

Pressures exist in the all areas served by the School of Education and Professional Studies. In the field of Physical Education and Health Fitness Studies, for example, countless reports indicate the decline in the health and wellness of America’s youth--thus the clear need exists for more and better trained physical educators and health promotion specialists. In nursing, the dearth of well-trained practitioners beyond the RN level is an exceedingly pressing issue state-wide. Counselors and therapists must be prepared to face the numerous challenges to the provision to high quality mental health services to an ever-changing society within a managed care environment.

These needs define our challenges and opportunities, and lead us naturally to both affirm many of our current priorities while also suggesting new initiatives that complement or restructure existing priorities. The following section details the strategic priorities of the SEPS for the next five years.

**Section II: Current Priorities**

**Strategic Directions**

To effectively plan for the future, fulfill our mission and structure priorities to ensure their relevancy, the faculty strategic planning meetings held in the fall of 2003 (See Appendix B) focused on the complex and profoundly important political and economic forces shaping the intellectual and professional landscape our students will encounter upon graduation. Based on discussions at all levels of the Unit (See Appendices C and D), the following five strategic directions were identified. Each strategic direction will be used to frame current and future initiatives of organizational priority as perceived by the faculty, the SEPS Advisory Board, and other representatives of our professional partners.

1. **Program Quality**
   a. Undergraduate Programs
   b. Graduate Programs
   c. Certification Programs
   d. Centers and Labs

2. **Student Performance and Success**

3. **Faculty Quality and Development**

4. **Partnerships with Constituent Communities**

5. **Organizational Effectiveness**
   a. Structure
   b. Administrative Functions
   c. Alumni Outreach and Development

The strategic directions were used to classify the many initiatives generated throughout the strategic planning process (See Appendix E). In Section III the strategic directions will be used to identify broad goal areas for the SEPS to invest its human, financial, and organizational resources in over the next five years to move our School closer to the vision expressed in our mission statement.
Section III: Gap Analysis and Goals

The external and internal factors identified in the context section, combined with the expressed priorities, present a dynamic environment that will require the SEPS to be far more responsive to the needs of our respective professional fields, the state and local communities. To achieve this higher degree of responsiveness five goal areas have been developed to address the difference between where the SEPS is currently and where it would like to be in the future.

Goal Area 1: Enhance Program Quality

Rationale: As a state institution, CCSU must continue its leadership role in the preparation of educators and professionals who work in educational and human service organizations. Our changing society demands highly-adaptive professionals and educators who are prepared to work in diverse urban, rural, and suburban settings; with English speakers and speakers learning English; and with learners with a wide range of abilities and previous experiences. We need a more culturally diverse educational force, and we need to stem the tide of educator dropout and burnout. We need professionals who understand research-based practices and can help transform the institutions in which they work. Long-range trends involving accelerating changes in diversity, technology, and global economic structures require professionals in all these settings to be highly innovative, adaptive and accountable. We must take a multifaceted, interdisciplinary approach that builds on the inherent expertise in our faculty, departments, Centers and Labs, and across the university to create programs that are aligned with these important local, state and professional needs.

Goal Area 2: Enhance Student Performance and Success

Rationale: The overarching aim of the SEPS is to ensure our graduates attain the knowledge, skills, and dispositions to be highly qualified, caring, and competent professionals, exhibit leadership skills that lead to student success, and advocate for excellence and equity in education. This requires an attention to student performance and engagement at all levels of the program. Our student-centered philosophy must go beyond the activities in the classroom to account for such important variables as the quality of advising, mentoring, and professional socialization and support. The SEPS is committed to preparing students to enter the workforce with the technological, analytic and leadership skills to be successful in today’s professional environment. Developing effective relationships with students on campus is one thing, maintaining that relationship over their career is another. The SEPS will explore methods to create and energize our alumni base to help maintain our vitality and to help new graduates enter their profession in Connecticut.

Goal Area 3: Support Faculty Development and Collaboration

Rationale: The SEPS will continue to support faculty collaboration within and across departments and the university. The need for interdisciplinary programs, innovative certification programs, and for dissertation advising of Ed.D. students will require faculty collaboration and support. Only through faculty collaboration will we be able to model a variety of effective instructional, technological, and evaluation practices for diverse student populations. Support to engage faculty and external partners in action research projects that foster organizational improvement and client learning is a growth need to be explored. Faculty collaboration is at the heart of continual professional development to ensure currency and accuracy in our scholarly work and promote excellence in teaching, research, and professional growth. Finally, collaboration contributes to the vitality and advancement of the University, the School, Department and one’s discipline and can be used as a magnet for recruitment and retention of a highly qualified and diverse faculty.
Goal Area 4: Enhance Professional Partnerships with Constituent Communities

**Rationale:** A defining characteristic of the future will be the creation of a variety of sustaining partnerships aimed at improving the quality of teaching, scholarship and practice. With limited state funding opportunities, external funds will be necessary. Extending the relationship with our PDS network and other K-12 and professional organizations helps maintain CCSU’s presence at the state, national, and international level. The SEPS is committed to developing more responsive, collegial, and effective models of interaction called for by the complex challenges faced by today’s communities. The SEPS seeks to become a School whose faculty, students, and staff anticipate and respond to societal challenges through direct involvement with constituents in its programmatic efforts in research, teaching, and outreach.

Goal Area 5: Improve Organizational Functioning

**Rationale:** The SEPS will continuously examine its goals, structures, and resources in order to be responsive to the needs of our students, faculty, the people of Connecticut, and other national and international constituents. We will work to develop a process of continuous improvement that incorporates feedback from faculty, staff, graduates and other stakeholders to critique and revise policies and procedures that promote student learning and faculty collaboration. Fundraising, grant writing and management, and self-sustaining programs will be more important in the future, the structures and policies of the SEPS must be aligned to facilitate these funding possibilities to enhance the overall effectiveness of the School.

Section IV. Strategic Initiatives

Based on the five goal areas and the environmental scan, several strategic initiatives were identified through a prioritization process involving faculty, community members and administrators. The first set of initiatives identify continuing priorities for the SEPS and remain essential to its future viability and success. The second set of initiatives represent new opportunities and directions for the SEPS, opportunities and directions that will enhance its service and efficacy. Following each, in parenthesis, is a listing of the primary goals addressed by that initiative.

**Continuing Strategic Initiatives:**

These initiatives continue to be priorities for the School of Education and Professional Studies because they remain relevant and viable pathways for providing needed services for our students, faculty and the community.

- Maintain the school’s full NCATE, Nursing, and AAMFT accreditations (**Goal 1**).
- Strengthen and refine recruitment, advisement and retention policies and practices as well as course availability, course offerings and professional activities, e.g., clubs and organizations, that support student success and ensure timely graduation (**Goals 1, 2, & 5**).
- Clarify and strengthen the role, purposes and activities of our centers and labs so they can better serve the educational needs of our students, faculty and community partners, e.g., The Center for Innovation in Teaching and Technology, The Center for Multicultural Research and Education, The Literacy Center, The Biomechanics Laboratory and The Exercise Physiology Laboratory (**Goal 1 & 2**).
• Continue to work closely with community schools through our PDS network and the other agencies affiliated with the Nursing, Counseling and Family Therapy, and Physical Education and Health Fitness Studies programs (Goal 4).

• Assess the management of all clinical placements (field experiences, students teaching, etc) to ensure all departments and all students are being served efficiently and effectively to meet educational objectives (Goals 1, 2, & 4).

• Refine and improve methods, procedures and technology for the gathering, entering, managing and analyzing data for the purposes of quality assurance, program improvement and mandated reporting requirements (Goal 5).

• Continue to improve and expand the use of web-based platforms and on-line options to enhance course delivery and provide a managed approach to the use and purchase of available technologies (Goal 1).

• Strengthen and refine the Ed.D. program to establish and maintain high quality doctoral level research for all students (Goals 1, 2, & 3).

• Recruit, mentor and retain the best faculty (Goal 3).

• Review and clarify the SEPS unit structures, policies, practices and relationships within the university and throughout the community, and adjust to support quality education (Goal 5).

New Strategic Initiatives:

The environmental scan analysis revealed gaps between needs that are emerging in education, nursing, physical education and counseling, and the services the School of Education and Professional Studies currently provides. Thus the following new initiatives represent priorities to complement the continuing initiatives stated above.

• Develop innovative options (structures and programs) to those currently available at CCSU that will allow qualified students to become certified teachers. These options must meet CCSU high standards of scholarship and skill development while attending to the needs of the growing number of second career adults looking for teaching certification. An uncompromising attention to quality will guide the development of these programs—programs that will help CCSU meet the marketplace demand for highly qualified teachers with uncompromising skill. Weekend and summer programs and targeted cohort models aimed at particular areas of teacher shortages are under consideration along with the development of an MAT in all fields in which we currently provide certification (Goals 1, 2, 3, 4, & 5).

• Create a Center for Research and Professional Renewal that will work closely with public schools to help them meet state and federal student achievement and professional development needs. This center is envisioned to be a fee-generating entity providing needed support to schools along with the opportunity for CCSU faculty to provide leadership in the educational community through their scholarship (Goals 1, 3, & 4).

• Develop new majors, programs and programmatic links to ensure students have the knowledge, skills and dispositions to succeed in their chosen fields. Examples of possible new initiatives include: 1) an Early Childhood Education Certification Program linked with
Special Education Certification, 2) a Special Education track that provides certified special education teachers with needed advanced training, 3) a Department of Physical Education and Health Fitness track that would enable certification candidates in physical education to also become certified in health education, 4) a new major in Physical Education and Health Fitness focusing on Health Promotion, 5) a Counseling and Family Therapy Department effort to broaden and refine its offerings to secure CACREP and CORE accreditations, and 5) a Nursing initiative to create a MS program (Goals 1, 2, & 3).

- Develop effective links to CCSU the SEPS alumni to support and enhance the school’s reputation and program quality (Goals 4 & 5).
- Improve reading preparation throughout all teacher education programs and revisit subject major and general education requirements and make appropriate adjustments to ensure program quality (Goals 1 & 2).
- Develop effective relationships and strategies within and outside the university to secure grants and contracts that support the work of faculty in service to the student and professional communities (Goals 3, 4, & 5).
- Explore ways to more efficiently coordinate international programs across the school and the university (Goals 1, 2, & 5).

Section V: University Changes

These are the types of changes in the university structure that are associated with achieving the goals of the SEPS Strategic Plan. These are offered as suggestions for conversations that may benefit other Schools of the University, not just the SEPS.

A. Direct development support

A stronger link with the Office of Institutional Development is necessary to establish the capacity to work directly with the many the SEPS alumni.

B. Direct financial control

A re-examination of the financial policies and practices of the University should be considered. Establishing cost centers at the level of the School to result in a more efficient and expedient allocation of resources that can be directed to the achievement of strategic initiatives.

C. Seed Funding for Center for Research and Professional Renewal

To assist school districts, human service agencies, and health related organization to engage in professional and organizational renewal, the initial funding for a .5 director and .5 clerical staff will be required until such time that sufficient contracts are generated which will cover the costs of the Center.

D. Grants Person/Office of Management

Within the SEPS there should a .25 FTE professional staff member who will be able to help faculty identify and secure grants and contracts. This office requires a .5 clerical staff member to assist with the management of grants and contracts.
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<tr>
<td>Nursing</td>
<td>Shelley Bochain, Linda Wagner</td>
<td>$2,600</td>
<td>&quot;Bridging the Gap&quot;: A summer program of academic and social support for a diverse cohort of local nursing students, during their transition from high school to university education</td>
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<tr>
<td>Physical Education &amp; Human Performance</td>
<td>Jan Bishop, Victoria Morley</td>
<td>$2,000</td>
<td>Strengthening the integration of NCATE and NASPE Standards into a Progressive Physical Education Teacher Education Program</td>
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<tr>
<td>Social Work</td>
<td>Catherine Baratta</td>
<td>$2,000</td>
<td>Attendance at Council on International Educational Exchange (CIEE) Faculty Development Seminar - South Africa. Building a Multiracial, Multicultural Society May 31 - June 10, 2009 at the University of Cape Town and University of Pretoria</td>
</tr>
<tr>
<td>Special Education</td>
<td>John Foshay</td>
<td>$1,500</td>
<td>SP ED 596 Research Proposals</td>
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<tr>
<td>Teacher Education</td>
<td>Jacob Werblow, Aram Ayalon</td>
<td>$2,400</td>
<td>Curriculum Design for new graduate level research course in the department of Teacher Education</td>
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<tr>
<td></td>
<td>Kurt Love</td>
<td>$4,000</td>
<td>The Alignment of Teacher Methods Courses to Promote more Effective and Intellectually Stimulating Classes for Teacher Candidates in the Secondary Education Program</td>
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<tr>
<td></td>
<td>Susan Seider, Joan Nicoll-Stein, Julia Kara-Soteriou</td>
<td>$3,000</td>
<td>A Response to New Pending State Regulations: Reexamining How to Prepare Teacher Candidates to Develop Competencies in Providing Instruction for All Students at the Elementary Education Level with Emphasis on Special Needs and Literacy</td>
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<tr>
<td><strong>Subtotal for School:</strong></td>
<td></td>
<td><strong>$17,500</strong></td>
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### Chart 2, External Grants
Central Connecticut State University
School of Education and Professional Studies
Academic Year 2008-09

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Project Title</th>
<th>Sponsor</th>
<th>Award</th>
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</thead>
<tbody>
<tr>
<td>Rosenberg, Judith</td>
<td>Counseling and Family Therapy</td>
<td>Transforming the Mental Health System in Connecticut: Supportive Education</td>
<td>CT Dept. of Mental Health and Addiction Services</td>
<td>61,889</td>
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<tr>
<td>Rosenberg, Judith</td>
<td>Counseling and Family Therapy</td>
<td>Support Education Program (2008-2009)</td>
<td>CT Dept. of Mental Health and Addiction Services</td>
<td>100,000</td>
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<tr>
<td>Cohen, Ralph</td>
<td>Counseling and Family Therapy</td>
<td>Workforce Development in Evidence-Based and Promising Practice Intensive In-Home Family Treatment Faculty Fellowship Program</td>
<td>Wheeler Clinic, Inc.</td>
<td>4,460</td>
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<tr>
<td>Williams, Carol</td>
<td>Nursing</td>
<td>FIPSE Federal Nursing Allocation</td>
<td>US Department of Education</td>
<td>34,792</td>
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<tr>
<td>Valerie, Lynda</td>
<td>Reading and Language Arts</td>
<td>Central Connecticut Writing Project</td>
<td>National Writing Project</td>
<td>43,000</td>
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<tr>
<td>Drew, Sally</td>
<td>Teacher Education</td>
<td>Science Inquiry Learning Communities</td>
<td>CT State Department of Education</td>
<td>66,982</td>
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<td><strong>$311,123</strong></td>
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<td><strong>Annual Total</strong></td>
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<td></td>
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### Proposals Awaiting Review

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Project Title</th>
<th>Sponsor</th>
<th>Requested</th>
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</thead>
<tbody>
<tr>
<td>King, Cherie</td>
<td>Counseling and Family Therapy</td>
<td>Long Term Training: Masters Level training in Rehabilitation Counseling</td>
<td>US Dept of Education - RSA</td>
<td>746,689</td>
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<tr>
<td>Valerie, Lynda</td>
<td>Reading and Language Arts</td>
<td>Central CT Writing Project 2009-10</td>
<td>National Writing Project</td>
<td>46,000</td>
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