ANNUAL REPORT

2010-2011

Submitted by
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I. Past Year Activity

A. Progress in Meeting Annual Goals

1. Ensure all education programs meet the State Department of Education’s new certification regulations.

Teacher Certification Curriculum Revision
In summer and fall 2010, the Department of Teacher Education began consideration of programmatic revisions to comply with new state requirements for teacher certification. Focused conversations were held regarding the scope and content of anticipated program revisions.

In spring 2011, two curriculum committee structures were identified:
- a small working group composed of 12 faculty from SEPS Teacher Education, Special Education, and Reading departments, as well as faculty from the Schools of Arts & Sciences and Engineering & Technology;
- a larger committee with broad representation that includes both current students and four representatives from public school systems (drawn from teachers and administrators/CCSU alumni).

The working group, which is chaired by the assistant dean/certification officer, meets weekly and will report to the larger, full committee. Due to the efforts of the working group, comprehensive redesign of the curriculum is now underway.

During summer 2011, the assistant dean/certification officer will collect and summarize data from alumni and employer surveys, which will further inform the redesign. The working group will continue to meet through fall 2011, with the goal of having the new curriculum approved by the state in spring 2012.

Graduate Program Curriculum
Graduate programs in Educational Leadership, Special Education, Reading and Language Arts, and School Counseling are also undertaking a review and redesign of their curriculum. This work is being carried out within the departments with a similar timetable to that noted above.

Current Title II and Certification Results
During the most recent Title II year, September 1, 2009 - August 31, 2010, a total of 314 BSED and Post-Baccalaureate students completed the Professional Education programs. Of those, 306 completed certification tests (Praxis II, ACTFL, Foundations of Reading) with an institutional pass rate of 96%. During that same period CCSU recommended 409 candidates for certification, including
305 first time teaching certifications from the BSED and Post-Baccalaureate programs, 23 School Counseling, 23 Remedial Reading and Language Arts, 10 Reading Consultants, 44 Intermediate Administration and Supervision, and 4 Superintendents.

2. **Ensure that all programs maintain their accreditation.**

In November 2010, CCSU received notification that its professional education unit had earned continuing accreditation from NCATE, the National Council for the Accreditation of Teacher Education. As stated in the notification letter, “this accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community.” All standards were met, without conditions.

Areas for improvement that were identified fell in the area of diversity, with the action report suggesting that the unit increase its efforts to ensure that candidates have sufficient opportunities to interact with both faculty and other candidates from diverse groups.

In addition to the professional education programs accredited by NCATE, all other SEPS programs are currently accredited by their respective professional associations. It should be noted that the Athletic Training program was accredited in AY 2011 and that the B.S.N. (Nursing) program was accredited by the CT Department of Higher Education in May 2011. For a complete listing of accreditations, see Appendix A. SEPS Accreditation Chart, p. 27.

3. **Continue to build and strengthen the SEPS database and assessment systems.**

**Database**

The SEPS database continues to grow in sophistication and functionality. The School is gradually moving towards a comprehensive online assessment system for all departments. We have systematized data collection procedures, and both school-wide and program-specific assessments are now housed in the database for analysis. The culture within the school regarding assessment has shifted noticeably, and there is greater involvement of programs beyond education programs.

SEPS continues to expand online data collection for unit and program assessments through various assessment and evaluation systems. These online systems are directly linked to the SEPS database, which continues to expand its capabilities of data management and analysis.

**Professional Program Evaluation System**

An online evaluation system for collecting information on professional program interviews and essays was added in fall 2010. Three programs (English, History, and TESOL) added rubrics for professional program interviews and/or essays for all teacher candidates who applied to the professional program. As a result of this change, the SEPS database was expanded to accommodate this new assessment data for the
professional program. It should be noted that the SEPS database houses all teacher candidate information, from a student’s initial application through the certification process.

Assessment System
As a result of the expansion of our program assessments, the SEPS database was divided into separate sections for undergraduate education programs, undergraduate non-education programs, and graduate programs. The database also continues to be updated to facilitate disaggregation of data, e.g., by major, by area of specialization, degree, etc. The online data collection assessment system has not changed, although there is a growing number of program specific assessments added each semester. During 2010-2011, the Modern Language and Special Education departments each added 6 program assessments.

Midpoint Assessment System
Teacher candidates complete the midpoint assessment task online, and responses are scored electronically through a blind scoring process. Since fall 2010, all programs have utilized two scorers for each assessment. A third scorer may be required if the two scorers disagree. For teacher candidates who fail this assessment, new remediation procedures are in place, including an individualized Growth Plan and/or individual feedback conference meetings. Some programs (English and Modern Language) have developed program specific data reports to align with their SPA standards.

Field Experience Evaluation Systems
An online evaluation system for collecting field experience evaluation data from host/cooperating teachers continues to be utilized in EDTE 210, 315, 320, and 420. Teacher candidates are provided feedback from the field experience evaluations. Community evaluations from EDTE 210 are also collected online. A secondary program evaluation was also added in spring 2011 that was completed by host/cooperating teachers of teacher candidates enrolled in EDSC 425.

Part of the field experience evaluation system includes the ability to collect the location of field experience placements of teacher candidates. Previously placement information was collected only in EDTE 210, 315, 320, and 420. Since spring 2011, all classes identified as having field work were added to the system. This included the addition of 34 classes, many of which have multiple sections. Over 900 placements were tracked and there was a 66.87% compliance rate the first semester.

The current field experience evaluation system for education programs has also expanded beyond education to include the practicum and internships for all three counseling programs (professional and rehabilitation, school counseling, and student development in higher education), as well as the exercise science program. The three counseling programs and exercise science program require students to enter placement information for practicum and internships. Site supervisors then complete an online evaluation. For CNSL 503 and 594, site supervisors complete both a midterm and final evaluation online. For CNSL 591 and 592 final evaluations are collected online. EXS 450 and 470 site supervisors complete final evaluations online.
Exit Portfolio Evaluation Systems
Exit Portfolio and Student Work Sample Assessments that were first added in spring 2010 continue to be utilized within many education programs (Elementary, Science, Physical Education, History, Modern Language, and English). Programs have developed program specific data reports to align with their SPA standards.

Student Teaching Evaluation Systems
An online evaluation system for collecting data from the student teaching evaluation continues to be utilized. In fall 2010, items on the evaluation were updated to better align with the state standards. Programs continue to revise their discipline-specific items to the student teaching final evaluation, as well as create program specific data reports to align with their SPA standards.

Part of the student teaching evaluation system includes the Student Teaching Feedback Survey that continues to be utilized; data is collected from the student teachers at the conclusion of their student teaching semester. Since the feedback survey was introduced in fall 2009, the first set of feedback from 2009-2010 academic year was distributed to programs for review during the fall 2010.

Alumni and Employer Evaluation Systems
Alumni and Employer Surveys for education programs continue to be collected online. Programs have discipline-specific items added to the alumni survey. Additionally, both the School Counseling program and Exercise Science program have their own alumni and employer surveys, which are collected online. All programs are provided their program specific data report.

4. Continue to develop and implement policies and practices for faculty and students that are responsive to cultural differences.

In fall 2008, Dean Sakofs appointed a diversity taskforce to examine the current status of diversity efforts in the School of Education and Professional Studies and to address students’ complaints and concerns about SEPS to the Ombudsman and to the Office of Diversity and Equity. The charges to the task force were to: a) undertake a self-study of the current status of diversity and equity efforts in the School of Education and Professional Studies; b) articulate unit strengths and challenges; and c) analyze data and articulate salient future initiatives to be included in the SEPS strategic plan. This taskforce has continued to meet over the past three academic years with the goal of making diversity a collective and synchronized effort within the school and for all parts of the unit to share responsibility for improving the climate for diversity. In AY 2011, the self-study was completed and presented to SEPS-GC. The four main focus areas reviewed in the self study were:

1) institutional leadership and commitment: decisions, policies, and practices;
2) representational diversity: faculty, students, staff, alumni-head count;
3) curriculum, pedagogy, practices, behaviors and professional disposition; and
4) school culture and climate.
See Appendix B. Diversity Task Force Recommendations, p. 29, for further detail. In AY 2012, the diversity task force will review these recommendations and develop an action plan for moving forward.

Other Support for Diversity Events, Conferences, and Related Activities
The School of Education and Professional Studies also provided financial support for:

- The CCSU Annual Amistad Conference
- Faculty participation in the annual conference of the National Association of Multicultural Education (NAME)
- Course/Travel Abroad: Nursing students attended a credit-bearing course in Jamaica; teacher candidates also traveled to Jamaica to visit schools and learn about educational systems.
- Dr. Jane Fried, Counseling, facilitated a conversation with teacher candidates regarding the school-wide climate for diversity and acceptance of multiple perspectives.
- Dean’s Leadership Institute. Support for teacher candidates from diverse backgrounds who seek to teach in shortage areas.

5. Continue to support efforts to improve student retention and the six-year graduation rate.

- CORE: Committee on Retention in Education
  The Committee on Retention in Education (CORE) provides guidance and counsel to students whose dispositions’ ratings indicate significant areas of concern. The Director of Field Experience and faculty members may also submit a name to CORE based on their interactions and concerns for student success. Approximately 67 students were reviewed by CORE during the 2010-2011 academic year. Of these, ten met with the committee or with Associate Counselor Mary Pat Bigley individually. Twelve students had an electronic or phone conversation with Counselor Bigley. Eight students successfully completed student teaching. Three students did not complete successfully and completed as BSNC. Five students changed their major and approximately 25 students have not yet been admitted to the professional program. The pre-professional students have not been contacted and will continue to be monitored in the following semesters along with 23 professional program students who were not contacted by CORE for various reasons.

  Approximately 15 students from the previous semesters who have been reviewed are being monitored until they successfully complete the program. Also, 27 students are actively being watched, but have not had contact with the CORE. CORE also continues to provide feedback from the Professional Dispositions based on 4 semesters of aggregated data and information on CORE was directly emailed to the students in EDTE 320, EDTE 420, EDSC 425, and PE 405.
• **Office of Student Academic Services/Dean’s Leadership Institute (DLI)**
  In fall 2010, 14 students were awarded $1000 Dean’s Merit scholarships. Eight were students of color and seven were pursuing majors in teacher shortage areas. Two students were admitted to the Professional Program in fall 2010 and one student was denied admission. Twelve students returned to DLI in spring 2011 and were awarded $1000 scholarships. Of the two not returning, one was denied admission to the Professional Program and decided not to reapply, and the other left CCSU with a poor grade point average. One student was admitted to the Professional Program in spring 2011. Of the twelve DLI students in spring 2011, eight will continue in the Professional Program for fall 2011; one graduated and three are expected to apply to the Professional Program in fall 2011.

• **Orientation Meeting for Teacher Candidates**
  In AY 2011, the Department of Teacher Education continued its twice-yearly orientation workshop for new teacher candidates. This event—recently made mandatory—presents an opportunity for all newly admitted students to meet their peers and interact with faculty. Teacher Education faculty present an overview of the SEPS Conceptual Framework and an explanation of Professional Dispositions. Also, the SEPS Associate Counselor provides an overview of the advising process for elementary, secondary, and all level candidates. One of our principal goals for this interactive event is to encourage a sense of community and have the new teacher candidates view themselves as belonging to a cohort. To support this goal, each teacher candidate attending has his or her photo taken and the photos are subsequently posted in an attractive display in Barnard Hall. This “cohort” gallery has become a popular gathering spot for teacher candidates throughout the year. Now in its third year, the program has continued to evolve and student feedback is extremely positive.

  We look forward to enhancing this activity in future years and exploring additional ways to nurture collaboration and a sense of engagement among students. In future years, the Department Chair, Assistant to the Chair, and program coordinators for both elementary and secondary education will participate in the program.

• **Student Teaching Assistance Team**
  In AY 2011, the Student Teaching Assistance Team (STAT) addressed issues or concerns that arose with teacher candidates as they progressed through their student teaching semester. The overarching mission of STAT is to respond to situations in a timely fashion and ensure that teacher candidates receive the support they need. The Director of the OFE collaborated with university supervisors to articulate the levels of support a student teacher may receive during the student teaching experience, e.g., ongoing supervision, focused supervision, and intense supervision.

  In fall 2010, of the 123 students who started the fall semester, approximately 97% completed student teaching and 3% did not complete. Twelve students
were served by STAT. Of these, three self-selected to withdraw from the student teaching experience and one student was asked to leave the placement.

Results were similar for the spring semester. Of the 178 students who started in spring 2011, approximately 98% completed student teaching and 2% did not. Six students were served through STAT. Of these, three self-selected to withdraw and one student was asked to leave the placement.

- **Collaboration with Other Academic Units**
  In 2010-2011, the Department of Teacher Education focused its efforts on curriculum redesign and actively sought the involvement of faculty from the Ammon School of Arts and Sciences and the School of Engineering and Technology. A day-long department retreat hosted in February 2011 brought together SEPS faculty with their professional education counterparts in other units. In addition, faculty from other units are fully represented on the curriculum redesign committee.

  Participation in First Year Experience courses also demonstrates the collaboration of SEPS with other academic units. In AY 2011, five SEPS faculty taught FYE courses.

6. **Expand the Office of Student Academic Services into a full school-based advising center with emphasis on services to sophomores and transfer students.**

We continue to work towards the Provost’s goal of instituting school-based advising centers. Potential space for the SEPS Center has been identified on the third floor of Barnard Hall but no concrete action has yet been taken by the CCSU Space Committee. We have plans for the renovation of the space and quotes for furnishings. With support from the Provost’s office we have hired a graduate intern from the Student Development in Higher Education graduate program and will be hiring a graduate assistant, both of whom will work in the center.

The SEPS Advising Center will provide a variety of academic advising and support services for undergraduate students in the School’s programs of nursing, social work, athletic training, exercise science and health promotion and all teacher education programs. As the University’s long range plan of transforming the academic advising systems on campus unfolds, the office’s mission and outreach activities are changing and adapting. Because CACE assumed responsibility for the First Year Advising Days in the summer, our school no longer has the opportunity to interact with first year students as a group. This particularly affects students in pre-teacher education programs as they do not take any classes in SEPS during their first year. In order to connect with this particular group of students, we offered several sophomore workshops in fall 2010 and encouraged all first semester sophomores in a pre-teacher certification program to attend. This initiative has shown modest success; we will continue this effort and hope to improve participation in the future.
The following are suggestions for activities to be conducted by the new school-based advising center.

**Academic Advising:**
- Advise incoming transfer students
- Assist individual students with long range academic planning
- Provide group advising workshops for second semester freshmen and first semester sophomores as well as those students who are preparing to make application to their professional program
- Develop and distribute academic advising materials which may include:
  1. Curriculum sheets
  2. Advising guides
  3. Professional program handbooks
  4. Long term planning materials

**International experiences/study abroad:**
- Encourage and assist students in the School with planning a study abroad experience and integrating it into their overall academic plan
- Develop and facilitate study abroad opportunities with particular emphasis on Passport to Global Citizenship programs, focusing on K-12 school observations and the study of other countries’ educational systems

**Career Counseling and job search assistance:**
- Develop programs using CCSU alumni which may include
  1. Resume writing and cover letter workshops
  2. Alumni panels
  3. Mock interviews

**Support for minority students:**
- Provide support for Praxis I – reading, writing, math using faculty and peer tutors (graduate/undergraduate students)
- Serve as a scholarship clearinghouse

**Interactions with SEPS student organizations:**
- Work closely with the Education Club and honor societies within SEPS to assist in recruitment of new members
- Support and participate in Education Club and honor society functions such as Advising Nights and recognition celebrations
7. Support faculty scholarship.

SEPS and its faculty continue 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 development in 2010-2011.

University Funding for Faculty Research and Development

AAUP University Research Funding: $17,433
(C. Mulcahy, P. Lisi, S. Walsh, D. Wiener)

Faculty-Student Research: $760.25
(J. Melnyk et al.)

Full-Time Faculty Development: $8,300
(J. Kara-Soteriou, V. Morley, J. Nicoll-Senft, S. Walsh)

Part-time Faculty Development: $1,000
(J. Johnston)

Curriculum Development: $14,485
(J. Bishop, S. Bochain, S. Christensen, E. Heinen, J. Kara-Soteriou, L. Wagner, S. Walsh)

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 2011, the SEPS Dean’s Office earmarked an additional $30,000 to supplement AAUP travel funding as needed.

Dean’s Office Conference Sponsorship

5th Annual Literacy Essentials Conference - $2,000
The Literacy Essentials Conference, supported by the Dean’s Office and organized by the Department of Reading and Language Arts, establishes this department as a state leader in their discipline, promoting the department’s reputation and visibility. Now in its fifth year, the conference has grown steadily in attendance and attracts a large state-wide and regional audience.

External Funding

$793,384 in external funding was secured in this fiscal year, as follows:

Dr. Cherie King received a three-year grant from the U.S. Department of Education for a grant entitled, "Long Term Training: Masters Level Training in Rehabilitation Counseling," in the amount of $747,384.

Lynda Valerie received a grant from the National Writing Project in the amount of $46,000.
8. **Continue to work with the development officer to cultivate donors and increase fundraising.**

Dean Mitchell Sakofs and Major Gifts Associate Laura Marchese from the School of Education and Professional Studies had a successful year cultivating and raising funds for the School. The dashboards demonstrate that donations are increasing on an annual basis. Furthermore, a list of 25 major donors was developed.

At the October 2010 Homecoming Weekend, the Class of ’54 surpassed their goal of $100,000 in donations to endow the Class of ’54 scholarship. Faculty and staff of the School of Education and Professional Studies have also been very generous, e.g., Reading and Language Arts Professor Elene Demos endowed the Demos scholarship to support the CCSU Jamaican Literacy Center. Other faculty, including Drs. Robert and Richard Lindgren, have endowed significant scholarships and several faculty have pledged bequests to the school.

In March 2011, the first SEPS Dean’s Advisory Council meeting was held. The purpose of the Advisory Council is to assist in raising funds for the SEPS. It is composed of alumni, friends, and major gift donors to the school. Currently serving on the Advisory Council are Dr. David Monti, Dr. Joseph Geraci, Dr. Stephen Hoag, Dr. Carolyn Miranda, Dr. Joseph Gervase, Dr. Mary Jane Williams, Dr. Peter Rosa, Mrs. Ruth Kelly, Mr. Paul Gianaris, Mrs. Nancy Antonez, and Mr. Norman Hausmann. The group agreed that an initial goal for the Council should be the identification of 100 donors capable of donating $1,000 each to support SEPS. In addition, future efforts will include working with Dr. Karen Beyard to establish a Doctoral Society Dinner to identify doctoral program alumni for giving to SEPS.

Programs receiving donations for student scholarships include the Nursing Program ($10,000) and Dance program, whose Demetria Petrelli Scholarship Fund totals nearly $18,000.

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.**

**Budgetary Conditions**

Despite economic constraints, the SEPS budget effectively supported all undergraduate and graduate programs and met costs for clinical supervision of field experiences. Department operating budgets were preserved at the same level as the previous year through a reduction in the Dean’s Office budget, ensuring that all core services were maintained. Although the reduction in the Dean’s Office budget limited supplementary funding, additional program enhancement funds became available through Academic Affairs in spring 2011. Departments were then given the opportunity to make requests for one-time expenditures that supported the purchase of technology; student initiatives, including Dean’s Leadership Institute scholarships; and international programming.
Four SEPS departments (Educational Leadership, Reading and Language Arts, Special Education, and Nursing) offered entrepreneurial initiatives that contributed to their own department budgets as well as to the budget of the school as a whole. SEPS continues to look for these opportunities and further expand our offerings.

**Staffing/Infrastructure**
During the 2010-2011 academic year, the School of Education and Professional Studies faculty totaled 115 individuals serving as administrators, professors, academic advisors, and administrative staff. Three full-time faculty members joined the School in 2010-2011:
- Physical Education and Human Performance - Assistant Professor Jason Melnyk
- Nursing - Assistant Professor Nancy Peer and Assistant Professor Stacy Christensen.

Two searches were successfully completed and two new full-time faculty will be joining SEPS in fall 2011 in the Departments of Physical Education and Human Performance and Special Education. See Appendix C., p. 31, for 2010-2011 Faculty/Staff listing.

**Construction**
There were no construction projects/capital improvements in AY 2010-2011. However, it should be noted that a Barnard Hall roof replacement project will commence in summer 2011, necessitating the relocation of a number of summer classes.

Space has been identified within Barnard Hall for the location of a new student advising center. We are working with Administrative Affairs to secure this location, currently the site of the CCSU language laboratory.

**Database**
As stated in Goal #3, the SEPS database continues to grow in sophistication and functionality. The culture within the school regarding assessment has shifted and there is now greater involvement of programs beyond education programs.

SEPS continues to expand online data collection for unit and program assessments across all eight departments, employing a variety of assessment and evaluation systems. These online systems are directly linked to the SEPS database, which continues to expand its capabilities of data management and analysis.
See Appendix D., p. 36, for a graphic overview of SEPS Assessment Systems.

10. **Bring to fruition a new strategic plan for the School that aligns with the University’s points of distinction and strategic goals.**

At the start of fall semester 2008, SEPS faculty gathered in a retreat to initiate the development of a new long-range plan for their departments and for the school as a whole. Meeting by disciplinary area, the faculty articulated the existing strengths as well as future priorities of their respective departments. A 2nd retreat organized in fall 2009 brought SEPS faculty together again, this time in interdisciplinary teams to further
explore the common themes that had surfaced in the previous year’s discussion. This discussion laid the groundwork for our strategic planning process.

The follow-up to this activity was an online survey conducted in spring 2010 that asked faculty to rank-order common themes identified in faculty retreats in terms of their overall importance to the school as a whole. The results of the survey were presented to SEPS faculty at the opening meeting in fall 2010 and shortly thereafter to SEPS-GC at its first meeting of AY 11. Both groups provided additional input; in addition, SEPS-GC urged that a clear process for accountability be established for all future planning efforts. That is, the new strategic plan should not only define a timeline, but also should articulate expected outcomes/measurable goals, and identify parties/agents to be held accountable for achieving the goal.

In fall 2010 with input from the chairs, the Dean of SEPS named a Strategic Planning Committee that included a representative from each department, a representative from the Dean’s Diversity Committee, an undergraduate student, a graduate student, a representative from Arts and Sciences, the SEPS associate counselor, and the Dean and Associate Dean. This group was led by Dr. Anthony Rigazio-Digilio, Chair of the Department of Educational Leadership. The Strategic Planning Committee met three times in fall 2010 and once in spring 2011.

Three subcommittees were also established with separate meeting schedules. These committees were:

- Guiding Values Subcommittee, charged with distilling the large number of common themes in a smaller number of guiding values that would serve as a touchstone for our planning efforts;
- Process Subcommittee, charged with defining an accountability timetable and process for annual review of goals and accomplishments;
- Goals Subcommittee, charged with organizing and elaborating on the common themes identified in the larger committee.

In the month of April, the completed draft of the strategic plan was presented first to the Council of Chairs for their input and next to SEPS-GC at its final meeting of the academic year on April 28, 2011. The document was reviewed page by page, and suggestions for minor edits were offered and subsequently incorporated. The draft plan was unanimously approved and will be the focus of the opening SEPS faculty retreat in fall 2011. In the interim, the Dean’s Office will further define an accountability and monitoring process to ensure that we review progress towards goals on an annual basis. For further information see Appendix E. Guiding Values, p. 37, and Appendix F. Draft Strategic Plan, p. 38.
B. Progress with Strategic Planning (See Goal 10, pp. 13-14.)

C. Administrative Changes.

Leadership within the Department of Teacher Education underwent a series of changes in AY 2011. Dr. Timothy Reagan who began the year as chair of this department resigned his position in April 2011; Dr. Reagan was replaced by Dr. Ronnie Casella. Although Dr. Gail Cueto remains as assistant to the chair, she was on medical leave for a substantial part of the year. Dr. Susan Seider stepped in as elementary coordinator in Dr. Cueto’s absence. Dr. Kurt Love was named as coordinator of secondary programs.

In the Department of Physical Education and Human Performance, Dr. Joan Bishop replaced Dr. Vicky Morley as coordinator for the PE BSED program.

D. Special Initiatives

Initiatives focused on Diversity, Multiculturalism, and Social Justice

- **Dean’s Committee on Diversity, Cultural Understanding, and Inclusion.**
  This group completed its self-study and accompanying recommendations to improve the climate for diversity within SEPS. The self-study was presented at the concluding meeting of SEPS-GC. Departments will review the recommendations in AY 2012, and they will also be incorporated within the new strategic plan. For further information, see Goal 4.

- **Dean’s Leadership Institute.**
  In the fall of 2010, 14 students were awarded $1000 Dean’s Merit scholarships. Eight of these were students of color and seven were pursuing majors in teacher shortage areas. Twelve of the students returned to the DLI in the spring 2011 semester and were awarded $1000 scholarships. Of the 12 DLI students in spring 2011, eight will continue in the Professional Program for fall 2011, one graduated, and three should be applying to the Professional Program in fall 2011.

- **The Amistad Conference.** The Dean’s Office continues to provide support for this annual conference that marks the mutiny on the slave ship Amistad and the subsequent legal battle. Dr. Olusegun Sogunro, Dept. of Educational Leadership, is a leader and co-chair of this event.

- **Travel Abroad to Jamaica for Teacher Candidates and Nursing Students.**
  Two separate trips were organized to Jamaica in AY 2010-2011. In January 2011, the Associate Counselor for Student Academic Services led a trip to Jamaica for teacher candidates, where students had the opportunity to see the Jamaican educational system at work. SEPS provided pre-trip organization and preparation for the traveling students. During the March 2011 spring break, the Chair of the Nursing Department led a credit-bearing excursion to Jamaica for nursing students, during which visits to health care and nursing education
facilities were conducted. Both groups of students expressed great enthusiasm for this cross-cultural learning opportunity.

- **SEPS Social Justice Initiatives**

  Clark, B. A. & French, J. (May, 2010). *Make a Wave: Creating a Compassionate Community to Stop the Dolphin Extinction in Taiji, Japan.* Presented with CCSU elementary education students & Gaffney Elementary School students to New Britain District-Grades four & five, parents, & community members. CCSU, Welte Auditorium. New Britain, CT. This program served 1000 New Britain Public School students.

**Initiatives focused on Student Support**

- **CORE: Committee on Retention in Education**
  The Committee on Retention in Education (CORE) provides guidance and counsel to students whose dispositions’ ratings indicate significant areas of concern. Additionally the Director of Field Experience and faculty members may submit a name to CORE based on their interactions and concerns for student success. Approximately 67 students were initially reviewed by CORE during the 2010-2011 academic year. Of these, approximately 10 met with the committee or with Associate Counselor Mary Pat Bigley individually. Approximately 12 had an electronic or phone conversation with Counselor Bigley. Eight students successfully completed student teaching. Three students did not complete successfully and completed as BSNC. Five students also changed their major and approximately 25 students were not in the professional program yet. The pre-professional students were not contacted at this point in time and will continue to be monitored in the following semesters along with approximately 23 professional program students who were not contacted by CORE due to various reasons.

  Approximately 15 students from the previous semesters who have been reviewed are being monitored until they successfully complete the program. Additionally 27 are actively being watched, but have not had contact with the CORE. CORE also continues to provide feedback from the Professional Dispositions based on four semesters of aggregated data and information on CORE was directly emailed to the students in EDTE 320, EDTE 420, EDSC 425, and PE 405.

- **STAT: Student Teaching Assistance Team.** The charge to this committee is to respond in a timely fashion to issues that arise during the student teaching semester and to ensure that teacher candidates receive the support they need. Sitting on this committee are: Director of the Office of Field Experience, Chair of Teacher Education, elementary or secondary coordinator, program
coordinator/university supervisor, and the Associate Dean. Eighteen students were supported by STAT in AY 2011.

- **Annual Exercise Science College Bowl.** The New England Chapter of the American College of Sports Medicine held its 7th annual College Bowl at the Fall Conference held in Providence, Rhode Island on November 11th. Over the two day conference over 50 majors from CCSU were in attendance. Three seniors were excellent representatives of CCSU’s EXS majors, finishing fourth out of a field of 17 teams from various universities throughout New England. The Dean’s Office provided funding and support for student attendance at this regional event.

- **Dean’s Leadership Institute.** See above:
  
  *Initiatives focused on Diversity, Multiculturalism, and Social Justice*

**Initiatives focused on Community Outreach**

- **Literacy Essentials Conference.** The 5th Annual Literacy Essentials Conference was held in April, 2011, and drew a large regional audience of over 200 educators from New England and beyond. The conference theme for 2011 was *Windows and Mirrors: Building Bridges Through Literacy and Literature*. Award winning author, Jacqueline Woodson, and author/illustrator Bryan Collier were the keynote speakers and were enthusiastically received. At this event Dr. David A. Monti received the Literacy Advocacy Award, an award presented yearly, honoring educators who have made a difference in Connecticut. This event was chaired by Dr. Catherine Kurkjian.

- **The Annual Networking Reception.** Organized by Prof. Olusegun Sogunro, Department of Educational Leadership, this event recognizes alumni and current students who have been honored as outstanding educational leaders by their school districts. Nine individuals were recognized in AY 2011, including Dr. Anthony Rigazio-Digilio, Chair of Educational Leadership. Dr. Rigazio-Digilio was named 2011 Education Leader of the Year for the State of Connecticut.

- **An Evening with Brian Collier at New Britain High School.**
  This year, as a kick-off to the Literacy Essentials Conference, the Department of Reading and Language Arts in collaboration with New Britain Public Schools hosted a Community Engagement Event at New Britain High School entitled, *An Evening with Bryan Collier*. At this event students (grades 3-5), their parents and teachers participated in small group literature circles discussing one of Bryan Collier's books. Furthermore, students had a chance to ask this award winning illustrator questions as he visited each group. Students also participated in creating an art of their work in collage, the signature media that Collier uses. This was followed by an inspirational talk by Collier. Over 200 parents, teachers and students were in attendance. The event was chaired by Dr. Catherine Kurkjian, Reading and Language Arts.
• **Literacy Center’s Reading Clinic**
  The Reading Clinic benefits children and adolescents who have reading difficulties by providing up-to-date, success oriented, motivational instruction. Twice weekly, students receive one-on-one evaluation and tutoring in one-hour sessions. The clinicians who work in the center are experienced certified classroom teachers enrolled in the graduate reading program, studying for a master’s degree or sixth year certificate in reading. The clinic itself services 36-40 children in fall and spring semesters, and normally 16 during the summer. However, in summer 2011, the clinic will service 48 children. The Reading Department’s clinical classes provide reading instruction to an additional 35 to 40 children every fall and spring from a variety of communities.

• **Central Connecticut Writing Project, under the auspices of the National Writing Project.**
  CCWP is one of over 200 National Writing Project sites and is a resource for teachers and schools interested in improving student writing and learning. It serves as a professional learning community that fosters teachers as writers and teachers of writing. Approximately 20 teachers participate in a summer institute annually and there are follow-up conferences in the fall and spring semesters that train the teachers to be professional development leaders in their own schools.

  CCWP also runs Camp Inkwell, a summer writing camp for approximately 20 children. The CCWP is a collaborative effort between CCSU’s Reading and Language Arts Department and English Department. Drs. Linda Valerie and Steve Ostrowski serve as co-directors.

• **New Britain Magnet School Initiative**
  The Dean continues to work with CREC and the New Britain School District to facilitate development of a magnet school at New Britain High School focused on allied health professions and careers in education.

• **Cromwell School Partnership**
  During the leave of Prof. Sally Drew, Holly Hollander, the Director of the Office of Field Experience stepped in to further develop this partnership. In early May, the faculty of the Edna C. Stevens School in Cromwell voted unanimously to become formal partners with CCSU in helping to prepare future teachers, thus establishing a formal PDS relationship.
E. Significant Accomplishments

- **Successful NCATE Reaccreditation**
  In November 2010, CCSU received notification that its professional education unit had earned continuing accreditation from NCATE, the National Council for the Accreditation of Teacher Education. As stated in the notification letter, “this accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community.” All standards were met, without conditions.

- **Naylor-CCSU Leadership Academy Named As a Design School**
  On February 15, SEPS’ longstanding partnership with the Naylor School attained an elevated status as Naylor was approved by the Hartford Board of Education as a design school; its new and official name is: the Naylor-CCSU Leadership Academy. The BOE’s unanimous approval stands as a testament to the hard work and dedication of Dr. Karen Riem, who has championed this important initiative, as well as the good work of our many students and faculty who have contributed their knowledge and energy to the Naylor community.

In addition to hosting field placements for students from Teacher Education, Reading and Language Arts, and Special Education courses, the Naylor-CCSU Leadership Academy also organizes and hosts numerous community engagement activities. Selected activities include:

- Creation and implementation of a summer enrichment program for urban students;
- *Catch the College Spirit* (CCSU FYE PSY students mentoring Naylor middle school students about college readiness);
- Partnership grant with the Goodspeed Opera House;
- Naylor-CCSU Writing & Mural Project.

- **Magnet School Assistance Grant Program**
  Dr. James French and Dr. Kurt Love serve as project directors of the Magnet School Assistance Program Grant at Mary M. Hooker Environmental Sciences Magnet School in Hartford, CT. The Capitol Region Education Council (CREC) received a 3-year competitive federal grant to promote high achievement and diversity in the specialized magnet schools in the Greater Hartford region. The grant, funded by the U.S. Department of Education under the Magnet School Assistance Program, provides approximately $3.7 million in its first year. The anticipated total for the full three-year grant is approximately $11.5 million. Mary M. Hooker, a K-8 school with approximately 361 students, is one of the four specialized magnet schools in Hartford that is beneficiary of this grant. French and Love are working with the school in providing support for curriculum development and professional development for teachers related to systemic reforms and magnet theme development, implementation and assessment using science and inquiry to bolster student learning.
- **Faculty Honors**
  Dr. Anthony Rigazio-Digilio, Chair of Educational Leadership, was named 2011 *Education Leader of the Year* for the State of Connecticut.

- **Dean’s Advisory Council**
  March 2011 marked the establishment of the Dean’s Advisory Council. The Council is composed of alumni, friends, and major gift donors to the school, and its purpose is to assist in fundraising for SEPS. At this first working session, the Council agreed that a major goal for the Council should be the identification of 100 donors capable of donating $1,000 each to support SEPS.

- **Design of SEPS Strategic Plan, 2011-2016**
  In April 2011, Dr. Anthony Rigazio-Digilio presented the draft of the new SEPS Strategic Plan to the SEPS Governance Council, and it was unanimously approved. This marked the conclusion of a multi-year planning process that consisted of two faculty retreats and a year of intense planning by the Strategic Planning Committee.

- **Update on Recently Established Programs**

  **MAT Program Update.**
  The CCSU Master of Arts in Teaching (MAT) program will graduate its third cohort of secondary shortage area teachers in summer 2011. Seventeen candidates are currently seeking teaching positions in Spanish, Math, Math/Physics, Biology, Biology/Chemistry, English, and Technology Education.

  Members of the 2009-10 cohort are completing their first year of teaching. All the members of that cohort who sought positions in public schools were hired. We have been pleased to hear from MAT alumni and employers that our graduates are well prepared. As one graduate wrote us last fall, “I have felt more than prepared – whether it has been lesson strategies, assessment, data collection or dealing with at-risk students. It certainly all hasn’t been pretty and I’ve made mistakes. But I truly feel ready. And for that I thank you.”

  The 2011-12 cohort, our fourth MAT cohort, will begin study on May 31. The group of 20 includes students in all five of the shortage areas we serve and we are delighted to have four candidates in chemistry.

  **BSN Nursing Program Update.**
  With regard to curriculum, the BSN program plan has continued to undergo revision, with several significant changes in the past year. Year 3 of the program was implemented in fall 2010.

  Department data supplied by OIRA do raise serious concerns with regard to staffing. In fall 2007, there were 35 students, 240 total student credit hours, and three faculty. In fall 2010, there were 295 students, 1545 total student credit hours, and six faculty. Clearly, the number of FT faculty have not kept pace with
the increasing numbers of students and contact hours. It should further be noted that the percentage of instructional load credit taught by FT faculty is down to 56.4%.

The department has stated that it is difficult to keep up with student/classroom workload and still engage in creative activity and university service. Of further note is the fact that the program is not yet fully operational. Year 4 of the BSN program will commence in fall 2011.

**Weekend Social Work Program Update.**

Now in existence for nearly three years, the Weekend Social Work Program continues its recruitment effort with CT state agencies, Non-profit organizations and CT’s community colleges through on-site presentations, program and social work professional emails and telephone response; the program utilizes a recruitment database with over 180 contacts.

Enrollment continues to grow slowly. Program review shows that potential weekend students (usually working full-time and living within a family) weigh the advantages of enrollment for a lengthy period of time before applying to the program. This group of working adults also experience "pauses" in their education due to fiscal, family, or job related concerns. Approximately 20 students have participated in the Weekend Program at this point in its development, and it is noteworthy that the program graduated its first senior in Spring 2011. In her words, "Time is a big issue for an adult student, what with employment and family obligations; I've waited a long time to get to this point and I'm eager for graduation!"

**F. Selected Faculty Accomplishments: See Appendix G., p. 56.**

**G. Progress with Assessment (See Goal 3 for further detail)**

**Database**
The School is gradually moving towards a comprehensive online assessment system for all departments. We have systematized data collection procedures and there is now greater involvement of programs beyond education programs.

**Professional Program Evaluation System**
An online evaluation system for collecting information on professional program interviews and essays was added in fall 2010. Three programs (English, History, and TESOL) added rubrics for professional program interviews and/or essays for all teacher candidates who applied to the professional program.

**Assessment System**
The SEPS database was divided into separate sections for undergraduate education programs, undergraduate non-education programs, and graduate programs. The database also continues to be updated to accommodate disaggregation of data, such
as by major, area of specialization, degree, etc. During 2010-2011, the Modern Language and Special Education departments each added 6 program assessments.

**Midpoint Assessment System**
Teacher candidates complete the midpoint assessment task online. Since fall 2010, all programs have utilized two scorers for each midpoint assessment. Additionally, programs are implementing new procedures for teacher candidates who fail, such as an individualized Growth Plan or individual feedback conference meetings. Some programs (English and Modern Language) have developed program specific data reports to align with their SPA standards.

**Field Experience Evaluation System**
An online evaluation system for collecting field experience evaluation data from host/cooperating teachers continues to be utilized in EDTE 210, 315, 320, and 420. A secondary program evaluation was added in spring 2011 that was completed by host/cooperating teachers of teacher candidates enrolled in EDSC 425.

In spring 2011 all classes identified as having field work were added to the system. This included the addition of 34 classes, many of which having multiple sections. Over 900 placements were tracked and there was a 66.87% compliance rate the first semester.

**Exit Portfolio Evaluation System**
Exit Portfolio and Student Work Sample Assessments that were first added in spring 2010 continue to be utilized within many education programs (Elementary, Science, Physical Education, History, Modern Language, and English). Programs have developed program specific data reports to align with their SPA standards.

**Student Teaching Evaluation System**
In fall 2010 the items on the student teaching evaluation were updated to better align with the state standards. Additionally, programs continue to revise their discipline-specific items for the student teaching final evaluation, as well as create program specific data reports to align with their SPA standards.

Part of the student teaching evaluation system includes the Student Teaching Feedback Survey which continues to be utilized. The first set of feedback from 2009-2010 academic year was distributed to programs for review during fall 2010.

**Alumni and Employer Evaluation System**
Alumni and Employer Surveys for education programs continue to be collected online. Programs have added discipline-specific items to the alumni survey. Additionally, both the School Counseling program and Exercise Science program have their own alumni and employer surveys which are collected online. All programs are provided their program specific data report.
II. Planning for 2011-2012

A. Goals (Excerpts from Strategic Plan, 2011-2016)

1. Complete curriculum redesign for professional education programs to ensure that all education programs meet the State Department of Education’s new certification regulations. Curriculum changes will be submitted to the CCSU Curriculum Committee in spring 2012.

2. The Dean’s Office will continue to monitor accreditation cycles, ensuring that all programs maintain their accreditation. In 2011-2012, the Athletic Training Program is scheduled for review.

3. Continue to expand the SEPS database and assessment system with the goal of using online assessment mechanisms and reporting features across all departments. Related goals for 2011-2012 include:
   - Ensure that all departments develop and begin to implement employer and alumni surveys.
   - Ensure that all SEPS programs have a community advisory board to assess and provide feedback on program effectiveness.
   - Increase participation of departments in online assessment, with the goal of achieving 100% participation in the next three years.

4. Review SEPS Strategic Plan 2011-2016, with the goal of incorporating the recommendations of the Diversity Self-Study to ensure that school policies and practices are responsive to cultural differences. Goals include the following:
   - Departments will set targets for recruitment and hiring of underrepresented groups in both FT and adjunct slots;
   - Departments will set targets and develop recruiting mechanisms to increase the number of underrepresented students in their programs.
   - Departments will integrate/adopt social justice criteria for promotion and tenure.
   - Departments will incorporate questions about social justice/diversity on course evaluations.

5. Continue to support efforts to improve student retention and the six-year graduation rate. Related goals include:
   - Departments will develop appropriate support systems for underrepresented students.
   - The Dean’s Office will explore and develop both academic and financial supports for undergraduate and graduate students.
   - The Dean’s Office will continue to make efforts to secure space for a school-based advising center.
   - The Dean’s Office will ensure that students are prepared with appropriate technology and the faculty are trained in its use.
6. Expand the Office of Student Academic Services into a full school-based advising center with emphasis on services to sophomores and transfer students. A host of services can potentially be offered, including peer tutoring, career counseling, and focused study groups.

7. Continue to support faculty scholarship.
   - The Partnership Committee and the Creative Activity Committee will collaborate in the development of an e-dissemination site that will promote community engagement and serve as a vehicle for faculty to publish papers and engage in public policy discourse.
   - The School will encourage and support faculty leadership in professional organizations.
   - The School will continue to provide financial support for faculty research, scholarship, and faculty-led conferences and workshops.

8. Continue to fulfill the responsibilities of the dean’s office in a manner that is fiscally responsible and supportive of faculty, programs, and students, e.g., budget management, P & T, renewals, facilities, and other contractual requirements.

   In addition, the Dean’s Office will also work to ensure that mentoring of new faculty is structured and ongoing and that appropriate support is provided to new faculty as they navigate the P & T process.

9. Continue to work with the development officer to cultivate donors and increase fundraising.

   Building on the establishment of the Alumni Advisory Council, the dean and the development officer will build connections to the SEPS alumni base. The dean’s office will continue production of the newsletter and will explore other outlets for public relations, to increase SEPS profile in the community of potential donors.

10. Implement the new strategic plan for the School in alignment with the University’s points of distinction and strategic goals.

    In AY 2012, the strategic plan will be reviewed and refined by departments. This process will commence at the opening faculty meeting in August 2011.
B. Collaboration

Within CCSU
1. Continue to deepen relationships with CCSU’s African-American and Latino organizations.
2. Continue to 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.

With CSU and Other External Partners
1. Through AACTE-CT, collaborate with Deans and Directors of teacher preparation programs throughout the state to improve the quality of teacher education and to better coordinate with the CT Department of Education. In 2011-2102, Dean Sakofs will take on the president’s role of AACTE-CT.
2. Continue to increase and deepen 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 to meet community needs, e.g., use of nursing simulation manikins at ITBD to prepare New Britain EMS technicians.

C. Needs.

SEPS seeks funding to support and enhance the following activities/initiatives:
- Faculty scholarship;
- Program development, e.g. development of a school-based advising center including physical space and staffing;
- Community engagement and social justice initiatives;
- Support to improve fundraising and grant seeking;
- Laboratory/equipment/technology funding for Nursing Laboratory, Literacy Center, Center for Innovation in Teaching and Technology;
- Students’ international travel;
- Student programming in support of retention and graduation;
- Capital improvements/renovation in Barnard Hall, 2nd and 3rd floors.

D. Assessment.

1. Continue to refine SEPS data management system for assessment, involving all SEPS departments in utilizing database for management of assessment data.
2. Continue to automate analysis of data for program feedback, creating standardized reports, as well as ability to generate custom reports.
APPENDICES

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SEPS Accreditation Chart

APPENDIX B.  29
Diversity Task Force Recommendations

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SEPS Strategic Plan
2011-2015, Draft

APPENDIX G.  56
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### APPENDIX A. SEPS ACCREDITATION CHART: May 2011

<table>
<thead>
<tr>
<th>Department</th>
<th>Accrediting Body</th>
<th>Date of Last Visit / Approval</th>
<th>Date of Next Visit</th>
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<td>American Association of Colleges of Nursing</td>
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Appendix B. Diversity Task Force Recommendations, April 2011

**Institutional leadership and commitment: Decisions, policies, and practices**
- SEPS develops a protocol for responding to student concerns across SEPS departments.
- SEPS Dean meets regularly with faculty from African American Association, Latino Association, Ombudsman, Officer of Diversity and Equity.
- Department Chairs ensure department complies with CCSU university policies for hiring FT/PT faculty. Encourage departments to contact the AAUP Minority Recruitment and Retention Committee when posting for positions. Review recruitment, retention and advisement policies.
- Diversity Committee monitors diversity and social justice goals in the SEPS Strategic Plan (2011-2015).
- SEPS chairs of undergraduate programs cultivate relationship and support undergraduates entering programs in junior year.
- Research why CCSU students of color do not choose teaching as a career.
- All departments adopt and include statements in the course evaluations that address diversity and social justice.
- Student teaching/internships:
  - Professional programs should ensure placements that expose interns/student teachers to diverse students/clientele in urban/suburban/rural areas.
  - Student teacher/internship supervisors (on campus and off campus) should be trained to become sensitive to issues of diversity and social justice.
  - Evaluation and feedback of students/supervisors should integrated issues of diversity and social justice.
  - Orientation, professional development, and culminating experience events should incorporate issues of diversity and social justice.

**Representational Groups**
- Follow ODE policies and use other campus resources to recruit full time faculty from underrepresented groups.
- Departments develop a plan to recruit adjunct faculty from underrepresented groups. Yearly report submitted to Strategic Planning committee.
- Departments develop a plan to recruit and support students from underrepresented groups. Yearly report submitted to Strategic Planning committee. This work has begun. In fall 2010 SEPS Advising Center is piloting an outreach program targeted towards sophomores in all teacher education programs. Students are being invited to attend one of 17 workshops or advising sessions scheduled throughout October and early November. The focus will be
on admission to program requirements, policies, and procedures as well as long
term planning. This initial pilot includes over 300 students. Future plans include
sophomores in all SEPS programs.
- CCSU Research (tentative 2011-2012): Why students of color choose/do not
  choose Teacher Education? Why do students of color choose other majors?
  Ideas: Praxis/SAT 1100, GPA, other opportunities. How can Teacher Education
  attract students of color into the program?
- Interdepartmental conversations about recruiting students of color into various
  programs. Departments share their strategies and successes for recruiting
  students.

**Curriculum and Instruction**
- All departments review course work to ensure inclusion of topics related to all
types of diversity (e.g., ethnicity/race, gender, socioeconomic status, sexual
  orientation, language, and geographic location) and issues of power and
  privilege.
- All departments encourage and support faculty in submitting courses to the
  Faculty Senate Diversity Committee to become “D-Designated” course.
- Faculty offer and attend Professional Development on social justice and diversity.
- Departments identify additional programs, strategies and efforts to supports
  students from underrepresented groups, prior to entering and while enrolled in
  SEPS.
- Departments expand international and study abroad program opportunities and
  continue to encourage and facilitate undergraduates to participate. For example,
  the Passport to Global Citizenship Program to China in May 2010 included 18
  teacher education students. The same number of students is targeted for a
  similar program to Jamaica in January 2010.

**Culture & Climate/Student Support Groups**
- Cultivate relationships with students from underrepresented groups economically
  and socially prior to entering SEPS.
- Diversity Committee institute yearly climate for students, faculty, staff, and
  administration.
- Diversity Committee organizes focus group conversations with students in all
  departments.
- Advising Center is working on enhancing career counseling services for students
  within SEPS through connections with alumni.
- Department chairs include a section on Diversity, Social Justice, and
  Multiculturalism in the department’s annual report.
- Diversity Committee will develop common language to describe social justice
  practices and desired outcomes.
APPENDIX C. FACULTY AND STAFF LISTING

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
Megan Atwood
Rachel Conway
Sarah LoGuidice
Antaya Radding
Faiza Shahid

Student Worker
Brittany Mahoney
Lindsay Barton

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, Assistant Professor
Judith Rosenberg, Ph.D., Professor
Connie Tait, Ph.D., Professor
Daniel J. Wiener, Ph.D., Professor
Vernon E. Percy, Ph.D., Assistant Professor
Douglas Ryniewicz, Assistant Professor

Secretary: Part-Time
Sarah Atkinson

CASD- Project Coordinator
Lila Coddington

Graduate Assistants
Lindsey Duthrie
Karen Malota
Shadia Goldstein
DEPARTMENT OF EDUCATIONAL LEADERSHIP: FACULTY

Faculty – Full Time
Farough Abed, Ed.D., Professor
Ethan Heinen, Ph.D., Assistant Professor
Nancy Hoffman, Professor
Michelle Kepple, Instructor
Penny Lisi, 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
Betty Sternberg, Ph.D., Instructor
Sheldon Watson, Ph.D., Assistant Professor

Administrative Assistant
Stacy Tallberg

Graduate Assistants
Xavier Bromfield
Elizabeth Brown
Jessica Leger
Glen Mason

******************************************************************************

Ed. D. PROGRAM: FACULTY

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

Secretary
Rouzan Kheranian

******************************************************************************

DEPARTMENT OF NURSING: FACULTY

Faculty – Full Time
Shelley Bochain, Ph.D., MS, RN, Associate Professor
Stacy Christensen, MSN, APRN, BC, Assistant Professor
Margaret Levvis, Ph.D., MSN, RN, Associate Professor
Nancy Peer, MS, RN, Assistant Professor
Carin Tripodina, Assistant Professor
Linda Wagner, Ed.D., MSN, RN, Associate Professor

Secretary
Iris Astacio

Student Worker
Nick Arce
OFFICE OF FIELD EXPERIENCES: STAFF

Staff – Full Time
Susan Addison, Project Assistant
Holly Hollander, Director of Office of Field Experiences

Secretary
Doralis Hernaiz

**************************************************************************************

DEPARTMENT OF PHYSICAL EDUCATION & HUMAN PERFORMANCE: FACULTY

Faculty – Full Time
Jan Bishop, Ed.D., Assistant Professor
Antone Capitao, Ph.D., Professor
Carol Ciotto, Instructor
Catherine Fellows, M. Ed., Professor
David Harackiewicz, D. P.E., Professor
Kimberly T. Kostelis, D.P.E., Associate Professor
Thomas McCarthy, Athletic Trainer / Instructor
Jason Melnyk, Ph.D., Assistant Professor
Peter Morano, Ph.D., Associate Professor
Victoria Morley, Ph.D., Associate Professor
Kathy Pirog, M.Ed., Head Athletic Trainer/Associate Professor
Jason Sawyer, Ph.D. Assistant Professor
Susan Smith, Instructor
Michael Voight, Ph.D., Assistant Professor
Sean Walsh, Ph.D., Assistant Professor

Secretary
Jennifer Del Santo

Graduate Assistant
Jesse Castillo

Student Worker
April Adorno
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., Associate Professor
Julia Kara-Soteriou, Ph.D., Associate Professor
Jesse Turner, Ph.D., Associate Professor
Lynda Valerie, Ph.D., Assistant Professor
Kenneth Weiss, Ph.D., Professor

Secretary
Stephanie Waldman

Graduate Assistants
Sandra Ruiz
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
Vicenza Testa

DEPARTMENT OF SPECIAL EDUCATION: FACULTY

Faculty Full –Time
Mitchell Beck, Ed.D., Professor
John Foshay, Ed.D., Associate Professor
Marie Hopkins, 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
Maureen Furey
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, M.S., Instructor
James Joss French, Ph.D., Assistant Professor
Lynda George, Ed.D., Assistant Professor
Marilyn Hott, Counselor
Maxine Howell, Ed.D., Assistant Professor
Kurt A. Love, Ph.D., Assistant Professor
Daniel Mulcahy, Ph.D., Professor
Timothy Reagan, 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
Maureen Sullivan

Graduate Assistant

Laura Longo
Appendix D. SEPS Assessment Systems
Appendix E. Guiding Values

School of Education and Professional Studies
Guiding Values
Fall 2010

SEPS Programs promote program excellence in the following ways:
- Support interdisciplinary communities that promote a consciousness of craft that continues to reach higher standards
- Link research and evidence-based theories and practices that emphasize active curiosity and interdisciplinary exploration
- Promotes the development of academic and professional competence

SEPS Programs value diversity and an ethic of caring in the following ways:
- Intentionally promote student and faculty success, satisfaction, and retention
- Encourage a commitment to respect, civility, collaboration, and responsibility

SEPS Programs promote social justice in the following ways:
- Be relevant to the communities we serve, with a focus on underserved and vulnerable populations
- Address issues of equity in economic, social, cultural, and political spheres

SEPS Programs promotes community engagement in the following ways:
- Facilitate reciprocal partnerships with community stakeholders to effect systemic change
- Have a voice and presence in public policy reform
Appendix F. SEPS Strategic Plan: 2011-2016, Draft

SEPS STRATEGIC PLANNING DRAFT
(Approved by SEPS-GC, April 28, 2011)
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   6. Develop and Foster Faculty Quality and Leadership.
   7. Expand Alumni Outreach and Development Activities.
   8. Improve Administrative Functioning, Organization of Programs, and Condition of Facilities.

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<th>ALIGNMENT WITH CCSU GOALS</th>
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<tbody>
<tr>
<td>PROMOTE PROGRAM EXCELLENCE THROUGH ACCREDITATION, ASSESSMENT, AND DEVELOPMENT OF NEW PROGRAM INITIATIVES.</td>
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<tr>
<td>1.a. Meet the Standards of Accrediting Bodies and State Agencies</td>
<td>i. All SEPS programs will be fully accredited by their respective agencies, and the Dean’s Office will track and monitor accreditation cycles for the School as a whole.</td>
<td>Ongoing</td>
<td>CCSU 1, 2, 3</td>
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<td>1. a.1. Maintain existing accreditations and seek accreditation where needed.</td>
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<td>1. a.2. Ensure compliance with new DOE regulations for all professional education programs (Teacher Education, Special Education, Reading and Language Arts, PE/BSED).</td>
<td>i. The Dean’s Office will support the ongoing revision of professional education curriculum and the interdepartmental collaboration that is essential to this process. All Professional Education Programs will have revised their curriculum in compliance with new CT DOE regulations. Curriculum changes to be submitted to CCSU Curriculum Committee in Spring 2012.</td>
<td>Ongoing</td>
<td>CCSU 1, 2, 3</td>
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<td>1.b. Engage in Continuous Improvement of Assessment Practices</td>
<td>i. All SEPS departments will submit annual assessment report to the Office of Institutional Research and Assessment, providing an analysis of data on learning outcomes and developing a plan to address programmatic strengths and weaknesses.</td>
<td>Ongoing</td>
<td>CCSU 1, 2, 3</td>
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<td>1.b.1 Review and enhance assessment practices, analyzing data on learning outcomes, using data for program improvement, and improving feedback to students.</td>
<td>ii. Departments will integrate questions about social justice/diversity on course evaluations.</td>
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<td>1. b.2. Move to online assessment and data analysis, as appropriate.</td>
<td>iii. The Dean’s Office will continue to evaluate the communication of dispositions data to students in an aggregated form.</td>
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<tr>
<td>1. b.2. Move to online assessment and data analysis, as appropriate.</td>
<td>i. Departments will continue to develop and implement online assessments and will work with Assessment Coordinator to develop customized reports for data analysis, identifying program strengths and weaknesses.</td>
<td>Ongoing</td>
<td>CCSU 1, 2, 3</td>
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<tr>
<td>GOAL STATEMENT #1: PROMOTE PROGRAM EXCELLENCE THROUGH ACCREDITATION, ASSESSMENT, AND DEVELOPMENT OF NEW PROGRAM INITIATIVES.</td>
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<td>1. b.3. Seek feedback from employers and alumni on an annual basis.</td>
<td>i. All SEPS departments will annually survey both alumni and employers through the SEPS online data base. The Dean’s Office and Assessment Coordinator will oversee this process.</td>
<td>Ongoing</td>
<td>CCSU 1, 2, 3</td>
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<td>1. b.3.</td>
<td>ii. All SEPS programs will have a community advisory board, with alumni and current student representation. The Dean’s Office will maintain records of advisory board membership and meeting schedules.</td>
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<td>1. b.3.</td>
<td>iii. The SEPS Alumni Advisory Council will provide guidance on programs and community needs to departments.</td>
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<td>1. c. Pursue Ongoing Program Development</td>
<td>1. c.1. Consider development of certificate programs, graduate programs, and other mechanisms to serve diverse groups and to contribute to workforce development.</td>
<td>i. SEPS departments/programs will work with the Office of Continuing Education to pursue new certificate programs and/or other entrepreneurial activities that will serve community partners.</td>
<td>Long-term</td>
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<td>1. c.</td>
<td>ii. The Nursing Department will continue ongoing needs assessment for a Master’s Degree in Nursing program (targeting geriatric/mental health needs).</td>
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<td>1. c.</td>
<td>1. c.2. Enhance and expand sites for internships, clinical experiences, and other field education opportunities.</td>
<td>i. All SEPS professional programs will expand the network of sites for field placement, e.g., the MAT program may wish to explore the possibility of year-long internships culminating in student teaching.</td>
<td>Ongoing</td>
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<td>1. c.3. Provide appropriate support for coordination of all types of field placements.</td>
<td>i. The Dean’s office will ensure equity across departments for coordination of field experiences.</td>
<td>Ongoing</td>
<td>CCSU 1, 2, 3</td>
</tr>
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<td>1. c.4. For professional education programs, build strong and innovative university-school partnerships.</td>
<td>i. Professional education programs will pursue development of more informal PDS-like relationships and will strengthen existing relationships with community partners. Offering tuition credits and onsite courses will be explored as possible mechanisms for strengthening these relationships.</td>
<td>Long-term</td>
<td>CCSU 1, 2, 3</td>
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### GOAL STATEMENT #1:

**PROMOTE PROGRAM EXCELLENCE THROUGH ACCREDITATION, ASSESSMENT, AND DEVELOPMENT OF NEW PROGRAM INITIATIVES.**

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<tr>
<th>TARGETED OBJECTIVES AND OUTCOMES</th>
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<tr>
<td>1.5. Expand hybrid/online courses and other innovative delivery approaches for both course work and field work. Develop guiding principles for hybrid/online courses.</td>
<td>SHORT-TERM ONGOING LONG-TERM</td>
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<td>1.6. Review/renew magnet school initiative.</td>
<td>CCSU 1, 2, 3</td>
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<td>1.7. Conduct professional needs assessment for faculty and implement programs accordingly.</td>
<td>CCSU 1, 2, 3</td>
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#### i. The Dean’s Ad Hoc Committee for E-Learning will formalize guiding principles for online/hybrid courses. The committee will identify goals and determine mechanisms for expansion.

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i. The Dean’s Office and the Department of Nursing will formalize the partnership with the health-focused magnet school (CCSU/CREC/New Britain) and will identify next steps.

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i. The Dean’s Office in collaboration with SEPS-GC will develop and conduct a survey to determine faculty professional development needs, including educational technology needs (e.g., technology training; updating Barnard Hall classrooms with Smart Boards). The Dean’s Office and SEPS-GC will work in collaboration to develop plans and programs to meet these needs.

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<td>GOAL STATEMENT #2: SUPPORT DIVERSITY AND SOCIAL JUSTICE</td>
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<tr>
<td>2. a. Support Diversity &amp; Social Justice for Faculty.</td>
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<tr>
<td>2. a.1. Review recruitment/hiring, retention, and mentoring of faculty.</td>
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</table>
| 2. a.2. Increase recruitment/retention of faculty from underrepresented groups. | i. Departments will set targets for recruitment and hiring to increase the number of underrepresented groups in both FT and adjunct faculty.  
ii. The Dean’s Office and departments will seek ideas for recruitment from the Higher Ed. Report for minorities.  
iii. Departments will integrate/adapt social justice/diversity criteria for promotion and tenure.  
iv. The Dean’s Office will continue conversations with Ombudsman and with Latino/African American faculty organizations and will continue to pursue ways to build community amongst faculty, e.g., the Multicultural Luncheon. | Ongoing and Long-term | CCSU 5, 5 |
| 2. b. Support Diversity & Social Justice for Students. | i. All departments will evaluate admission, enrollment, and completion rates of underrepresented students annually.  
ii. Departments will seek to increase program applications from underrepresented students and will set targets for retention and graduation of underrepresented students.  
iii. Departments will integrate questions about social justice and diversity on course evaluations.  
iv. Departments will develop appropriate support systems for underrepresented students, e.g., writing in the disciplines, test preparation for PRAXIS II. | Ongoing and Long-term | CCSU 4, 5 |
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<tr>
<th>GOAL STATEMENT #2: SUPPORT DIVERSITY AND SOCIAL JUSTICE</th>
<th>TARGETED OBJECTIVES AND OUTCOMES</th>
<th>GOAL STATUS:</th>
<th>ALIGNMENT WITH CCSU GOALS</th>
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<tr>
<td>2. b.2. Pursue grants and other sources of external/internal funding to support scholarships and graduate assistantships.</td>
<td>i. The Dean’s Office has established and will continue to provide an emergency fund for students. The Dean’s Office will determine amount of available scholarship funding and will continue outreach to alumni to support student scholarships.</td>
<td>Long-term and Ongoing</td>
<td>CCSU 6</td>
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<tr>
<td>2. b.3. Continue and expand student outreach in support of diversity and social justice. Explore on-campus collaborations with student affairs in support of diversity/social justice initiatives, e.g., engage in dialogue with student clubs/organizations that impact diversity of our student population.</td>
<td>i. The Dean’s Office will continue the Dean’s Leadership Institute and host reunion of DLI graduates. ii. Dean’s Office will continue outreach to student organizations to provide opportunity for dialogue. iii. Dean’s Office will sponsor internal/external speakers in support of social justice and diversity, open to all members of the SEPS community.</td>
<td>Short-term and Ongoing</td>
<td>CCSU 1, 5</td>
</tr>
<tr>
<td>2. b.4. Establish advising center, which will offer academic support/advising for all students, including underrepresented students.</td>
<td>i. The Dean’s Office will work to determine budget/space/resources for needed/guidelines for development of a school-based advising center. Potentially, the new advising center can collaborate with departments to ensure that students have adequate supports to ensure their academic success (e.g., preparation for PRAXIS II).</td>
<td>Ongoing</td>
<td>CCSU 1, 2, 5</td>
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<tr>
<td>GOAL STATEMENT #2: SUPPORT DIVERSITY AND SOCIAL JUSTICE</td>
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<tr>
<td>2. c. Support Research, Scholarship, and Curriculum Development that target Social Justice and Diversity Concerns.</td>
<td><strong>2. c.1.</strong> Develop common language to describe social justice practices and identify desired outcomes.</td>
<td><strong>i.</strong> Diversity Task Force will develop common language to define social justice principles and will seek to achieve clarity on the broad spectrum of social justice/diversity practices and principles.</td>
<td>Short-term and Ongoing</td>
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<tr>
<td>2. c.2. Pursue external funding for diversity/social justice initiatives.</td>
<td><strong>i.</strong> The Dean’s Office will hire a grant writer/prospect researcher to review available RFPs and develop proposals.</td>
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<td>Ongoing and Long-term</td>
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<td>2. c.3. Develop course and fieldwork approaches that address recruitment/retention issues as well as current social justice issues.</td>
<td><strong>i.</strong> As the Teacher Education Department revises curriculum in compliance with new regulations, they will ensure that introductory courses are supportive of underrepresented students.</td>
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<td>Short-term and Ongoing</td>
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<td><strong>ii.</strong> Encourage faculty to develop D-designated courses and to participate in the university-training for this initiative.</td>
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<td><strong>iii.</strong> Departments will expand multicultural experiences locally, through field work in urban/ethnic communities.</td>
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<td>2. c.4. Support the work of the Dean’s Diversity Committee, including the Diversity Self-Study currently underway.</td>
<td><strong>i.</strong> The Dean’s Diversity Committee will continue after the self-study is complete.</td>
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<td>Ongoing</td>
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<td>GOAL STATEMENT #3: STRENGTHEN AND EXPAND COMMUNITY ENGAGEMENT AND PARTNERSHIPS</td>
<td>TARGETED OBJECTIVES AND OUTCOMES</td>
<td>GOAL STATUS:</td>
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| 3a. Enhance and expand non-credit bearing community engagement activities, including interdisciplinary outreach initiatives (e.g., nursing, social work, teacher ed., counseling at Naylor). | i. Using funds from entrepreneurial acct. as seed money, the Dean’s Office/SEPS-GC will establish a faculty center for community engagement that will publicize and disseminate the work of SEPS and will revive/expand the work of the Partnership Committee. The center would also be linked with the SEPS-GC Scholarly and Creative Activity Committee. Activities would include:  
  - With the Center for Continuing Education, explore opportunities to offer CEUs to towns and agencies.  
  - Explore opportunities to develop certificate programs, e.g., the rehab. counseling professional certificate that provides an additional number of credits needed for licensure.  
  - Serve as contact point/liaison for all community outreach activities.  
  
  ii. The Dean’s Office in collaboration with SEPS-GC will Identify a coordinator to provide strong leadership. Funding from entrepreneurial acct. will provide a stipend for this individual. | Ongoing and Long-term | CCSU 3, 4, 5 |

GOAL STATUS:
- SHORT-TERM
- ONGOING
- LONG-TERM
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<tr>
<th>GOAL STATEMENT #4: STRENGTHEN AND EXPAND INTERNATIONAL PROGRAMMING</th>
<th>TARGETED OBJECTIVES AND OUTCOMES</th>
<th>GOAL STATUS: SHORT-TERM</th>
<th>GOAL STATUS: ONGOING</th>
<th>GOAL STATUS: LONG-TERM</th>
<th>ALIGNMENT WITH CCSU GOALS</th>
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| **4a. Expand international experiences for SEPS students and pursue funding to support student experiences abroad.** | i. The Dean’s Office/Departments will encourage faculty to offer credit-bearing courses abroad throughout the academic year (fall, winter, spring, summer, breaks) as well as international, non-credit travel experiences during breaks.  
ii. The Dean’s Office/Departments will seek funding for these activities through grant prospecting in partnership with CIE.  
iii. The Dean’s Office and Departments will continue/expand international experiences for students through new SEPS advising center (to be developed). | Ongoing and Long-Term | Short-term and Ongoing | Short-term and Ongoing | CCSU 2, 3, 5 |
| **4b. Expand/develop multicultural experiences locally, through student field work in multicultural communities.** | i. Departments will continue to seek opportunities to provide multicultural field work experiences for students at the local level. | Ongoing |  |  | CCSU 2, 3, 5 |
| **4c. Engage in further development of Jamaica programs.** | i. Further program development in Jamaica will include:  
   a. Credit-bearing Nursing course  
   b. Programs/Regular Meetings for Jamaica Alumni Association  
   c. Establish a Professional Development Network for Jamaican Educators  
   d. Mini-grants for Jamaican educators. | Ongoing and Long-Term |  |  | CCSU 2, 3, 5 |
<p>| <strong>4d. Pursue development of programs in other countries.</strong> | i. Departments will work with CIE and Dean Sakofs to pursue development of programs in countries beyond Jamaica. | Ongoing and Long-Term |  |  | CCSU 2, 3, 5 |</p>
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<th>GOAL STATEMENT #5: PROMOTE STUDENT SUCCESS</th>
<th>TARGETED OBJECTIVES AND OUTCOMES</th>
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<tr>
<td>5a. Develop appropriate support mechanisms to improve student success.</td>
<td>i. Departments will continue current activities and explore other options to provide support for both undergraduates and graduate students. Activities are underway, e.g., Social Work has developed an introductory writing course in the discipline.</td>
<td>Short-term and Ongoing</td>
<td>CCSU 1, 2</td>
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<td>5a. Develop appropriate support mechanisms to improve student success.</td>
<td>ii. The new advising center will serve as an informal tutoring center, e.g., the Dean’s Office will explore partnerships with the Central CT Writing Project to offer tutoring to SEPS undergraduates. Other potential supports offered by the center could include career counseling and the provision of space for study/group work. The space would be open to both the undergraduate and graduate population.</td>
<td>Short-term and Ongoing</td>
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<tr>
<td>5a. Develop appropriate support mechanisms to improve student success.</td>
<td>iii. In partnership with the Departments, the Dean’s Office will explore and develop academic and financial supports for both undergraduate and graduate students.</td>
<td>Ongoing</td>
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<td>5a. Develop appropriate support mechanisms to improve student success.</td>
<td>iv. In partnership with Departments, the Dean’s Office will ensure that students are prepared with appropriate technology and that faculty are trained in its use.</td>
<td>Long-Term</td>
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<td>5a. Develop appropriate support mechanisms to improve student success.</td>
<td>v. The Dean’s Office will advocate for a drop-in child care center at the university level for children of both students and faculty.</td>
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<td>GOAL STATEMENT #6: DEVELOP AND FOSTER FACULTY QUALITY AND LEADERSHIP</td>
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<td><strong>GOAL STATUS:</strong></td>
<td><strong>ALIGNMENT WITH CCSU GOALS</strong></td>
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<td>6a. Increase faculty visibility in public discourse/media and professional organizations at all levels (regional, national, international).</td>
<td>i. The School will recognize, support and encourage faculty leadership in professional organizations. The Partnership Committee and the Scholarly and Creative Activity Committee will collaborate in the development of a center/clearinghouse that would not only promote community engagement but would also serve as a mechanism for faculty to publish papers/engage in public policy discourse. Potential for collaborations across the 4 state universities will be explored. The Center will encourage/coordinate “e-dissemination.”</td>
<td>Ongoing and Long-Term</td>
<td>CCSU 4</td>
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<td>ii. The School will partner with the Office of Marketing and Communications in identifying faculty experts in specific disciplinary areas.</td>
<td>Ongoing</td>
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<td>6b. Increase grant-seeking and encourage entrepreneurial activities.</td>
<td>i. The School will expand grant prospecting through free-lance prospect researcher.</td>
<td>Short-term and Ongoing</td>
<td>CCSU 4, 6</td>
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<td>ii. The School will encourage interdisciplinary and community partnerships in grant applications.</td>
<td>Short-term and Long-Term</td>
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<td>6c. Provide support for faculty research and scholarship.</td>
<td>i. The School will provide financial and clerical support for faculty research and scholarship.</td>
<td>Ongoing</td>
<td>CCSU 4, 6</td>
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<td>ii. The Dean’s Office will convene a group of senior faculty across departments to outline recommendations regarding the mentoring of new faculty.</td>
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<td>6d. Continue to sponsor local and regional conferences.</td>
<td>i. The School will provide continuing support for faculty led conferences and workshops, such as Literacy Essentials Conference and Sports Medicine Symposium.</td>
<td>Ongoing</td>
<td>CCSU 4, 6</td>
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<tr>
<td>6e. Advocate for an increase in faculty lines.</td>
<td>i. The Dean will continue to advocate expanding number of FT faculty (Nursing, SW, Ex. Sci.).</td>
<td>Ongoing</td>
<td>CCSU 4, 6</td>
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<td>GOAL STATEMENT #7: EXPAND ALUMNI OUTREACH AND DEVELOPMENT ACTIVITIES</td>
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<td>7a. Involve alumni advisory councils in the life of the school.</td>
<td>i. The Dean’s Office and Departments will increase connections to our alumni base in creative ways.</td>
<td>Ongoing</td>
<td>CCSU 6</td>
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<td>7b. Cultivate potential donors and conduct fund raising activities</td>
<td>i. The Dean’s Office will continue to involve alumni advisory council in fundraising for SEPS.</td>
<td>Ongoing</td>
<td>CCSU 6</td>
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<td>7c. Continue production of SEPS newsletter and other PR mechanisms.</td>
<td>i. The Dean’s Office will continue production of the newsletter and other publications. These promotional materials will be published through E-dissemination and limited print versions.</td>
<td>Ongoing</td>
<td>CCSU 6</td>
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<td>ii. The Dean’s Office and Departments will explore other outlets for PR, e.g., the Nutmeg Channel; media presentation on SEPS homepage, etc.</td>
<td>Short-Term</td>
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| GOAL STATEMENT #8: IMPROVE ADMINISTRATIVE FUNCTIONING, ORGANIZATION OF PROGRAMS, AND CONDITION OF FACILITIES | TARGETED OBJECTIVES AND OUTCOMES | GOAL STATUS:  
- SHORT-TERM  
- ONGOING  
- LONG-TERM | ALIGNMENT WITH CCSU GOALS |
| --- | --- | --- | --- |
| 8a. Support and mentor new faculty. | i. The Departments will establish consistent protocols for mentoring new faculty. The Dean’s Office will support this at the school-level, working to ensure that mentoring is structured and ongoing and that creative ideas for mentoring are fully explored (e.g. providing new faculty with mentoring/coaching outside their department).  
ii. The Dean’s Office and Departments will support new faculty through P & T process.  
iii. The Dean’s Office and Departments will support new faculty in adjusting to challenges of classroom teaching.  
iv. In collaboration with SEPS GC, the Dean’s Office will host regular research colloquia to bring together new faculty and create a sense of community. | Short-term and Ongoing  
Ongoing  
Ongoing  
Ongoing | CCSU 4, 7 |
| 8b. Attend to space needs and issues, noted by Nursing, Counseling, and Dance. | i. The Dean’s Office will identify space needs and priorities and advocate for this at the university level. | Ongoing | CCSU 4, 7 |
| 8c. Ensure accessibility and gender neutral facilities for all students. | i. The Dean’s Office will continue to explore feasibility of facilities renovation and will advocate for this at the university level. | Short-term and Ongoing | CCSU 4, 7 |
| 8d. Review and revise SEPS Conceptual Framework, ensuring that it encompasses all professional programs. | i. With the goal of inclusion of all departments, SEPS-GC and the Dean’s Office will reinvigorate and broaden SEPS By-laws and revise SEPS conceptual framework. | Short-term and Ongoing | CCSU 1-7 |
# PROPOSED PROCESS FOR ANNUAL REVIEW BY STRATEGIC PLANNING COMMITTEE

<table>
<thead>
<tr>
<th>DATES</th>
<th>DEPARTMENT</th>
<th>DEAN’S OFFICE</th>
<th>STRATEGIC PLANNING COMMITTEE</th>
<th>SEPS-GC</th>
</tr>
</thead>
<tbody>
<tr>
<td>APRIL</td>
<td>In April, each department will review their department’s <em>goals template</em> as it aligns with the university plan. This review will summarize the department’s annual accomplishments to date and will reflect on unique department needs. This comprehensive review will assist in the department’s projection of future goals and will provide the basis for the submission of the department’s annual report to SEPS Dean’s Office. Chairs have requested that this correspond with the template for the standard end of year report. In early spring, departments will seek staff and student input to augment their annual report. Student input will be gathered through focus groups, clubs, surveys, and other means, organized by the departments. Care will be taken to ensure that any outreach on the part of the department will not be duplicated by the Dean’s Office.</td>
<td>In April/May, the Dean’s Office prepares the SEPS Annual Report, based in part on input from Departments. Dean’s Office will also organize student/staff focus groups to gather additional input, making sure that their outreach does not duplicate the work of individual departments.</td>
<td>SPC will hold an organizational meeting to review goals and accomplishments to date for SEPS long range plan.</td>
<td></td>
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<tr>
<td>SUMMER</td>
<td>Dean’s Office reviews/synthesizes department goals to include in the overarching school plan.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>FALL</td>
<td>Departments present accomplishments and future goals to Strategic Planning Committee to review.</td>
<td>Dean’s Office presents overarching school plan, including future goals and accomplishments to Strategic Planning Committee for their review. This preliminary document will also be distributed to faculty at the opening faculty meeting.</td>
<td>Strategic Planning Committee will hold a working meeting to review/organize department and school goals/accomplishments; SPC will present summary at 2nd SEPS-GC committee.</td>
<td>SEPS-GC reviews department and school accomplishments/ future goals; offers formative input.</td>
</tr>
</tbody>
</table>
**Proposed Template for Departmental Annual Review**

<table>
<thead>
<tr>
<th>Departmental Goal</th>
<th>Departmental Annual Review</th>
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</thead>
</table>
| **1. Promote Program Excellence Through Accreditation, Assessment, and Development of New Program Initiatives.**<br>Dept. Goal #1: e.g., Expand Hybrid and Online Courses. | Proposed Date to be accomplished:  
Annual Review in April: Accomplished (Y/N) |
| **2. Support Diversity and Social Justice.**<br>Dept. Goal #1: e.g., Expand number of multicultural field exp. | Proposed Date to be accomplished:  
Annual Review in April: Accomplished (Y/N) |
| **3. Strengthen and Expand Community Engagement and Partnerships.**<br>Dept. Goal #1: e.g., Offer 1 new entrepreneurial course. | Proposed Date to be accomplished:  
Annual Review in April: Accomplished (Y/N) |
| **4. Strengthen and Expand International Programming.**<br>Dept. Goal #1: e.g., Offer new travel experience during spring break. | Proposed Date to be accomplished:  
Annual Review in April: Accomplished (Y/N) |
| **5. Promote Student Success.**<br>Dept. Goal #1: e.g. Offer a weekly tutoring session for students in Introductory course XXX. | Proposed Date to be accomplished:  
Annual Review in April: Accomplished (Y/N) |
| **6. Develop and Foster Faculty Quality and Leadership.**<br>Dept. Goal #1: e.g., Department will submit 2 external grants for $100,000+. | Proposed Date to be accomplished:  
Annual Review in April: Accomplished (Y/N) |
| **7. Expand Alumni Outreach and Development Activities.**<br>Dept. Goal #1: e.g., Write 2 articles featuring alumni for SEPS newsletter. | Proposed Date to be accomplished:  
Annual Review in April: Accomplished (Y/N) |
| **8. Improve Administrative Functioning, Organization off Programs, and Condition of Facilities.**<br>Dept. Goal #1: Establish protocol for mentoring new faculty. | Proposed Date to be accomplished:  
Annual Review in April: Accomplished (Y/N) |
A Plan for Central Connecticut State University

The process of developing a Strategic Plan for Central Connecticut State University and defining the elements of its distinctive identity has extended over the past three years. In addition to incorporating many unimplemented goals from previous plans, the strategic planning process has entailed numerous discussions, forums, written calls for input, and staff meetings. Contributions to the plan came from faculty, staff, students, community members, alumni, legislators, and other stakeholders.

After an initial set of strategic goals was drafted, a lengthy review process resulted in extensive modifications based on recommendations from the Faculty Senate, Council of Deans, the Alumni Association and Institutional Advancement; the Executive Committee; University Planning and Budget Committee; open campus meetings for students; faculty and staff; and institution-wide written calls for input. With the understanding that a useful strategic plan and statements of unique purpose will evolve as needs and circumstances change, the resulting Strategic Plan and list of distinctive elements have been endorsed by the Faculty Senate, the University Planning and Budget Committee, the Executive Committee, the Council of Deans, and the Student Government Association.

The Strategic Plan is based on the University's statement of mission and vision and four distinctive elements of CCSU's identity. The Plan comprises seven broadly defined goals and an extensive series of objectives aimed at realizing those goals and advancing the University.

Elements of Distinctiveness

CCSU identifies the following as distinctive elements within the Connecticut State University system of four constituent universities:

- International Education
- Workforce and State Economic Development
- Community Engagement
- Interdisciplinary Studies and Cross-Curricular Initiatives
Goals: The CCSU Strategic Plan designates seven broadly defined goals:

1. Promote student learning

2. Increase persistence, satisfaction and success rates for students

3. Prepare students for productive lives as professionals and citizens and support economic development

4. Enhance and sustain faculty and staff satisfaction and success

5. Promote global awareness and respect for diversity

6. Gain financial support necessary for a highly regarded public university

7. Initiate and sustain environmentally sound capital projects
APPENDIX G. FACULTY ACCOMPLISHMENTS

COUNSELING AND FAMILY THERAPY

Dr. Ralph Cohen
Professor
Coordinator Marriage and Family Therapy Program

Service
56 (Coord. of MFT Program; DEC member, GSC member, coordinator of Cont. Ed. Program in IFS; taught CE program in MFT Supervision; Graduate Appeals Committee; Consultation on accreditation process to Northwestern University, Evanston, IL

Community Activities/Outreach
3 (Klingberg; Prac/Internship coordinator.; BOD for ABH); organized partnership with Naylor School for MFT services

Publications
2 trade articles (CTAMFT)

Presentations
3 (IFS Annual Conference – Chicago, IL [2]; International Symposium on School-Based Family Counseling [paper presentation]

Dr. Jane Fried
Professor

Publications
Available at http://journals.naspa.org/jsarp/vol47/iss4/art5/


Conference Presentations
- Featured speaker at the national conference of the National Association of Student Personnel Administrators (NASPA); topic, Educating Students for Lives of Purpose: The Invisible Paradigm in Student Affairs;

Workshops and Trainings
1. Trainings on student development theory and practice for Three Rivers Community college (entire staff) and Student Affairs staff at Central Connecticut State University
2. Diversity training for faculty at CCSU
3. Experiential Learning for Faculty at University of New Haven

Service
Diversity Training for Faculty
Coordinator, SDHE program
Dr. Cherie King
Assistant Professor

Publications

King, C. L. (2011) Rehabilitation counselor supervision in the private sector: A Qualitative examination of work setting context. (submitted for publication, in revision).


Conference Presentations
King, C. L., Mathews, L. & Marfels, B. (September, 2010). Disability management: An Examination of job functions, knowledge, and competencies of Australia, Germany, and the United States at the meeting of The International Forum on Disability Management, Los Angeles, CA.

King, C. L. (April, 2010) New Role and Functions for Certified Disability Management Specialists at the meeting of the New England Chapter International Association of Rehabilitation Professionals Spring Conference, Central Connecticut State University, New Britain, CT.

King, C. L. (October, 2010). CORE Site Visitor Training. National Training Conference on Vocational Rehabilitation Education (NCRE, Rehabilitation Service Administration, and Council of State Administrators of Vocational Rehabilitation). Arlington, VA.

King, C. L. (October, 2010). Rehabilitation Counselor Supervision: An Examination of the LTD Setting (invited) at the meeting of the New England LTD Rehabilitation Roundtable, Bloomfield, CT.


King, C. L. Program Coordinator Training (April, 2011). National Council on Rehabilitation Education Annual Conference, Manhattan Beach, CA.

King, C. L. A Clinical Supervision Training Model (April, 2011), National Council on Rehabilitation Education Annual Conference, Manhattan Beach, CA.

Bruch, L., King, C. L., & Cartwright, B. (April, 2011, National Council on Rehabilitation Education Annual conference, Manhattan Beach, CA,

Service to Department, SEPS & University
- Clinical Coordinator for Counseling programs
- Faculty Advisor to Central Counseling Society and Honors Society
- SEPS Curriculum Committee Secretary (2010-2011)
- Department Representative to the University Curriculum Committee
- University Internal Grants Review Committee
Professional Activity
- Chair of The Commission on Standards and Accreditation for Graduate Program for the Council on Rehabilitation Education (CORE)
- Member of CORE Executive Board of Directors
- Member of CORE Committee for Standards revisions
- Chair of CORE task force on Program Review and Process
- Developed and lead Certified Rehabilitation Counselor (CRC) examination preparation for students
- Chair of Examination and Research Committee for Certification of Disability Management Specialists Commission (CDMSC)
- Treasurer and Board of Directors American Rehabilitation Counseling Association (ARCA)

Grants
- Project Director, U.S. Department of Education Rehabilitation Services Administration (RSA) Long Term Masters Training- Rehabilitation Counseling $750K (2010-2015)

Dr. Vernon Percy
Assistant Professor

Publications

Peer Reviewed Journal

Grants

Conference Presentations
- Affirming Positive Cultural Identity in Sport Based Youth Programming. Accepted paper to the 10th Annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education. Savannah, GA. February 2011.
- Weaving Themes of Advocacy and Social Justice in Counselor Education Programs: What Students Tell Us About the Process and Impact. Accepted paper to the Association for Counselor Education and Supervision 2011 Conference. Nashville, TN

Service
- University
  - Faculty Senate
- SEPS – SEPS
  - Diversity Task Force
  - Nursing Search Committee
  - Special Education Search Committee
- Department
  - Assistant Coordinator, Student Development in Higher Education Program
Dr. Judith Rosenberg
Professor
Coordinator Professional and Rehabilitation Counseling Program

Program Development
Official Certificate Program
Developed and implemented Official Certificate Program for students interested in pursuing advanced course work and licensure in counseling.

Developed a new 1 credit course
Interviewed and accepted 14 students into the OCP program

Grants
Principal Investigator
Awarded a grant from Connecticut Women’s Education and Legal Fund (CWEALF) to research and document career pathways in the behavioral health field in Connecticut.
Directed and coordinated the $17,000 project. This grant is part of an ongoing project in work force development in the behavioral health field in Connecticut.

Principal Investigator
A two year grant from DMHAS (2009-2011) for $250,000 to continue and expand CASD a supported education program. I will be expanding this project and coordinating student service with the CCSU Counseling Center and the Learning Center

Presentations

Service
Rosenberg, J., Test and Learning Anxiety: Strategies for Success, Hospital of Central Connecticut June 2009

Professional Development
Advanced Mindfulness and Psychotherapy, National Institute for the Clinical Application of Behavioral Medicine, March 2010

Personal Coaching, National Institute for the Clinical Application of Behavioral Medicine, May 2010

Dr. Connie Tait
Professor/Chair
Coordinator School Counseling Program

Publications
Book Chapter

Presentations


**Service**
- 2006-present Department Chair
- Coordinator of the School Counseling Program
- SEPS Council of Chairs member
- Represent the department at Graduate Studies Open House
- Member of the Connecticut Association of Counselor Education & Supervision
- Member of the Connecticut School Counselor Association
- CSU Trustees Teaching Award Committee
- Connecticut School Counselors Association committee member for the Summer Leadership Academy
- CACES (CT Association of Counselor Education and Supervision) Committee Chair on Supervision Workshops
- Peer Member St. Joseph’s College Institutional Review Board

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**Dr. Daniel Wiener**

**Professor**

**Clinical and Academic Teaching**
7/10: Adjunct Professor -- Teaching Principles & Practices of Drama Therapy in a Graduate Expressive Arts Program--Lesley University, Boston, MA

**Consulting**
10/10: Educational Consultant -- Conducting an external review of Drama Therapy Program
California Institute of Integral Studies—San Francisco, CA

**Organizational Service**
- Treasurer New England Chapter, National Association for Drama Therapy 2010-2012
- Committee on Training Institutes National Association for Drama Therapy 2006-present

**NADT Gertrud Schattner Award**
(Given since 1993 in recognition of distinguished contribution to field of drama therapy in education, publication, practice and service. Award is not necessarily given every year, and is the highest honor that NADT as an organization can bestow). National Association for Drama Therapy, 11/10

**Book Chapter**

**Article and DVD**
Wiener, D.J. “Rehearsals for Growth Couple Therapy.” (DVD, 1 hr., 43 min.; Produced 2010)

**CCSU Research Grant** - 2011-2012 proposal ($3900): “Assessing Validation in Non-Clinical Couples”
EDUCATIONAL LEADERSHIP

Dr. Karen Beyard
Professor

Applied Scholarship


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Dr. Penelope Lisi
Professor

Scholarship


Grants
Writer and Principal Investigator. Shaping Culture in Iceland Schools as a Factor in School Improvement. CSU- AAUP Research Grant. $4,980. 2011- 2012.


Co-principal investigator with Dr. Ellen Retelle. Improvements in Teaching and Learning in the 6th year Certification Program. CSU- AAUP Summer Curriculum Development Grant. $2,000. Summer 2010.

Invited Presentations
Lisi, P. (2011, July). Leadership in curriculum and instruction. Delivery of a four-week graduate course leading to the master's degree in educational administration. Adjunct faculty. The College of New Jersey. Location: Palma, Mallorca.


**Workshops**

Lisi, P. (2010, November). *Writing for publication*. Workshop presented at the annual conference of the National Association for Multicultural Education. Las Vegas, NE.


**Conference Support**


**Service at CCSU**


Member. SEPS Diversity Committee. 2009-2011.

Member. CCSU Faculty Senate. 2010-2011.

Member. CCSU Sabbatic Leave Committee. 2009-2011.

Member. CCSU Laboratory Committee on Internationalizing the University. An initiative of the American Council on Education. By invitation from the Provost. 2008-2011.

**Service outside CCSU**

*Adventures in Peacemaking and Diversity*. (1998-2011). Provided training and evaluation support through the Connecticut State Department of Education Interdistrict Cooperative Grant program, for elementary teachers, parents, and students in Bristol and Plymouth.


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Dr. Betty Sternberg

**Instructor**

**Publications**

NURSING

Dr. Shelley Bochain
Associate Professor

Scholarship and Creative Activity
CCSU Curriculum Development Grant: The move from nursing research to evidence based practices; a dynamic approach to “Best Practice”.

Implementation of CCSU COMMUNITY ENGAGEMENT GRANT 2010
Applicant: Shelley S. Bochain, PhD (Nursing)
Co-investigators: Linda Wagner, EdD, Patricia Hensley, PhD.
Title: Undergraduate Nursing and Social Work Student Engagement With Underserved High School Students at the Opportunity High School, Hartford, CT: Helping urban youth: the physical, social and emotional challenges.


Committees
SEPS Strategic Planning Committee
University Curriculum Committee
SEPS Curriculum Committee
CIE
Dept. of Nursing DEC (Chair)
Dept. of Nursing Search Committee

Conference Attendance:
6/8/10: Melanie Rieger Memorial Conference Against Violence
6/10/10: NLN Information Technology Workshop, St. Clements, Portland, CT
7/13/10: Pesi Healthcare Seminar; End Stage Diseases, care & treatment, Marriott, Farmington, CT
9/24/10: DEC Workshop; CCSU, Conn. Dining Room
10/1/10: Pesi Healthcare Seminar; Neuro-muscular diseases. Marriott, Farmington, CT
4/12/11: Pesi Online Seminar: Charting by exceptions (1:00-2:00 PM)
4/15/11: WCSU: Nursing Informatics Workshop (8:30-3:00).

Stacy Christensen
Assistant Professor

Scholarship and Creative Activity:
Successfully completed 4 more courses toward doctorate
Secured Faculty Development Grant to attend APHA Conference on Social Justice
Previously accepted article published this May in JANAC
Submitted paper to Creative Nursing
Submitted paper for poster presentation at The Transcultural Nursing Society’s 37th Annual Conference to be held 10/19/11 thru 10/22/11
Presentation: Nursing Care of Incarcerated Patients, Saint Joseph College, 4/8/11
Interfaced with Athletic Training Faculty and Students to assist with vital sign education and competency assessments utilizing our Simulation Lab

Secured multiple new sites for student clinical placement

Developed and piloted Elder Adult simulation scenario as pilot project for use with NRSE 250 clinical students
Submitted proposal for course abroad opportunity to occur in NRSE 460; Seminar Practicum in Community Health

Service:
University Committees - Faculty Senate, Health Services RN Search Committee member
Department Service: Curriculum Committee, Nursing Faculty Search Committee
Participated in campus wide influenza immunization clinics in collaboration with Health Services. Arranged assistance with 2 STI clinics on campus. Facilitated nursing student involvement in clinics which was well received by students and staff.
Panel Member; AHEC Rising Star Conference, March 30, 2011
Participated in Class of 2011 Commencement Ceremony and presented nursing department award at Honors Convocation ceremony
Served as a resource for new adjunct faculty members
Participant in both Fall CCSU Open House events
Assisted with writing the department report required by DHE and outreach to new international affiliations for student experiences in Jamaica.

Service as a Representative of CCSU:
Participant and member, Connecticut Nurses Association Environmental Action Committee
APRN volunteer, BP screening events, Peltons, Wethersfield
APRN volunteer, Malta House of Care Mobile Health Van, Hartford
Secretary, Sigma Theta Tau Upsilon-at-Large Chapter (CCSU, UHart, and SJC)
Attended the Nightingale awards in support of CCSU Nursing Department
Arranged student participation in New Britain Health Academy Family Health and Wellness Fair, April 26, 2011

Conferences & Programs Attended
138th Annual Meeting and Exposition of the American Public Health Association, Denver, CO
11/6/10 thru 11/10/10
AACN Hot Topics in Nursing Conference, Baltimore, MD 4/14/11 thru 4/16/11

Dr. Meg Levvis
Associate Professor

Creative Activity
Ireland Study Abroad

Nancy Peer
Assistant Professor

Service
University Committees: Alternate Representative: Faculty Senate (11-8-10)
Department:
Monthly Faculty meetings and Scheduled Curriculum meetings
Flu Clinic 11-3-10 (4 hours) (Clinical instruction/supervision of CCSU
HESI Preparation Session (Nursing 320): 12-10-10 (2 hours)
Additional clinical lab hours for Nursing 250 (3-29-11: 4.5 hours and 4-1-11: 4 hours)
Academic Advising: Freshman Students Fall, 2010 and spring, 2011
Open Houses (assisted in Nursing Lab): 10-31-10 and 4-02-11
Sigma Theta Tau Induction Ceremony (CCSU Nursing Students): 4-12-11
Outside Professional

- Member, Sigma Theta Tau International
- Notary Public, State of Connecticut (#85864)
- Graduate Studies: Capella University, Minneapolis, MN
  Program: Ph.D. in Education Specialization: Nursing Education
  Fall, 2010 Quarter (8 credits)
  Winter, 2011 Quarter (4 credits)
  Spring, 2011 Quarter (in session) (8 credits)

Conferences & Programs Attended

October 15, 2010  Intro to SimMan 3G Training
(Sponsored by Laerdal and New Britain EMS)

October 29, 2010  CLN Simulation Teaching and Learning Initiative
(Sponsored by Connecticut League for Nursing)

January 3–5, 2011  Mosby’s Faculty Development Institute
(Sponsored by Contemporary Forums)

April 5, 2011  Diversity Training
(Sponsored by CCSU: Office of Diversity and Equity)

April 8, 2011  Take your simulation teaching & learning to a higher level:
  Competency assessment using simulation
(Sponsored by Connecticut League for Nursing)

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Dr. Linda Wagner
Associate Professor and Chair

Scholarship and Creative Activity
Planning Trip to Jamaica to establish partnership with University of Technology Nursing Program
HRSA Grant Submitted: L. Wagner, PI, L. Rebeschi, K. Crouse, CO-PI. “Sharing Unique Curricula Can Enhance Student Success. (SUCCESS)”. $723,000.00
CCSU Summer Curriculum Grant, “There’s an App for that: Hand-Held Devices in Nursing Education”, Awarded $2000.00

Service:
University Committees
SEPS Council of Chairs
eLearning Task Force Committee

Department:
Chair, Department and Curriculum Committee
Faculty Adviser: Student Nurses Association
Presentations at Fall/ Spring Open House
Connecticut League for Nursing Student Day- Recruitment booth
St. Francis Hospital Nursing Research and Career Day- Recruitment booth
Three Rivers Community College Education Day- Recruitment booth
Berlin High School Career Day Presentation
Search Committee, Chair
New Britain EMS Partnership, Liaison

Outside Professional
Secretary, Connecticut League for Nursing, Council of Deans and Directors
Nurse Consultant, CCSU Early Learning Center
New Britain High School Health Academy Committee
Conference Committee of Marie Gustin Nursing Leadership Conference
Connecticut Nurses Association, Approver/ Provider Committee

Conferences & Programs Attended
HRSA Technical Assistance Grant Writing Workshop, Chicago, September 19-21
Hartford Hospital Research Day, October 8
Marie Gustin Leadership Conference, November 15
AACN Baccalaureate Nursing Conference, Orlando FL, November 18-21
CCSU Assessment Workshop, March 11
Nursing Informatics Workshop, WCSU, April
PHYSICAL EDUCATION AND HUMAN PERFORMANCE

Dr. Jan Bishop
Assistant Professor

Articles


Book Chapter

Presentations


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Catherine Fellows
Professor

Performances/Presentations
Fontanella, Kristyn, Japan Relief Fund Concert, Choreographer/Performer, Charter Oak Collaborative Outreach Performance for Japan with other Hartford based dance groups. Over $5000.00 was raised. Charter Oak, Hartford, CT. April 31, 2011.

Core Dance Concert
Fellows, Catherine, Core Dance Concert, Artistic Director, A collaborative performance with the CCSU Dance students and faculty, and CCSU music students, professional dancers from the community. Welte Hall, CCSU. April 14, 2011.

Fellows, Catherine and Julia Frederick, *Albano’s Nutcracker, Adapted Version*, Reconstruction, the New Britain Public School Children’s program. Welte Hall, CCSU, December 4, 2010.

Fellows, Catherine. *Heartbeat*, 5x5Professional/Collegiate Collaborative Dance Concert, Carol Auterino Center, St. Josephs College Hartford, CT. October 22, 2010.


**Committees**
- PEHP-Dept Curriculum
- University Master Planning Committee
- CSU Research grants Committee member/reviewer
- American College Dance Festival: CCSU membership, active participant, consultant
- Connecticut Dance Alliance

**Awards**

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**Dr. David Harackiewicz**
Professor/Chair

**Journal Articles**


**Presentations**


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**Dr. Jason Melnyk**
Assistant Professor

**Articles**

Presentations
Melnyk, J.A. (August 18, 2010). Developing Game Speed for All Sports. Invited presentation. All-Sports Clinic. Southington, CT

Melnyk, J.A. (November 12, 2010). Long and slow or high and intense endurance training: implications for fat loss. Slide presentation at the New England American College of Sports Medicine Conference, Providence, RI.

Melnyk, J.A. (November 19, 2010). Strength Training on a Budget. CTAHPERD Conference. Cromwell, CT.


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Sue Smith
Instructor

Journal Articles

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Dr. Mike Voight
Assistant Professor

Journal Articles and/or Book Chapters


Presentations


Dr. Sean Walsh  
Assistant Professor  

Presentations  


READING

Dr. Helen Abadiano
Professor/Chair

Publications

Presentations
Abadiano, H.R., & Kara-Soteriou, J. (2011, March 1). Literacy centers in K-2 classrooms. Preston Veterans Memorial School, Preston Public Schools, Preston, CT
Abadiano, H.R., Demos, E., Turner, J., & Valerie, L. (2010, July). Learning beyond individual boundary: A dialogic approach to literacy coaching. 23rd IRA World Congress on Reading in Auckland, New Zealand, Warwick, RI. (Paper accepted but unable to present due to insufficient funding.)

Awards/Grants/
Honors

2010 CCSU/AAUP Summer Curriculum Development Grant: Examining how to better prepare teacher candidates for the Connecticut Foundations of Reading Test: Addressing course content, instructor collaboration, and student academic skills. Co-applicant: Julia Kara-Soteriou, Associate Professor of Reading and Language Arts, ($2,000)

Invited Member, International Reading Association Professional Standards and Ethics Committee

NCATE (National Council for Accreditation of Teacher Education) Board of Program Reviewers Certificate – for service to SPA accreditation
NCATE (National Council for Accreditation of Teacher Education) Board of Examiners
(nominated by the Connecticut Council of Chief State School Officers (CCSSO) and
appointed by NCATE)

NEASC (New England Association of Schools and Colleges, Inc.) Board of Reviewers
(nomination and appointment)

NEASC (New England Association of Schools and Colleges, Inc.)/CAISA (Commission on
American International Schools Abroad) Board of Reviewers (nomination and appointment)

**Leadership in Professional Community**
- Mentor, STAR (Scholars of Color Transitioning into Academic Research Institutions)
  Mentoring Program of the Literacy Research Association (LRA), 2010-2013
- Invited Member, International Reading Association Professional Standards and
  Ethics Committee
- Program Reviewer for the International Reading Association (IRA) in conjunction with
  the National Council for Accreditation of Teacher Education (NCATE), Fall 2010 and
  Spring 2011
- Site Visiting Team Chair, State Accreditation Visit, CT State Department of Education
  Alternative Route Certification Program (ARC), April 2011
- NCATE (National Council for Accreditation of Teacher Education) Board of Program
  Reviewers
- NCATE (National Council for Accreditation of Teacher Education) Board of
  Examiners
- NEASC (New England Association of Schools and Colleges, Inc.) Visiting Team, Univer
  sity of Southern Maine, March 2011
- Site Visiting Team, Cathedral School Accreditation Visit, NEASC (New England
  Association of Schools and Colleges, Inc.)/CAISA (Commission on American
  International Schools Abroad), April 2-8, 2011
- National Reading Conference (NRC) Connecticut Field Council Representative, 2010-2011
- Team Member, Connecticut Accountability for Learning Initiative (CALI), 2011
- Editor, *New England Reading Association Journal (NERAJ)*, ME: Old Port Press,
  2010-2011
- Board Member (2010-present). New Britain Grade-Level Reading Campaign. In
  partnership with the Annie E. Casey Grade Level Reading Campaign, the
  Connecticut Center for School Change, the William Caspar Graustein Memorial
  Fund, and the Connecticut Department of Education to ensure that all students in
  New Britain are reading at grade level by the end of grade 3.
- Editor, *New England Reading Association Journal (NERAJ)*
- Project Evaluator, A Plus Learning Headquarters After-School Programs in Reading,
  Math, and Science, spring 2011

**Service to Department, SEPS, University**
- Chair, Department of Reading and Language Arts
- Director, East Asian Center
- Coordinator/Faculty, M.S. in Reading and Language Arts program in Jamaica
- Ex-Officio Member, Department Evaluation Committee (DEC)
- Participant, Research Grant Proposal: Performance Measurement Title: Increasing
  the Retention Rate of Targeted Student Populations at Central Connecticut State
  University (University Success Program) (coordinated by CCSU Grants and Funded
  Research)
Dissertation Committee: How Do Collaborative Grade Level Teams Impact Student Performance? Ed.D. in Educational Leadership, School of Education and Professional Studies, Central Connecticut State University, 2010-2011 (Carol Wright)

Co-Coordinator, Graduate Cohort in New Britain

Member, Self-Study and Review of Current Status of Diversity and Equity Efforts in the School of Education and Professional Studies Committee

Advisory Board Member, Reading and Language Arts

Administrator, Literacy Essentials Conference Website at <www.reading.ccsu.edu/LiteracyEssentialsConference/default.htm>

SEPS Dean’s Diversity Committee

Co-Administrator, Department Website at <http://www.reading.ccsu.edu/>

Member, Advisory Committee for CSU Professorship

Program/Portfolio Advisor, Graduate candidates in reading and language arts

Member, Department Program Assessment Committee

Faculty Peer Mentor, Department of Reading and Language Arts, School of Education and Professional Studies, CCSU

Committee Member, Internationalization Laboratory

Member, 5th Annual Literacy Essentials Conference Committee, Central Connecticut State University, New Britain, CT

Chair, CCSU/AAUP School of Education and Professional Studies Research Reassigned Time

Member, Department of Reading and Language Arts Orientation and Interview Committee for applicants to the program (scheduled on 2-3 Saturdays each in Fall and Spring semesters)

Member, Department of Reading and Language Arts Comprehensive Examinations Committee (scheduled on a Saturday in fall and spring semesters) - includes review and revision of questions, proctoring and grading exams.

Dr. Elene Demos
Professor

Research
A longitudinal study examining reading and study skills in college students.

Learning beyond individual boundary: A dialogic approach to literacy coaching
Analysis of the extent to which the quality of teacher talk, use of different kinds of talk strategically, and the levels of intellectual and affective interactions throughout the dialogic process help literacy coaches reach their full potential and co-evolve more complex learnings and experiences related to their expected competencies, roles and responsibilities. Research Team: Helen R. Abadiano, Professor of Reading and Language Arts, Jesse P. Turner, Associate Professor of Reading and Language Arts, Lynda M. Valerie, Assistant Professor of Reading and Language Arts

A longitudinal study examining the effects of college reading instruction on students’ academic performance and retention.

Impact of clinical sequence courses on reading specialists’ implementation of the diagnostic problem-solving process, planning and implementation of remedial intervention programs and k-12 literacy learning (with J. Turner and L. Valerie).
Presentations
Demos, E., Abadiano, H.R., Turner, J., & Valerie, L. (2010, July). Learning beyond individual boundary: A dialogic approach to literacy coaching. 23rd IRA World Congress on Reading in Auckland, New Zealand (paper accepted but unable to present due to insufficient funding)

Awards/Grants/ Honors
Sabbatical Leave, Fall 2010: Longitudinal study examining students reading and study skills in college students.

BRIDGES Grant: Summer Reading Institute for students scoring less than 450 on the SAT test ($8600)

Service to Department, SEPS, University
- Coordinator, RDG 140-Reading Efficiency
- Coordinator, First Year Students Reading Assessment – for students who scored 450 or below on the SAT
- Faculty Peer Mentor, Department of Reading and Language Arts, School of Education and Professional Studies
- Faculty, M.S. in Reading and Language Arts program in Jamaica
- Representative of the Department of Reading and Language Arts to the SEPS Strategic Planning Committee, 2010-2011
- Advisory Board Member, Reading and Language Arts
- Member, 5th Annual Literacy Essentials Conference Committee, Central Connecticut State University, New Britain, CT
- Program/Portfolio Advisor, Graduate candidates in reading and language arts
- Member, Clinical/Practicum Experience Committee
- Developed criteria and processes for teaching RDG 596-Clinical Practice to Jamaican Cohort in response to the Jamaican accreditation (UCJ) recommendations
- Chair, Department By-laws Committee
- Alternate, CCSU Graduate Studies Committee
- Member, CCSU Human Studies Committee
- Chair, Department Program Assessment Committee
- Member, Department of Reading and Language Arts Orientation and Interview Committee for applicants to the program (scheduled on 2-3 Saturdays each in Fall and Spring semesters)
- Member, Department of Reading and Language Arts Comprehensive Examinations Committee (scheduled on a Saturday in fall and spring semesters) - includes review and revision of questions, proctoring and grading exams.

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Dr. Julia Kara-Soteriou
Associate Professor

Research
- Teachers’ proficiencies, supports, and challenges in teaching New Literacies
- New literacies in the elementary classrooms in Connecticut/Phase II

Publications
Presentations
Abadiano, H.R., & Kara-Soteriou, J. (2011, March 1). Literacy centers in K-2 classrooms. Preston Veterans Memorial School, Preston Public Schools, Preston, CT
Kara-Soteriou, J. (2010, fall). Deciding on a research project: From the “big question” to the study’s recommendations. Invited presentation in RDG 598/698 – Research Seminar at CCSU, New Britain, CT
Kara-Soteriou, J. (2010). Session Chair: Engaging readers with blogs, online book clubs, and collaborative projects. 60th Annual Meeting of the Literacy Research Association (formerly National Reading Conference)

Awards/Grants/
Honors
2010-2011 CCSU/AAUP Faculty Development Grant: Presentation and committee service at the Annual Meeting of the Literacy Research Association (formerly National Reading Conference) Amount: $1200
2010-2011 Connecticut State University Research Grant: Integrating literacy and technology in K-5 classrooms. Principal investigator: J. Kara-Soteriou. Amount: $5,000
2010 CCSU/AAUP Summer Curriculum Development Grant: Examining how to better prepare teacher candidates for the Connecticut Foundations of Reading Test: Addressing course content, instructor collaboration, and student academic skills. Co-applicant: H. R. Abadiano, Professor of Reading and Language Arts. Amount: $2,000

Leadership in Professional Community
- Field Council Regional Representative for Region I, Literacy Research Association (formerly National Reading Conference)
- Member, Alpha Upsilon Alpha Committee of the International Reading Association, 2010-2011, Faculty Advisor, Alpha Upsilon Alpha Beta Kappa Honor Society of the International Reading Association, CCSU Chapter

Service to Department, SEPS, University
- Member, CCSU Distinguished Service Award Committee, 2010-2011
- Member, Teacher Education Curriculum Redesign Working Group, Spring 2011
• Member, SEPS Unit-Wide Assessment Committee, Spring 2011
  Alternate Representative of the Department of Reading and Language Arts to the SEPS Strategic Planning Committee, 2010-2011
• Developer/Instructor of review classes for pre-service elementary education teachers in preparation for the Reading Foundations Test, 2010-2011
• Doctoral Dissertation Committee, Educational Leadership, 2011-ongoing
• CCSU Information Technology Committee, SEPS Representative
• Member, Department Evaluation Committee (DEC)
• Member, 5th Annual Literacy Essentials Conference Committee, Central Connecticut State University, New Britain, CT
• Alternate, Department Representative to University Curriculum Committee
• Member, Department Program Assessment Committee
• Faculty Peer Mentor, Department of Reading and Language Arts, School of Education and Professional Studies, CCSU
• Program/Portfolio Advisor, Graduate candidates in reading and language arts
• Advisory Board Member, Reading and Language Arts
• Coordinator, Undergraduate RDG 315/RDG 316
• Member, Department of Reading and Language Arts Orientation and Interview Committee for applicants to the program (scheduled on 2-3 Saturdays each in Fall and Spring semesters)
• Member, Department of Reading and Language Arts Comprehensive Examinations Committee (scheduled on a Saturday in fall and spring semesters) - includes review and revision of questions, proctoring and grading exams.

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Dr. Catherine Kurkjian
Professor

Research

• Program assessment: Jamaican teachers’ and employers’ satisfaction of quality of the master’s program in reading and language arts and its relevance to Jamaican school contexts (coordinator). (See Survey Links at http://www.reading.ccsu.edu/)
• Enhancing online courses: Using assigned roles in online Blackboard discussion groups to promote higher level thinking

Publications
Presentations

Awards/Grants/Honors
- Invited member to serve on the Astrid Lindgren Memorial Award Committee for USBBY (United States Bureau of Books for Youth). (June 2010-2012) This committee honors the memory of author Astrid Lindgren and promotes children’s and youth literature around the world, the Swedish government founded an international prize in her name. The award, of five million Swedish crowns, is the world’s largest for children’s and youth literature, and the second-largest literature prize in the world. Storytellers, authors, illustrators and other individuals or organizations that make valuable contributions to the promotion of reading are eligible. USBBY member, Katherine Paterson has been a recipient. This position involves nominating candidates in writing/illustrating/storytelling/promotion of reading from the U.S. region as well as from a different country/region and then working with publishers to compile supporting materials for submission to the ALMA office.
- CCSU/AAUP Faculty-Student Research Grant: 23rd World Congress on Reading of the International Reading Association (with Maureen Billings, 6th year student), Auckland, New Zealand, July 2010
- CCSU/AAUP Faculty Development Grant: Cross Cultural Perspectives on Teaching and Learning, and Internationalizing the Curriculum. A paper to be presented at the 23rd World Congress on Reading of the International Reading Association, Auckland, New Zealand, July 2010 (with L. Valerie)

Leadership in Professional Community
- Conference Chair, 5th Annual Literacy Essentials Conference, Central Connecticut State University, New Britain, CT. (2011, April 9)
- Host and International Coordinator: Kid Lit Quiz, founded by New Zealand quizmaster Wayne Mills, is an annual literature quiz for students aged 10-13 years. Quizzes are held in New Zealand, the UK, South Africa, Canada and China. The winning team from each heat competes in a national final. National champions compete in the World Final. In collaboration with Central Connecticut State University, the Department of Reading and Language Arts, and New Britain Public Schools. (2011, April 28)
- Coordinator, *An Evening with Bryan Collier*, the First Annual Community Engagement Event in collaboration with the New Britain Public Schools, New Britain, CT, and participated by five school districts—Hartford, Middletown, New Britain, West Hartford, and Preston. (2011, April 8)
Service to Department, SEPS, University

- Program Evaluation Chair, MS in Reading and Language Arts, Jamaican Cohort
- Committee Member, Internationalization Laboratory
- Member, Department Program Assessment Committee
- Member, Department Evaluation Committee (DEC)
- Faculty Peer Mentor, Department of Reading and Language Arts, School of Education and Professional Studies, CCSU
- Faculty, M.S. in Reading and Language Arts program in Jamaica
- Program/Portfolio Advisor, Graduate candidates in reading and language arts
- Conference Chair, 5th Annual Literacy Essentials Conference, Central Connecticut State University, New Britain, CT
- Co-Administrator, Department Website
- Advisory Board Member, Reading and Language Arts
- Member, Department of Reading and Language Arts Orientation and Interview Committee for applicants to the program (scheduled on 2-3 Saturdays each in Fall and Spring semesters)
- Member, Department of Reading and Language Arts Comprehensive Examinations Committee (scheduled on a Saturday in fall and spring semesters) - includes review and revision of questions, proctoring and grading exams.
- Presenter, Department of Reading and Language Arts Electronic Program Portfolio Orientation (once in Fall and Spring semesters)

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Dr. Cara Mulcahy
Associate Professor

Research
- Literacy possibilities in the Reader’s/Writer’s Workshop
- Issues of containment: Limitations to teaching critical literacy
- An investigation of graduate students’ (inservice) learning process in critical literacy

Publications


Presentations

Mulcahy, C. (2010, April 17). Literacy in the 21st century. CSU Faculty Research Conference, Central Connecticut State University, New Britain, CT

Mulcahy, C. (2010). Writing across the curriculum. CCSU Spring Learning Colloquium
Interviews

Interview with Central Educator hosted by Jesse P. Turner and John Foshay (May 6, 2011)

Awards/Grants/ Honors
2010-2011 Connecticut State University Research Grant

Leadership in Professional Community
Advisory Board Member, Central Connecticut Writing Project
Co-Advisor, Kappa Delta Pi—an Honors Society in Teacher Education

Service to Department, SEPS, University
- Member, Department Program Assessment Committee
- Member, Department Evaluation Committee (DEC)
- Faculty Peer Mentor, Department of Reading and Language Arts, School of Education and Professional Studies, CCSU
- Member, 5th Annual Literacy Essentials Conference Committee, Central Connecticut State University, New Britain, CT
- Advisory Board Member, Reading and Language Arts
- Faculty, M.S. in Reading and Language Arts program in Jamaica
- Faculty, MAT in Teacher Education
- Faculty, Honors Program
- Thesis Advisor, Honors Program
- Coordinator, Undergraduate RDG 412/RDG 440
- Program/Portfolio Advisor, Graduate candidates in reading and language arts
- Department Representative, Faculty Senate
- Faculty Advisor, Graduate Society of Reading (GSR) – official organization of graduate students in reading and language arts
- Member, Department of Reading and Language Arts Orientation and Interview Committee for applicants to the program (scheduled on 2-3 Saturdays each in Fall and Spring semesters)
- Member, Department of Reading and Language Arts Comprehensive Examinations Committee (scheduled on a Saturday in fall and spring semesters) - includes review and revision of questions, proctoring and grading exams.
- Presenter, Department of Reading and Language Arts Electronic Program Portfolio Orientation (once in Fall and Spring semesters)

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Dr. Jesse Turner
Associate Professor

Research
- A Study of Critical Elements in Exemplary Graduate Programs for Reading Specialist/Literacy Coach Leading to the Redesign of Advanced Certification Programs in the Department of Reading and Language Arts and the Creation of a Literacy Coaching Academy (a follow up to the CCSU/AAUP Sabbatical Leave research study in 2009-2010)
- Learning beyond individual boundary: A dialogic approach to literacy coaching
  Analysis of the extent to which the quality of teacher talk, use of different kinds of talk strategically, and the levels of intellectual and affective interactions throughout the dialogic
process help literacy coaches reach their full potential and co-evolve more complex learnings and experiences related to their expected competencies, roles and responsibilities. Research Team: Helen R. Abadiano, Professor of Reading and Language Arts, Elene Demos, Professor of Reading and Language Arts, Lynda M. Valerie, Assistant Professor of Reading and Language Arts

- Impact of clinical sequence courses on reading specialists’ implementation of the diagnostic problem-solving process, planning and implementation of remedial intervention programs, and k-12 literacy learning (with E. Demos and L. Valerie)

Publications

Presentations
Turner, J., Clark, B., French, J., and Werblow, J. (2010, July). We are walking: Panel session using video interviews to give voice to teachers who have been under the continuing pressures of the No Child Left Behind mandates. National Council of Teachers of English (NCTE), Indianapolis, IN

Leadership in Professional Community
Associate Editor, New England Reading Association Journal (NERAJ), ME: Old Port Press, 2010-2011
Board Member (2010-present). New Britain Grade-Level Reading Campaign. In partnership with the Annie E. Casey Grade Level Reading Campaign, the Connecticut Center for School Change, the William Caspar Graustein Memorial Fund, and the Connecticut Department of Education to ensure that all students in New Britain are reading at grade level by the end of grade 3.
Treasurer, Phi Delta Kappa, CCSU Chapter Executive Board Member, New Britain Youth Alliance, New Britain, CT
Transformative Activism: Walking to Washington, DC
Advocating for education and children. A number of reading professionals joined the walk.

Service to Department, SEPS, University
- Member, Department Program Assessment Committee
- Faculty Peer Mentor, Department of Reading and Language Arts, School of Education and Professional Studies, CCSU
- Member, 5th Annual Literacy Essentials Conference Committee, Central Connecticut State University, New Britain, CT
- Faculty, M.S. in Reading and Language Arts program in Jamaica
- Program/Portfolio Advisor, Graduate candidates in reading and language arts
- Chair, Clinical/Practicum Experience Committee
- Director, Literacy Center, CCSU
- Member, Department Evaluation Committee (DEC)
Co-Host and Co-Producer for the public television show the Central Educator
Co-Chair, Reading and Language Arts Advisory Board
Faculty Mentor, Department of Reading and Language Arts, School of Education and Professional Studies, CCSU
Member, Department of Reading and Language Arts Orientation and Interview Committee for applicants to the program (scheduled on 2-3 Saturdays each in Fall and Spring semesters)
Member, Department of Reading and Language Arts Comprehensive Examinations Committee (scheduled on a Saturday in fall and spring semesters) - includes review and revision of questions, proctoring and grading exams.

Dr. Lynda Valerie
Assistant Professor

Research
- Impact of clinical sequence courses on reading specialists' implementation of the diagnostic problem-solving process, planning and implementation of remedial intervention programs, and k-12 literacy learning (with E. Demos & J. Turner)
- An investigation of impact of the Central Connecticut Writing Project in developing teachers as professional teachers of writing on their students’ writing achievement.
- Impact of teachers as writers on students’ writing. Analysis and comparison of students’ writing in year prior to, and following year of teacher participation in the Central Connecticut Writing Project (CCWP), in collaboration with teachers in the CCWP program.
- Impact of the use of technology on student motivation to write (with F. Abed & B. Murratti)

Publications

Presentations
Valerie, L. (2010, July 12-15). Dispositional impact of the Central Connecticut Writing Project Invitational Summer Institute on Teachers as writers and teachers of writing. International Reading Association 23rd World Congress on Reading, Auckland, New Zealand

Awards/Grants/Honors
- Tenure
- Renewal of funding grant for Central Connecticut Writing Project grant under the National Writing Project
- CCSU/AAUP Faculty Development Grant: Cross Cultural Perspectives on Teaching and Learning, and Internationalizing the Curriculum. A paper to be presented at the 23rd World Congress on Reading of the International Reading Association, Auckland, New Zealand, July 2010 (with C. Kurkjian)
Leadership in Professional Community

- Director, Central Connecticut Writing Project (CCWP), site of the National Writing Project (NWP).
- Associate Editor, New England Reading Association Journal (NERAJ), ME: Old Port Press, 2010-2011
- Coordinator, Family Literacy Night-Chamberlain Elementary School in New Britain, CT
- Coordinator, Professional Writing Retreat for CCWP teacher fellows, CCSU
- Team Member, Connecticut Writing Project Network including the three sites of the National Writing Project—University of Connecticut, Fairfield University, and Central Connecticut State University

Service to Department, SEPS, University

- Department Representative, University Curriculum Committee
- Member, Committee on Community Partnerships, School of Education and Professional Studies
- Member, Department Program Assessment Committee
- Program/Portfolio Advisor, Graduate candidates in reading and language arts
- Faculty Peer Mentor, Department of Reading and Language Arts, School of Education and Professional Studies, CCSU
- Faculty, M.S. in Reading and Language Arts program in Jamaica
- Member, Clinical/Practicum Experience Committee
- Member, Reading and Language Arts Advisory Board Member, Department of Reading and Language Arts Orientation and Interview Committee for applicants to the program (scheduled on 2-3 Saturdays each in Fall and Spring semesters)
- Member, Department of Reading and Language Arts Comprehensive Examinations Committee (scheduled on a Saturday in fall and spring semesters) - includes review and revision of questions, proctoring and grading exams.
- Presenter, Department of Reading and Language Arts Electronic Program Portfolio Orientation (once in Fall and Spring semesters)

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Dr. Kenneth Weiss
Professor

Research

- Investigation of pre-service and post-baccalaureate content area reading teachers’ information and training in teaching higher levels of language and literacy: A longitudinal approach – Phase III. Awarded an AAUP/CSU Research Grant. (completed)
- An investigation of issues of ethics when dealing with university students who use new technologies as part of course requirements
- An investigation of the development of embedded learning and assessment in selected undergraduate Reading and Language Arts classes using Audience Response Technology (clickers) to enhance and assess student
- An investigation of the value, effectiveness and ethical
- concerns of Hybrid Learning Courses taught at CCSU

Presentations

Weiss, K.J. (2010, December). Teacher candidates using social networks, posting blogs, and posting responses online. As part of a panel, “Ethical issues in teaching and researching in a virtual world.” Presented at the National Reading Conference, Ft. Worth, TX.
Weiss, K.J. (2010, November). “From you pupils you'll be taught”: Teaching and learning in a hybrid (online – on ground) graduate reading foundations course, or why didn't anybody tell me to approach with caution and care? Presented at the Annual Meeting of the Association of Literacy Educators and Researchers, Omaha, NE.


Awards/Grants/Honors
NCATE (National Council Accreditation of Teacher Education) Board of Examiners (BOE) (by nomination and appointment)

Leadership in Professional Community
Appointed Book Editor, AAUP Vanguard (Karen Engwall, Co-Editor)
- NCATE (National Council Accreditation of Teacher Education) Board of Examiners (BOE) (nomination and appointment)
- Invited member, Scoring Team for the CT
- Foundations of Reading Test (Pearson Measurement).
- NCATE/CT State Teacher Approval Site Visiting Team
- Proposal Reviewer for Association of Literacy Educators and Researchers (ALER) 2011 conference.
- Invited reviewer of What principals need to know about teaching reading for revision and republication. Bloomington, IN: Solution Tree Press.
- Invited Proposal Reviewer Northeastern Education Research Association 2010 Annual Conference
- Invited Reviewer Convention Proposal 2011 International Reading Association
- Invited Research Poster Reviewer, International Reading Association’s 2011 Annual Conference
- Appointed, Blue Ribbon Panel on digitizing the association, Association of Literacy Educators and Researchers (ALER)
- Invited reviewer for Association of Literacy Educators and Researchers Yearbook, 32: Building Literacy Communities (2010).
- Invited reviewer (by the Coordinator of CT State Education Department’s Higher Education Planned Program Coordinator) of Sacred Heart University’s Remedial Reading and Language Arts program in preparation approval
- Invited reviewer (by the Coordinator of CT State Education Department’s Higher Education Planned Program Coordinator) of Eastern Connecticut State University’s Remedial Reading and Language Arts program in preparation approval
- Invited panel member to determine the validation of and the passing score for the State of CT Foundations of Reading Test
- Invited reviewer (by the Coordinator of CT State Education Department’s Higher Education Planned Program Coordinator) of Fairfield University’s Remedial Reading and Language Arts program in preparation for their accreditation review
- Invited reviewer (by the Coordinator of CT State Education Department’s Higher Education Planned Program Coordinator) of Sacred Heart University’s Remedial Reading Certification Program
- Member, Editorial Review Board, Journal of Literacy Research.
- Member, Editorial Review Board, Journal of Balanced Reading Instruction.
- Member, Editorial Review Board, READ, a peer-edited journal of the Alabama Reading Association.
Service to Department, SEPS, University

- Chair, Department Evaluation Committee (DEC)
- Elected Secretary, CCSU-AAUP
- Invited Mentor for Hybrid Course Design
- Elected, Council Representative Alternate, CCSU-AAUP
- Elected, CCSU Academic Assessment Committee
- Member, Department Program Assessment Committee
- Member, Ad Hoc Committee, SEPS-Online Learning
- Faculty Peer Mentor, Department of Reading and Language Arts, School of Education and Professional Studies, CCSU
- Thesis Advisor, Teacher Education Master’s Program
- Advisory Board Member, Reading and Language Arts
- Faculty, M.S. in Reading and Language Arts program, New Britain and Hebron Cohort
- Program/Portfolio Advisor, Graduate candidates in reading and language arts
- Member, Department of Reading and Language Arts Orientation and Interview Committee for applicants to the program (scheduled on 2-3 Saturdays each in Fall and Spring semesters)
- Member, Department of Reading and Language Arts Comprehensive Examinations Committee (scheduled on a Saturday in fall and spring semesters) - includes review and revision of questions, proctoring and grading exams.
- Presenter, Department of Reading and Language Arts Electronic Program Portfolio Orientation (once in Fall and Spring semesters)
SOCIAL WORK

Dr. Catherine R. Baratta
Professor/Chair

Administrative Duties as Chair
- CCSU UG Student Advising
- Transfer Student Advising
- Department Course Scheduling
- Department Faculty Load coordination
- Program Admissions Coordination (review of applications, interviews, etc.)
- Recruitment, hiring, and scheduling of adjunct faculty
- Program Assessment
- Department Liaison with CSWE, Council on Social Work Education
- Social Work Advisory Council, Chair

Scholarly Service
CCSU:
- Writing Across the Curriculum Committee
- FYE Instructor
- SEPS Strategic Planning Committee
- Organizer of multiple international travel initiatives (Peru and South Africa), in collaboration with CIE.

Community
- 2009-present, President, Board of Directors, Human Resources Agency of New Britain
- 2008-present, Trustee, Collaborative Center for Justice, Hartford, CT

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Dr. Patricia Henry Hensley
Professor

Creative activity

Grant
Community Engagement Grant with Nursing Department, Spring 2011

Scholarly Service
- Advise students for regular and for Weekend program
- Coordinator of SW Field Placements
- Faculty advisor for Social Work Club, supporting toy drives, bake sales, student travel to NASW conference, senior dinner.
- Senator, Faculty Senate
Dr. Delia J. González Sanders
Assistant Professor

Publications

Presentations

Research Team Conference Presentations in CT and New Orleans, LA

Scholarly Service
Within CCSU
- Faculty advisor for Phi Alpha National Honor Society for Social Work
- Curriculum committee member for SW, SEPS, and CCSU
- Diversity Task Force Member ,SEPS
- Graduation & Retention Council Member
- Access to Success Committee Member
- Minority student subcommittee
- Latino Studies Minor Advisory Faculty & Board Member
- Latin American Association Executive Board Member
- Center for Caribbean & Latin American Studies Advisory Board Member
- CCSU Early Learning Program Board Member

Within Community
- Connecticut Community Care Incorporated-Advisory Board Member
- Connecticut Center for Eliminating Health Disparities Among Latinos, (CEHDL) Affiliate Member
- Co-Chair Training Academy Advisory Board, Department of Children & Families
- Alzheimer’s Association Medical and Scientific Council Member

Award
Excellence in Teaching Honor Roll, Fall 2010
SPECIAL EDUCATION

Dr. Mitchell Beck
Professor and Chair

Consulting Activities:
- Consultant, Connecticut Junior Republic.
- Consultant, Middletown Public Schools.

Dr. John Foshay
Associate Professor

Scholarly Service at CCSU and in the Community
Member, Ad Hoc Committee for Online Learning
NCATE, SPA writer for CEC Response to Conditions Report

Marie Hopkins
Instructor

Scholarly Service at CCSU and in the Community
- Member of the Connecticut Comprehensive System of Personnel Development Council.
- Member of the Connecticut State Administrator’s Advisory Group.

Dr. William Nelson
Assistant Professor

Creative Activity

- In collaboration with Dr. Kathleen Laundy of the Marriage and Family Graduate Program, co-wrote a chapter on special education and school practices for her book to be titled Family Therapy in the Schools: A Therapist’s Guide.
- Collaborated with Dr. Laundy on an investigation of the assimilation of Marriage and Family Therapist into the public schools. We have collected the data and analyzed the results and are currently in the process of drafting an article from the study. We have tentatively planned to submit the article to the Journal of Marriage and Family Therapy and have contacted the editor, who has expressed an interested in publishing the finished article.
- Collaborated with Dr. Jessie Turner of the Department of Reading and Language Arts, Dr. Nicholl-Senft of the Special Education Department, and Mariann Rossi-
Ondusky, Principal of the Rushford Center School, in a presentation at the 3rd Literacy Essential Conference hosted by the CCSU Reading and Language Arts Department. Our presentation was titled: “Red Bird, Blue Birds and Response to Intervention.”

- Currently collaborating with Dr. Lynda Valerie from the Reading and Language Arts Department on a study investigating the perceived capacity of graduate students in Language Arts to implement the Response to Intervention Initiative. We have gathered the data and have analyzed the data and are currently in the process of culling the information into a publishable article.

- In collaboration with Dr. Paulette Lemma and a team of teachers and administrators from the New Britain schools, as well as faculty from the CCSU Math Department, participated in the development of a 2010 Teacher quality Partnership Grant. The grant was titled, “Bridging Student Readiness from Middle/High School to College Level.”

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Dr. Joan Nicoll-Senft
Associate Professor

Scholarly Service at CCSU and in the Community
- Expert Witness: Served as an expert witness in a due process hearing pertaining to appropriate assessment and IEP development and implementation for a student with a disability attending a magnet school in Hartford, CT. 2011.
- Universal Design and Online Education: Ensuring Access and Engagement for All Students, Academic Impressions, Jan., 2011.
- On Line and Hybrid Course Development using Black Board Vista, Instructional Design and Technology Resource Center, CCSU, Fall, 2010.
- Member, SEPS Strategic Planning Committee and Guiding Values Subcommittee
- Member, Curriculum Redesign Team for CT State Regulations
- Facilitator, Ad Hoc Committee for Online Learning

Consulting Activities
Contracted for the 2010-2011 school year to Meriden Public Schools to serve as an Independent Educational Consultant for a high school student with a learning disability.

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Dr. Ernest Pancsofar
Professor

Scholarly Service in the Community
- Met with Communitas, Inc., a non-for-profit entity devoted to person-centered planning and supports for individuals with disabilities, about possibilities of student field experiences for SPED 513 and joint ventures with CCSU.
TEACHER EDUCATION

Dr. Aram Ayalon
Professor

Publications

Scholarly Presentations

Dr. Ronnie Casella
Associate Professor/Chair

Publications

Dr. Barbara Clark
Assistant Professor

Publications
Scholarly Presentations


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Dr. Gail Cueto
Professor

On medical leave.

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Sally Drew
Instructor

Scholarly Presentations


- O’Byrne, W.I. & Drew, S. (2010). The ORCA project: Results from an initial practicality survey designed to inform development of online reading comprehension assessments. Poster presented at the National Reading Conference/LRA Conference, Fort Worth, Texas (December).


Dr. Joss French  
Assistant Professor  

Publications  

Scholarly Presentations  

Dr. Kurt Love
Assistant Professor

Publications  

Scholarly Presentations  

Dr. Daniel Mulcahy
Professor

Publications


Scholarly Presentations


Dr. Timothy Reagan  
Professor  

Publications  


**Scholarly Presentations**


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**Dr. Karen Riem**

Associate Professor

On medical leave.

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**Dr. Jacob Werblow**

Assistant Professor

**Publications**

- Duesbery, L., Werblow, J., & Yovanoff, P. (Accepted with revisions). Graphical literacy mediates the interaction of decorative dimensionality and cognitive demand in graph comprehension. *Journal of Educational Computing Research*.

**Scholarly Presentations**


- Werblow, J. (2010). Be the change: Sustainability at the individual level. Presented at the Third Annual Global Environmental Sustainability Symposium, held in New Britain, Connecticut (April).


- Werblow, J. (2011). Be the change: Sustainability at the individual level. Presented at the Fourth Annual Global Environmental Sustainability Symposium held in New Britain, Connecticut (April).
Other Faculty Member Accomplishments

Dr. Elizabeth Aaronsohn
Associate Professor

- Member, Department of Teacher Education DEC
- Member, Department of Teacher Education, Courtesy Committee
- Member, Urban Oaks Organic Farm
- Organized a teach-in about recent events in Tunisia and Egypt
- Assisted in the organization of a panel discussion at the Mark Twain House on "Huckleberry Finn: With or Without the N-Word"
- Assisted in the organization of a memorial service for a deceased CCSU faculty member
- Member, Department of Teacher Education, Division of Elementary Education, Program Interview Team
- Department of Teacher Education, Division of Elementary Education, Mid-Point Review Examiner

Dr. Aram Ayalon
Professor

- Member, Faculty Senate
- SEPS Diversity Self-Study Committee, Co-Chair
- Department of Teacher Education DEC, Chair
- Member, University Parking Hearing Committee
- Member, Connecticut Chapter of the National Association for Multicultural Education
- Summer Curriculum Grant (with J. Werblow) ($1,200)
- Summer Curriculum Grant (with K. Love) ($1,800)
- Member, New Britain Board of Education

Dr. Ronnie Casella
Associate Professor

- Member, Department of Teacher Education, Governance and By-Laws Committee
- Appointed Honorary Professor in the School of Education at the University of the Witwatersrand, Johannesburg, South Africa
- Member, Department of Teacher Education, Division of Elementary Education, Program Interview Team
- Coordinator, Division of Educational Studies
- Department Chair (May to present)

Dr. Barbara Clark
Assistant Professor

- Member, Homelessness Learning Group
- Member, Freshman Orientation Committee, SEPS Welcome to CCSU
- Member, University-Museum-Community Collaborative
- Member, New Britain School District Liaison Team
- Project Director and Partnership Co-Coordinator, Mary M. Hooker Environmental Studies Magnet School Professional Development
- Member, Department of Teacher Education, Division of Elementary Education, Program Interview Team
- Member, University Community Engagement Team Committee
- Department of Teacher Education, Division of Elementary Education, Mid-Point Review Examiner
- Department of Teacher Education, Division of Elementary Education, Summer Curriculum Grant Redesign

**Dr. Gail Cueto**  
Professor  
On medical leave.

**Sally Drew**  
Instructor  
On professional leave.

**Dr. Joss French**  
Assistant Professor  
- Member, Freshman Orientation Committee, SEPS Welcome to CCSU  
- Member, New Britain School District Liaison Team  
- Member, SEPS Strategic Planning Team  
- Member, SEPS Strategic Planning Team, Subcommittee on Guiding Values  
- Member, Department of Teacher Education Governance and By-Laws Committee  
- Project Director and Partnership Co-Coordinator, Mary M. Hooker Environmental Studies Magnet School Professional Development  
- Department of Teacher Education, Division of Elementary Education, Program Interview Team  
- Member, University Community Engagement Team Committee  
- Department of Teacher Education, Division of Elementary Education, Mid-Point Review Examiner  
- Department of Teacher Education, Division of Elementary Education, Summer Curriculum Grant Redesign

**Dr. Lynda George**  
Assistant Professor  
- Member, Student Teaching Assistance Team (Fall semester)

**Dr. Nancy Hoffman**  
Professor  
- Service as Interim Director of Institutional Research during Fall Semester  
- Member, Graduate Studies Committee (M.A.T. representative)  
- Testimony to the Connecticut State Board of Education on proposed changes to the certification requirements for special education teachers

**Dr. Maxine Howell**  
Assistant Professor  
- Member, Graduate Studies Committee (Early Childhood Education)  
- Member, Department of Teacher Education DEC  
- Department of Teacher Education, Division of Elementary Education, Program Interview Team  
- Department of Teacher Education, Division of Elementary Education, Mid-Point Review Examiner
Dr. Kurt Love
Assistant Professor
- Member, Department of Teacher Education, Governance and By-Laws Committee
- Proposal Reviewer, American Educational Research Association (Division B)
- Summer Curriculum Grant (with A. Ayalon) ($1,800)
- Coordinator, Division of Secondary Education (Spring semester)
- Faculty Advisor, Education Club

Dr. Daniel Mulcahy
Professor
- Member, Graduate Studies Committee
- Member, Department of Teacher Education DEC
- Department of Teacher Education Governance and By-Laws Committee, Chair
- Member, Department of Teacher Education, Division of Elementary Education, Program Interview Team
- Member, NEASC Accreditation Team for the Cathedral School, Santo Domingo, Dominican Republic
- Member, Editorial Board, *Journal of Educational Foundations*
- Member, Editorial Board, *Irish Educational Studies*
- Awarded 3 hours of Research Reassigned Time from SEPS

Dr. Timothy Reagan
Professor
- Member, International Laboratory
- Student Teaching Assistance Team, Chair
- Member, *Ad Hoc* Committee on General Education
- Member, Faculty Senate
- Member, Faculty Senate Steering Committee
- Member, Faculty Senate Constitution and By-Laws Committee
- Member, Department of Teacher Education DEC (ex officio)
- Member, Department of Teacher Education, Governance and By-Laws Committee (ex officio)
- Department of Teacher Education, Division of Secondary Education, Mid-Point Review Examiner, Modern Languages (French, Italian and Spanish)
- M.A. Thesis Committee Member, Department of Modern Languages (2 students)
- Member, CSU Trustees Research Award Committee
- Member, Department of Teacher Education, Division of Elementary Education, Program Interview Team
- Honor's Thesis Supervision (1 student)
- Ed.D. Dissertation Supervisor, *Toward an anthropological framework for understanding culture in the L2 setting, with an emphasis on the Spanish classroom* (Department of Educational Leadership) (In process)
- Executive Board Member, International Society for Language Studies
- Vice President and Executive Board Member, New England Philosophy of Education Society
- External Reviewer (Linguistics, Education, Speech Pathology and Audiology), South African National Research Foundation
- External Reader, Ph.D. student (Linguistics), University of the Witwatersrand, Johannesburg, South Africa
• External Reader, M.A. student (Linguistics), University of the Free State, Bloemfontein, South Africa
• Supervisor, Ph.D. student (Linguistics/Deaf Studies), University of the Witwatersrand, Johannesburg, South Africa
• Appointed Honorary Professor in the Centre for Deaf Studies at the University of the Witwatersrand, Johannesburg, South Africa
• State Chair for the NCATE/State of Connecticut Accreditation process for Sacred Heart University
• External reviewer for a faculty member’s application for promotion to the rank of Professor in the School of Education at the University of the Witwatersrand, Johannesburg, South Africa
• External reviewer for a faculty member’s application for promotion to the rank of Full Professor of Education at the University of the Witwatersrand, Johannesburg, South Africa
• Member, Editorial Board, Journal of Language Teaching (South Africa)
• Member, Editorial Board, Language Problems and Language Planning
• Member, Editorial Board, Critical Issues in Language Studies
• Senior Consultant, African Educational Review (South Africa)
• Member, Advisory Editorial Board, “Multilingualism and Linguistic Diversity Series,” Multilingual Matters Ltd., United Kingdom
• Manuscript reviewer, Peter Lang
• Manuscript reviewer, Continuum
• Visiting Instructor, President’s College, University of Hartford, “What is language?” Five-Session Course.
• Testimony to the Connecticut State Board of Education on Proposed Bill #6385 (1 faculty member)
• Invited Presentation, Newington High School Foreign Language Honor’s Society
• Department Chair (May 2010 to May 2011)
• Acting Coordinator, Division of Secondary Education (Fall semester)

Dr. Karen Riem
Associate Professor
On medical leave.

Dr. Susan Seider
Professor
• Member, International Laboratory
• Graduate Studies Committee, Chair
• Department of Teacher Education, Division of Elementary Education, Program Interview Team
• Department of Teacher Education, Division of Elementary Education, Mid-Point Review Examiner
• Coordinator, Division of Elementary Education

Dr. Jacob Werblow
Assistant Professor
• Member, Homelessness Learning Group
• American Educational Research Association SIG (Research Use), Chair
- Faculty Senate Diversity Committee, Chair Advisor, Connecticut Center for Nonviolence (1 faculty member)
- Proposal Reviewer, American Educational Research Association (Division A and SIG: Research Use)
- American Educational Research Association (SIG: Mentoring) paper session, Chair
- Department of Teacher Education, Library Liaison
- Summer Curriculum Grant (with A. Ayalon) ($1,200)
- Advisor, Connecticut Center for Nonviolence