

# **Central Connecticut State University**

**School of Education and  
Professional Studies**

**Annual Report 2003-2004**

## ENHANCING ACADEMIC REPUTATION

### Service

#### *Aram Ayalon*

- Minority Recruitment to Teaching Committee, Danbury Public Schools
- CMT Fairness Advisory Committee, Connecticut State Department of Education
- Member, CSU Professorship Committee
- Member, Middle East Studies Committee
- Member, Secondary Education Division
- Member, PDS Committee
- Member, SEPS Governing Council
- Member, Curriculum Committee

#### *Ralph Cohen*

- IFSA Pioneer Award Awarded September 19, 2003 at the Annual Internal Family Systems Therapy Conference, Mundalein, IL
- Member, New Britain Head Start Health Advisory Board
- President, Family Study Center of Connecticut
- Co-Chair, Advocacy Committee, Connecticut Association for Marriage & Family Therapy
- Program Coordinator, Master's program in Marriage & Family Therapy, CCSU
- Program Director, Internal Family Systems Therapy Professional Training Program, CCSU Continuing Education Program
- Member, Graduate Studies Committee
- Member, Graduate Appeals Committee
- Member, Departmental Evaluation Committee (DEC), Department of Counseling & Family Therapy

#### *Catherine Fellows*

- VP Elect, Dance CAHPERD 2004
- Board Member, Sacred Heart Church, Bloomfield, CT

#### *Jane Fried*

- Chair of the Standing Committee on Ethics and Professional Practice, ACPA
- Chair of Spirituality in Higher Education Knowledge Community of NASPA  
Manager of the SHEKC website and discussion board
- Co-chair of a national conference on Spirituality in Higher Education, New Orleans, December 2003, sponsored by NASPA.
- Served on Search Committee for the Vice-President for Student Affairs
- Served on Faculty Senate
- Served on the Student Affairs Committee of the Senate

#### *David Harackiewicz*

- Professional Development Workshop, East Windsor Public Schools.  
Implementing a physical best program. October 2003.

- Professional Development Workshop, Ellington Public Schools. Implementing a physical best program. November 2003.
- Editor (1998-present) *The Bulletin*: The official journal of the Connecticut Association for Health, Physical Education, Recreation and Dance.
- Chair, Connecticut State Department of Education Physical Fitness Committee
- Consultant, US National Amputee Hockey Team, attended training camp, March 2004.

*Cathy Kurkjian*

- Department Editor, Children's Book Department, *The Reading Teacher*, (2003-2005), International Reading Association (IRA)
- Editor, *New England Reading Association Journal* (2001-present)
- Associate Editor, *The Dragon Lode*, Journal of IRA's Children's Literature and Reading SIG
- PT3 Goal 2 Grant Coordinator (2003 to present)
- Co-Chair of National Reading Conference Study Committee Proposals (2004)
- Reviewer: conference proposals, National Reading Conference
- Board Member Connecticut Reading Association for Student Membership (CRA) (2001 to present)
- Conference Committee Chair for Student Volunteers CRA (2001-present)
- Chair and Author of Title II Committee Report (2003)
- CCSU, West District Elementary School, Professional Development University Facilitator
- Department of Reading and Language Arts Program Portfolio Developer, Trainer and Student Advisor
- Committees:
- Excellence in Teaching Committee (2003-2005)
- University Technology Committee (2001 to present)
- Elections Committee (Technology)
- Accreditation and Assessment Committee (2003 to present)
- Senator
- Elections Committee (Senate)

*James Malley*

- Chair, Department of Counseling and Family Therapy
- Member, Textbook Review Committee
- University Human Subjects Committee (Fall 2003)
- Member, SEPS Research Reassigned Committee
- Member, Graduate School Strategic Planning Committee
- Chair, CCSU Foundation Scholarship selection committee, School of Education and Professional Studies
- Member - Council of Chairs
- Member – School of Education and Professional Studies Governance Council
- Member, No Child Left Behind, SEPS Ad Hoc Committee
- Member, Department Evaluation Committee, Nursing Department
- Member, Governor's Coalition for Youth With Disabilities and Chair, University Relations Sub-Committee.

- Co-coordinator (with wife) of Marriage Preparation program for the Family Life Office of the Archdiocese of Hartford.
- Crew Leader and member of Framing Team for Hartford Habitat for Humanity.

*Karen J. Riem*

- National secretary of Technology Education for Children Council (TECC). March 2004-present.
- Co-coordinator of *Professional Development School/University? Community Open House*. CCSU/Naylor Professional Development School, Hartford, CT.
- Member of *School improvement/Governance Team*: CCSU/Naylor Professional Development School, Hartford, CT. 1998-present.
- Presenter of *Developing Your Pre-teaching Portfolio* student teacher orientation. CCSU. (January 21, 2003)
- Member of *School NEASC Accreditation Team*: CCSU/Naylor Professional Development School, Hartford, CT. Accreditation received, with special notation of PDS work. (2001-November 2003)
- Member of Department Search Committee, History. (2003-2004).
- Collaborative advisor for Technology Education, English Education undergraduates. (2003-present)
- Member of Advisory Board, CCSU Technology Education Department. (2002-present)
- Member of University Human Studies Committee. (2001-present)
- Member of NCATE Accreditation Steering Committee, SEPS. (2001-2003)
- Member of Department Evaluation Committee, Teacher Education. (2000-present)
- Member of Department Search Committee, Teacher Education. (1998-present).
- Member of University Teaching Excellence Forum. (1996-present)
- Member of Long-Range Planning Committee, SEPS. (1995-present).

*Judith Rosenburg*

- Reviewer for the Connecticut Department of Health Division of Health Systems Regulation

*Connie Tait*

- Connecticut Association of Counselor Education and Supervision: subcommittee on school counselor shortages and alternatives to certification
- Connecticut State Department of Education: Teacher and Personnel Preparation State Level Team
- Connecticut School Counselor Association: Consultant on research project about elementary school counseling programs
- Member SEPS Appeals Committee
- Member of the CCSU Center for Multicultural Research and Education: Diversity Dialogues
- Member CCSU Curriculum Committee
- Member SEPS Curriculum Subcommittee
- Member School of Business Curriculum Subcommittee
- Faculty Advisor to the Central Counseling Society

*Carol G. Williams*

- 2003 - Served as Interim Chairperson of the Department of Nursing.
- 2004 - elected by Department of Nursing Faculty to Chairperson's position

*Ellen Whitford*

- Corporator, New Britain General Hospital, 2000-present.
- Member, Connecticut Professional Teachers Standards Board, 2004
- Member, Review Committee for the Approval of Connecticut Educator Preparation Programs, November, 2000-November, 2003

*Carol Young*

- Secretary, Connecticut Association of Higher Education and Disability
- Treasurer, Connecticut Counseling Association
- Member, Connecticut College and University Counselor Association
- Member, Hartford Region Interagency Employment Collaborative
- Member, Connecticut Interagency Supported Education Committee; Created needs assessment for consumers of mental health/addiction services to be administered statewide in October 2004.

**Books**

- Aaronsohn, E. (2003). *The exceptional learner: Transforming traditional practice through thoughtful practice*. San Francisco, CA: Jossey-Bass Publishers.
- Bishop, J. (2004). *Fitness Through Aerobics* (6<sup>th</sup> ed.). San Francisco, CA: Benjamin & Cummings.
- Cohen, R. Founding Co-Editor, *The Journal of Self Leadership*, with Gregory Johanson, Ph.D. Internal Family Systems Association: Menominee, MI. Volume I published July, 2003.
- D.J. Wiener & L.K. Oxford (Eds.) (2003). *Action therapy with families and groups: Using creative arts improvisation in clinical practice*. Washington, D.C.: APA Books.

**Book Chapters**

- Bourell Miller, J., Morley, V., & Westwater, B. (2003). The beginning educator support and training program in Connecticut. In *National Physical Education Standards in Action*. Reston, VA: NASPE Publications.
- Oxford, L.K. & Wiener, D.J. (2003). Rescripting family dramas using psychodramatic enactments. In D.J. Wiener & L.K. Oxford (Eds.) *Action therapy with families and groups: Using creative arts improvisation in clinical practice*. Ch.2, 45-74. Washington, D.C.: APA Books. [To be Reprinted in D. Wedding & R. Corsini (Eds.) (2004). *Case Studies in Psychotherapy* (4<sup>th</sup> Ed). New York: Wadsworth.]
- Ramseur, C. & Wiener, D.J. (2003). Using Rehearsals for Growth in group therapy with substance abusers. In D.J. Wiener & L.K. Oxford (Eds.) *Action therapy with families and groups: Using creative arts improvisation in clinical practice*. Ch. 4, 107-134. Washington, DC: APA Books.

- Wiener, D.J. (2003) Creating a participating role for adolescents in family therapy. In C. Sori & L. Hecker (Eds.) *The therapist's notebook for children and adolescents*. Ch. 40). New York: Haworth.
- Wiener, D.J. Treating depression with Rehearsals for Growth (submitted for publication). In Harrison, L., *Natural Healing for Depression*. New York: Kensington.

### **Mongraphs**

- Foshay, J. D. & Turner, J. T. (2004). Student television as authentic literary context. (Fastback). Bloomington, IN. Phi Delta Kappa Educational Foundation. (in press).

### **Articles**

- Abadiano, H. & Kurkjian, C (Eds.) (2002-2003). *The Dragon Lode: The Journal of the International Reading Association Reading and Children's Literature Special Interest Group* (20th ed. Vol 1 & vol. 2). CT: Published for the International Reading Association by Frontline Printers.
- Ayalon, A. (2003). Why is rural education missing from multicultural education textbooks? *The Education Forum*, 68(1), 24-31.
- Ayalon, A. (2004). A model for the recruitment and retention of minority students to teaching: lessons from a school-university partnership. *Teacher Education Quarterly*, 31, 3.
- Ayalon, A. (2004). Transforming the role of the secondary teacher from a disciplinary specialist to a mentor. *Journal of Maine Education*, 20(1), 33-35.
- Ayalon, A. (In press). Successful grassroots school reform for marginalized groups-a case comparison. *Education and Society*, 22(1).
- Bourell Miller, J. (2003). President's Message. *The Bulletin*, 48(2), 3.
- Boynton-Hauerwas, L. & Walker, J. (in press). What can children's spelling of running and jumped tell us about their need for spelling instruction? *The Reading Teacher*.
- Casella, R. (2003). Security, schooling, and the consumer's choice to segregate. *The Urban Review*, 35, 129-148.
- Casella, R. (2003). Zero tolerance policy in schools: Rationale, consequences, and alternatives. *Teachers College Record*, 105, 872-892.
- Casella, R. (2003). Punishing dangerousness through prevention detention: Illustrating the institutional link between school and prison. *New Directions for Youth Development: Research, Theory, and Practice*, 99, 55-70.
- Casella, R. (2004). The false allure of security technologies. *Social Justice*, 30, 82-93.
- Cohen, R. & Abed, F. (2003). CD-ROM Simulation Training in Perceptual, Conceptual, and Executive Skills in Family Therapy – A Metaframeworks Approach. *Journal of Systemic Therapies*, 28-42.
- Cohen, R. & Johanson, G. (2003). Why Self-Leadership? *Journal of Self Leadership*, 1, 3 – 8.
- Foshay, J. D. & Morin, D. (2003). Producing local educational access television shows: An authentic context for literacy. *CARReader*, 2, Fall 2003.
- Harackiewicz, D. (2003). Urban sprawl and health risks. *The Bulletin*, 49(1), 9.

- Harackiewicz, D. (2003). New physical activity guidelines for children. *The Bulletin*, 49(1), 9.
- Hoffman, J.D. (2003). The influence of motor skill interventions on disadvantaged children [Review of article: Influence of a motor skill intervention on fundamental motor skill development of disadvantaged preschool children]. *JOPERD*, 74(8), 14-16.
- Kumpfer, K.L., Alvarado, R., Whitesides, H.O., & Tait, C.T. (in press). The strengthening families program: An evidence-based, multicultural family skills training program. In J. Szapocznik, P. Toal, & S. Sambrano (Eds.), *Preventing Substance Abuse*.
- Kurkjian, C. (2003).(Ed.). *The New England Reading Association Journal* (Volume 39, Issues No.1, No. 2, No.3). Published for the New England Reading Association by Frontline Graphics, Fairfield Iowa.
- Kurkjian, C. & Livingston, N., Young, T. Hopkins, L.B. (2003). Poetry: A feast for the senses. *The Reading Teacher*. 57 (7), 694-702.
- Kurkjian, C. & Livingston, N. (2003). Building text sets from the Notable Book for a Global Society lists. *The Reading Teacher*. 57 (4), 390-398.
- Kurkjian, C. & Livingston, N. (2003). Timeless and treasured books. *The Reading Teacher*. 57 (1), 96-103.
- Kurkjian, C. (2004).(Ed.) with Kaufman, D.(Guest Editor). *The New England Reading Association Journal* (Volume 40, No.1). Revisiting Writing Process. Published for the New England Reading Association by Frontline Graphics, Fairfield Iowa.
- Livingston, N., Kurkjian, C. &, Young, T., Pringle, L.. (2003). Nonfiction as literature: An untapped goldmine. . *The Reading Teacher*. 57 (6), 582-591.
- Malley, J., Basic, J., Beck, M. Tavra, V. K., Feric, M., and Conway, J. (2003). Student perceptions of their schools: An international perspective. *International Journal of Reality Therapy*. 23 (1), 4-11.
- Malley, J. (December 2003). The mysterious disappearance of Little Albert: Ethics in human subjects research. *The Connecticut Counselor*.
- Malley, J. (September 2003). An American ethical dilemma. *The Connecticut Counselor*.
- Morano, P.J., Malina, R.M., & Barron, M.J. (2004). Injuries in youth football: Estimated rates and variation by grade, severity, type, and position. *Medical Science Sports Exercise*, 36(5), supplement.
- Mulcahy, D. G. (2003). Jane Roland Martin and Paul Hirst on liberal education: A reassessment. *Journal of Thought*, 38, 19-30.
- Mulcahy, D. G. (In Press). Situating Jane Roland Martin's educational thought on the landscape of educational theory. *Irish Educational Studies*.
- Mulcahy, D. G. & Casella, R. (In Press). Violence and caring in schools and society. *Educational Studies*.
- Nicoll-Senft, J.M. (2003). Discovering IDEA: Supporting achievement for children with disabilities-An IDEA practices resource guide. [Software and manual review]. *Journal of Special Education Technology*, 18, 80-81.
- Seider, S. (2003). Scholarship of teaching and learning at CCSU. Pre and post inventories on teacher candidates' confidence levels for what they know and are able to do on educational assessment. Monograph sponsored by the Teaching Excellence Forum for Faculty Leadership Development.

- Seider, S. & Lemma, P. (In press). Perceived effects of action research on teachers' professional efficacy, inquiry mindsets, and the support they received while conducting projects to intervene into student learning. *Educational Action Research*.
- Sogunro, O.A. (In Press). Efficacy of role-playing pedagogy in training leaders: Some reflections. *Journal of Management Development*.
- Tait, C. (Under contract). Working with selected populations: Treatment issues and characteristics. In P. Stevens-Smith & R.L. Smith (Eds. 3<sup>rd</sup>), *Substance Abuse Counseling: Theory and Practice*. Upper Saddle River, NJ: Prentice Hall.
- Wiener, D.J. (2003) From the outside in. *Psychotherapy Networker*, 27, (2), 55-61.

### **Presentations**

- Aaronsohn, E. (March, 2004). A panel discussion on the Israel/Palestine conflict. Asnuntuck Community College.
- Appert, C., Kaplan, M., Foshay, J. D.& Puckett, K. (January, 2003). Assistive technology considerations for educational programming: A team effort. Paper presented at the ASPIRE & ILIAD IDEA National Resource Cadre 3<sup>rd</sup> Annual Research Institute. Washington, D. C.
- Ayalon, A. (April, 2004). Investing in mentors: A key to the success of schools for minority and poor students. Paper presented at the Mentoring Special Interest Group, Annual Meeting of the American Education Research Association, San Diego, CA.
- Ayalon, A. (February, 2004). Why is rural education missing from multicultural education textbooks? Paper presented at the Annual Meeting of the American Association of College and Universities, Chicago, IL.
- Barile, L. (October, 2003). Presented at Massachusetts Mental Health Nurses Association.
- Barile, L. (November, 2003). Presented at the Wallingford School District. Wallingford, CT.
- Barile, L. (April, 2004). Presented at the Connecticut Counseling Association.
- Barile, L. (May, 2004). Presented at the Grand Rounds at New York Hospital Cornell. Itaca, New York.
- Beck, M., Malley, J., Rigazio-DiGilio, T., and Tait, C. (March, 2004). Developing a positive school climate. For the Connecticut State Department of Education, CREC, Hartford, CT.
- Beck, M., Malley, J., Rigazio-DiGilio, T., and Tait, C. (March, 2004). Developing a positive school climate. For the Connecticut State Department of Education, EASTCONN, Hampton, CT.
- Beck, M., Malley, J., Rigazio-DiGilio, T., and Tait, C. (March, 2004). Developing a positive school climate. For the Connecticut State Department of Education, ACES, Hamden, CT.
- Beck, M., Malley, J., Rigazio-DiGilio, T., and Tait, C. (March 5, 2004). Developing a positive school climate. For the Connecticut State Department of Education, Trumbull, CT.
- Bishop, J. (March, 2004). Core and resistance exercise for middle and high school

- students. Presented at the Eastern District Convention of the Alliance of Health, Physical Education, Recreation and Dance. Burlington, VT.
- Boynton-Haeurwas, L. & Walker, J. (June, 2003). Spelling of inflected verbs in early elementary students. Paper presented at the Society for the Scientific Study of Reading (SSSR) Conference, Boulder, CO.
- Bourell Miller, J., Morley, V., & Westwater, B. (October, 2003). Standards based approaches to authentic assessment in PETE and licensure in Connecticut. Presentation at the NASPE Physical Education Teacher Education Conference. Baton Rouge, LA.
- Cohen, R. S. (September, 2003). Using Group and Family Therapy Techniques with Internal Families. Workshop presented at the 2003 Annual Internal Family Systems Conference, Mundelein, IL.
- Cohen, R. S. (September, 2003). IFS Goes to the Movies. Workshop presented at the 2003 Annual Internal Family Systems Conference, Mundelein, IL.
- Cohen, R. S. (September, 2003). Family Therapy in the Schools. Plenary Presenter, Annual Conference of the Connecticut Association for Marriage & Family Therapy, West Hartford, CT.
- Cohen, R. S. (November, 2003). Internal Family Systems Therapy: A New Way of Understanding and Working With Trauma Survivors. Workshop presented at the 2003 Annual Conference of the Connecticut Psychological Association. Westbrook, CT.
- Cohen, R. S. (January, 2004). Introduction to the Internal Family Systems Therapy Model. Staff training session at the Children's Home of Cromwell, Cromwell, CT.
- Fellows, C. (November, 2003). CAHPERD. Cromwell, CT.
- Fellows, C. (February, 2004). Drumming and dancing for music and physical educators. Arts in education program. West Hartford School System.
- Fellows, C. (April, 2004). Kids to college program. Central Connecticut State University.
- Foshay, J.D. (April, 2003) Special educators' concerns, knowledge, and skills of assessment accommodations. Paper presented at the annual meeting of the New England Educational Research Organization. Portsmouth, NH.
- Foshay, J.D., Cueto, G., Whitford, E. & Hoffman, N. (April, 2003). Electronic portfolios at CCSU: Sharing the experience. Paper presented at the annual meeting of the Connecticut State University System's Academic Computing Conference. New Haven, CT.
- Foshay, J.D. (March, 2003). Preparing tomorrow's teachers to use technology. Poster session at the Preparing Leaders for Service in Our Community NCATE Showcase. New Britain, CT.
- Foshay, J.D. & Walker, J. (April, 2004). The development of a portfolio rubric scoring software application. Paper presented at CSU Academic Computing Conference, New Haven, CT.
- Fried, J. (2003). Keynote speaker. Annual faculty development luncheon at Manchester Community College. Manchester, CT.
- Fried, J. (August, 2003). Transformative learning in student affairs. Presented to the student affairs staff at Southwest Missouri State University. Cape Girardeau, MO.
- Fried, J. (2003). Ethics. Presented to a regional conference of the Association of Colleges

- and Universities International.
- Fried, J. (January, 2004). Spirituality and higher education. Presented at Boston University Staff Development Program. Boston, MA.
- Fried, J. (2004). Ethical decision making in student affairs. Presented at the annual NASPA conference. Denver, CO.
- Fried, J. (2004). What do they need to know and how do we teach them: Pedagogy and curriculum in student affairs preparation program. Presented at the NASPA. Denver, CO.
- Fried, J. (2004). Respondent to What a Jewish man learned about spirituality at a Catholic college. Presentation at NASPA. Denver, CO.
- Fried, J., & Stoddard, J. (2004). In what God do we trust: Discussing God on the campuses of public universities. New Britain, CT.
- Harackiewicz, D. (November, 2003). Physical best program update: Uses in physical education programs. Presented at the annual meeting of the Connecticut Association for Health, Physical Education, Recreation and Dance. Cromwell, CT.
- Hills, G., Warner, C., Riem, K.J. (March, 2003). The pond study project: Teaming up with L.I.F.E. (Leadership and inquiry through field experience) at an urban professional development school. Paper presented at the annual meeting of NICI. Providence, R.I.
- Hoffman, J.D. (April, 2004). Walking back to campus: Utilizing exercise to bridge the intergenerational gap. Poster presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention. New Orleans, LA.
- Hoffman, N., & Morley, V. (March, 2004). Collaborative exchange. Southern New Hampshire University.
- Ku, W.A., Riem, K.J., & Foster, P.N. (March, 2004). Getting technology education undergraduates involved in elementary schools. Paper presented at the annual meeting of ITEA. Nashville, TN.
- Kurkjian, C., McAndrews, P. (May 2003). Making it even better: Integrating Technology into a Kindergarten Literacy Curriculum. International Reading Association, Orlando, FL.
- Kurkjian C. (November, 2003). Breakfast with the Editor, Publication Session, New England Reading Association Conference, Nashua, NH.
- Kurkjian, C., Abadio, H. (November, 2003). Introducing Notable Books for a Global Society. New England Reading Association Conference, Nashua, NH.
- Kurkjian, C., Courtney, A., Ridgeway, V. (December, 2003). Orchestrating Literacy Instruction: Prospective Teachers Use Case-based Studies Via the Internet. National Reading Conference, Scottsdale, AZ.
- Kurkjian, C. (January 2004). Literacy Knowledge for School Leaders. Aspirant Leaders Conference, CT.
- Kurkjian, C., Chaves, S., Bacchus, H., Lord, I., Scarzella, N. (April, 2004). Technology rich field placements: Student interns as change agents. CSU Academic Computing Conference, CT.
- Kurkjian, C., Sanders, K., Woznicki, S. & Wade, R. (April 2004). Integrating technology

- into the school curriculum at West District. Farmington Public School Board of Education, CT.
- Kurkjian, C., Sanders, K., & Wade, R. (April 2004). Integrating technology: enhancing the learning and teaching of writing at West District. Professional Development Network Meeting, CT.
- Lemma, P. & Seider, S. (April, 2004). Making strides in accountability: Linking assessment with teaching and learning in higher education. National peer-reviewed paper presentation, American Education Research Association (AERA), San Diego, CA.
- Levine, L., Jones, C., Pancsofar, E., & Nicoll-Senft, J. M. (November, 2003). Building a community of discourse about teaching and learning. Presentation at the annual New England Faculty Development Consortium.
- Malley, J. (October, 2003). Ethical decision making. University of Bridgeport Ethics Seminar, Division of Educational Leadership.
- Malley, J. and Rosenberg, J. (October, 2003). Legal and ethical issues in clinical supervision. Connecticut School Counselor Association.
- Malley, J., and Adorno, D., (October, 2003). Ethical issues in the schools. Connecticut School Counselor Association.
- Malley, J., Rosenberg, J, & Tait, C. (March, 2004). Methods and techniques of clinical supervision, For the Connecticut Association of Counselor Educators and Supervisors.
- Malley, J. & Wilson, C. (April, 2004) Writing your own story: Success through resiliency. For the City of Hartford Department of Health and Human Services' Middle Class Express Project.
- Mulcahy, D. G. (April, 2003). Situating Jane Roland Martin's educational thought on the landscape of educational theory. Paper presented to the Annual Meeting of the Educational Studies Association of Ireland. Belfast, Northern Ireland.
- Mulcahy, D. G. (May, 2003). Towards a conversation with Lane Roland Martin. Paper presented to the New England Philosophy of Education Society. Harvard University, Cambridge, MA.
- Mulcahy, D. G. & Casella, R. (October, 2004). Caring and the problem of violence in the work of Jane Roland Martin. Paper presented to the American Education Studies Association. Mexico City, Mexico.
- Mulcahy, D. G. (October, 2004). Some difficulties with the idea of a gender-sensitive education. Paper presented to the American Educational Studies Association. Mexico City, Mexico.
- Nicoll-Senft, J.M. (November, 2003). Student-led debate as an active learning experience for undergraduate education students. Presentation at the annual CT Consortium for the Enhancement of Learning and Technology.
- Nicoll-Senft, J.M. & Moulis, L. (April, 2004). Assessing the impact of a class action lawsuit: Parents' impression of the P.J. Settlement Agreement. Poster session presented at the Annual Connecticut State University Faculty Research Conference. New Haven, CT.
- Nicoll-Senft, J.M. (May, 2004). Using differentiated instruction in the higher education classroom. Poster session presented at CCSU's Annual Scholarship of Teaching and Learning Conference, New Britain, CT.

- Nicoll-Senft, J.M. (June, 2004). Assessing the impact of a class action lawsuit: Parents' impressions of the P.J. settlement agreement. Poster session presented at the Annual Meeting of the American Association on Mental Retardation. Philadelphia, PA.
- Nicoll-Senft, J. & Foshay, J. D. (October, 2003). Assistive technology in inclusive settings. SPED NET and the New Canaan Public Schools.
- Pancsofar, E. (November, 2003). Building a community of discourse about teaching and learning. Panel presenter at the New England Faculty Development Conference. Westford, MA.
- Pancsofar, E. (2004). Person-centered planning and job coaching skills. Annual conference on employment supports. Farmington, CT.
- Pancsofar, E. (March, 2004). Person-centered planning. Workshop presenter for the Institute on Disabilities. Hampton Beach, NH.
- Riem, K.J., Hills, G.H., & Warner, C. (February 2003). The pond study project: Teaming up with L.I.F.E. (Leadership and inquiry through field experience) at an urban professional development school. Paper presented at the annual meeting of ATE. Jacksonville, FL.
- Riem, K.J., & Foster, P.N. (March, 2004). Multi-grade technology education experiences. Paper presented at the annual meeting of ITEA. Albuquerque, NM.
- Riem, K.J., & Pesino, P.A. (April, 2004). Paper to web: Transforming a teacher education course. Paper presented at the annual CSU Academic Computing Conference, New Britain, CT.
- Riem, K.J., Pesino, S.A. (July, 2004). Learning and teaching by example: WebCT enhances a teacher education course. Paper accepted for presentation at the annual WebCT conference. Orlando, FL.
- Rigazio-Digilio, A. (August, 2003). Presented at the Hartford Leadership Continuum for the Wallace Foundation. Eugene, OR.
- Rigazio-Digilio, A. and Malley, J. (October 2003). Creating a positive school climate. Farmington Valley School Superintendents' Association.
- Rigazio-Digilio, A. (November, 2003). Building district capacity through the urban leadership academy. CABE/CAPSS Annual Conference.
- Rigazio-Digilio, A. and Malley, J. (February, 2004). School improvement planning. For the Connecticut State Department of Education. Radisson Conference Center, Cromwell, CT.
- Rigazio-Digilio, A. (March, 2004). Building effective teams. Farmington Public Schools. Farmington, CT.
- Rigazio-Digilio, A. (March, 2004). Using action research to enhance student achievement. Rocky Hill Public Schools. Rocky Hill, CT.
- Rigazio-Digilio, A. and Malley, J. (March, 2004). School improvement planning. For the Connecticut State Department of Education. Radisson Conference Center, Cromwell, CT.
- Rigazio-Digilio, A. (Spring, 2004). Positive school climate and student achievement. Presented in four RESCs as a member of the CCSU faculty presenting workshop. CT State Department of Education.
- Rigazio-Digilio, A. (May, 2004). Roles and responsibilities of instructional research teachers. Ansonia Public Schools. Ansonia, CT.

- Rose, M. & Cohen, R. S. (April/May, 2004). Internal Family Systems Therapy 120-hour Certificate Program. Co-trainers for 3-day (20 hour) training module in Internal Family Systems Therapy. Central Connecticut State University Continuing Education Program.
- Rose, M. & Cohen, R. S. (February, 2004). Internal Family Systems Therapy 120-hour Certificate Program. Co-trainers for 3-day (20 hour) training module in Internal Family Systems Therapy. Central Connecticut State University Continuing Education Program.
- Rosenberg, J., Malley, J. & Tait, C., (April, 2003) Clinical Supervision Training Workshop. Connecticut Association of Counselor Education and Supervision (CACES).
- Rosenberg, J., Barile, L., & Young, C., (April, 2003) Central Access and Student Development (CASD): A Supported Education Program. Connecticut Counselor Association.
- Rosenberg, J., Malley, J. & Tait, C. (March, 2004). Methods and Techniques of Clinical Supervision. Connecticut Association of Counselor Educators and Supervisors.
- Rosenberg, J., Malley, J., & Tait, C., (March, 2004) Counselor Development. Connecticut Association of Counselor Educators and Supervisors.
- Rosenberg, J., Barile, L., and Young, C. (April, 2004). CASD: A recovery oriented educational program. Connecticut Counseling Association. Rocky Hill, CT.
- Schwartz, R.C. & Cohen, R. S. (December, 2003). Internal Family Systems Therapy 120-hour Certificate Program. Co-trainers for 3-day (20 hour) training module in Internal Family Systems Therapy. Central Connecticut State University Continuing Education Program.
- Schwartz, R.C. & Cohen, R. S. (October, 2003). Internal Family Systems Therapy 120-hour Certificate Program. Co-trainers for 3-day (20 hour) training module in Internal Family Systems Therapy. Central Connecticut State University Continuing Education Program.
- Schwartz, R.C. & Cohen, R. S. (July, 2003). Internal Family Systems Therapy 120-hour Certificate Program. Co-trainers for 3-day (20 hour) training module in Internal Family Systems Therapy. Central Connecticut State University Continuing Education Program.
- Seider, S. & Lemma, P. (April, 2003). Do all students gain? How action research within teacher education programs contributes to student achievement and the professional efficacy and inquiry mindsets of teachers. National peer-reviewed paper presentation, American Education Research Association (AERA), Chicago, IL.
- Seider, S. (April, 2003). Teacher knowledge and the shaping of practice. American Education Research Association (AERA), Chicago, IL.
- Seider, S. (May, 2003). Pre and post inventories on teacher candidates' confidence levels for what they know and are able to do on educational assessment. Poster presentation, CCSU Teaching Excellence Forum Symposium.
- Seider, S. & Lemma, P. (Fall, 2003 and Spring, 2004). Professional Development Workshops for New and Tenured Faculty (CCSU) on Cooperative Learning Strategies, Assessment Techniques, Developing and Revising Syllabi, Developing

- Portfolios for Renewal, Developing Rubrics for Assessment. Teaching Excellence Forum for Faculty Leadership and Development.
- Seider, S. (January, 2004). Conducting case study research in professional development schools: Opportunities and challenges for increasing student achievement. Presentation for NEA Professional Development Schools Research and Development Network Symposium. Washington, D. C.
- Sogunro, O.A. (June, 2004). No adult left behind: Implications of enhancing andragogical practices in adult education. Paper accepted for presentation at the 11<sup>th</sup> International Literacy and Education Research Network Conference on Learning at the Cojimar Pedagogical Center. Havana, Cuba.
- Sogunro, O.A. (January, 2004). Walling against multiculturalism: The influence of parents and teachers. Paper presented at the 2004 Hawaii International Conference on Arts and Humanities. Waikiki, Hawaii.
- Tait, C. (March, 2003). Taking bullying seriously. Hartford Community Solutions Training and Resource Center. Hartford, CT.
- Tait, C. (April, 2003). Clinical supervision training workshop. Connecticut Association of Counselor Education and Supervision (CACES). CCSU.
- Tait, C. (May, 2003). Counseling At-Risk Middle School Students. Destination Graduation Symposium. Albany, NY.
- Tower, K. (October, 2003). Goal orientation, motivational climate, and beliefs about the causes of success among athletes. Poster session presented at the 10<sup>th</sup> Measurement and Evaluation Symposium: Measurement Issues and Challenges in Aging Research. Urbana-Champaign, IL.
- Tower, K. (March, 2004). Sport achievement orientation and beliefs about the causes of success among youth sport participants. Presented at the Eastern District Association (EDA) of American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) Convention. Burlington, VT.
- Tower, K., & Hoffman, J. (April, 2004). Examining motivational climates perceived and created by physical educators. Confirmed presentation at 8<sup>th</sup> CSU Faculty Research Conference. New Haven, CT.
- Turner, J. P. & Foshay, J. D. (2003, January). Tech mania for middle school students. Paper presented at the annual meeting of the Technology and Media Division of the Council for Exceptional Children. Washington, D. C.
- Walker, J. (November, 2003). Teacher perception on conducting action research. Paper presented at the Teachers Education Division (TED) of the Council for Exceptional Children, Biloxi, MS.
- Whitford, E., Pease, S.E., & Demos, E. (November, 2004; accepted for presentation). New connections for academic and student affairs. Association of American Colleges and Universities Network for Academic Renewal Educating Intentional Learners. Philadelphia, PA.
- Whitford, E., Abed, F., Hoffman, N., Foshay, J., & Stuart, W. (June, 2004; proposal submitted). PT3 in Connecticut: Technology in teacher preparation and performance assessment. Presented at the National Educational Computing Conference. New Orleans, LA.
- Whitford, E., Pease, S.E., Kremens, Z.B., & Root, P. (April, 2004). Pedagogies of

- engagement: New designs for learning in and across the disciplines. Presented at the Association of American Colleges and Universities Network for Academic Renewal Conference. Chicago, IL.
- Whitford, E. (January, 2003). The new deanship: Transformational leadership in a public comprehensive university. Presented at the 55<sup>th</sup> Annual Meeting of the American Association of Colleges for Teacher Education. New Orleans, LA.
- Young, C. & Wall, S. (March, 2004). Supported Education. International Association of Psychosocial Rehabilitation Services. Bloomfield, CT.
- Young, C. & Denton, L. (March, 2004). Mental Health Discussions: Educational supports for people with psychiatric disabilities. West Hartford Community Television. West Hartford, CT.
- Young, C. et al (March, 2004). Panel Presentation: What career counselors need to know when working with students with disabilities. Connecticut Career Counseling and Development Association, a division of the Connecticut Counseling Association. Manchester, CT.

### **Grants Procured**

- Abadiano, H. (2003-2004). An investigation of K-3 curriculum, instruction, assessment and their impact on the development of habits of literacy among children of diverse cultural and linguistic backgrounds. AAUP Research Grant. \$1,750.
- Ayalon, A. (2004). Exploring the Conditions for the Success of Mentors in a School for Minority and Poor Students. AAUP University Research Grant. \$3,955.
- Casella, R. (2003-2004). School security: A qualitative study assessing the use of security equipment in schools. AAUP University Research Grant. \$4,500.
- Cohen, R. S., & Abed, F. (2003 – 2004). Implementation of Computerized CD-ROM Simulations in Teaching Family Therapy Skills: A Case Study Approach to Preparing Graduate Students for Clinical Practice. CCSU Summer Curriculum Grant.
- Cohen, R. S. Development and Publication of the Journal of Self Leadership Monograph – Volume 2. 2003-2004 AAUP/BOT University Research Grant.
- Faryniarz, J. (2003-2004). The French connection: An international perspective on innovative teaching and learning in computer technology. AAUP University Research Grant. \$3, 640.
- Foshay, J.D. (2003). Developing the special education department's assessment system for the new cross endorsement program. CSU Summer Curriculum Grant. Written with Dr. Mae Williams and Dr. Joanne Walker. \$3,393.
- Foshay, J.D. (2003). Attending the infancy and early childhood training course on assessment, diagnosis, and intervention for the developmental and autism spectrum disorders. CSU Faculty Development Grant. \$740.
- Foshay, J.D. (2003). The consideration of assistive technology across content areas. PT3 mini-grant. Written with Michael Krikonis. \$3,187.
- Foshay, J.D. (2004). Integrated assessment data archiving system. CSU System Information Technology Grant. Written with Dr. Ellen Whitford and Michael Krikonis. \$40, 858.

- Hoffman, N. (2003-2004). Designing a CCSU cohort group MAT program to facilitate career change to teaching in shortage areas. Summer Curriculum Grant. \$5,400.
- Lisi, P. (2003-2004). An investigation of school reculturation: Enhancing learning through teacher evaluation and professional development in Iceland. AAUP Research Grant. \$4,775.
- Mulcahy, D. (2003-2004). Towards a feminist theory of curriculum. AAUP University Research Grant. \$4,000.
- Newton, R. (2003-2004). Children: More than a test score-A conference for reading educators. Part-Time Faculty Development Grant. \$1,700.
- Nicoll-Senft, J. (2003). Incorporating technology in special education assessment. PT3 Student Teaching/Field Experience Initiatives Project.
- Nicoll-Senft, J. (2003). Using differentiated instruction in the higher education classroom. Scholarship of Teaching and Learning Project.
- Riem, K.J. (1998-2003). Federal five year funding for technology professional development through participation in virtual Professional Development School Network. Site Coordinator. With CCSU/Naylor Professional Development School, Hartford, CT. Technology Innovation Challenge Grant. \$155,000.
- Riem, K.J. (2003). EDSC 375: Redesigning a K-12 teacher education general methods course. CCSU Summer Curriculum Grant. \$2,854.
- Riem, K.J. (2001-present). Site Coordinator/Mini-grant facilitator-Preparing tomorrow's teachers to use technology through collaborative projects with PreK-8 teachers and children at CCSU/Naylor Professional Development School. PT3. \$30,000.
- Riem, K.J. (2002-2003). Co-author and co-site facilitator. Federal three year funding with professional development/student learning focus in urban PDS. With CCSU/Naylor Professional Development School, Hartford, CT. \$53,877.
- Riem, K.J. (2003-2004). Reassigned time. Analyzing the impact of participation in an urban professional development school.
- Riem, K.J. (2004). Transforming a teacher education course with WebCT tools. CCSU Summer Curriculum Grant. \$4,025 requested.
- Riem, K.J. (2004). Preparing tomorrow's teachers to use technology through TC technology station for use with N-12/Secondary Education candidates enrolled in a learning theories course. PT3. \$3,500 requested.
- Rigazio-Digilio, A. (2003-2004). Co-author/Co-director. Implementation of an administrator aspirant program at EASTCONN. Teacher Enhancement Grant. \$23,000.
- Rigazio-Digilio, A. (2003-2004). Co-director. Implementation of strategies to close the achievement gap. CREC sponsored for Urban Leadership Academy.
- Rosenberg, J., & Barile, L. (2003). Central Access and Student Development: A Supported Education Program. Department of Mental Health and Addictions (DHMAS). \$75,000 the fourth year renewal.
- Seider, S. (2003-2004). Effects of professional development schools (PDSs) on student achievement and teacher quality. National Education Association-Phase 2. \$25,000.
- Walker, J. (2003-2004). Development of special education lesson packets for the unit mid-point assessment task. Summer Curriculum Grant. \$1,200.
- Wiener, D. (2003-2004). Effective learning of action and verbal psychotherapy

interventions in groups. AAUP University Research Grant. \$4,973.  
Whitford, E. (2001-2004). Project Director. Bridging the gap: Consortial strategies for the integration of technology into teacher education and performance assessment. U.S. Department of Education PT3 Grant, Preparing Tomorrow's Teachers to Use Technology. \$1,112,102 for three years.

### Miscellaneous

#### *Linda Barile*

- Currently collecting research for a design on factors that inhibit success on the NCLEX.

#### *Jan Bishop*

- Vice President of Recreation for Connecticut Association for Health, physical Education, Recreation and Dance, 2003-2004.
- Served on the EDA Honor Award Committee for the Eastern District of AAHPERD, 2004.
- Completed training workshop on heart monitors and pedometers. February, 2004, University of Rhode Island.

#### *Catherine Fellows*

- Consultant, CAHPERD, 2003-2004.
- Consultant, *President's Sculpture Committee* CCSU, January 2004.
- Artistic director, choreographer, performer, "*Spirit in Motion*" Torp Theater, Central Connecticut State University, April 2004.
- Performer, Assistant Rehearsal Director Albano Ballet, Hartford, CT.

#### *Jane Fried*

- Wrote several ethics columns in the newsletter of the American College Personnel Association
- Contributed to the document *Learning Reconsidered*, which argues for the integrated use of higher education resources and preparation for the whole student
- Sponsored a colloquium on African-American student development and the theory of Nguzo Saba. Dr. Vanessa Johnson of Northeastern University was the main speaker and there were a variety of respondents.
- Received award for contributions and personal development of women in the student affairs profession from the Standing Committee for Women of the American College Personnel Association.

#### *John Foshay*

- Videotape: Foshay, J. D. (Co-producer/camera operator/editor/director) & Albert, J. (Co-producer). CCSU and New Britain High School's Start on Success Transition Program. (Available from Barnard Hall 222, New Britain, CT 06050)
- Videotape: Foshay, J. D. (Co-producer/camera operator/editor/director), Nicoll-Senft, J. (Co-producer/talent), & Abadiano, C. (camera operator/technician). Administering the GORT. (Available from Barnard Hall 222, New Britain, CT 06050)

- Software: Foshay, J. D. (2003). The Rubric Scorer. (Version 1.0) [Computer software]. New Britain, CT: 141 Jones Drive Productions.
- Software: Foshay, J. D. (2003). IEP Distributor (Version 1.0) [Computer software]. New Britain, CT: 141 Jones Drive Productions.

*Mary Pat Hagar*

- Fall University Undergraduate Open House: Presented 3 hour-long workshops for students interested in teacher education programs. Approximately 700 students and parents attended
- Spring University Undergraduate Open House: Presented 2 forty-five minute workshops for students interested in teacher education programs. Approximately 150 students and parents attended.
- High Achiever Program/Breakfast of Champions: Participated in 6, 2-hour breakfast information sessions designed to recruit high achieving high school seniors to CCSU. This involved several Saturday sessions and included 5-12 prospective students for the School during each session.
- Amity High School Careers in Education Day: Represented CCSU on a panel discussing public school teaching and facilitated small group discussions for students in the Future Teacher Club.
- Hosted Young Educator Society groups from within LEARN districts: 55 middle and high school students, mostly from under-represented groups, from New London High School, Norwich Integrated Day School, and Stonington High School.
- Out-reach activities for community college transfer students: Provided group information sessions for students interested in transferring to CCSU and pursuing a teaching degree. Community college faculty and counselors at Tunxis Community College and Capitol Community College attended the sessions as well.
- Presented transfer workshop to community college academic counselors

*Monica J. Hanson*

- Hanson, M. J., (2004) *Characteristics of Health Behavior in Adolescent Women Reporting and not Reporting Intimate Partner Violence: A secondary analysis Nursing Study*. Unpublished Doctoral Dissertation, Boston College, Chestnut Hill, MA.

*Jeffery D. Hoffman*

- Led workshop: "Setting exercise goals for success aging." Presented at the monthly "Coffee Talk" meeting at the Newington Senior and Disabled Center, Newington, CT.
- Created a walking program, "Walking Back to Campus: Bridging the Intergeneration Gap," to bring older community members together with CCSU students for a weekly, one-hour program of walking, stretching, and socializing.

*Cathy Kurkjian*

- Invited to serve as Department Editor of the Children's Book Department of *The Reading Teacher*, The International Reading Association's premier journal for elementary level literacy educators. She writes columns (2003-2005), and reviews and promotes the latest and best quality children's literature to the approximately 56,000 subscribers of this journal.
- Serves as Editor of the *New England Reading Association Journal*, the publication of the oldest literacy organization in the United States. She mentors authors in the publications of their manuscripts and disseminates articles on research-based practice to literacy educators in New England.

*Margaret Levvis*

- Dr. Levvis is engaged in course work leading to an Advance Practice Registered Nurse certification in Neonatal nursing.
- Currently, Dr. Levvis is writing CCNE Progress Report to maintain accreditation of our program.

*Judith Bourell Miller*

- Completed term as President of the Connecticut Association for Health, physical Education, Recreation and Dance
- Served as Confederate Coordinator for the CAHPERD Annual Fall Conference, November 20-21, 2003.
- Worked with Victoria Morley on PT3/Goal 2.2 Project: Utilization of pedometers to enhance physical education instruction during the student teaching experience. Spring, 2004.

*Victoria Morley*

- Led *PT-3 Student Teaching/Field Experiences Initiatives* project, "Utilization of pedometers to enhance physical education instruction during the student teaching experience." Spring, 2004.

*Joan Nicoll-Senft*

- Research project: Assessing the impact of the P.J. case on parents of children with disabilities in Connecticut (in collaboration with the Connecticut State Department of Education and the Connecticut Parents Advocacy Center) 2003-present.
- PT3/ Goal 2.2 Research project: Future teachers implement the use of computerized scoring for special education assessment. Accepted Spring 2004.

*Ernest Pancsofar*

- Expert witness for a Due Process Hearing for Groton Public Schools student.
- Education consultation for East Hartford Public Schools (with Dr. John Foshay) 2003-2004.
- Conference Planning Committee for Connecticut Consortium for the Enhancement of Learning and Teaching, 9<sup>th</sup> Annual Conference: "Teaching in

Higher Education-Difficult Times or New Challenges? Capital Community College, November 2003.

*Karen J. Riem*

- Coordinated and supervised 120+ CCSU teacher candidates per year from Elementary, Secondary, and K-12 Education programs as they participated in a wide variety of activities.
- Wrote and coordinated grants and mini-projects at every level at CCSU/Naylor Professional Development Schools.
- Wrote, coordinated, and presented papers and annual standards-based reports at CCSU/Naylor Professional Development School.
- Hosted accreditation teams and other guests as a showcase for PDS process/outcomes.
- Facilitated and/or participated in technology-related training at Naylor School and at CCSU campus.
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*Olusegun A. Sogunro*

- April, 2004-Coordinated a 'Networking Reception' on behalf of the Educational Leadership Department in honor of eight CCSU alumni who won state and national awards as best administrators for 2000-2004.

*Carol G. Williams*

- Fall, 2003 -Provided Leadership to the Department of Nursing faculty in formulating a Strategic Plan for the Department of Nursing which is consistent with the School of Education and Professional Studies and the University.
- Fall, 2003 - Edited articles for Public Health Nursing journal. Judged collaborative grants from faculty & students @ CCSU - as University Committee member. Judged competitive grants for funding from Sigma Theta Tau International, the honor society of nursing.
- Winter, 2004 - Judged abstracts submitted for the American Public Health Association, Public Health Nursing Section, Research Committee's New Investigator Session for the 2004 Annual Meeting in Washington, D.C.
- Winter, 2004- Judged abstracts submitted for Sigma Theta Tau International's July Conference.
- Spearheaded creation of a Pre-Nursing category at CCSU to assist students awaiting entry to a community college program to study at CCSU completing pre-requisites and gaining credit toward residency, which can be used when completing their BSN at CCSU.

*Carol Young*

- October 2003: Earned Rehabilitation Counselor Certification (CRC)
- Successfully coordinated the on-site, grant funded program, *Central Access & Student Development*, for its fourth grant year. Provided intensive educational support services to over 160 students since the program's inception in December 2000.

## Departmental Reviews

### *Counseling & Family Therapy*

- **MFT Program Accreditation Annual Report**  
In October, 2002, the MFT Program was awarded re-accreditation through 2008 by the Commission on Accreditation for Marriage and Family Education of the American Association for Marriage and Family Therapy. Each year, the program is required to file a detailed annual report. The 2003 Annual report was submitted in January, 2004.
- **Professional Training Program in Internal Family Systems Therapy**  
The fourth cycle of the Basic and Advanced training programs in Internal Family Systems (IFS) Therapy with the model's founder, Richard C. Schwartz, Ph.D. were completed in December, 2004. The Fifth training cycle of the Basic IFS program, with 31 professional attendees, began in February, 2004. Each training cycle runs for six 3-day weekends over an 18-month period, for a total of 120 hours. The program is coordinated by Dr. Ralph Cohen, who also is a co-facilitator in the trainings.
- **Collaborative Clinical Program Planned with Family Services of Central Connecticut, Inc.**  
A collaborative arrangement to provide clinical training facilities to CCSU Marriage and Family Therapy Master's students is being planned with Family Services of Central Connecticut (FSCC) in New Britain. The MFT Program Coordinator, Dr. Ralph Cohen, co-authored a letter of agreement with the Executive Director of FSCC, which was approved by the FSCC Board of Directors and is currently under review by the CCSU and CSU administrations. In this arrangement, all MFT Practicum and Internship students would be assigned clinical cases at FSCC under direct supervision of CCSU MFT program faculty supervisors.
- **MFT Field Placements**  
Twenty-five (25) practicum (2<sup>nd</sup>-year) and nineteen (19) Internship (3<sup>rd</sup>-year) MFT Master's students were placed in forty (40) different community placements during the 2003-2004 academic year. Each Practicum student provides 450 hours of service and each Intern provides 1,000 hours of service at community agencies, hospitals, schools, and clinics throughout the state of Connecticut.

### *Nursing*

- **Recruiting**  
Department of Nursing faculty members have been actively engaged in recruiting students to our program over this past year.
- **Developed Pre-Nursing category at CCSU**  
Creation of a Pre-Nursing category at CCSU to assist students awaiting entry to a community college program to study at CCSU completing pre-requisites and gaining credit toward residency which can be used when completing their BSN at CCSU. This is viewed as putting together an affordable, seamless education in nursing so that talented students are retained in nursing and to speed their completion process. This is especially helpful in view of the nursing shortage.
- **Faculty Development**

- Dr. Hanson successfully defended her dissertation on April 26.
- Dr. Hanson has engaged in the full faculty role while in a temporary faculty position this past year. She has recruited for new students and provided advisement.
- Dec. 2003 Dr. Levvis completed course work in nursing at UCONN.
- January, 2004 Dr. Levvis successfully completed NCLEX and became a Registered Nurse.
- Currently Dr. Levvis is engaged in course work leading to an Advance Practice Registered Nurse certification in Neonatal nursing.

### ***Special Education***

- **Post-Baccalaureate Certification**

The post-baccalaureate certification program in Special Education was reinstated and applicants began applying to the 52-credit program, nine credits of which can be later applied toward a master's degree in special education.

- **Planned Program Process**

The faculty fine-tuned the process for students to complete a planned program of study for currently certified teachers who are either not seeking a cross endorsement in special education (Strand A) or who are pursuing a planned program with coursework that can be used to apply to the CT State Department of Education for a cross endorsement in special education (Strand B).

- **Refined Process for Action Research Design**

The department is refining the process through which master's degree candidates complete a course to design an action research that is later reviewed by faculty members as the capstone project of all the master's degree programs. In addition the a rubric scoring system for reviewing the action research project, a rubric has been developed and is being field tested for assisting students in completing at least one research paper with a review of the literature prior to taking the action research course.

- **Field Experience Rubric Development**

Faculty within the department has developed rubrics for the culmination field experiences for Strand B of the master's degree program for students seeking a cross endorsement in special education. Currently, they are being field tested by the first group of students who are completing their practicum work.

- **Creation of Interactive Activities Book for Introductory Special Education Classes**

Finally, a group of three faculty members are collaborating in the development of an activities book that contains interacted in-class activities for students in the introductory courses in special education. It is expected that a group of 50+ activities will be included in a teacher's guide that will be used by adjunct instructors and faculty members as they assist teacher candidates to mirror interactive activities that they can also use in their future classrooms.

## Enhancing Student Success

As Associate Counselor for undergraduates in the School of Education and Professional Studies, Mary pat Hagar has worked to enhance student success in the following ways:

### 2003-2004 Incoming Student Advising

- **First-Year Student Summer Academic Advising Days**
  - 350 students pursuing programs in the SEPS attended these days. This represents approximately 30% of the 2003-2004 freshman class. The SEPS portion of each day included an hour long group session including an explanation of University academic requirements and the general education program, specific SEPS curriculum requirements, and a review of student's course schedules. An additional hour was dedicated to an explanation of Professional Program requirements and procedures using SEPS Student Advising Guide.
- **First-Year Student Academic Orientation**
  - 17 incoming freshmen for Spring 2004.
- **Transfer Students**
  - 171 transfer students pursuing programs in the SEPS attended individual or small group advising sessions from mid-March until the beginning of the Fall 2003 semester. Additionally, 58 transfer students were advised during December/January for Spring.

### Continuing Student Advising

- Continued classroom visits in EDTE 210 classrooms to do pre-professional advising for students in early childhood and elementary education. This involved about 250 students and is supplemental to academic advising provided by Arts and Science advisors.
- For the first time, undergraduate students admitted to secondary and all-level professional programs were assigned advisors in the Department of Teacher Education. This now aligns advising with what the early childhood and elementary students receive.
- Redesigned multiple web pages within the School to better present information to our students. This is an on-going project in collaboration with the School's technical facilitator. Most relative departments in Arts and Sciences and Technology are either currently linking to our pages or have agreed to do so as they redesign their own sites. This should greatly enhance the quality and accuracy of advising information available to students.
- Hosted group advising for students newly admitted to the early childhood and elementary professional programs. This was supplemental to individual academic advising and served to ensure a thorough understanding of the academic expectations, course sequencing, and field experiences of the programs.

## **Student Scholarships and Grants**

9 undergraduate students from the School were, upon recommendation from the Dean's Office, awarded Minority Teacher Incentive Grants in the amount of \$5,000 from the Connecticut Department of Higher Education.

Naveen Chadha	Niralee Patel
Jessica David	Tanya Richardo
Tylon Davis	Carissa Rutland
Eva Fruhwald	Christina Ward
Maria Jimenez	

## **CCSU FOUNDATION SCHOLARSHIP RECIPIENTS**

Pauline M. Alt Teacher Education Scholarship	Kylee Atkinson
Justus Beach Scholarship	Kylee Atkinson
Ester and Mildred L. Clarke Scholarship	Sarah J. Czarnecki Brown
Class of 1940 Scholarship	Amanda Crispino Brian Goodrow
Class of 1953 Scholarship	Sarah Gootnick
Class of 1954 Scholarship	Jennifer O'Brien Jonathan R. Harder
M. DeLott Garber Scholarship	Brian A. Brandt
Ann C. Denault Scholarship	Laura Lynn Johnson
Lester Levine Scholarship Fund	Brian A. Brandt
Florence Widger Lohse Scholarship Slowkowski	Sarah B. Brennan
James & Mary Hayes Lord Scholarship	Gregory Morrone
William McInerney/Class of 1938 Scholarship	Dean Arbogash
Francis J. Rio Scholarship	Dean Arbogash
Ruth Schlichting Kossyta Scholarship	Patrick J. Poblocki Christopher L. Stokstad
John Zubretsky Scholarship	Brian Goodrow

### **Professional Development School Activities**

Individual schools have continued and expanded their activities in the areas of technology, the provision of field experiences, and professional development.

The CCSU Professional Development School Network currently consists of 6 schools in four surrounding school districts. These include Hartford's Naylor K-8 school; Holmes Elementary School, Pulaski and Slade Middle Schools in New Britain; Silver Lane Elementary School in East Hartford; and West District Elementary School in Farmington. A formal contract will soon be signed to include Dwight Elementary School in Hartford.

### Coordinating Committee Meetings

During the 2003-04 school year, the Coordinating Committee comprised of members of the network (some university and school facilitators, principals, Director of Office of Field Experience, member of the CCSU faculty and the Associate Dean of SEPS}, met twice to discuss the current and future business of the network. Committee members shared data on current initiatives/projects as well as the placements of teacher candidates from preparation programs at various levels. Discussion and support for Hartford's Dwight School's impending network membership also took place.

### Network Meetings

Network meetings are typically held twice each year at specific school partner sites to give all network participants opportunities to showcase their partnership work as well as both formally and informally share and discuss the work that is occurring at all our PDS sites. Two network meetings with dinner were held this year, one at Holmes Elementary School in November and the other at Silver Lane Elementary School in April. Both school and university faculty and administrators attended these meetings.

Holmes principal and staff presented a history of the partnership followed by their art and writing connection work and their PT3 connections to the art and writing, summer teacher's workshop, and before and after school program implementations.

Silver Lane principal and staff presented a videotape of their school's work and explained how various technology applications were currently being implemented in their classrooms. West District principal and facilitator also presented a power point on the work they were doing related to literacy/technology applications. A particularly large turnout of CCSU teacher candidates attended the Silver Lane meeting.

### Highlights of work in network schools:

- **Naylor** had 120+ CCSU teacher candidates per year from Elementary, Secondary and K-12 Education programs as they participated in a wide variety of activities, including community service projects, classroom field experiences, grade 7-8 mentoring, special education and reading assignments, post-bac. internships, student teaching, multi-grade inquiry projects, curriculum design, leadership/service projects, tutoring and homework club, construction, poetry, art

and science projects, literary journal publication, campus field trip projects, and action research. There were grant funded mini-projects at every grade level (n-8). Topics include literacy/writing development at several levels, creating video & power point student/teacher/teacher candidate presentations, publication project: literary journal, electronic student portfolios. Other activities included hosting accreditation teams and other guests as a showcase for PDS process/outcomes; facilitating and participating in technology-related training at Naylor School and at CCSU campus; Technology Education projects (with Dr. Patrick Foster) involving problem-solving and construction, aerodynamics, and inventions for children teachers, teacher candidates. Dr. Riem also made a number of national presentations related to PDS work

- **West District** grappled with the challenge for continuous follow through and practice for teachers who are trained to use technology. West District's teacher candidates were involved in mentoring breakfasts and various reading projects as well as planning cyber lessons in collaboration with classroom teachers. Highlights of work include: 1) students and faculty and university facilitator Dr. Kurkjian presented at the CSU Computing Conference on a collaborative literacy/technology project; 2) University Facilitator, School Principal and Reading Language Arts Consultant presented their work on integrating technology into the curriculum to the Farmington Public School Board of Educations; 3) a presentation was made on using technology to facilitate student learning outcomes at network session at Silver Lane Elementary School; 4) CCSU fieldwork students worked with children in the Choice Program in the Literacy Breakfast Club that met weekly before school; 5) Technology/literacy projects were developed and shared at school assemblie; 6) .CCSU fieldwork students and cooperating teachers collaboratively developed and piloted cyberlessons that were aligned with the West District\_s Reading and Language Arts Curriculum; 7) WD was awarded a school wide PT3 grant incorporating technology to support writing instruction and student learning outcomes, fall 2004; 8) a professional videograph on the nature of the collaborative school/university work of Professional Development Schools was created to be used for dissemination, and training purposes.
- **Slade M.S** hired new principal, Jim Colon. Slade's list of accomplishments includes: 1) the purchase of materials for "James and the Giant Peach Project" (JATGP); 2) the creation of multimedia presentations with teachers and students on JATGP; 3) teaching students with disabilities to conduct Internet research; 4) CCSU students conducting assessment of schools never-utilized 10 year Bogen telecommunications broadcast system; 4) Data were collected to assess transmission and reception of broadcast signal in every classroom in the school; 5) Three PT3 mini-grants were written with one funded; 6) receipt of PT3 mini-grant for pedometers and physical fitness; 7) Digital video editing studio set up including computer tables and chairs purchased with PT3 monies and computers donated from CCSU; 8) Computers from school in Litchfield county were

donated to Slade and picked up by Dr. Foshay in his pick-up truck; 9) School media specialist and Dr. Foshay attended video training by Fox61 in Hartford

- **Holmes** held a back to school reading night in which teacher candidates from EDTE 315 who attended learned about some of the realities of making family contacts; Several summer to summer post baccalaureate students conducted action research projects including one on college awareness in which three fifth grade classes visited CCSU for several hours and observed in college classrooms.
- **Pulaski M.S.** welcomed M. Williams as facilitator who quickly immersed herself in the school climate. Dr. Williams facilitated: 1) the opening of an account at New England Assistive Technology, Hartford, CT; 2) the staff development day for CCSU instructor to teach sign language; 3) the writing of two grants, one of which was funded for \$2500; 4) the writing of a grant for submission to Michael Jordon foundation on June 15, 2004; 5) the writing of a grant to Starr Foundation (awaiting response); 6) connecting music teachers with C. Menoche, of CCSU Music department; 7) the writing of a PT3 mini-grant with J. Foshay; 8) the request and receipt of fourteen used computers from CCSU information technology department.; 9) utilizing existing PT3 grant funds to purchase midi keyboards and accompanying software. Lab should be operational in Fall 2004; 10) the signing up for CORE training for nine specials teachers; 11) the placements of secondary student internships for Reading and Language Arts Department and secondary methods courses; and 12) teacher attendance at Fox 61 kids in the news video training.
- **Silver Lane** had many classrooms equipped with new technology and had several associated projects. Fourth and fifth grade teachers collaborated with university facilitator Erin McGurk to conduct research on issues related to technology in the classroom Teachers used PT3 funds to develop integrated curriculum units BEST Support Teacher Training was conducted in February/March, resulting in 23 new cooperating teachers/mentors for the district. They also hosted the network session highlighting the use of technology at Silver Lane and West District.

Dr. Karen Riem will assume the PDS Network Coordinator responsibilities for the next school year.

### **SEPS Governance Council**

The SEPS Governance Council (GC) met six times during the academic year: three meetings during each academic semester. The minutes from each meeting are found on the SEPS web site. Aside from normal agenda items, events of significance are highlighted below:

- SEPS-GC president served as a member of the search committee for provost and academic vice president.

- SEPS-GC Curriculum Council met on a monthly basis in conjunction with the education subcommittee of the university curriculum committee to review course and program additions, deletions and modifications. The specific role of this Council is to ensure that changes reflect NCATE and State certification requirements.
- The Appeals Subcommittee met to hear one student's appeal and forwarded its recommendation to the Associate Vice President for Academic Affairs.
- Approved the School's strategic plan and provided input to Dean Whitford regarding the university's strategic plan.
- Received initial draft of the Professional Program for Teacher Certification Appeals Policies for input to Assistant Dean Pautz.
- As a regular agenda item, discussed ways in which faculty members can integrate current world impacting events within our coursework.

### **Additional SEPS News**

- CCSU was featured in a nation-wide newspaper article discussing the importance of getting children interested in college from a young age. The text of the article follows:

Selling Kids on College as Early as Possible

By Greg Toppo, USA TODAY

HARTFORD, Conn. - Jean Figueroa, a wispy-haired second-grader, wants to be "a crime-fighting lawyer" when she grows up. "It helps a lot of people not to get hurt and stuff like that," she says.

Jean is 7, and a bit sketchy on the details, but she knows where she's going to college:

**Central Connecticut State University, or CCSU.**

Asked if she knows which nearby college people consider the best in the country, she says, "I would take a guess - I would say CCSU."

Did she mention that she and her classmates at Dwight Elementary just got back from a field trip ... to CCSU?

Call it savvy marketing or good old-fashioned empowerment. Adults in Hartford are coaxing even the youngest students into thinking about college with events like last Thursday's Early College Awareness Blitz, in which college representatives visited all 36 public schools in Hartford to plant early seeds.

Experts say "early college awareness" programs are vital to giving low-income and minority students a needed boost to succeed in school and continue their education.

"Students who don't have role models, who don't have members of their families who've gone to college - we have to create pathways for them," says Rick Dalton, president of the Foundation for Excellent Schools, a Vermont non-profit group that matches colleges and non-profits with public schools in low-income areas.

The foundation, which has helped several New England colleges "adopt" gritty urban and rural public schools over the past decade, began working with Dwight and three other Hartford schools last year. It expands to 10 schools this summer.

According to recent statistics, far fewer poor students than wealthy ones go to college. In fact, a 2000 federal study found that the highest-achieving poor students were no more likely to go to college than the lowest-achieving wealthy students.

Hartford Mayor Eddie Perez, a former gang member and the city's first Puerto Rican mayor, convened a special commission last January. It found that of the 790 Hartford students who graduated from high school last spring, only 160 are enrolled in four-year colleges this spring. "That was a disappointing number, but that's the number we've got to build from," he says.

Hartford is doing better than many other cities: Hartford's graduation rate has jumped more than 12 percentage points in two years, to about 66%, while most cities graduate only about half of their students.

Last week, representatives from 35 colleges descended on Hartford, trying to pump kids up.

Standing in front of a group of sophomores at the Sports & Medical Sciences Academy, a downtown magnet high school, Kelvin Roldan, a special assistant to Perez, says, "Do you know the steps you need to take to go to college?"

The kids mutter: "Yeah." One girl near the front of the group says, "Kind of." Roldan says, "Let us know and we'll help you."

At Dwight, teachers wear sweatshirts from their alma maters; small signs taped to walls read, "College is for You." Two third-grade boys walk past, one saying to the other, "I'm going to the University of Michigan."

"What we are trying to do is set aspirations young," says Nancy Hoffman of CCSU's School of Education, which will bring Dwight parents on campus in the fall. This spring, Hoffman started with students as young as kindergartners to give them a taste of campus life. At this age, she says, it's the little things that stay with kids.

For Jean Figueroa, it was the campus bookstore crammed with "school supplies" and the dining hall's pressed white tablecloths and silver serving dishes.

"We can't just do a college fair and expect the kids to take it on from there," says Perez, who has bargained for increased control of city schools, recently gaining the right to appoint five of nine school board members.

Hartford schools now require all students to take an SAT prep course and to pass Algebra I by freshman year. Struggling students get mentoring and tutoring, with the option to take failed courses online.

The city is building four elementary schools and will spend \$98 million to renovate Hartford Public High School.

But Perez still has a tough sell on college. At a rally at the Hartford High gym, he urges students to enroll in college after they graduate, even if they register for one class.

But the onlookers, who have just finished cheering on classmates with college offers, are restless. It's six minutes past dismissal time and the mayor is still talking.

As soon as Perez ends his speech, students crowd the gym doors.

Still sitting in the bleachers with a few friends, sophomore Sofia Medina says she wants to be a veterinarian but doesn't know what college she'll attend. Sofia, 15, says teachers have been urging her to think about college since elementary school.

"When they talk to you about it, you have something to think about," she says. "It straightens you out a little."

**Part II Planning for 2005 and Beyond**

The Strategic Plan for The School of Education and Professional Studies

Central Connecticut State University

SCHOOL OF EDUCATION and  
PROFESSIONAL STUDIES

STRATEGIC PLAN  
2003-2008

JANUARY 2004

## **Section I: Mission and Context**

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

### **The Mission of the School of Education and Professional Studies**

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

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

### **Context and Rationale**

Profound changes have taken place in recent years, changes that require the School of Education and Professional Studies to rethink and realign its programmatic and structural priorities (See Appendix A). Specifically, state and federal legislative action in the form of No Child Left Behind, Title II and renewal of the Higher Education Act placed a heavy emphasis on the use of standardized tests and scientific-based research for evaluating the efficacy of schools and will have a significant impact on public education. Failing schools, that is, schools where students fail to make adequate yearly progress or fail to

meet testing goals can be reconstituted or taken over by the state or a for-profit group, and teachers who fail to pass state mandated exams (Praxis) will not receive certification. Concurrent with the pressure exerted by these legislative actions, the employment market in education will require more highly qualified and skilled professionals (teachers and administrators) to fill central and school-based administrative posts as well as teachers for regular and special need classrooms; consequently, alternative routes to certification and competition from out-of-state for-profit colleges and agencies is growing.

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

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

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

## **Section II: Current Priorities**

### Strategic Directions

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

1. Program Quality
  - a. Undergraduate Programs
  - b. Graduate Programs
  - c. Certification Programs
  - d. Centers and Labs
2. Student Performance and Success
3. Faculty Quality and Development
4. Partnerships with Constituent Communities
5. Organizational Effectiveness
  - a. Structure
  - b. Administrative Functions
  - c. Alumni Outreach and Development

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

## **Sections III & IV: Gap Analysis, Goals and Strategic Initiatives**

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

Based on these five goal areas and the environmental scan, strategic initiatives were identified through a prioritization process involving faculty, community members and administrators. These initiatives, representing both continuing priorities and new opportunities and directions, are presented below within each goal area.

## **Goal Area 1: Enhance Program Quality**

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

### **Strategies: Enhance Program Quality**

- d. Undergraduate Programs**
- e. Graduate Programs**
- f. Certification Programs**
- g. Centers and Labs**

- Maintain the school's full NCATE, Nursing, Athletic Training, and Marriage and Family accreditations
- Clarify and strengthen the role, purposes and activities of our centers and labs so they can better serve the educational needs of our students, faculty and community partners.
  - This includes: The Center for Innovation in Teaching and Technology, The Center for Multicultural Research and Education, The Literacy Center, The Biomechanics Laboratory and The Exercise Physiology Laboratory
- Assess the management of all clinical placements (field experiences, students teaching, etc) to ensure all departments and all students are being served efficiently and effectively to meet educational objectives

- Continue to improve and expand the use of web-based platforms and on-line options to enhance course delivery and provide a managed approach to the use and purchase of available technologies
- Develop performance outcome requirements in technology
- Strengthen and refine the Ed.D. program to establish and maintain high quality doctoral level research for all students
- Develop innovative options (structures and programs) to those currently available at CCSU that will allow qualified students to become certified teachers. These options must meet CCSU high standards of scholarship and skill development while attending to the needs of the growing number of second career adults looking for teaching certification. An uncompromising attention to quality will guide the development of these programs—programs that will help CCSU meet the marketplace demand for highly qualified teachers with uncompromising skill. Weekend and summer programs and targeted cohort models aimed at particular areas of teacher shortages are under consideration.
- Develop an MAT in all fields in which we currently provide teacher certification
- Develop new majors, programs and programmatic links to ensure students have the knowledge, skills and dispositions to succeed in their chosen fields.
  - Examples of possible new initiatives include:
    - 1) an Early Childhood Education Certification Program linked with Special Education Certification,
    - 2) a Special Education track that provides certified special education teachers with needed advanced training,
    - 3) a Department of Physical Education and Health Fitness track that would enable certification candidates in physical education to also become certified in health education,
    - 4) a new major in Physical Education and Health Fitness focusing on Health Promotion, 5) a Counseling and Family Therapy Department effort to broaden and refine its offerings to secure CACREP and CORE accreditations, and
    - 5) a Nursing initiative to create a MS program.
- Consider ways to strengthen programs through interdisciplinary connections
- Improve reading preparation throughout all teacher education programs and revisit subject major and general education requirements and make appropriate adjustments to ensure program quality.
- Strengthen program assessment systems and develop systems for areas that do not have assessment systems in place.
- Link courses and syllabi with the unit conceptual framework

## **Goal Area 2: Enhance Student Performance and Success**

**Rationale:** The overarching aim of the SEPS is to ensure our graduates attain the knowledge, skills, and dispositions to be highly qualified, caring, and competent professionals, exhibit leadership skills that lead to student success, and advocate for excellence and equity in education. This requires an attention to student

performance and engagement at all levels of the program. Our student-centered philosophy must go beyond the activities in the classroom to account for such important variables as the quality of advising, mentoring, and professional socialization and support. The SEPS is committed to preparing students to enter the workforce with the technological, analytic and leadership skills to be successful in today's professional environment. Developing effective relationships with students on campus is one thing, maintaining that relationship over their career is another. The SEPS will explore methods to create and energize our alumni base to help maintain our vitality and to help new graduates enter their profession in Connecticut.

### **Strategies: Student Performance and Success**

- Strengthen and refine recruitment, advisement and retention policies and practices.
- Monitor course availability, course offerings and professional activities, such as clubs and organizations that support student success and ensure timely graduation.
- Provide clear and accessible information to students on program requirements, policies, and procedures through multiple media, including the web page
- Emphasize the need for clear and correct advising
- Encourage support for student diversity
- Encourage students to learn and apply skills in technology
- Develop procedures to assess student dispositions

### **Goal Area 3: Support Faculty Development and Collaboration**

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

### **Strategies: Faculty Quality and Development**

- Recruit, mentor and retain the best faculty.
- Develop effective relationships and strategies within and outside the university to secure grants and contracts that support the work of faculty in service to the student and professional communities.
- Provide appropriate staff development for faculty who will teach and supervise dissertations in the Ed.D. program.
- Provide faculty development in assessment and technology
- Encourage faculty to pursue opportunities for research and scholarship

#### **Goal Area 4: Enhance Professional Partnerships with Constituent Communities**

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

#### **Strategies: Partnerships with Constituent Communities**

- Continue to work closely with community schools through our PDS network and the other agencies affiliated with the Nursing, Counseling and Family Therapy, and Physical Education and Health Fitness Studies programs
- Create a Center for Research and Professional Renewal that will work closely with public schools to help them meet state and federal student achievement and professional development needs. This center is envisioned to be a fee-generating entity providing needed support to schools along with the opportunity for CCSU faculty to provide leadership in the educational community through their scholarship

#### **Goal Area 5: Improve Organizational Functioning**

**Rationale:** The SEPS will continuously examine its goals, structures, and resources, including space and facilities, in order to be responsive to the needs of our students, faculty, the people of Connecticut, and other national and international constituents. We will work to develop a process of continuous

improvement that incorporates feedback from faculty, staff, graduates and other stakeholders to critique and revise policies and procedures that promote student learning and faculty collaboration. Fundraising, grant writing and management, and self-sustaining programs will be more important in the future, the structures and policies of the SEPS must be aligned to facilitate these funding possibilities to enhance the overall effectiveness of the School.

- Strategies: Organizational Effectiveness
- Refine and improve methods, procedures and technology for the gathering, entering, managing and analyzing data for the purposes of quality assurance, program improvement and mandated reporting requirements.
- Review and clarify the SEPS unit structures, policies, practices and relationships within the university and throughout the community, and adjust to support quality education.
- Review existing space resources and identify needs for facilities linked to program growth, changes, and innovations
- Encourage communication among programs and departments in SEPS
- Develop effective links to CCSU the SEPS alumni to support and enhance the school's reputation and program quality
- Explore ways to more efficiently coordinate international programs across the school and the university
- Assure that all NCATE policy recommendations are implemented by SEPS

## **Section V: University Changes**

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

### **A. Direct development support**

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

### **B. Direct financial control**

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

### **C. Seed Funding for Center for Research and Professional Renewal**

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

### **D. Grants Person/Office of Management**

Within the SEPS there should a .25 FTE professional staff member who will be able to help faculty identify and secure grants and contracts. This office requires a .5 clerical staff member to assist with the management of grants and contracts.

# **APPENDIX A**

## **Environmental Scanning and Working Assumptions**

## **Thoughts and Assumptions Regarding Strategic Planning for the School of Education and Professional Studies**

**Ellen Whitford**

Within the next five to ten years:

The School of Education and Professional Studies should work to achieve its mission and goals with the expectation of quality preparation for our graduates. Most of our graduates will live and work in Connecticut and will be expected to meet the workforce demands of Connecticut. As we transition in our mission to include doctoral study, we must maintain high standards for our programs, students, and faculty.

The teacher shortage will persist with significant retirements among the current teaching force.

There will be increased pressures for alternate routes to certification and Schools of Education will need to be responsive to this need while maintaining consistent quality in teacher preparation.

An emphasis on scientific-based research, scientific-based decision making, and scientific-based assessment data will be increasingly necessary. Teacher preparation programs will be expected to prepare teachers to make decisions based upon scientifically based research/evidence.

There will be scrutiny regarding the teaching of reading and mathematics. Teachers and administrators will be held accountable for safe schools and classroom management.

The nursing shortage will persist at all levels, including the Ph.D. in nursing for faculty in university programs for the preparation of nurses.

Health care and wellness will be important issues for society. Health Education and Parenting issues will become an emphasis in schools.

The reauthorization of the Higher Education Act may result in greater accountability for higher education overall, and teacher education in particular. Changes in Title II will require more specific data on success of teacher candidates in passing tests of content and pedagogical knowledge.

There will be increasing accountability for higher education:

- Cost of higher education/Value of higher education
- Accountability for outcomes
- Accountability for faculty productivity
- Assessment data/Scientific basis for decision making

## Quality of advising, including retention and graduation rates

### No Child Left Behind will continue to be an influence on K-12 Education and Teacher Preparation

Our Ed.D. will require development as the first cohorts of students advance through dissertation stages and complete the degree program. This will impact faculty resources for dissertation committees. Faculty will need to be engaged in research and scholarly activity appropriate for doctoral level advising and teaching. This has implications for qualifications of new faculty hired. There will be other areas that may initiate doctoral programs, some within the school and others within the university. Growth of the Ed.D., if it occurs, should be carefully monitored to assure that programs are high quality and have adequate resources.

Our current level of resources will remain unchanged or decline. It is unlikely that additional faculty lines will be available. In order for new program development to occur, we will have to reallocate resources from current, low productivity programs. We must consider where we want growth to occur: undergraduate/graduate. Although this does not have full agreement across campus, it seems that the university will project more growth at the graduate level while maintaining current levels of undergraduate students.

The role of the community college will become increasingly important and articulation agreements from 2-year to 4-year colleges will need to be developed. This will require additional resources for advising. The School of Education and Professional Studies will continue to attract sizeable numbers of transfer students.

Accreditation standards for all of the programs in the SEPS will guide program revisions and development and we will need resources to maintain these accreditations. We will need to achieve CACREP accreditation while maintaining all others.

Our linkages with the community – schools, agencies, health care facilities – will be of increasing importance. Partnerships and collaborations will be necessary. Our PDS network will require focused attention – changes in the partner schools may occur.

We should consider our outreach programs and determine the extent to which growth is appropriate. This is particularly true of international programs.

We will be expected to seek and acquire external funding; however, these activities must be relevant and aligned with our mission and goals.

## **APPENDIX B**

### **The Process of Strategic Planning for the SEPS**

## **The Process for Strategic Planning**

- October 1, 2003 – The existing Strategic Plan is shared with the Department Chairpersons
- October 7, 2003 – A packet of materials, including assumptions for university planning and school planning, are shared with the Department Chairpersons to be used for department meetings focusing on priorities. Department Chairs will review materials and begin to develop priorities with department faculty.
- October 15, 2003 – Chairs Council will meet with the dean to discuss priorities and departmental feedback on the existing strategic plan; Chairs Council will review gaps, focus priorities, determine emergent issues, and provide some ideas based upon the questions:  
If we had a crystal ball, how would we see the SEPS 5-10 years from now:
- Which units and activities in the SEPS will still be in tack pretty much the same as today?
  - Which units and activities will still be present but substantially modified?
  - Which units and activities will have been eliminated?
  - Which units and activities will have been added to the SEPS as a result of launching school-wide or university-wide strategic initiatives?
  - In the short term how should we prioritize our existing activities
  - In order for us to achieve our vision of the future, what has to happen in other Schools, the University, and in the CSU system?
- Following this discussion, the Dean and the Chairs Council will plan for School-wide review of strategic planning priorities (following a process of similar questions; and establishing of priorities)
- October 29, 2003 -- Department Chairs will refine priorities and bring feedback from meetings/discussions with department faculty. Ongoing discussion of priorities will lead to clarification of issues for school-wide meeting.
- November 3, 2003 - Meet with faculty representatives on the Long-Range planning committee to analyze and summarize initial priorities/ideas from departments.
- November 13, 2003 - School-wide meeting for strategic planning to be held at ITBD in New Britain. Faculty and the SEPS Advisory Group will be

invited. Focus will be on establishing and ranking priorities using process

If we had a crystal ball, how would we see the SEPS 5-10 years from now:

- Which units and activities in the SEPS will still be in tack pretty much the same as today?
- Which units and activities will still be present but substantially modified?
- Which units and activities will have been eliminated?
- Which units and activities will have been added to the SEPS as a result of launching school-wide or university-wide strategic initiatives?
- In the short term how should we prioritize our existing activities
- In order for us to achieve our vision of the future, what has to happen in other Schools, the University, and in the CSU system?

November 17, 2003 - Meeting with Faculty Long-Range planning group to review and summarize outcomes from the SEPS school-wide meeting; Develop draft of strategic plan document

November 20, 2003 - Draft of the Strategic Plan document, -- based on school-wide planning meeting -- will be shared with the SEPS-GC for discussion. Request feedback and comments no later than December 1.

December 3, 2003 - Council of Chairs will review draft of the Strategic Plan, consider faculty feedback, and finalize document. Following this meeting, Chairs will share document with departments.

December 4 - Council of Chairs and the SEPS Advisory Council will meet to review and discuss the Strategic Plan and NCATE UAB/BOE reports.

December 17, 2003 - Strategic Plan for the SEPS will be submitted to Provost Arends.

## **APPENDIX C**

### **Challenges and Directions Generated at November 13**

#### **The SEPS Planning Session**

## *Challenges Organized by Group*

Nov 13, 2003 The SEPS Strategic Planning Meeting  
(Raw Brainstorm Data)

Challenges	Comm
Bridging Pre-service with Practice	
Transformative Process to Doctoral Level	
Retention and Recruitment of Faculty	
Alternate Route to Certification	
Increasing Costs for Students	
Commitment of University to SOE	
Communication Between Departments	
Technology	
No Child Left Behind	
Organization Identity	
Shortages	
Haves and Have Nots	
Challenges of Standardized Testing	
Diversity of Students	
Federal inequities of Funding	
Disparity of Resources	
Savage Inequalities	
Tuition Hikes	
Inadequate Resources	
Non-diversity of Students	
Lack of Resources for Faculty Developme	
Lack of technical support people	
Contrasting Methods of Education (mc vs.	
Lack of Dialogue with Trustees	
Empowering Students	
Teacher-centered Learning vs. Student Ce	
Learning	
Reduced Attractiveness to Potential Facult	
Allocation of Resources Seems to Favor	
Invention/Product Development vs. Devel	
Perception that Part of our Mission is to P	
We've Always Done	

Challenges	Comm
Shrinking Talent Pool for Faculty Position	
External Resources will Continue to Decline become Self-Funding	
External Commitments/Pressures will Continue	
Organizational Structure with the SEPS	
Inflexibility in Post-Bac Cert. Program/Department Status	
State certification and program regulations	
No Child Left Behind 3	
Competition from the outside--what is our	
Student teacher and field placements: lack of resources to remain competitive	
Program rigidity--lack of flexibility to meet	
Teacher excellence Forum	
Need for resource support from SDE to train teachers	
Professional shortages in teaching and nursing	
Reacting to Rules and Regs Teacher Certification	
Create seamless links for transfer students community colleges	
New faculty structures	
No Child Left Behind 2	
Doing a better job of Teaching Students who are Motivated	
Physical Plant and Technology	
Promoting Diversity when Resources are Limited	
Doing a better job of teaching students through learning styles	
Texas Syndrome	
Budget/Student Support/Faculty Support	

## *Directions Organized by Group*

Nov 13, 2003 the SEPS Strategic Planning Meeting  
(Raw Brainstorm Data)

Directions	Commo
Connect Pre-Service to Practice	
Assessment	
Strong Involvement Link to Liberal	
Greater Incentives for Faculty for T Research & Service	
Inter-Departmental Programs	
Community Responsive	
Entrepreneurial Programs	
Organizational Vision for the SEPS	
Advising	
Balanced Assessment	
Transforming Pedagogy into Dialog	
Organize/Mobilize to Resist Stand	
On-Going Dialogue with Trustees	
Resist	
Think Outside the Business Box	
Less Workload and More time for F Other	
The SEPS media Pub. Center	
Celebrate our Student's Successes	
Deal with Barriers	
Be Clear About What We Do Well. Communicate This to Students	
Consider Cross listing Sections of C they Can Be Taken As BA or MA C	
Prepare TC's to provide effective In English Language Learners	
Prepare TC's to Differentiate Instruc Model How in Our Own Teaching	
Sort out the Stupid Stop Doing the Don't Need to do. Start Doing More	
Be Clear About the Outcomes We c Accomplish with Additional Resour	
Critically Examine Curriculum in o	

Directions	Common
Update/Let Go/Refocus	
Create Web-Based System for Faculty Sharing/Connection of Research/Resources/Opportunities	
Clarifying Our Values as the SEPS	
Create MAT program	
Pursue alternative flexible strategies: needs of non traditional students: w programs	
Train the trainer models for improve professional practice	
Team teaching across departments	
EMS academy at ITBD	
Create incentives for field sites, e.g. programs or adjunct faculty status	
University curriculum development	
Establish mentoring programs for non experienced faculty--Use teacher exchange forum	
Use technology to bring us closer to networking, teleconferences, hybrid	
Seek grant funds to support host of	
Shortened semesters, institutes, etc.	
Be at the table with the State Dept as a voice re distance learning	
Graduates remain connected to university email and professional development	
Become more student centered... w need and want	
The SEPS Organizational Structure Graduate Programs	
Provide Increased Resources to Keep Technological Needs of Incoming Students	
New Building for the SEPS	
Increased Doctoral Programs	
Develop A Closer Alliance with Non-Schools	
Collaborate Time for Preparing Teacher Leaders	
Offer a course in Building School Culture	

<b>Directions</b>	<b>Commo</b>
Elevate the SEPS to Level of Distin	

## APPENDIX D

**Minutes of the SEPS Long-Range Planning Committee**

**November 17, 2003**

## November 17, 2003 Notes- Long-Range Planning Committee

<ul style="list-style-type: none"> <li>• Teacher Effectiveness Center               <ul style="list-style-type: none"> <li>-The SEPS role (emphasize our common needs and values)</li> </ul> </li> <li>• Graduate Programs:               <ul style="list-style-type: none"> <li>-admissions criteria</li> <li>-enrollments</li> <li>-outreach (intervention guidelines)</li> </ul> </li> <li>• Assessments-ANALYZE &amp; promote at multiple points in programs               <ul style="list-style-type: none"> <li>-[dispositions]</li> <li>-“Student centered”</li> <li>-admissions / quality</li> <li>-interventions</li> <li>-Community responsiveness</li> <li>-Outreach</li> <li>-Accountability                   <ul style="list-style-type: none"> <li>-Benchmarks</li> </ul> </li> <li>-NCLB: Professional organizations</li> </ul> </li> <li>• Programs:               <ul style="list-style-type: none"> <li>-Early Childhood/Special Ed.</li> <li>-Nursing→RN→MS</li> <li>-MAT???</li> <li>-innovative tracks toward certification</li> </ul> </li> <li>• Research-conferences at CCSU               <ul style="list-style-type: none"> <li>-Reading-UG/MS/Ed.D</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Course delivery-flexibility               <ul style="list-style-type: none"> <li>-schedule/place/on-line</li> <li>-certification programs-<u>paraprofessionals</u></li> <li>-teacher renewal</li> </ul> </li> <li>• Growth of programs:               <ul style="list-style-type: none"> <li>-Masters level:                   <ul style="list-style-type: none"> <li>-ECE??</li> <li>-RDG (UG concentration)</li> </ul> </li> <li>-Interdisciplinary programs</li> </ul> </li> <li>• Organization: common “tasks”               <ul style="list-style-type: none"> <li>-efficiency/shared functions</li> <li>-school/community-based policies</li> <li>-centralize</li> <li>-O.F.E.-functions/shared responsibility</li> <li>-conversations among/across programs</li> </ul> </li> <li>• Image of the SEPS-reputation               <ul style="list-style-type: none"> <li>-arrange for marketing</li> <li>-visibility of the SEPS</li> <li>-graduate follow-up/network</li> <li>-Health/PE/wellness</li> <li>-Graduate</li> </ul> </li> </ul>
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## **APPENDIX E**

### **Prioritized Initiatives by the Council of Chairs**

**December 4, 2003**

# The SEPS Priorities

Council of Chairs

December, 2003

## STRATEGIC DIRECTION ONE: Program Quality

### A. Undergraduate Priorities

	Low Priority	Mid Priority	High Priority
Create a Special Education-Early Childhood Program			<u>X</u>
Establish an Exercise Science and Health Promotion Major and pursue National Accreditation			<u>X</u>
Improve Reading preparation throughout all Teacher Education programs			<u>X</u>
Re-visit subject major requirements for teacher certification			<u>X</u>
Align needs of the majors with course offerings in general education, major, and the professional programs			<u>X</u>

### B. Graduate Priorities

	<i>Low Priority</i>	Mid Priority	High Priority
Explore a MAT program in high need subject areas			<u>X</u>
Establish a MS in Nursing			<u>X</u>
Explore Interdisciplinary and C&I sixth year programs		<u>X</u>	
Maintain strong support for Ed.D. program, and faculty scholarship			<u>X</u>
Gain Accreditation for Counseling Rehabilitation Program (CORE)			<u>X</u>
Infuse web-based components and online programs into existing courses		<u>X</u>	
Gain CACREP Accreditation for School Counseling Programs			<u>X</u>

**C. Certification Options**

	<i>Low Priority</i>	<b>Mid Priority</b>	<b>High Priority</b>
<b>Explore and implement innovative pathways to certification</b>			<b><u>X</u></b>
<b>Develop program to work with DSAP candidates</b>	<b><u>X</u></b>		
<b>Partner with PDS Network to develop certification programs</b>	<b><u>X</u></b>		

**D. Centers and Labs**

	<b>Low Priority</b>	<b>Mid Priority</b>	<b>High Priority</b>
<b>Link with Curriculum Lab in Library</b>	<b><u>X</u></b>		
<b>Align activities of current Centers and (CITT, Multicultural Ctr, Literacy Ctr) to identified Goals of the SEPS strategic plan</b>			<b><u>X</u></b>
<b>Expand role of Exercise Physiology and Biomechanics Labs</b>			<b><u>X</u></b>
<b>Create and develop resources for a Center for Research and Professional Renewal</b>		<b><u>X</u></b>	
<b>Create and develop resources for a Center for Math and Science along the lines of the Literacy Center</b>	<b><u>X</u></b>		

**STRATEGIC DIRECTION TWO: Student Performance and Success**

	<b>Low Priority</b>	<b>Mid Priority</b>	<b>High Priority</b>
<b>Enhance student advising at all levels</b>			<b><u>X</u></b>
<b>Recruit and support diversity of candidates</b>			<b><u>X</u></b>
<b>Refine student monitoring and feedback for program self-study process for all programs</b>			<b><u>X</u></b>
<b>Create methods to assess candidate efficacy, performance on BEST and effectiveness in classroom (their students' performance)</b>			<b><u>X</u></b>

**STRATEGIC DIRECTION THREE: Faculty Quality and Development**

	Low Priority	Mid Priority	High Priority
Actively recruit and retain highly qualified and diverse faculty			<u>X</u>
Provide incentives for faculty collaboration	<u>X</u>		
Provide support for collaboration among senior and junior faculty	<u>X</u>		
Provide mentoring and orientation for new faculty			<u>X</u>
Design cohesive professional development program for unit faculty		<u>X</u>	
Support infusion of technology		<u>X</u>	

**STRATEGIC DIRECTION FOUR: Partnerships with Constituent Communities**

	Low Priority	Mid Priority	High Priority
Sustain the vitality of PDS network			<u>X</u>
Explore new options within, across and beyond the PDS network			<u>X</u>
Coordinate and strengthen current international programs			<u>X</u>
Coordinate message of faculty working with state on policy and implementation activities	<u>X</u>		
Create mechanisms to help schools respond to NCLB mandates			<u>X</u>
Identify ways to ensure more effective internships and clinical experiences with community partners			<u>X</u>
Work with Arts Affiliated Schools	<u>X</u>		
Strengthen the relationship with Community Colleges sending students into Teacher Education			<u>X</u>

**STRATEGIC DIRECTION FIVE: Organizational Effectiveness**

**A. Structure**

	<b>Low Priority</b>	<b>Mid Priority</b>	<b>High Priority</b>
<b><u>Promote the image of the SEPS</u></b>			<b><u>X</u></b>
<b>Assess Structure of the SEPS in light of emerging programmatic needs</b>			<b><u>X</u></b>
<b>Clarify the SEPS and Unit Policies</b>			<b><u>X</u></b>
<b>Enhance working relationships with internal offices and support structures</b>			<b><u>X</u></b>

**B. Administrative Functions**

	<b>Low Priority</b>	<b>Mid Priority</b>	<b>High Priority</b>
<b>Improve Data Management Functions of the SEPS</b>			<b><u>X</u></b>
<b>Assess role, structure and resources of the Office of Field Experience in early field experiences and student teaching</b>			<b><u>X</u></b>
<b>Support Grant Writing and Management</b>			<b><u>X</u></b>
<b>Support self-sustaining contracts and programs</b>			<b><u>X</u></b>
<b>Secure physical plant that supports current methods of professional collaboration and use of technology</b>	<b><u>X</u></b>		

**C. Alumni Outreach and Development**

	<b>Low Priority</b>	<b>Mid Priority</b>	<b>High Priority</b>
<b>Enhance Image of the SEPS with Alumni</b>			<b><u>X</u></b>
<b>Partner with Alumni to meet emerging programmatic and scholarship needs</b>			<b><u>X</u></b>

## **The SEPS--Strategic Planning**

- I. Current Priorities**
- II. Gaps and Goals**
- III. Strategic Initiatives**
- IV. University Changes**
  - A. Direct development support**
- V. Cost-Benefits**

