

**School of Education and
Professional Studies**

Annual Report

2006-2007

Annual Report
School of Education and Professional Studies

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School of Education and Professional Studies

Annual Report

2006-2007

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The School of Education and Professional Studies

Office of the Dean

Mitchell Sakofs, Dean
Patricia Hensley, Interim Associate Dean
Anne Pautz, Assistant Dean

Student Academic Services

Mary Pat Bigley, Counselor

Office of Field Experiences

Holly Hollander, Director

Counseling and Family Therapy

Connie Tait, Chair

Educational Leadership

Tony Rigazio-DiGilio, Chair

Nursing

Carol Williams, Chair

Reading and Language Arts

Helen Abadiano, Chair

Social Work

Catherine Baratta, Chair

Special Education

Mitch Beck, Chair

Teacher Education

Susan Seider, Chair

Organization of the School of Education

The School of Education and Professional Studies is organized into eight academic departments:

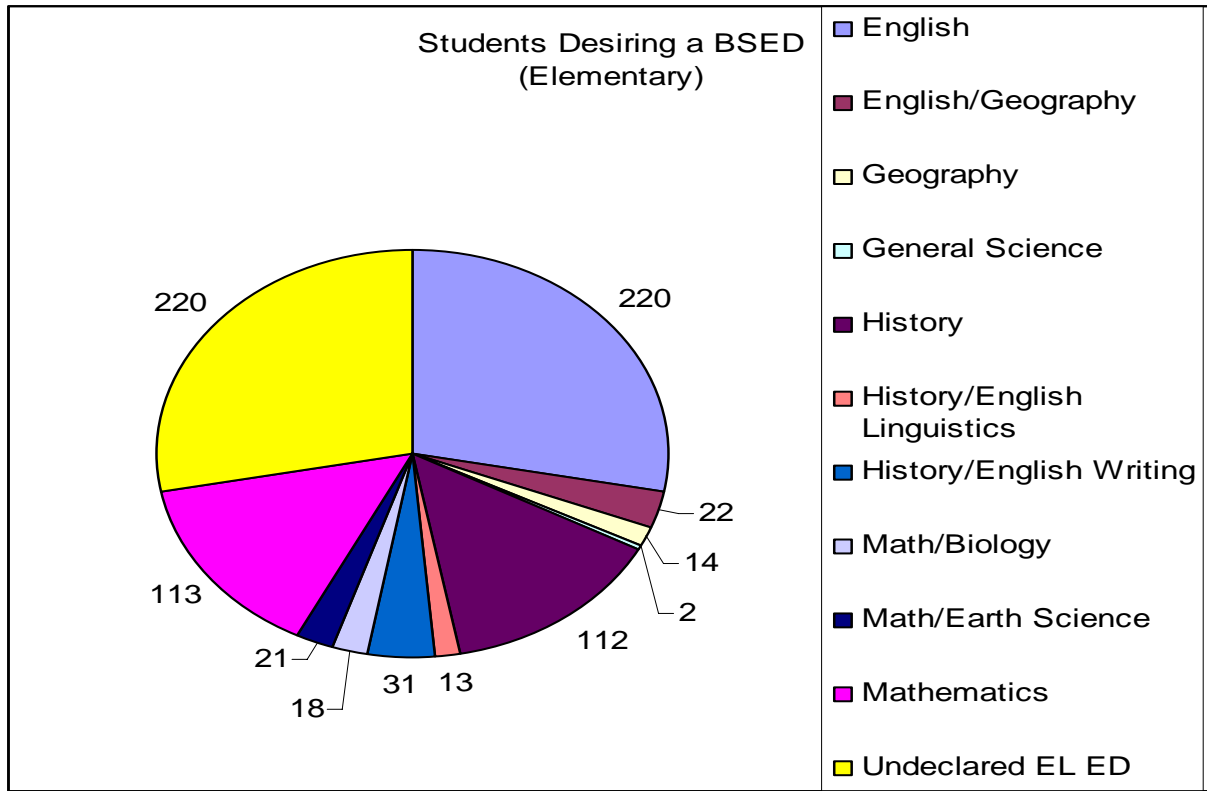
- [Counseling & Family Therapy](#)
- [Educational Leadership](#)
- [Nursing](#)
- [Physical Education and Health Fitness](#)
- [Reading and Language Arts](#)
- [Social Work](#)
- [Special Education](#)
- [Teacher Education](#)

The School offers programs leading to the following undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education and Bachelor of Science in Nursing. Undergraduate disciplines in the School include: Education, Nursing, Health Fitness Studies, Athletic Training and Social Work. The School also offers an Ed.D. program in Educational Leadership as well as Masters of Science Degrees in the following disciplines: Educational Leadership, School Counseling, Marriage and Family Therapy, Physical Education and Health Fitness Studies Reading and Language Arts, Special Education and Teacher Education. In collaboration with colleagues in the Schools of Art and Sciences, Business and Technology, programs exist in 12 specialty secondary education fields as well as All Level fields in business, art, music, foreign language, TESOL and technology education.

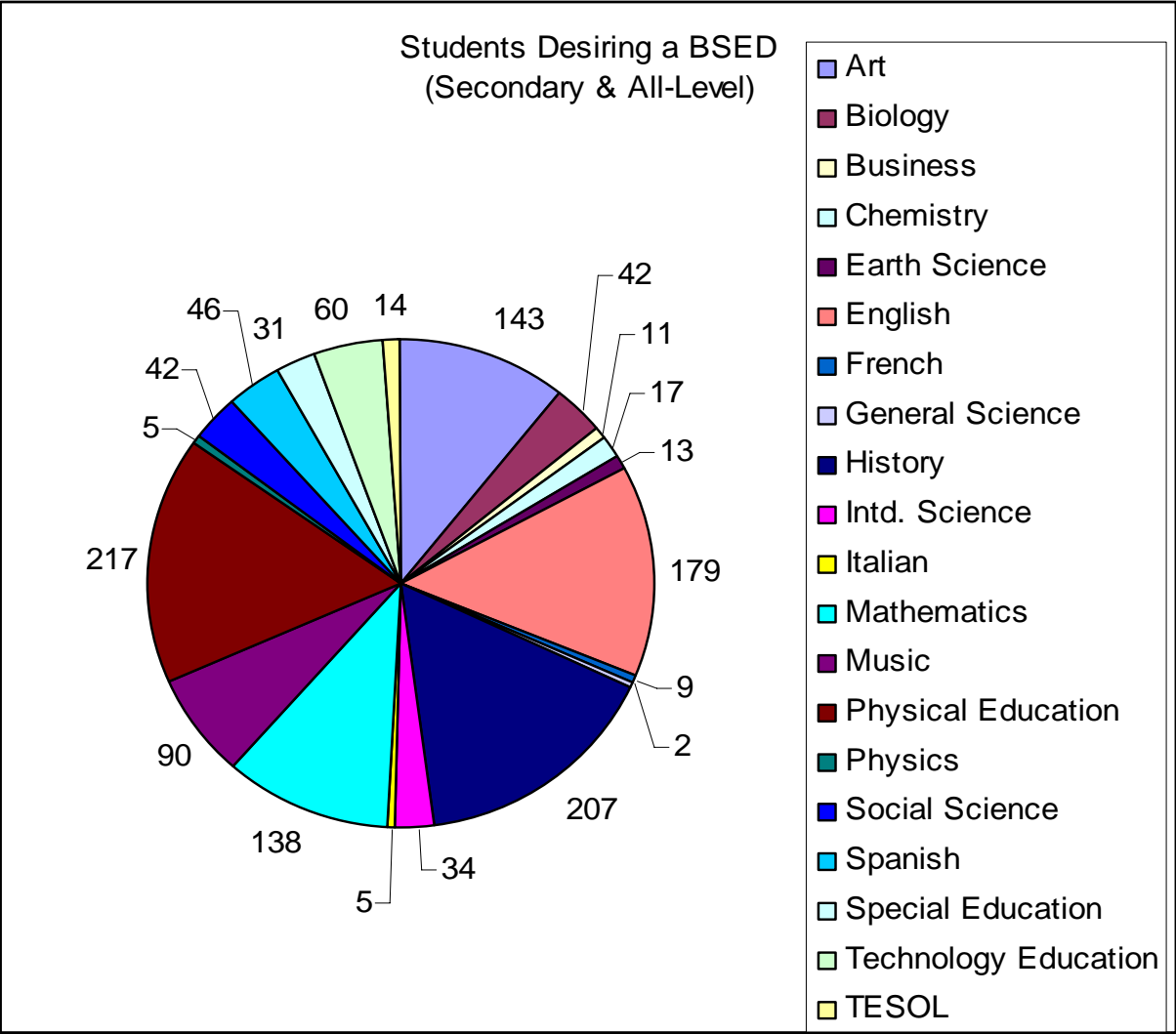
During the 2006-2007 year, the School of Education faculty was comprised of 95 individuals serving as administrators, professors, academic advisors, and administrative staff. Dr. Mitchell Sakofs was named Dean of the School of Educational and Professional Studies; Dr. Patricia Hensley served as Interim Associate Dean.

New faculty members for the 2008 Academic Year included: Janell Drone, Ellen Retelle, Ethan Heinen and Timothy Reagan in the Department of Educational Leadership; Cherie King, Department of Counseling and Family Therapy; Roy Leonardi, Department of Special Education, and Michael Voight, Department of Physical Education and Human Performance.

School of Education and Professional Studies



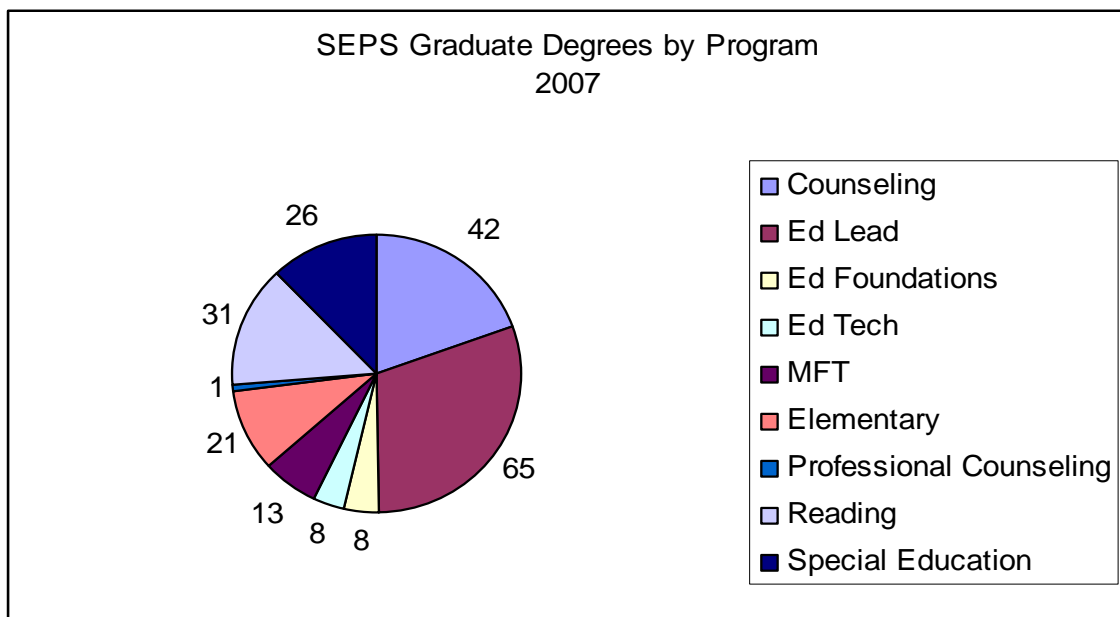
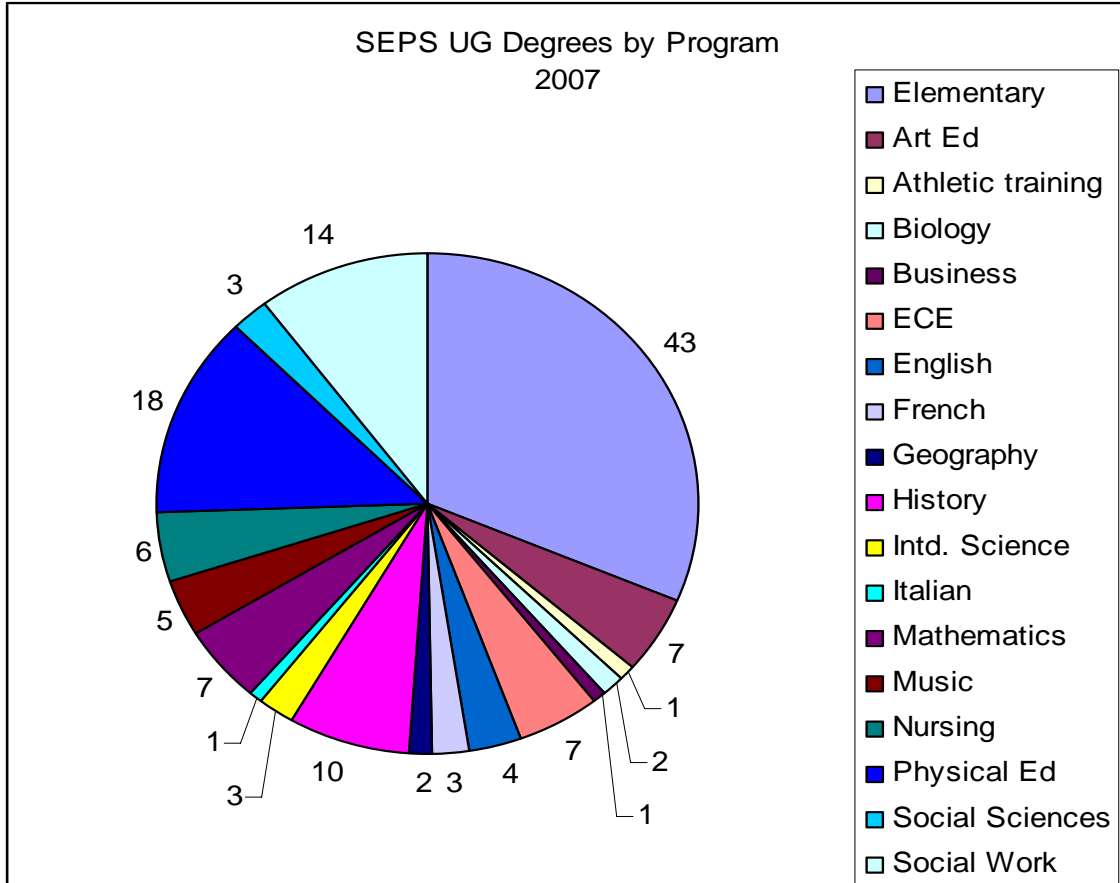
N=786



N= 1,305

School of Education and Professional Studies Student Graduation Statistics*

* data provided by registrar and represents fall 2006 graduates only; spring 2007 remains to be recorded



SEPS DEC MEMBERS 2007-2008

Counseling and Family Therapy

Daniel Wiener, Chair
Ralph Cohen
Jane Fried
Judith Rosenberg

Educational Leadership

Penelope Lisi, Chair
Karen Beyard
Anthony Rigazio - DiGilio
Olusegun Sogunro (Alternate)
Barry Sponder

Social Work

Catherine Baratta, Chair
Patricia Hensley
Margaret Martin (ECSU)

Special Education

Mitchell Beck, Chair
John Foshay
Ernest Pancsofar
Karen Beyard (Alternate)

Reading and Language Arts

Jesse Turner, Chair
Helen Abadiano
Anthony Rigazio-Digilio

Physical Education and Health Performance

Susan Smith, Chair
Frank Frangione
Tom McCarthy

Teacher Education

Karen Riem, Chair
Gail Cueto
Nancy Hoffman
Daniel Mulcahy
Susan Seider (Ex-Officio)

Nursing

Meg Levvis, Chair
Karen Beyard
Ralph Cohen

Fall 2006 Dean's List

School of Education and Professional Studies

Richard Abraham	Kathryn Brunetti	Kristen Deliman
Meagan Achenbach	Serena Bugryn	Alicia Delosier
Amanda Adams	Jill Burns	Jarad Demick
Jessica Adams	Jared Buttero	Dustin DeMonte
Manirah Agans	Vlora Bytyqi	Amy DesRoches
Kimberly Alberto	Alison Campanelli	Alexandra Dilling
Christian Allard	Jamie Campanello	Jeremy Dionne
Katie Alteri	Jonathan Campbell	Heather Distasio
Christina Altieri	Joseph Cantone	Jenny Dombrowski
Val Altieri	Sofia Carvalho	Paul Donato
Katie Anderson	Caitlin Casey	Brianna Doyle
Jason Apicella	Caitlyn Casey	Jamie Duhaine
Amy Arsenault	Michael Casinghino	Erin Dunn
Gregory Augustyn	Andrea Cerrigione	Matthew Dunn
Ashley Austin	Krysta Chamberland	Cristina Duquette
Stacy Bagdikian	Alicia Champagne	Mackenzie Eckstrom
Jennifer Baillargeon	Laura Chateaufneuf	Tamara Edney
Miranda Barilla	Krzysztof Chmielewski	Amina Edwards-Blake
Joy Battista	Cari Christenson	Jennifer Ehrhardt
Laura Bauer	Ashley Cichowicz	Shannon Evans
Barbara Beblowski	Kaja Cichowlaz	Dawn Ezold
Melinda Bedner	Jenna Ciocca	Susan Fabrizio
Ciara Bekier	Bryan Cistulli	Jennifer Fagan
Nora Belardinelli	Laura Clancy	Kelly Fagan
Kristen Berggren	Michael Clark	Jordan Farrelly
Sandy Bettencourt	Alison Cohen	Ashley Fasolo
Kristyn Bieszad	Risa Cohen	Kyle Fedorovich
Amy Bjurholm	John Collura	Nathan Ferrance
Zachary Blain	Melanie Conway	Ashley Fields
Amanda Blazejewski	Sara Coppola	Lemuel Figueroa
Sandra-Lee Bogucki	Karen Costes	Jacqueline Filip
Catherine Bolduc	Ryan Cote	Jennifer Finland
Gary Bonaldi	Erin Crowley	Christine Fiori
Amy Booth	Yelida Cuadra	Nicole Flanagan
Kimberly Boris	Lisabeth Cyr	Lorene Flansbury
Melinda Boroczky	Anthony Czesak	Laura Flax
Luke Borowski	Valeria D'Alessandro	Marian Flores
Amy Bostwick	Meghan Daugherty	Laura Focarile
Amy Bourgojn	Erika Dawson-Head	Lisa Foti
Chantelle Bowden	Craig DeAngelis	Caleb Fox
Jessica Branciforte	Kate DeBarber	Renee Franzis
Peter Breault	Erin Delaney	Rodney Frey
Stephanie Brochetti	Christopher DeLauretis	Michelle Galardi
Andrew Brochu	Michael Delgaudio	Brian Gallagher
Melissa Brochu	Kaitlin Deliman	Amy Gallo

Susan Gally-Lush
Kimberly Ganges
Francesco Garzone
Stephanie George
Christine Germain
Rachael Gibney
Wendy Gilbert
Amanda Gionfriddo
Jessica Gionfriddo
Lindsey Gladue
Jennifer Glass
Lauren Glowiak
Hilary Godard
Allison Godbout
Jennifer Godin
William Gombos
Matthew Gomes
Eric Gonzalez
Lauren Goric
Trevor Gosselin
Marissa Grande
Daniel Granton
Christina Green
Rene Griffen
Nicole Griffin
Amy Gromak
Sara Grona
Jay Grossman
Christen Gudelski
Stephanie Guillot
Katharine Hackett
Scott Halen
Alex Harrison
Jennifer Hartnett
Lyndsey Hazzard
Pamela Heller
Ashley Hill
Laura Hill
Rachel Hindinger
Cheryl Hinman
Devra Hoerner
Eileen Holden
Saleena Holder
Krystal Holmes
Thomas Honiss
Rosemarie Horan
Sarah Horrax
Dawn Hunter
Mikki Iannacone
Amy Iassogna

Samantha Jewett
Christina Johns
Amanda Johnson
Pamela Jones
Kasia Kalinowski
Brian Kalkreuth
Katherine Karcz
Bailey Kastner
Abbey Katuzney
Jessica Kelley
Sharon Kenniston
Emilie Keser
Mohammad Khan
Cory Kiaunis
Rachael Kinsley
Jennifer Kisil
Lori Kleindienst
Kevin Klepacki
Yan Klukowski
Jennifer Kollwitz
Megan Korn
Lauren Korres
Ashley Koziura
Laura Kraha
Bernadette Krysiak
Phillip Krzeminski
Katharine Kurze
Jessica Labadia
Amanda Laigle
Robert Lalla
Andrea Landry
Amanda Lang
Amorette Languell
Monika Laudenberg
Tammy Lawrence
Briana Lazure
Stephanie LeBrun
Michelle Ledoux
JoelPatrick Leger
Danielle Lemek
Ashley Leone
Kyle Lima
Jennifer Ljungquist
Carla Lopes
Tainisha Lopez
Benjamin Lovell
Melissa Lozada
Allyson Lubs
Nicholas Lukasewski
Grzegorz Lunski

Eric Lunt
Sarah Lupo
Amanda Lynch
Samantha Magri
Jesse Maladouangdock
Kelly Marino
Hector Marte
Jenna Martin
Rebecca Martin
Jolene Mascetti
Theresa Mastrianna
Daniel Matthews
Jonna Maturo
Brian Mauri
Joelle Mauro
Christina McCullough
Tangel McFadden
Kelly McGinley
Caitlin McKinnon
Matthew Memoli
Katherine Merlini
Heather Michael
Michele Migliaccio
Amanda Milardo
Nathan Milbrandt
Suzanna Miller
Valerie Minery
Kristine Monaco
Emily Monnes
Marisa Montalto
Christopher Moore
Sean Moore
Kristin Morgan
Kristina Morgan
Elyse Mortensen
Laura Munafu
Kelly Munson
Jason Mussman
Melissa Nadeau
Jane Natoli
Amanda Neumann
Sarah Newsome
Gloria Nicholson
David Niek
Norma Nieves
Zachary Niland
Teri Nofer
Ifunanya Nolisa
Anthony Nowacki
Colin O'Connor

Kristen O'Connor
Nicholas Ogorzalek
Brianna Oleksiw
Jennifer O'Loughlin
Christopher Orloske
Morgan Ouellette
Katie Paradis
Eric Parks
Love Peace
Tara Pelletier
Krista Petersen
Megan Phinney
Margaret Pieniazek
Matthew Pierce
Carolanne Pinto
William Pizzuto
Kristina Polce
Nick Primo
Lisa Ptak
Jenna Quadrozzi
Jillian Raffone
Denise Ramos
Katie Rebesch
Elaine Reed
Ariel Reimels
Hilary Requejo
Kelly Retterer
Catherine Ribas
Jessica Rinaldi
Christen Robbins
Sarah Roberts
Amory Robinson
Jennifer Rodriguez
Melissa Rodriguez
Carolyn Root
Alison Rossi
Andrew Roush
John Roy
Shelly Rustek
Allison Rutledge
Ashley Salonia
Christina Santana
Sherrie Santangelo
Nicholas Santorso
Cassandra Sargent
Lauren Savastio

Meaghan Sawyer
Angela Scampolino
Christina Scatchell
Danielle Schmitt
Sara Schroeder
Sarah Schultz
Lisa Schuster
Anthony Scotti
Jennifer Scully
Laura Selsky
Eric Senger
Malorie Senofonte
Emily Sestero
David Seymour
Melissa Shafer
Faiza Shahid
Marissa Shaw
Matthew Shea
Kayla Shortell
Collin Sideranko
Klaudia Sienko
Louis Siering
Victoria Smith
Asia Snyder
Lindsey Snyder
Katherine Sohon
Marie Solimine
Joseph Sopko
Donna Sousa
Lindsay Spring
Laura Stalgaitis
Heather Stasaitis
Keith Stepney
Cassandra Stewart
Tracey Stewart
Alexis Stolarun
Samantha Sullivan
Dustinne Sylvester
Amanda Taitague
Sheri Tajmajer
Melissa Tanasi
Stacy Tardif Miller
Lauren Tata
Porsche Terrill
Mary Tew
Amy Thierfeld

Nichole Tierinni
Alla Timofyeyeva
Evan Tuttle
Jennifer Vaill
Michael Valletta
Christina Van Ormer
Amanda Vanasse
Theodore Varga
Amy Vass
Kristen Vazquez
Sonia Vega
Joseph Vellucci
Krista Vermeal
Michelle Verrastro
Kristin Videtto
Lindsay Viera
Monica Vivar
Bridget Walsh
Lolita Wang
Kimberly Wartschow
Jaime Wegiel
Katelyn Welch
Nicole West
Taylor Whipple
Monika Wierzbicka
William Wight
Bethany Wilcox
Jeffrey Williams
Charlotte Wisniewski
Steven Wojtkowiak
Brie Wollman
Rebecca Wood
Stephanie Wood
Rachel Woodfield
Stephanie Wurtzel
Elizabeth Wysocki
Elizabeth Zambrano
Liza Zaremba
Maya Zarovnaya
Laura Zenuh
Brittney Zieller
Sister Mary Joseph
Zimmerman
Kinga Zinowko

Spring 2007 Dean's List

School of Education and Professional Studies

Richard Abraham	Serena Bugryn	Abby Djan
Amanda Adams	Heather Burgess	Jenny Dombrowski
Jessica Adams	Jill Burns	Paul Donato
Sonya Alexander	Kritzia Caban	Richard Downey
Christian Allard	Alison Campanelli	Jonathan Duplin
Jordon Allen	Phoebe Carr	Daniella Duque
Becky Alleyne	Sofia Carvalho	Cristina Duquette
Katie Alteri	Christopher Cayer	Megan Dwyer
Barbara Amato	Krysta Chamberland	Kari Ellegard
Brandon Amoroso	Elyse Chance	Shannon Evans
Katie Anderson	Yen-Chiu Chang	Susan Fabrizio
Theodore Andrews	Laura Chateaufneuf	Amy Faenza
Jason Apicella	Krzysztof Chmielewski	Kelly Fagan
Alison Aresco	Kristin Cholewinski	Jordan Farrelly
Gregory Augustyn	Cari Christenson	Ashley Fasolo
Ashley Austin	Kaja Cichowlaz	Kyle Fedorovich
Yolanda Ayala	Elizabeth Citron	Nathan Ferrance
Ashley Bacote	Laura Clancy	Ashley Fields
Stacy Bagdikian	Kristen Cleasby	Lemuel Figueroa
Jennifer Baillargeon	Ashley Cole	Jennifer Finland
Kelly Baker	John Collura	Christine Fiori
Stacey Barber	Sara Coppola	Nicole Flanagan
Courtney Baron	Leah-Beth Cordero	Katie Flynn
Barbara Beblowski	Karen Costes	Laura Focarile
Brittany Becker	Ryan Cote	Lisa Foti
Melinda Bedner	Tiziana Covacci	Melissa Francois
Ciara Bekier	Erin Crowley	Renee Franzis
Lindsey Belli	Edjola Cuko	Joseph Freundlich
Capri Benettieri	Evelina Czeladko	Amy Gallo
Jason Berardino	Anthony Czesak	Kimberly Ganges
Kristen Berggren	Valeria D'Alessandro	Gregory Garcia
Kristyn Bieszad	Christina Damalas	Adriana Gentile
Zachary Blain	Meghan Daugherty	Stephanie George
Megan Blanchard	Kate DeBarber	Christine Germain
Genevieve Bligh	Jamie DeCicco	Jessica Gionfriddo
Sandra-Lee Bogucki	Justin Del Giudice	Jennifer Glass
Michelle Bolduc	Gina Delano	Ryan Glover
Luke Borowski	Steven DeLaRosa	Hilary Godard
Amy Bostwick	Christopher DeLauretis	Allison Godbout
Chantelle Bowden	Alicia Delosier	Sarah Goffin
Jonathan Bowerman	Jarad Demick	Lucia Goncalves
Hilary Brady	Katharine DeMore	Lauren Goric
Jessica Branciforte	Amy DesRoches	Trevor Gosselin
Megan Brandien	Stephanie Dias	Marissa Grande
Stephanie Brochetti	Sara DiDomizio	Nicole Griffin
Andrew Brown	Heather Distasio	Sara Grona

Christen Gudelski
Stephanie Guillot
Peter Gustafson
Katharine Hackett
Michelle Hannon
Julie Harris
Alex Harrison
Jennifer Hartnett
Emily Healey
Pamela Heller
Kristen Higuera
Ashley Hill
Laura Hill
Rachel Hindinger
Kylie Hoke
Jennifer Holden
Krystal Holmes
Thomas Honiss
Rosemarie Horan
Loretta Hoynes
Robyn Hudak
Evelyn Hudyma
Monica Humphrey
Mary Hunt
Monique Isabelle
Erika Jayne
Samantha Jewett
Amanda Johnson
Nicole Johnson
Jamie Juliano
Amy Kadison
Alan Kagan
Kasia Kalinowski
Katherine Karcz
Abbey Katuzney
Matthew Keegan
Tara Keleher
Elisabeth Kelley
Natalie Kennedy
Sharon Kenniston
Lacey Killian
Barbara Kimsza-Mendes
Rachael Kinsley
Jennifer Kisil
Beverly Kissane
Kathryn Knight
Megan Korn
Ashley Koziura
Laura Krah
Michelle Kravitz

Katharine Kurze
Matthew Kwapien
Amanda Laigle
Andrea Landry
Amanda Lang
Heather Lasky
Katie Lattarulo
Monika Laudenberger
Andrew Lavaway
Jennifer Lavoie
Tammy Lawrence
Briana Lazure
Maurice Ledoux
Michelle Ledoux
Caitlin Lee
JoelPatrick Leger
Danielle Lemek
Ashley Leone
Daniel Lester
Kyle Lima
Jennifer Ljungquist
Karen Lococo
Tainisha Lopez
Meghan Lorch
Benjamin Lovell
Allyson Lubs
Amy Lucia
Eric Lunt
Sarah Lupo
Amanda Lynch
Dana Lynn
Michael Macaluso
Jessica Magoon
Eileen Mailhot
Jesse Maladouangdock
Angela Marchetti
Kelly Marino
Rebecca Martin
Terri Martinelli
Alexander Maslak
Theresa Mastrianna
Maria Mastroianni
Daniel Matthews
Jonna Maturo
Brian McCarthy
Megan McClements
Christina McCullough
Kathleen McFarland
Maggie Meehan
Matthew Memoli

Katherine Merlini
Joseph Miano
Meghan Mierzejewski
Nathan Milbrandt
Rebekah Miller
Stacy Miller
Stephanie Millo
Valerie Minery
Sharif Mohni
Emily Monnes
Marisa Montalto
Ashley Morgan
Kristin Morgan
Kristina Morgan
Ashley Moutinho
Samantha Mul
Kelly Munson
Melissa Nadeau
Jeffrey Napoli
Kimberly Nardi
Jane Natoli
Rebecca Negron
Kate Nelson
Erica Neumann
Sarah Newsome
Thuong Nguyen
Norma Nieves
Teri Nofer
Ifunanya Nolisa
Anthony Nowacki
Vanessa Nunes
Kristen O'Connor
Jennifer O'Loughlin
Nicholas Ogorzalek
Kayla Olson
Christopher Orloske
Alcides Ortiz
Jennifer Ottmann
Jedidiah Otto
Natasha Owens
Brenda Parent
Antoinette Parker
Dana Patrie
Tara Pelletier
Matthew Pellicone
Mark Peluso
Amanda Pensa
Brooke Petito
Shane Phillips
Megan Phinney

Kristen Piccirillo
Jillian Piedescalzo
Danielle Poulin
Lauren Pouliot
Christen Pratt
Susan Pulaski
Jenna Quadrozzi
Katherine Racloz
Jillian Raffone
Denise Ramos
Katie Rebesch
Elaine Reed
Ariel Reimels
Thomas Riccardo
Jennifer Riccio
Jessica Rinaldi
Brett Rioual
Derek Roberts
Sarah Roberts
Amory Robinson
Christie Robinson
Megan Robinson
Rosaria Rocuzzo
Lindsay Roderick
Jennifer Rodriguez
Melissa Rodriguez
Gabbi Rosato
John Roy
Dana Russo
Sherrie Santangelo
Meaghan Sawyer
Lisa Sayers
Jennifer Scanzano
Kristina Scarfo
Christina Scatchell
Gregory Schena
Danielle Schmitt
Sarah Schultz
Lisa Schuster
Laura Selsky
Douglas Semenuk
Eric Senger
Malorie Senofonte
Angela Sepulveda
Emily Sestero
David Seymour
Marissa Shaw
Matthew Shea
Ashley Sheridan
Kayla Shortell

Klaudia Sienko
Baljinder Singh
Meagan Smith
Victoria Smith
Heather Smolski
Asia Snyder
Lindsey Snyder
Marie Solimine
Donna Sousa
Leonora Spyros
Lauren St. Jernquist
Laura Stalgaitis
Heather Stasaitis
Elisabeth Stevens
Cassandra Stewart
Tracey Stewart
Alexis Stolarun
Jennifer Stowe
Charlotte Stroud
Alma Subasic
Samantha Sugrue
Samantha Sullivan
Dustinne Sylvester
Jennifer Tabak
Sheri Tajmajer
Jamie Tamulonis
Melissa Tanasi
Christina Tarbay
Lauren Tata
Amy Thierfeld
Alla Timofyeyeva
Heather Triompo
Evan Tuttle
Kalie Upton
Michael Valletta
Christina Van Ormer
Theodore Varga
Kristen Vazquez
Joseph Vellucci
Kristin Videtto
Catherine Vitrano
Jennifer Wade
Bridget Walsh
Lolita Wang
Michael Wanik
Katie Warntonick
Kimberly Wartschow
Elizabeth Waszkiewicz
Katelyn Welch
Nicole West

Taylor Whipple
Monika Wierzbicka
Bethany Wilcox
Emily Wiles
Jeffrey Williams
Katelyn Willoughby
Janel Wilson
Charlotte Wisniewski
Matthew Wogksch
Brie Wollman
Rebecca Wood
Stephanie Wood
Stephanie Wurtzel
Elizabeth Wysocki
Elizabeth Zambrano
Brittney Zieller
Bryan Zobre

Programs

School of Education and Professional Studies

2006-2007

Student Academic Services

As Associate Counselor for undergraduate education students in the School of Education and Professional Studies, Mary Pat Bigley is dedicated to enhancing student success. Key accomplishments for the 2006-2007 academic year include:

Campus and Community out-reach activities

Fall and Spring University Undergraduate Open Houses

- ◆ Presented workshops for students interested in teacher education programs. Approximately 1000 students and parents attended

Capital Community College, Manchester Community College, Naugatuck Valley Community College, Tunxis Community College

- ◆ Provided on-site group information sessions for students interested in transferring to CCSU and pursuing a teaching degree.
- ◆ Met with community college faculty and counseling center staff to discuss our teacher education programs and ultimately improve advising to students planning to transfer to CCSU

Pathways to Teaching Careers

- ◆ Solidified agreements with Capital Community College and Tunxis Community College to offer an Associates degree in Pathways to Teaching Careers that will facilitate transfer to CCSU teacher preparation program

Dual and Guaranteed Admissions Agreement

- ◆ Contributed to the development of this agreement between CCSU and our community college feeder schools

2006-2007 Incoming Student Advising

First-Year Students

- ◆ 346 incoming first-year students pursuing programs in the SEPS were pre-registered for classes and advised during the Summer Academic Advising Days.

Transfer Students

- ◆ 133 incoming transfer students pursuing programs in the SEPS attended individual or small group advising sessions from mid-March until the beginning of the Fall 2005 semester. Additionally, 94 transfer students were advised during December/January for Spring 2006.

Continuing Student Advising

- ◆ Visited EDTE 210 classrooms to do pre-professional advising for students in elementary education. This involved about 250 students and is supplemental to academic advising provided by Arts and Science advisors.
- ◆ Held 18 group Information Sessions for students either considering declaring a major in the SEPS or on the verge of applying to the Professional Program for Teacher Certification
- ◆ Advised, through individual conversations or appointments, approximately 50-80 students per week, depending on the time of year. August, October, November, January, March, and April were the busiest months.

Student Support Activities

- ◆ The office of Student Academic Services hosted the second annual Professional Development Day for New and Prospective Teachers, a very successful one day conference attended by 40 current SEPS students and recent graduates. CCSU alumni and faculty presented on topics important to new and soon-to-be teachers such as resume writing, the art of a successful interview, experiences of a panel of new teachers, classroom management, Praxis II, certification and cross-endorsements, and a keynote address on teaching in the city.

Barnard Scholar

This year Jillian Amato, an Elementary Education undergraduate, was a recipient of one of The Connecticut State University's Barnard Scholar Award for her high academic achievement and contributions to the campus.

Minority Teacher Incentive Grants

The following 23 undergraduate students from the School were, upon recommendation, awarded Minority Teacher Incentive Grants in the amount of \$5,000 from the Connecticut Department of Higher Education.

Ashley M. Bacote
Shirami L. Barcelo
Sandy A. Bettencourt
Matthew P. Bornn
Ashley M. Brown
Kritzia N. Caban
Taffie D. Clark
Kristen L. Cleasby

Tamra Y. Edney
Scott Esson
Samuel J. Faulkenberry
Saleena D. Holder
Kara N. Jones
Gail C. Jorden, Jr.
Natalie R. Kennedy
Tainisha M. Lopez

Quentin M. McDougald
Louise Monzon
Love A. Peace
Julio A. Pena
Amanda M. Taitague
Kristen A. Weber
Roberto Yanes

School of Education and Professional Studies Kappa Delta Pi

The Epsilon Mu Chapter of **Kappa Delta Pi**, an international honor society in education, initiated 98 new members on April 19, 2006. Students invited for initiation must be accepted into the Professional Program for Teacher Certification and have achieved a cumulative GPA of 3.25 for undergraduate students and 3.50 for post-baccalaureate students. The following students were awarded acceptance into this prestigious honor society:

Lillian Aivaliotis	Laura Clancy	Jay Grossman
Kimberly Alberto	Kristen Cleasby	Christen Gudelski
Sonya Alexander	Sara Coppola	Sara Helene Gutis
Katie Alteri	Joseph Costardo	Paul Hanusch
Brandon Amoroso	Karen Costes	Pamela Heller
Katie Anderson	Ryan Cote	Susan Henne
Gregory Augustyn	Anthony Czesak	Cheryl Hinman
Ashley Austin	Valeria D'Alessandro	Sarah Horrax
Stacy Bagdikian	Meghan Daugherty	Amanda Johnson
Jennifer Bahre	Dana Davenport	Pamela Jones
Jennifer Baillargeon	Lewis F. Day, III	Lillian Kasavage
Adam Bantell	Jamie DeCicco	Natalie Kennedy
Joy Battista	Tara Discepolo	Lauren Kenney
Capri Benettieri	Wendy Dringoli	Rachel Kinsley
Amy Bjurholm	Catherine DuBois	Jason Kitchens
Amanda Blazejewski	Christina Duquette	Rachel Klein
Sandra-Lee Bogucki	Ruth Evans	Rachel Kurek
Michelle Bolduc	Susan Fabrizio	Amanda Laigle
Luke Borowski	Jennifer Fagan	Andrea Landry
Jessica Branciforte	Ashley Fasolo	Amanda Lang
Peter Breault	Kyle Fedorovich	Amorette Languell
Stephanie Brochetti	Ellen Festi	Briana Lazure
Jill Burns	Melissa Friend	Ashley Leone
Robert Burrington	Debra Gallant	Tainisha Lopez
Paul Camarco	Susan Gally-Lush	Love A. Peace
Alison Campanelli	Kimberly Ganges	Abbey Lowe
Sofia Carvalho	David Gilchrist	Allyson Lubs
Andrea Cerrigione	Allison Godbout	Jesse Maladouangdock
Krysta Chamberland	Jennifer Godin	Theresa Mastrianna
Elyse Chance	Sarah Goffin	Amanda Matuszkiewicz
Kristin Cholewinski	Amber Golanski	David Mullaney
Kaja Cichowlaz	Tanya Granger	Melissa Nadeau

Lisa Neyer
Zachery Niland
Teri Nofer
Laurie Jo Oppelt
Brian Papallo
Dana Patrie
Justin Pearson
Jessica Peltier
Megan Phinney
Denise Ramos
Katie Rebesch
Elaine Reed
Juanita Richardson
Nicholas Ripa
Sarah Roberts
Rosaria Rocuzzo
Jennifer Rodriguez

Johanna Rogalewski
Carolyn Root
Carrie Ann Rowley
W. Gerard Sands
Melissa Savino
Angela Scampolino
Kelley Schaedler
Danielle Schmitt
Lisa Schuster
David Seymour
Matthew Shea
Ross Siegel
Tamara Smith
Leonora Spyros
Dustinne Sylvester
Sheri Tajmajer
Melissa Tanasi

Nichole Tierinni
Kathleen Trotochaud
Evan Tuttle
Kristen Vazquez
Krista Vermeal
Michelle Verrastro
Monica Vivar
Lolita Wang
Kimberly Wartschow
Jeffrey Williams
Rebecca Wood
Elizabeth Wysocki
Elizabeth Zambrano
Brittney Zieller
Sr. Mary Joseph Zimmerman

Office of Field Experiences

Program:

The Office of Field Experiences (OFE) supports the mission of the School of Education and Professional Studies in the preparation of professionals for the early childhood, elementary, secondary, special education, and K-12 settings. In order to accomplish this mission, the OFE must work collaboratively with CCSU faculty/departments to ensure that Teacher Candidates are prepared to:

- Serve in the region, the state, and the nation;
- Apply principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioner in the professions;
- Develop 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.

In addition, guided by the purpose of *preparing leaders for service in our communities* the OFE must work closely with state-wide school districts as well as the State Department of Education to secure appropriate placements for Teacher Candidates to put theory into practice in a classroom setting.

Goals and Outcomes

The goals of the OFE are tied directly to our work with CCSU departments, State Department of Education, and statewide school districts. Our goals include:

1. Continue to develop relationships with districts and facilitate student teaching placement opportunities.
 - 1.1 District Visits: During the 2006-2007 academic year, the Director visited 57 school sites. The purpose of the visits is to continue to encourage communication between the district and the university, encourages future placements, learn about district initiatives, and look for ways for our students to support these initiatives.
2. Continue to develop clear procedures for the application-to-placement process for all student teaching programs.
 - 2.1 Application Seminars: Additional application seminars have been conducted in order to serve our students. Additional times were added prior to the end of each semester as well as sessions at the start of the semester. In addition, the Director, when invited by program coordinators, visited with students in their methods course to discuss the placement and application process. 87% of the students who applied to student teach during the 2006-2007 academic year attended an application seminar. Currently, this meeting is not mandatory.
3. Analyze data collected and begin to make appropriate changes.
4. Continue ongoing communication with all departments regarding students' placements, student "issues," as well as new procedures that are in place.
 - 4.1 Orientation: All academic disciplines with the exception of physical education, art education, and business education attend orientations conducted by the Office of Field Experiences. The other departments named conduct their own orientations. The OFE has collaborated with these departments and have had the opportunity to speak to the students in these disciplines.

4.2 Communication: The OFE has continued *From the Field*. This once-a-semester newsletter contains important placement data as well as current issues and trends out in the field. In addition, the OFE hosts a Cooperating Teacher Forum at the beginning of each semester. The purpose of this gathering is to engage in an open dialogue about our students and how we can better serve the schools in which our students are placed.

5. Continue to address the ongoing concern about student teaching placements with departments and State Department of Education BEST coordinators.

5.1 Professional Collaboration: Ongoing collaboration has occurred between CCSU, University of Hartford, and St. Joseph College. Together we host an annual district facilitators meeting. This forum allows districts to share district initiatives as well as allow us to work collaboratively to meet the district goals. The meeting, which is in its 6th year, has been well-attended. Additionally, U of H is seeking a grant to support on-going professional development for university supervisors. Should the funding be secured, the OFE will provide the site for the conference, which will be attended by university supervisors from all three institutions.

5.2 University Placement Office Consortium: Spearheaded by the Director for of the OFE, coordinators and directors of student teaching placement offices gather twice a year to discuss procedures, placement challenges as well as share successful strategies.

6. Collect data on the student teaching placement process, including number of attempts made in order to secure placements and factors that may influence a student's acceptance or denial of placement within a district.

6.1 Placements: During the 2006-2007 academic year, the Office of Field Experiences sought 134 elementary student teacher placements, 13 early childhood, 17 special education, 198 all level, and 112 at the secondary level in 76 Connecticut school districts. Twenty-two students did not start their student teaching semester; twenty-four did not complete.

7. Increase the number of eligible teachers who may host students by conducting BEST trainings throughout the year.

7.1 BEST Training: The OFE is committed to supporting the BEST program. In doing so, the OFE has continued to provide Core Training. During the 2006-2007 academic year, 102 additional teachers were trained and became eligible to host student teacher as well as serve mentors to districts first year teachers. Using the feedback from district facilitators, the OFE will be consistently hosting two trainings a year. We have conducted training in conjunction with 4 different school districts during the academic year, in addition to a CCSU-sponsored training.

8. Review of student transcripts to ensure all students slated for student teaching have met the SEPS grade requirements and coursework.

9. Continue ongoing collaboration with all departments.

9.1 The Director participates in the conversations hosted by the Chair of Teacher Education with the secondary and all-level programs.

9.2 The Director participates in the program interviews for the elementary program and history program.

9.3 The Director participates in committees as directed by the Dean of the School of Education and Professional Studies.

Community Engagement

CCSU student teachers provided the community with 165,000 hours of direct teaching and support to Connecticut students during the 2006-2007 academic year.

- **Handbooks**

Updated handbooks were provided to all supervisors, cooperating teachers, and student teachers. The Cooperating Teacher handbook has proven to be a useful resource for our cooperating teachers. Feedback from classroom teachers was positive. Feedback and suggestions from supervisors as well as cooperating teachers will be included in our revised 2007-2008 edition. The Student Teaching Handbook can be viewed online at www.ccsu.edu/ofe.

- **Website**

The OFE website has been created to be resources for student in field placements, applying to student teach, current student teachers as well as members of the K-12 community.

- **University Supervisor Orientation**

At the start of each semester, supervisors are required to attend an orientation. In order to meet the schedules of those who supervise this orientation is offered on a variety of days and times. Information covered during the orientation includes supervisor responsibilities as well as a professional conversation on a specific topic chosen by the Director.

Future Directions

- Conduct at least two meetings of the Student Teaching Steering Committee made up of faculty members, cooperating teachers, supervisors, district facilitators, and building administrators in conjunction with the Department of Teacher Education.
- Work with the Department of Teacher Education and the Dean of the School of Education to redefine the PDS network and partnerships and its role in developing future educators.
- Plan a recognition event for cooperating teachers who have hosted our students repeatedly.

On-Going Goals

- Student Teacher Evaluation Document – Continuing work with departments to ensure that discipline-specific information is included in this document. A Grade Profile Update group has been formed to review the document further. The committee has met twice in the academic year.
- Worked closely with the Special Education Department as new regulations are adopted. A Special Education Student Teacher Handbook as well as an evaluation tool was developed in conjunction with the department.
- The Student Teaching Observation form was revised to allow for greater collection of data to support the evaluation document.
- Continue work on the OFE website that provides support to the students we serve as well as the cooperating teachers who host us.
- Continue to work closely with the Department of Teacher Education as it aligns program expectations with secondary and all-level departments.
- Work closely with the Department of Teacher Education to increase student success rate during the student teaching semester.

- Work with the Dean of the School of Education as well as the Chair of Teacher Education to create a committee to support students prior to student teaching who may experience difficulty and creating a remediation plan.

Department of Counseling and Family Therapy

PROGRAMS

I. Counselor Education:

School Counseling Specialization

- The School Counseling Program admitted 25 applicants to the master's program and 2 applicants to the post master's program. We currently have 24 students in internships at various schools around Connecticut
- The School Counseling Program continues to prepare for CACREP accreditation visit
- The School Counseling program hosted a Program Advisory and Internship meeting
- The School Counseling Program revised the program of study to drop MFT 541 (Theories of Family Systems) and add CNSL 568 (Alcohol and Drug Counseling)

Professional and Rehabilitation Counseling:

The Professional and Rehabilitation Counseling program prepares students to pursue employment in a variety of rehabilitation, mental health, and drug and alcohol recovery agencies.

- The program celebrated its 25th year anniversary and CORE accreditation. The program received its accreditation by the Commission on Rehabilitation Education (CORE). Nationally recognized by the Council for Higher Education Accreditation (CHEA), CORE is a member of the Association of Specialized and Professional Accreditors (ASPA), and accredits graduate programs in Rehabilitation Counselor Education (RCE)
- The Professional and Rehabilitation Counseling Program admitted 31 applicants to the master's program and the Official Certificate Program
- This Program has begun a research and training project regarding clinical supervision with the Connecticut Bureau of Rehabilitation Services
- Developed and implemented a Drug and Alcohol Professional Advisory Committee

Student Development in Higher Education:

- This program admitted 22 applicants
- No major curricular changes were made in the program this year
- All graduating students attended one or more national conventions
- One student is serving on both the Ethics Committee and the Social Justice Commission of the American College Personnel Association
- The first survey of graduates was conducted and an alumni list is currently being compiled
- A meeting of the Professional Advisory Committee was held in which students discussed the hiring process and characteristics of good employees with the members of the committee

II. Marriage and Family Therapy

- Submitted AAMFT/COAMFTE accreditation Annual Report
- Increased diversity of new admissions into the program, including attracting an international student from Japan
- Executed new agreement with Klingberg Family Centers to house a new family therapy training clinic for the Master's program in Marriage and Family Therapy
- Provided administration and coordination of the Internal Family Systems Therapy professional training program with Richard C. Schwartz, Ph.D. (nationally-recognized program) in collaboration with Continuing Education
- Graduated 20 Master's degree candidates for the M.S. in Marriage & Family Therapy
- Placed and coordinated the training of 30 practicum students and 24 interns in mental health and social services settings across the state, providing 25,000 hours of pro bono service to the community. Over 60 agencies enlisted to place MFT students. Conducted annual Placement Fair in January, 2007
- CSU-AAUP Research Grant awarded to support the continuing production and publication of the Journal of Self Leadership
- Published and disseminated Volume 2 of the Journal of Self Leadership
- Presented two workshops at the 2006 Annual Internal Family Systems Therapy Conference
- Awarded a Summer Curriculum Grant to develop a new course in Research Methods in Marriage and Family Therapy with Dr. Joan Calvert
- Implemented Alumni Survey to track graduate outcomes (i.e., employment, licensing, professional memberships, etc)
- Convened two professional advisory committee (PAC) meetings (Fall and Spring)
- Established a MFT Curriculum Committee to examine the program's compliance with AAMFT Core Competencies
- Created and received approval for two (2) new program courses (MFT 542 – Ethical, Legal, and Professional Issues in Marriage and Family Therapy; MFT 598 – Research Methods in Marriage and Family Therapy)

STUDENTS

- 220 students in the Marriage and Family Program
- 120 students in the School Counseling Specialization
- 110 students in the Professional and Rehabilitation Counseling Specialization
- 75 students in the Student Development & Higher Education Specialization
- Many of our students choose to become a member of the Department Central Counseling which is a professional organization that supports Counseling graduate students and provides professional workshops and speakers

The officers are:

Valerie Nettleton: President

Kathryn Crisostorno: Vice President

Laurie Middleton: Treasurer

- Nadine Oliveri, Marriage & Family Therapy, was awarded the Outstanding Scholar Award
- Michelle Ciak, Marriage & Family Therapy, was awarded the Connecticut Association for Marriage & Family Therapy Outstanding Student Award
- Magdalena Wawrzyniak was awarded the Connecticut Association for Marriage & Family Therapy Diversity Award
- Pat Sigel, Professional and Rehabilitation Counseling, was awarded the Graduate Academic Award
- Many of our students are members of the Connecticut Counseling Association, the Connecticut School Counseling Association, and the Connecticut Marriage & Family Association

Other Department Initiatives

- Dr. Cohen provides administration and coordination of the Internal Family Systems Therapy training in collaboration with Continuing Education as an entrepreneurial endeavor
- Dr. Rosenberg has received grant funding for the past six years from the Department of Mental Health and Addiction Services (DMHAS) to continue Central Access and Student Development (CASD) as supported education program for CCSU students.
- Dr. Rosenberg, Dr. Malley, and Dr. Sankar offered a one day seminar CEU course in Mindfulness Practice for counselors
- The Department faculty participate in Graduate Studies Open House to recruit potential students
- Each program/specialization send out an alumni satisfaction survey

PLANNING FOR 2007-2008

A. Context

The need for qualified and certified counselors remains a growth area and the Department of Counseling and Family Therapy remains committed to providing the needed programs to meet the need.

B. Mission

The mission of the Department of Counseling and Family Therapy is to prepare students for professional careers in counseling and family therapy. As human service practitioners, our graduates will use their knowledge and skills to promote healthy individuals, families, schools, and communities according to the ethical codes and standards of practice of their profession. Their work will be based on respect for human dignity and diversity, a commitment to human rights and freedoms, and a passion for working for a sustainable community that provides for the well being of all its citizens.

C. Planning and Goals for the 2007-2008 Academic Year

- Arrange for a CACREP accreditation site visit for the School Counseling Program
- Create a competency based mid-point assessment for students in the Counselor Education Program
- Participate in statewide clinical supervision trainings for professional counselors

- Collaborate with Counseling and Wellness Center to hold a campus-wide suicide prevention program
- Continue campus meetings and discussions on campus violence and mental health issues
- Continue discussions with the Dean on implementing a 6th year certificate for the School Counseling Program
- Continue discussions with the Dean on the Professional and Rehabilitation Counseling Program Official Certificate Program (OCP)
- Pursue establishing internships with the Counseling and Wellness Center for the Student Development in Higher Education Program and the Professional and Rehabilitation Counseling Program
- Continue establishing and refining the partnership with Klingberg Family Center and the Marriage and Family Program
- Improve efforts to mentor, support, and evaluate part-time faculty

Department of Educational Leadership

PROGRAMS

There are four principal programs that the department offers. The Ed.D. in educational leadership, the Sixth Year program in educational leadership, the Master's degree program in educational leadership, and the Master's degree program in educational technology. The Ed.D. program will submit its own annual report. The new initiatives for the department involved community outreach, international programs, and assessment methods. These initiatives will be addressed in the appropriate sections below. One major accomplishment is that we successfully hired four new faculty members (before December 15) who will join us next year.

PLANNING FOR 2007-2008

A. Context: For more than 150 years, since 1849 when Henry Barnard inspired some of his civic-minded friends to raise the funds needed to establish the New Britain Normal School, this institution and the people who work in it have been leaders for education in Connecticut and beyond. Today, the Department of Educational Leaders is proud to have the reputation for carrying on Henry Barnard's tradition of leadership in service to the community. We are the academic home for two important centers (the Center for Multicultural Research and Education and the Center for Teaching and Technology); a new and innovative -- and already highly-regarded -- doctoral program; a sixth year certificate program to prepare educators to be licensed as leaders for Connecticut's schools; an official certificate program leading to the school superintendent's license; master's degrees programs in educational technology and educational leadership; undergraduate teacher preparation courses in technology; and graduate-level service course in research and curriculum.

Although we could date our departmental history back nearly to the time when teachers first came to campus for graduate study in summer 1955, our modern era began in the late 80's when our program for preparing school administrators underwent a radical redesign. What resulted was a new sixth year certificate (30 credit hours) with a more stringent application process, strong coursework representing best practices, rigorous mid-point assessments, and an internship that embedded performance assessment. This first iteration of our sixth year program, in tandem with the recruitment and retention of an excellent and diverse faculty, led us to national recognition from the Educational Leadership Constituent Consortium and regional recognition as a place where leaders learn.

B. Mission: The department mission statement is directly related to the University's mission and strategic plan. Specifically, our department will continue to offer high quality programs to students, we will continue to internationalize our offerings for students and we will continue to work on assessment practices. Educational Leadership programs at the master's and sixth year level seek to prepare well-educated and competent practitioners who are capable of improving the quality of education for Connecticut's children. The master's program is an entry-level program for teacher leaders and educators who work in positions such as grade-level leader, middle school team leader, and department head. The sixth-year certificate leads to state of Connecticut licensure as an intermediate administrator or supervisor (092). The department also offers an official certificate program (15 semester hours) that leads to the superintendent's license (093). Programs emphasize

leadership for valuing diversity and achieving equity, school improvement and systemic change, reflective processes, and action research as a basis for decision-making.

As a complement to the Educational Leadership Programs, the Educational Technology division provides an applied curriculum for pre-service teachers and educational technology master's degree. Blending theory, research and technology applications, the programs and service functions of the division are partnered with the Center for Innovation in Teaching and Learning (CITT) located in Barnard 335. Using the hospital model, the classroom as learning environment is linked to the CITT lab as the experiential setting where students and faculty perform and experience what they have learned. Undergraduate students develop skills to use technology for instruction; graduate students use systematic instructional design procedures and develop leadership skills for integrating technology into the classroom; and faculty become more proficient in using technology to improve pedagogy, research, and instructional management.

Additionally, the Center for Multicultural Research and Education, housed in the Department of Educational Leadership, serves as a resource in providing professional development support and technical assistance for university and school faculty and administrators in individual and systemic change for education that is multicultural.

C. Planning: We are in the planning stages of offering an international program for graduate students and in-service professionals. In this program we will offer courses at Central and abroad for participants to learn about educational programs in different cultures. We will hold a mini-retreat early in the academic year as a way of integrating our new faculty into the department's initiatives. We will be identifying an Advisory Board for the department. This will be accomplished next year.

Department of Nursing

PROGRAM

The Department of Nursing currently has a Registered Nurse to Baccalaureate Degree in Nursing for individuals with an Associate of Science Degree or Diploma graduates who are Registered Nurses. This program received official notice from the Commission on Collegiate Nursing Education (CCNE) that it was approved and accredited for 10 years in the fall of 2007. In December 2006 there were 7 graduates of the Nursing Program and 15 graduates in May 2007.

In summer 2006 a 4 year baccalaureate in nursing program proposal was developed by the SEPS Dean's office in conjunction with Carol Williams. Once the program proposal was refined, it was approved by Curriculum committees in the School of Education and Professional Studies, School of Arts and Sciences, and the University. In April, 2007 the proposal was approved by the University Senate. Currently, Provost Carl Lovitt is evaluating it. It will then be sent to the Department of Higher Education for approval. Dr. Lovitt and President Miller have announced that the program will open in fall, 2008.

PLANNING FOR 2007-2008

A. Context

There is a profound shortage of qualified and skilled nurses in Connecticut, New England and throughout the United States. Central's Department of Nursing is committed to providing the needed programs to help address the aforementioned nursing shortages and quality of care issues through its existing program and by expanding program offerings.

B. Mission Statement

The mission of the Nursing Department is to train and educate nurses and educate students to assist individuals, families and groups to achieve optimal levels of health and wellness. The Nursing faculty believes that, in a dynamic society, education for membership in a profession includes the development not only of expertise in the field of nursing but also of social awareness. In contemporary times, this social awareness includes the development of an increasingly global perspective and the impact the global community has on delivering care to families and patient care. The professional nurse with a liberal education thinks critically and provides a level of care that research shows is substantively better than nurses not so trained, e.g., lowers the mortality rate for patients under care.

C. Planning and Goals

In the coming year the Department of Nursing will: 1) seek approvals to offer a generic BSN program, 2) seek to hire a senior faculty member in nursing and 3) explore a broad array of marketing and program options to fully enroll its existing BSN completion from for RNs.

Department of Physical Education and Human Performance

PROGRAMS

BSED program

1. Significant Curriculum revisions were implemented
To introduce the teacher candidate to learning theory at an earlier point in their program
to collaborate with teacher education department
provide consistency of progression within the program
2. NCATE committee work to establish the 6 assessments for accreditation.
3. Individual faculty training with skill performance rubrics needed for NCATE.
4. Creation of digital data collection formats that enable accurate and thorough record keeping for NCATE report.

Exercise Science and Health Promotion Program

1. Completion of self-study for accreditation site visit in 2007-2008.
2. Course revisions for Anatomy and Physiology Level I and II.
3. Curriculum revision for recognition by the National Strength and Conditioning Association.

Athletic Training Program

1. Completed a self-study and hosted site visitors from the Commission on Accreditation of Athletic Training Education.

Dance Program

The Dance Program continues to grow. At this time all courses are in place to support the CT Dance Teacher Certification with the addition of Dan 477 Dance Methods on May 2, 2007.

STUDENTS

Students

Fall 2006

Number of Majors 454

Student Credit

Hours Taught 236

Spring 2007

Number of Majors 438

Student Credit

Hours Taught 233

Athletic Training Student Chantelle Bowden received the President's Citation Award; she also won an East Coast Athletic Trainers Association undergraduate scholarship and was the winner of the CCSU Undergraduate Research Award.

All of the junior and senior Athletic Training students presented at the CCSU Undergraduate Research Day.

The Athletic Training club will work with the NFL at an inner city youth camp over the summer.

Athletic Training students Lemuel Figueroa won the Krein and Pirog scholarships and Larry Discenza won the Huntington scholarship.

Physical Education student Sarah Roberts received the AAHPERD Outstanding Future Professional Award at the National AAHPERD Conference in Baltimore, MD.

PLANNING FOR 2007-2008

A. Context

As countless research and news reports indicate, health and fitness remain challenges for the American populace, e.g. obesity is at epidemic proportions in the United States. With that in mind, the CCSU Department of Physical Education and Human Performance is committed to providing professionals to help educate and prepare people for healthy and active lives.

B. Mission Statement

As an academic department within the School of Education and Professional Studies, the Department of Physical Education and Human Performance is dedicated to the achievement of the missions of the School and the University. The mission of the Department of Physical Education and Human Performance is multifaceted and is guided by the following principles:

- Providing coursework and experiences which enable students to become qualified, dedicated physical educators for the elementary and secondary schools in Connecticut.
- Providing coursework and experiences which enable students to become qualified, dedicated, exercise and fitness professionals for the corporate sector.
- Providing coursework and experiences which enable students to become qualified, dedicated athletic trainers which service the public schools as well as private and professional organizations in the community.
- Providing coursework and experiences in the general education program which enable students to develop and maintain optimal levels of physical health, wellness and lifetime activity skills.
- Values education in the physical, social, and psychological realms. A physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, does participate regularly in physical activity, knows the implications of and benefits from involvement in physical activity, and values physical activity and its contributions to a total healthy lifestyle.

Guided by these principles and values, the department aspires to excellence in its programmatic thrusts.

C. Plans and Goals

BSED Strategic Plan

The BSED Program aspires to:

1. be the premier comprehensive university PETE (Physical Education Teacher Education) program in Connecticut
2. be a significant resource for professional development for Connecticut Physical Education teachers
3. be widely respected as a department dedicated to innovative, activity-based and learner-centered education

The program identifies several themes to guide our focus over the next 5 years:

1. Collaboration

The department will continue and seek to increase its collaboration across the University. Programs such as Teacher Education, Educational Leadership, Educational Technology will continue to be the focus of this collaboration.

2. Needs of the Community

The department will continue to provide volunteers for such non-profit agencies such as Special Olympics, Unified Sports, and Hikes and Biking with the Blind. Students will continue to provide assistance to physical education teachers in the surrounding communities during CT Fitness Testing. Faculty will continue to provide workshops and program evaluations for physical education programs within the state.

3. Professional Development

The department provides continuous professional development for physical education teachers throughout the state in the MS graduate program. The department will evaluate the graduate program as it serves the specific needs of Physical Education teachers in the state of Connecticut and look to a cohesive program of courses to meet these needs. Faculty are called on to present professional development workshops for teachers in the state. Department faculty members hold leadership positions in CTAHPERD and some faculty present at the CTAHPERD conference on an annual basis. Department faculty present on both the regional and national levels as well. BSED students also present professional development sessions on an annual basis at the CTAHPERD Fall Conference. These are endeavors that the department will continue.

4. Technology

The department will continue to provide student with a technology base to their course work. Heart rate monitors and pedometers will be required purchases for our majors. Digitized video, use of computer assisted learning experiences and technology assisted authentic assessment strategies will be utilized in a more consistent manner in the future. Faculty will utilize the Smart Classrooms that are available in Kaiser and we will seek all our classrooms to be equipped with this state of the art technology. The department will incorporate the Biomechanics Lab as a technology resource instructional area in more of the BSED courses.

The focus of the PK-12 BSED Program and graduate certification program in Physical Education is the preparation of candidates for licensure as Physical Education teachers in Connecticut based on NASPE National Standards and Connecticut Standards. The standard that guides this program is the NCATE/NASPE certification. Our priorities over the next 5 years are: 1. to infuse technology in each class, 2. utilize authentic assessment strategies, 3. plan and organize our assessment strategies for the next NCATE/NASPE review, 4. collect data and exemplars for this review, 5. to continue the mid-point planning task administration and scoring as a prerequisite for student teaching, 6. to continue the student teaching exit portfolio as a requirement for endorsement for licensure and to implement our new BSED program to meet the skill course mandates of NCATE/NASPE certification.

Exercise Science and Health Promotion Strategic Plan

According to Mosby's Pocket Dictionary of Medicine exercise science is concerned with "how and why the human body responds to physical activity". The primary application of exercise science knowledge is to benefit human health, exercise, or sports performance. It is clear that exercise science is a very diverse field of study that encompasses many areas of inquiry.

Two primary areas of inquiry for exercise scientists are (1) health-related aspects of physical activity and (2) sports performance. Recent research has provided valuable information concerning various aspects of the relationship between physical activity and health. Most current academic programs in exercise science in colleges and universities grew out of the applied, professional discipline of physical education, which in the 1960s encompassed various aspects of sports, fitness, and physical activity. Today, however, physical education majors are usually preparing to teach in elementary and secondary schools. Nonetheless, exercise science is normally a non-teaching option.

Undergraduate exercise science programs are frequently used as the foundation for attending professional schools in medicine, physical therapy, chiropractic, occupational therapy and dentistry, as well as other allied health fields. In addition, an exercise science degree is valuable for careers in corporate or agency fitness and in private consulting, such as for health clubs. According to the Connecticut Department of Labor report published in July 2003 personal trainers (degree in exercise science) are listed in Connecticut's top 60 fastest growing occupations, top 60 occupations with the most new jobs, and top 60 occupations with the most employment opportunities. Thus, we feel that exercise science and health promotion should be considered a major and not a concentration (currently it is a major in physical education with a concentration in exercise science). As a result we are working on the following:

- Pursue the American College of Sports Medicine (ACSM) University Connection Endorsement Program for the ACSM Health Fitness Instructor certification. This will be aligned with the Knowledge, Skills, and Abilities (KSAs) requisite for the certification. This will allow us to meet standardized curricula and prepare us for future accreditation.
- Pursue the National Strength and Conditioning Association (NSCA) university endorsement program that will align us with university standards. Currently we offer a number of courses that are recognized by NSCA as relevant curricula.
- Adjust our curriculum to meet the needs of the accreditation committee for both ACSM and NSCA.

- Increase the use of the Exercise Physiology Lab and the Biomechanics Lab by including more hands-on lab experiences that would include students doing more case studies and client evaluations
- Streamline the internship process to have students select ACSM and NSCA appropriate internships
- Establish a clinical program coordinator that will be responsible for assessing competencies of students in the Fitness/Wellness Center and the Department of Transportation
- Enhance the opportunities for students in the areas of health promotion, working with older adults and exercise prescription for special populations.

General Education

Consistent with the national health objectives for 2010, we will continue to educate and provide self-management skills to all CCSU students about the importance of a healthy lifestyle. This is accomplished by requiring all freshmen to complete a fitness/wellness course as part of their general education requirement. The goal is to help all students make personal lifetime lifestyle changes that promote, health, fitness, and wellness.

Athletic Training Education Program Strategic Plan

- **Enhance the quality of existing classes:** Add a 1 credit lab section to PE 218 (Scientific Basis of Athletic Training) and PE 317 (Therapeutics in Athletic Training). This will allow instructors to teach hands on skills during lab times, without taking away from classroom time. Recent graduates from CCSU's AT program have shown difficulty in passing the "written" section of the NATA exam. Not having to decrease classroom time in order to perform lab skills could positively impact "written" exam scores on the NATA certification exam. Splitting PE 218 into 2 separate courses (upper extremity and lower extremity evaluation) would enhance student learning and competencies. The amount of material is too great for one class in 15 weeks
- **Increase the Athletic Training staff/faculty:** This would allow for a better staff to student ratio, an increase in student numbers, better supervision of student trainers, and better compliance with CAAHEP.
- **Add new courses:** This could be accomplished with the addition of new faculty/staff in athletic training. Possible new course: Current Issues in Athletic Training (the examination of the latest research, techniques, equipment in athletic training, critical reviews of literature and research).
- **Develop a stronger outreach/recruitment program:** Consistent representation at academic open houses and career fairs. Student recruiters sent to hometown high schools.
- **Increase student retention:** Improve incoming student awareness of the field of athletic training as well as possible job opportunities. This would be an ancillary effect of a better outreach/recruitment program.

Department of Reading and Language Arts

Programs

The Department of Reading and Language Arts offers a Master of Science degree program and a Sixth Year degree in reading and language arts. The Master of Science degree offers strands in Classroom Instruction in Reading and Language Arts (non-certification), Corrective and Remedial Reading and Language Arts (certification), and Reading-Mathematics (non-certification). The Sixth Year program may include courses leading to a reading and language arts consultant certification by the State of Connecticut. An Advanced Certificate Program is also available for students who have completed a Master of Science degree in reading and language arts. Our programs are accredited by the International Reading Association (IRA)/National Council of Teachers of English (NCTE) under the NCATE accreditation agency.

The Department of Reading and Language Arts is committed to promoting and enhancing quality instruction in reading and language arts. **PREPARING LITERACY LEADERS FOR SERVICE IN OUR COMMUNITIES** is the overarching mission of the Department of Reading and Language Arts and is consistent with and closely aligned to the theme of **PREPARING LEADERS FOR SERVICE IN OUR COMMUNITIES** embraced by the School of Education and Professional Studies. The underlying principles of our mission are derived from our professional standards as defined by the International Reading Association and NCTE, and by state mandates such as the **Blueprint for Reading Achievement** and the **Language Arts Framework**. (See **Strategic Plan** for full Mission Statement)

Principal Activities and Accomplishments

The department created an Advisory Board consisting of all full time faculty in the department and invited educators, community leaders and students who bring with them a wealth of knowledge and experiences, related to literacy education, and a strong commitment to improving student learning in the state of Connecticut. The Advisory Board met three times this year. (September 2006, February 9 and April 13, 2007).

Advisory Board Members

Helen R. Abadiano, Professor & Chair, CCSU Department of Reading and Language Arts
Justus Beach, Professor Emeritus, CCSU School of Education and Professional Studies
Maydie Bombart, Coordinator, Language Arts, New Britain Public Schools
Lisa Comstock, Director, Connecticut Humanities Council and MotherRead/ FatherRead Program
Elene Demos, Professor, CCSU Department of Reading and Language Arts
Kristina Elias-Staron, New Britain Public Schools Language Arts Coordinator (retired) (2006-2007 Co-Chair)
William Farr, Literacy Consultant & Professor Emeritus, University of Connecticut
Antonio Garcia-Lozada, Professor, CCSU Department of Modern Languages
Thomas Gunning, ESCU Professor Emeritus, Author, & Adjunct Faculty, CCSU Department of Reading and Language Arts
Jack Hasegawa, Director, Office of Education Equity, CT Department of Education
Darlene Hurtado, Director, Literacy Volunteers of America New Britain/ Bristol (Incoming Co-Chair, 2007-2008)
Rochelle Jones, Weaver High School, Hartford, CT

Jean Klein, Education Consultant & Chair, Connecticut Association of Research in Reading (CARR)
Julia Kara-Soteriou, Assistant Professor, CCSU Department of Reading and Language Arts
Catherine Kurkjian, Professor, CCSU Department of Reading and Language Arts
Susan Lareau, President, Graduate Society of Reading (GSR)
Cara Mulcahy, Assistant Professor, CCSU Department of Reading and Language Arts
Raymond Newton, Adjunct Faculty, CCSU Department of Reading and Language Arts
Joseph Pandolfio, Vice President, Graduate Society of Reading (GSR)
Salvadora Polius, Treasurer, Graduate Society of Reading (GSR)
Deborah Rand, Secretary, Graduate Society of Reading (GSR)
Anthony Rigazio-Digilio, Chair, CCSU Department of Educational Leadership
Paul Stringer, Principal, Weaver High School, Hartford, CT
Jesse Turner, Associate Professor & Director, Literacy Center, CCSU Department of Reading and Language Arts (Co-Chair, 2006-continuing)
Charles Warner, Director, After-School Programs, New Haven, CT
Kenneth J. Weiss, Associate Professor, CCSU Department of Reading and Language Arts
Carol Wright, Principal, SAND Elementary School, Hartford, CT
Lynda Valeria, Assistant Professor & Director, CCWP, CCSU Department of Reading and Language Arts

Electronic Course/Program Portfolio

Electronic Course Portfolio

Effective fall 2006, all courses in reading and language arts require an electronic course portfolio addressing the alignment between course objectives and the Standards for Reading Professionals by the International Reading Association (IRA), the accreditation agency in the discipline. The electronic course portfolio is evaluated using a rubric designed by the department. At the end of the semester, course instructors submit individual student course portfolio evaluations and a course portfolio summary evaluation that will be added to the program database.

Electronic Program Portfolio

All graduate students accepted to the reading and language arts program effective fall 2006 are required to develop an electronic program portfolio. The electronic program portfolio consists of selected graded artifacts, annotations, and reflections from course portfolio to demonstrate having met all the Standards for Reading Professionals by the International Reading Association (IRA), the accreditation agency in the discipline. The electronic program portfolio is submitted for evaluation at mid-point (15 credits), pre-comprehensive (for master's students), pre-graduation (after 24 credits for 6th year students), and the completed program portfolio when they apply for graduation. A summative evaluation is done using the same rubric designed by the department to evaluate the course portfolio. At the end of the semester, faculty program advisors submit individual student program portfolio summary evaluations that will be added to the program database.

Program Portfolio Orientation

The department offered a 2-part, back-to-back, program portfolio orientation in fall and spring semesters for our new graduate students. The first part of the orientation focused on content, rubric, standards, annotations, and reflections. The second part was held in the computer lab and introduced students to the electronic program portfolio template, as well as technical procedures for developing one. The fall orientation was attended by 20 students; spring orientation was attended by

16 students. Faculty Coordinators: C. Kurkjian, C. Mulcahy, J. Turner, & L. Valerie (fall 2006); J. Kara-Soteriou, C. Kurkjian, C. Mulcahy, L. Valerie, & K. Weiss (spring 2007)

Faculty Retreat

A full day department faculty retreat focused on preparation for NCATE accreditation in 2010, including discussions around strategic plans, was held December 15, 2006.

New and Revised Courses

Revised RDG 140-Reading Efficiency

The department reclaimed RDG 140-Reading Efficiency that used to be offered by the CCSU Learning Center. This course was revised to provide a clinical analysis of first year students' reading difficulties and to put emphasis on developing vocabulary and comprehension skills in content area reading. A longitudinal action research study on the impact of this course on students' academic performance throughout their degree program at Central was also designed and implemented beginning fall 2006. Revised by E. Demos

Revised RDG 440-Literacy in Secondary Schools

The department, in consultation with the Teacher Education, revised the only literacy course required for pre-service secondary teachers to include a 30-hour field experience component. Revised by Cara Mulcahy

Revised RDG 505, now RDG 506-Developmental Reading in Secondary Schools

The Developmental Reading in Secondary Schools course (currently RDG 505) was revised and submitted to the University Curriculum Committee for approval. RDG 506 has 30-hours field experience component and is open only to post-baccalaureate teacher certification candidates. The course begins in fall 2007. Revised by Kenneth Weiss

Revised clinical sequence courses: RDG 594-Diagnosis of reading and language arts difficulties, RDG 595-Remedial and corrective techniques in reading and language arts, RDG 596-Clinical practices

The department reviewed and revised the syllabus of each of the clinical sequence courses to provide coherence among the three courses and to strongly meet the competencies required by the state for 102 certification—remedial reading and language arts teaching certificate, as well as align with the International Reading Association Standards for Reading Professionals. Revised by E. Demos, Jesse Turner, & Lynda Valerie

New RDG 400-Writing Instruction for Elementary Teachers

This is a course in response to the request of the Department of Teacher Education to assist candidates for admissions to the professional program who failed in the essay writing assessment as part of the entrance requirements. The goal is to develop writing skills among targeted teacher candidates. The course proposal has been submitted to the University Curriculum Committee for approval. The course will be piloted in summer 2007. Developed by Lynda Valerie

New RDG 507-Special Topics in Reading and Language Arts

The department developed a special topics course focusing on inquiry into special topics in reading and language arts. The proposal will be submitted to the university Curriculum Committee for approval in fall 2007. Developed by H. Abadiano

Saturday group orientation and interview

The department held Saturday group orientations and interviews in fall 2006 (September, October, and November) and in spring 2007 (February and April). A pre-fall 2007 interview is scheduled in June 2007. Interview schedule for 2007-2008 is posted in the department website.

Fall 2006/Spring 2007 Course Offerings/Enrollment

In fall 2006 the department offered 16 undergraduate courses as part of our collaboration with the Department of Teacher Education, and 16 graduate courses for Master's, 6th year, and OCP programs.

Undergraduate classes were taught by 3 full time (J. Kara-Soteriou, C. Mulcahy, & K. Weiss) and 5 part time faculty (H. Byus, T. Gunning (Professor Emeritus), R. Lentini, R. Newton, & J. Zaccardo). Graduate classes were taught by 7 full time (H. Abadiano, E. Demos, C. Kurkjian, C. Mulcahy, J. Turner, L. Valerie, & K. Weiss), and 3 part time (B. Davies (Professor Emeritus), A. Snow & J. Zaccardo) faculty.

In spring 2007 the department offered 17 undergraduate courses as part of our collaboration with the Department of Teacher Education, and 14 graduate courses, both for Master's and 6th year programs. Undergraduate classes were taught by 4 full time (E. Demos, J. Kara-Soteriou, C. Mulcahy, & K. Weiss) and 6 part time faculty (H. Byus, T. Gunning (Professor Emeritus) J. Johnston, R. Lentini, R. Newton, & J. Zaccardo). Graduate classes were taught by 6 full time (H. Abadiano, E. Demos, C. Mulcahy, J. Turner, L. Valerie, & K. Weiss), and 3 part time (B. Davies (Professor Emeritus), A. Snow & J. Zaccardo) faculty.

Undergraduate Program Initiatives

Alpha Upsilon Alpha, Beta Chapter of the International Reading Association's National Honor Society: Faculty Advisors: Catherine Kurkjian and Ray Newton

The Honor Society was created by the International Reading Association (IRA) in 1985 to recognize and encourage scholarship, the development of personal and professional leadership, and service to the field of reading at both the undergraduate and graduate levels. Membership requirements are academic placement at the top 25% of the student's class and recommendation of a faculty member. Twenty-three new members were inducted in May 3, 2007.

Elected Officers:

President: Alison Campanelli

Vice-President: Abbey E. Katuzney

Treasurer: Allison M. Godbout

Secretary: Jennifer Baillargeon

Reading and Language Arts Handbook for Undergraduate Students

The Standards Handbook Committee developed an *Undergraduate Reading and Language Arts Standards Handbook* that were distributed to all students taking their first of a series of undergraduate reading and language arts courses as part of their initial educator certification requirements. The *Handbook* outlines the knowledge, skills, and competencies teachers need to ensure that all their students learn. These are the fundamental descriptors of expectations of teachers in the State of Connecticut.

Standards Handbook Committee

Cara M. Mulcahy, Chair
Raymond R. Newton
Kenneth J. Weiss

Students

Academic/Program Accomplishments

For each year in the program, our graduate students are members of at least one state/regional professional organizations (i.e., the Connecticut Reading Association (CRA), Connecticut Association of Research in Reading (CARR), or the New England Reading Association (NERA), and at least one national/international professional organizations in reading and language arts (i.e., International Reading Association (IRA) or National Reading Conference (NRC) as part of our program requirements. Evidence of membership is included in the course/program portfolio.

For each year in the program, our graduate students attend at least one professional conference in reading and language arts as part of the program requirements. Evidence of participation or presentation at a professional conference is included in the course/program portfolio.

In fall and spring semesters, all graduate students taking RDG 598-Seminar in Reading Research and RDG 698-Research Seminar present their research projects at the Research Forum attended by graduate students in reading and language arts and guests.

Student Accomplishments

Hill, A. (2007, April). Promoted to Regional Literacy Coordinator with the Jamaican Ministry of Education. (Mr. Hill is a 2006 graduate of our master's degree program in Jamaica.)

Scholarly Activities:

Achane, T. (2006, July). Students' challenges in responding to text: Reader response. A presentation at the Reading Celebration, Reading Institute/Lucy Calkins Reading and Writing Project, Columbia Teachers College, NY

Burns, A. (2007). Boys and literacy: What's the connection?. A research poster presentation at the 1st Annual Literacy Essentials Conference, New Britain, CT

Decsy, K. (with H. Abadiano & C. Kurkjian). (August 7-10, 2006). Infusing technology into higher education: Reading and language arts teachers. International Reading Association's 21st World Congress on Reading: Building Literacy Bridges, Budapest, Hungary

Dodenhoff, M. (2007, August). Technology workshop: Using notebook and smart board. A professional staff development for teachers, 3-5. Suffield Public Schools, Suffield, CT

Karhu, C. (2007). Put on a face: Integrating art and writing. A literacy activity demonstration center at the 1st Annual Literacy Conference, New Britain, CT

Lareau, S., Pandolfio, J., Rand, D., & Turner, C. (2007). Impact of knowledge of expository text structure on 5th and 8th grade students' expository writing. A research poster presentation at the 1st Annual Literacy Conference, New Britain, CT

Mangiafico, R. (w/ C.Turner & J.P. Turner). (2007). What's the buzz: A perfect match reading-writing workshop and urban schools. Panel presentation accepted to the National Council of Teachers of English (NCTE)

- Murphy, E. (2007, June). Using hyperStudio. A professional staff development for teachers. M.D. Fox Elementary Schools, Hartford, CT
- O'Brian, R.(2007, August). Determining text readability. A professional staff development for teachers. Ben Bronz Academy, West Hartford, CT
- O'Brian, R., & Rand, D. (2007). Interactive reading strategy lessons. A professional staff development for teachers. Ben Bronz Academy, Suffield, CT
- Pryce, K. (spring 2007). Technology in reading instruction. A professional staff development for teachers, 3-5. Suffield Public Schools, Suffield, CT
- Pryce, K. (spring 2007). Guided reading. A professional staff development for teachers, 3-5. Suffield Public Schools, Suffield, CT
- Pryce, K. (spring 2007). Technology in reading instruction. A professional staff development for teachers, 3-5. Suffield Public Schools, Suffield, CT
- Shanahan, K., & Schmidt, B. (2007). Games that build phonemic awareness. A literacy activity demonstration center at the 1st Annual Literacy Conference, New Britain, CT
- Schulman, J. (January 2007). Writing successes or what works for improving CMT writing scores? A professional staff development for teachers, grades 5-8. Carmen Arace Intermediate School, Bloomfield, CT
- Schulman, J. (February 7, 2007). Tips and strategies for taking CMT. A professional staff development for teachers, grades 5-8. Carmen Arace Intermediate School, Bloomfield, CT
- Schulman, J. (April 4 2007). Using reading and writing data to inform instruction. A professional staff development for teachers, grades 5-8. Carmen Arace Intermediate School, Bloomfield, CT
- White, O. (2007). Writing, reading and the reluctant learner: Strategies for enhancing student engagement. A paper presented at the 1st Annual Literacy Conference, New Britain, CT
- Woodard, A. (fall 2006). Reading comprehension. A professional staff development for teachers, K-3. Jumoke Academy Charter School, Hartford, CT
- Woodard, A. (fall 2006). Running records. A professional staff development for teachers, K-3. Jumoke Academy Charter School, Hartford, CT
- Woodard, A. (fall 2006). Phonics code module. A professional staff development for teachers, K-3. Jumoke Academy Charter School, Hartford, CT

Grants/Awards

2007 CCSU Graduate Academic Award

Richard Todd O'Brian, 6th Year

Learning Center at Ben Bronz Academy, West Hartford, CT

2007 CCSU Graduate Academic Award

Kate Howard-Bender, MS

Weaver High School, Hartford, CT

2006 Connecticut Association for Reading Research (CARR), IRA Honor Council 2003-2007, Wirth-Santoro Scholarship.

Research: Impact of knowledge of expository text structure on 5th and 8th grade students' expository writing

Award Recipients:

Susan Lareau, E-Learning Specialist, Hartford Financial Services, CT

Joseph Pandolfio, Kennelly Elementary School, Hartford, CT

Debbie Rand, Windham Center School, Windham, CT

Carolyn Turner, Bellizzi Middle School, Hartford, CT

2007 Connecticut Association for Reading Research (CARR), IRA Honor Council 2003-2007, Wirth-Santoro Scholarship.

Research: Boys and literacy: What's the connection?

Award Recipient: Aggie Burns, Literacy Specialist, Torrington Public Schools, CT

2006-2007 Nomination for Teacher of the Year Award

Tara Achane, Mansfield Middle School, Mansfield, CT

Elise Murphy, M.D. Fox Elementary School, Hartford, CT

Kris Pryce, Suffield Public Schools, Suffield, CT

2006-2007 Teacher of the Year Award

Megan Zaba, Chamberlain Elementary School, New Britain, CT

PLANNING for 2007-2008

Mission: The Department of Reading and language Arts is committed to promoting and enhancing quality instruction in reading and language arts. Preparing leaders for our communities is the overarching mission of the Department of Reading and Language Arts and is consistent with and closely aligned to the theme of preparing leaders for service in our communities embraced by the School of Education and Professional Studies. The underlying principles of our mission are derived from our professional standards as defined by the International Reading Association and NCTE, and by state mandates such as the Blueprint for Reading Achievement and the Language Arts Framework.

Our mission is to provide leadership within the Region by:

- Preparing in-service teachers toward the state advanced certifications in remedial reading and language arts and reading and language arts consultants;
- Preparing classroom teachers to have a strong expertise in literacy and apply this effectively in classroom; as well as share collegially with their peers in a professional development capacity;
- Preparing in-service teachers for service in promoting literacy and best practices in their schools, local community, region, the state, and the nation
- Creating, synthesizing, and disseminating literacy research that informs our own activities and that of practitioners in the various professions;
- Serving members of the educational community and related professions within the School of Education and Professional Studies, at the university level, across the state of Connecticut, within the region, and at the national level; and
- Providing leadership and research for the purposes of influencing educational and social policies at the local, state, regional and national levels.

The underlying principles guiding our mission are:

- **Primacy of literacy and preparing teachers to teach for our literacy futures.** We need

to prepare teachers who can prepare their students to meet literacy challenges in an information age.

- **Developing knowledgeable literacy teachers.** Investment in time and energy to develop knowledgeable literacy teachers takes precedence over the use of scripted programs, particular approaches and materials.
- **Valuing diversity and diverse learners with literacy as a tool for empowerment.** We need literacy teachers who value diversity and make decisions taking into account diverse learning styles, and the cultural, linguistic, and social and developmental needs and strengths of the diverse range of students served in our classrooms.
- **Research based literacy instruction.** Teaching should be derived from research based practice. We need to develop teachers who take a reflective stance in their work and use student learning outcomes to inform and refine their teaching to better serve their students.
- **Ethical stance.** Assessment should be purposeful to inform teaching and learning; not as a punitive practice.

Professionalism/Collegiality/Leadership. Reading and language arts professionals need to work with and support one another as a community of learners and practitioners

Department of Social Work

PROGRAMS

July 2006 received reaffirmation from the *Council on Social Work Education*, our accrediting agency, effective for the next eight years

Admitted four students to the social work major October 2006

Admitted twenty four students to the social work major March 2007

Two students graduated December 2006

Eleven students graduated May 2007

Working with Jody Hill-Lilly, Training Academy CT Department of Children and Families to create a weekend baccalaureate program for DCF employees with associate degrees

Creation of a new course SW 100 Exploration in Social Work a general education and First Year Experience Course

STUDENTS

Under Dr. Candales's advisement:

Social Work Club Activities

- Twenty social work majors attended the National Association of Social Workers (NASW) - CT Chapter Fall 06 Specialty Conference. Conference Registration fee paid for by SW Club
- Twenty social work majors attended Spring 07 National Association of Social Workers-CT Chapter Annual Conference. Conference Registration fee paid for by SW Club
- Each year the social work department holds a special program with the goal of enhancing student learning, and making student connections within the major. Dinner is provided by the Social Work Club. The Annual Social Work Awareness Program (SWAP) was held Fall 06. This year's focus was: *Social Work Practice with Adolescents*. This event was planned and organized by two social work senior interns and was supervised by Dr. Candales. Over 80 pre-majors and social work majors were in attendance. Funding provided by the SW club.
- Sponsored a toiletry drive to benefit the women and children of the Life Line, a program of the Wheeler Clinic in New Britain.

Under Dr. Hensley's advisement

Phi Alpha Honor Society

- Phi Alpha Society—the national social work honor society. Three new members were inducted into the Chi Upsilon Chapter April 26, 2007 All members have a minimum all-over grade point average of 3.0 with an average of 3.25 in social work classes. Current members carried out the induction. They continue to maintain a tradition of keeping an information book for students looking into senior field experience placements.

- Alumni Mentoring Program. Sponsored fall gathering which resulted in recruitment of eleven alumni mentors who were assigned to eleven current social work majors. Sponsored spring gathering for mentors and mentees.

The Economic Value of Volunteering

SEE *http://www.independentsector.org/programs/research/volunteer_time.html

Notes: The value of volunteer time is based on the average hourly earnings of all production and non-supervisory workers on private non-farm payrolls (as determined by the Bureau of Labor Statistics). Independent Sector takes this figure and increases it by 12 percent to estimate for fringe benefits.

PLANNING for 2007-2008

A. Context

The following themes from the University's mission are consistent with the mission of The Social Work Department. The public service expected to benefit society, local and global, of all in the university community finds a connection with the practice based on ethical principles expected of generalist social workers in our program and the mission of delivering services to various client systems and to promote social and economic justice.

As a public institution it is the university's responsibility to provide higher education for all citizens. In accordance with this the Social Work Department mission includes educating students for entry-level generalist social work practice.

The university values personal and social growth and intellectual achievement and professional competence. With a foundation of liberal arts, our students gain professional knowledge that leads to competent generalist social work practice. In our department we focus on social work ethical principles of the profession and help our students practice in accordance with these principles. They include but are not limited to, client self-determination, empowerment and self-sufficiency and always include a deep respect for client strengths.

The directive for activities of basic research and helping individuals and organizations achieve success in purely practical endeavors also finds a connection to the Social Work Department's mission. By providing students with culturally competent interpersonal skills and theoretical and practice models we help students deliver needed social services to various client systems. In addition we also expect our students to utilize and apply research, critical thinking and writing skills consistent with this University mission.

The university's mission also includes promoting personal and social growth of students. Consistent with this is the Social Work Department aspires to teach culturally competent interpersonal skills and theoretical and practice models to students for the purpose of identifying, assessing, delivering and evaluating social work services with various client systems. It is evident from the above connections that the Social Work Department endeavors to carry out the mission of the university.

B. Mission

The mission of the CCSU Department of Social Work is to educate students for entry-level generalist social work practice. We seek to provide students with a political, economic, and social framework for understanding diverse and at risk populations, with a focus on human oppression. The Social Work Department aspires to teach culturally competent interpersonal skills and theoretical and practice models to students for the purpose of identifying, assessing, delivering and evaluating social work services with various client systems. In this context, students will practice in accordance with the ethical principles of the social work profession. These include, but are not limited to, client self-determination, empowerment, and self-sufficiency, with a deep respect for client strengths.

C. Goals and Planning

Student graduates are prepared for entry-level generalist social work practice.

Student graduates are prepared to commit to practice with diverse and at risk populations, and to understand and promote social and economic justice.

Student graduates, through a liberal arts foundation, are prepared to pursue life long learning and professional development.

We will be conducting a national search to hire a professor to fill Dr. Candales position

The Department of Social Work will continue to work with CT Department of Children and Families to develop a weekend baccalaureate program

Department of Special Education

PROGRAMS

The Department of Special Education's principal activity is to prepare teachers to work in the field of Special Education. We offer two graduate strands that lead to special education endorsements. Strand B is for teachers already certified and are seeking cross endorsement with a master's degree in Special Education. The second strand is the post-baccalaureate that only leads to certification in Special Education. Since we were down three faculty members this past year, we didn't take on any new initiatives. We did, however, formalize some of our course offerings, pre-requisites, and evaluation of courses.

Outcomes for 2006-2007

Continue to align the rubric-based assessment for the action research capstone experience with competencies in graduate-level coursework to better prepare students for the writing process.

Investigate how to update the introductory course in special education that is offered to general education majors to maximize the delivery of instructional strategies and curriculum modifications that teachers need to properly include students with greater intensities of learning needs in the regular education classroom.

Keep abreast of and respond in a responsive manner to the newly proposed rules and regulations for teacher certification in special education in Connecticut and align the outcomes for certification to course content as part of the post baccalaureate program for K-12 certification as well as for master's degree candidates who are seeking a cross endorsement in special education.

Maintain a greater visibility at national conferences and in the professional literature based on the creative work of faculty members in the various coursework within the department.

PLANNING FOR 2007-2008

A. Context:

The most prominent factor that will influence the work of the department is centered on the evolving State Department of Education (SDE) regulations for initial teacher certification. Members of the Department of Special Education have been involved with the SDE in formulating recommendations for new regulations, however the final structure of the regulations has not been set. When they are, we stand ready to serve.

B. Mission Statement

In keeping with the purpose stated in the mission of the School of Education and Professional Studies (SEPS) of preparing leaders for service in our communities, it is the mission of the Department of Special Education to:

- Prepare teacher candidates and currently practicing teachers to provide instruction, curriculum and specialized supports for all learners in the public schools;
- Assist with the inclusion of all students in the educational environment most conducive to their academic achievement, functional performance and overall success;
- Develop skills in teachers in the area of best practices in special education;
- Assist special educators to be leaders in their schools in the planning, implementation and evaluation of research-based practices.

The Department of Special Education continues to modify its teaching practices to better prepare our students to enter the work force. This is particularly true in the area of inclusion of all students in the educational environment. The department will continue to be active in the public schools to assist in the planning of appropriate education for disabled youth

C. Goals

- The department has formalized the rubric-based assessment for the action research capstone experience and the advanced topics courses. The department will tabulate and analyze the learner outcomes from these two classes this spring and make recommendations for any modification in the instruction of the courses this fall semester.
- The chair of the department has been involved in several meetings at the State Department of Education, concerning the proposed changes in certification standards in Connecticut. The chair has also met regularly with the dean and assistant dean of SEPS on these proposed changes and the possible ramifications at CCSU. At this time, CCSU has not received any of the proposed new standards; so, consequently, we haven't been able to make any modification in our program. We will continue to monitor the proposed changes this fall and consult with faculty as needed.
- Even though the department had only three full time faculty, the department has continued to be a presence at conferences and has continued to publish in national journals and consult to agencies across the state. Please refer to professional activity already addressed. The department will continue to be active at the state, national and international levels in the upcoming academic year.

Department of Teacher Education

PROGRAMS

Field Experiences Secondary and K-12 Education

Secondary Education and K-12 Teacher Candidates (TCs) were placed in various schools for field experience mostly through the high school/middle school consortium network. The Consortium includes: Farmington High School, Conard High School, New Britain High School, Louis P. Slade Middle School, Pulaski Middle School, Wethersfield High School, and Berlin High School. Several schools were added to the consortium this year including: Newington High School and Middle Schools, Hartford Middle Magnet School, and Cromwell High School.

Future plans include increasing the consortium members as appropriate.

Placements:

The Assistant to the Chair (A. Ayalon) for secondary and K-12 teacher preparation maintains a spreadsheet with data on the number of field placements he makes every semester. During the past year, 150 placements were made in various schools.

Field Experiences Elementary Education

Over 115 field placements were made through courses in the pre-professional as well as professional program. There were 71 placements made at the Vance Village School in New Britain as well as 44 in other schools in the area. Pre-professional students also volunteered in soup kitchens, YMCA's and other community agencies as part of their requirement for community service work in EDTE 210. Teacher candidates the professional program courses were placed in various practicum classrooms in a host of districts including New Britain, Newington, Hartford, West Hartford, Cromwell, Southington, Bristol, East Hartford, Middletown, Bloomfield, Manchester, and others. The Director of Field Experiences and the Department Chairperson continue to visit schools and communities to develop relationships that will lead to quality placements for TCs. Our data base indicates that a total of 184 TCs were placed for practicum work in our neighboring school districts.

Future plans include increasing the numbers and quality of placements as appropriate.

Elementary Education Professional Program

The cohort of instructors teaching the EDEL 322/EDTE 320 methods courses met consistently through the year to redesign assignments and projects for TCs that better addressed targeted standards and learning outcomes related to ACEI and the CDE. An example of important work that was accomplished was the addition of an Understanding by Design (UbD) unit taught to TCs. This design is used in many school districts and allows TCs to understand how it can positively affect teaching and learning.

Data were collected on TC dispositions around differentiated instruction as a result of targeted interventions employed in one of the methods courses. These results were presented at the CSU Assessment Conference in March, 2007.

Data from the fall and spring professional program admits include a large number of candidates (26) who were deferred for writing ability. The individuals in the Spring 2007 cohort were offered the opportunity to take a special writing course offered by the Dept. of Reading and Language Arts (RDG 400) especially designed for the potential elementary education teacher. Upon passing the course with a B or better, they will be fully admitted to the program. The Fall 2007 cohort were offered the opportunity to take English 202 with a B or better. The Department is extremely concerned with the numbers of potential candidates who present with poor writing skills. This will be taken into consideration as future redesigns and admission policies are crafted.

Data from the OFE and student teaching seminar indicates that many student teachers are having trouble writing clear objectives. The Division will consider this as they redesign courses and competencies.

All Level (K-12) programs:

The Department piloted the new pre-professional course EDTE 314 for k-12 majors that replaced the course EDTE 316. This course is now a prerequisite for professional program admittance and is a co-requisite with several K-12 courses in music, art, technology education and physical education. The secondary and all-level division worked with teacher educators in music, art, technology education, and physical education departments to create sequenced cohorts that will follow an articulated curriculum and TCs will develop a program portfolio. Instructors from all programs met several times throughout the year to coordinate field experiences and to discuss and plan curriculum and course syllabi.

Future plans include continuing the curricular work with the department members representing the k-12 programs. Eventually we would also like to combine the EDSC 375 and EDSC 425 methods courses to form a mixed cohort of secondary and k-12 teacher candidates.

Data:

During the spring 2007 semester two sections of EDTE 314 were offered with 40 students enrolled taking that course concurrently with specific music and art courses. During the fall 2007 semester four sections of EDTE 314 will be offered with about 80 students taking specific co-requisite music, art, technology education, and physical education courses. This is an important shift to articulated curriculum offerings across schools and departments.

Secondary (7-12) programs

The Department chairperson, faculty from secondary education, Reading and Language Arts, Special Education, and the various secondary education programs in arts and sciences including English, Modern Languages, History, Science, and Mathematics met throughout the year to discuss coordination of field experiences and course competencies and material as well as agreed to have Reading 440 have a pre-requisite of EDTE 316. The goal is to ensure that students doing their field experience in reading will have had previous experiences. Currently the proposal is tabled until signatures are collected from the relevant departments. The content of these meetings also included discussions about impending NCATE visits and field experience issues led by the Director of the Office of Field Experiences.

Future plans include continuing to hold these collaborative meetings in successive semesters.

Post baccalaureate program-Secondary/K-12 programs

Teacher Education worked together with the Reading and Language Arts Department to create a new course: RDG 506 specifically for secondary and K-12 post- baccalaureate students. The course requires 30 hours of field experience. Previously, post baccalaureate students took RDG 505, a course that was taken by both post bac. students and graduate reading students that did not require a field experience.

Summer to Summer post baccalaureate program –Elementary Education

The Elementary Education Division voted to put this program on moratorium beginning the summer of 2008 due to a host of reasons including low enrollments (average size of 10 students in the program), a drain on faculty resources for so few students, a glut of elementary education graduates looking for jobs, and competition at other schools that offer an MAT for less money. Faculty will now be freed up to service the regular certification program course offerings. We will soon advertise the closing of this program on line and in brochures.

MAT

The Masters in the Art of Teaching was passed by the SDE, DHE and CCSU curriculum committees. This program will commence in the summer of 2008 for secondary education shortage areas (math, science, English, modern languages). The program coordinator will be a professor from Teacher Education.

Educational Foundations – MS Policy Specialization

A joint course of history of education was offered with the history department. The faculty devotes a meeting every semester for program assessment by discussing student performance on comprehensive examinations and in graduate education foundation courses.

Educational Foundations – MS Secondary Specialization

The faculty assessed the performance of graduate students in their culminating experience seminar offered spring 2007 semester. The course instructor indicated that students conducted meaningful action research but need more background on conducting literature reviews.

Future plans include initiating the separation of these masters programs into two separate and distinct programs recognized by the DHE. Data needed for making this change has already been collected (eg, how many students are currently actively enrolled in the EDF foundations and secondary education programs.) The Assistant to the Chair and Chairperson will continue to collaborate with the Dean of the Graduate School and the Dean of SEPS to make this happen.

Elementary Education-MS and Early Childhood Education-MS

The Division saw 29 graduates in spring 2006, and 19 graduates in spring 2007 successfully complete their action research capstone projects. All of these students presented poster presentations of their work at the Annual Graduate Research and Creative Presentation Day Forum in May, 2006 and May 2007.

Future plans include: 1) changing the prerequisite requirements for the capstone courses (curricular changes will be submitted in September, 2007 to curriculum committees); 2) redesigning the Early Childhood Masters program to better reflect needs and resources; and 3)

instituting an additional admissions requirement and a midpoint assessment of the graduate students.

PLANNING FOR 2007-2008

Context

The work of our Department revolves primarily around the preparation of teacher candidates at the elementary, secondary, and k-12 levels. At the elementary level we continue to admit 60-75 teacher candidates each semester however these admission numbers are becoming more problematic as these TCs reach the student teaching semester due to a dearth of school placements. This is also the case for the secondary and k-12 placements. Due to NCLB mandates as well as other state mandated testing, and state regulations regarding who can host a student teacher, placements in classrooms of CORE trained teachers are declining. This has implications for admission to teacher preparation programs at CCSU. If we cannot guarantee a student teaching placement, we may have to consider capping admission numbers. Another confounding external factor that influences our work is related to the many potential cooperating teachers who are being asked to mentor newly certified teachers employed in their school or district, as opposed to hosting student teachers. The Director of Student Teaching and the Chairperson of the Department will continue to meet with and develop relationships with school administrators and teachers in an attempt to build practicum and student teaching placements.

Another external factor that affects our work is the relationships we have established with the content and all-level department teacher educators outside the School of Education and Professional Studies. These individuals consist of full time faculty members as well as adjuncts, emergency hires, and part time supervisors. We have attempted to articulate curriculum across the schools (Technology, Business, and Arts and Sciences) however, the tenuous nature of part timers' work as well as the fact that teacher educators in these departments are in the minority and thus their issues are not high priority for their Departments, contribute to the challenging issues we face. The Chairperson and Assistant to the Chairperson will continue to invite individuals responsible for the preparation of secondary and k-12 educators to collaborative meetings in attempts to further articulate curriculum, engage in best practices, and develop policies and strategies related to practicum work in the public schools. For example, the EDTE 314 cohort of instructors will continue to work with and regularly meet with their Arts and Science, Technology, and Business School cohorts in the next academic year (2007-2008).

Internal factors that influence our work revolve around the considerable use of adjuncts to deliver key methods courses in our Department. Unfortunately the searches have failed over the last few years and this has necessitated the use of adjunct and full time emergency faculty both at the elementary and secondary/k-12 levels. Although adjunct and emergency faculty are qualified, the temporary nature of their status in the Department leaves a weakness in our ability to deliver a cohesive, team supported curriculum. Searches for the new academic year will be renewed early in September for these key positions.

Another internal factor that affects our work is that one Associate Professor in the Department has been on a reduced load (9sh) due to a medical condition. Additionally, several members of the Department advise doctoral students that reduce their ability to deliver Department courses. The Department of Educational Leadership has offered when possible to lend our Department faculty to deliver courses so adjuncts do not have to be utilized.

The impending NCATE and SDE accreditation visits (2010) largely impact the current and future work in which we are engaged. Ensuring that our curriculums meet state and national standards is a priority. However, SEPS must provide the necessary assessment data collection tools to facilitate and support this work. Our divisions have examined these standards and are working toward designing and utilizing assessments that measure standard-based outcomes. Impending State regulations changes will also impact our programs and curriculum. For example, we anticipate that the regulations will demand that all TCs have competence in working with English Language Learners. As a result, we will need to examine how this competence can be gained by TCs across programs.

B. Mission.

The faculty of the Department of Teacher Education embrace the mission of the School of Education and Professional Studies and are particularly dedicated to the quality preparation of professionals in early childhood, elementary, secondary, and K-12 settings. The faculty also uphold the university's mission and commitment to "encourage the development and application of knowledge and ideas through research and outreach activities."

C. Planning

Guided by the purpose of preparing leaders for service in diverse communities, it is our mission to provide programs for:

- Preparing beginning teachers to serve in the region, the state, and the nation
Preparing entry level, culturally competent educators
(See syllabi that include readings, projects, and activities related to developing this competence, eg, EDTE 210, EDTE 315, EDEL 322, EDTE 420, EDTE 430, EDTE 316, EDTE 314, EDSC 425, EDSC 375.)
- Providing advanced preparation to teachers, specialists, and other educational Leaders. (See graduate level courses in EDF-Sec Ed, Policy Studies; EDEL and ECED)
- Applying principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioners in the professions (see percentage of instructors who utilize online technologies in their courses)
- 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 (see data on pre-professional courses as well as student teaching and practicum placements and associated evaluation instruments and

- course projects that require reflective analyses).
- Influencing educational and social policies at the local, state, and national levels.
(See instructors involved with national and state professional organizations
(Ayalon, Mulcahy, D., Casella, Hoffman, Seider, Riem, George, Howell)

Administration

School of Education and Professional Studies

2006-2007

COUNSELING and FAMILY THERAPY

Six full-time tenured-track faculty members and one emergency appointment.

EDUCATIONAL LEADERSHIP

No structural changes for the department are noted. The department remains with three faculty members assigned to the Educational Technology program, and eleven faculty members assigned to the Educational Leadership program. Within this last group, some members serve primarily in the Ed.D. program and some serve primarily in the masters degree program. Many members provide courses at the both the sixth year program and masters' degree levels. Our operating budget last was \$8,000.00 and we will spend all funds for the year. An increase in our OE is anticipated, since this will be the first year where all Ed. Lead are full time faculty members (not temporary faculty).

NURSING

Three full time tenured-track faculty members. The Department of Nursing administrative activities are done by the Department Chairperson, Dr. Carol G. Williams. Currently, the department has a small Office Expenditure budget, and Student Labor Budget. The budget is inadequate to cover the costs associated with accreditation and evaluation forms with analysis of data which are purchased from the American Association of Collegiate Nurses (AACN). CCNE is the accrediting body of AACN.

PHYSICAL EDUCATION and HUMAN PERFORMANCE

Fifteen full time tenured-track faculty members.

READING and LANGUAGE ARTS

The department has 8 full time faculty members—3 Assistant Professors (non-tenured), 2 Associate Professors (one tenured), one non-tenured), 3 full professors (two tenured, one non-tenured), 2 professor emeriti, approximately 6-10 adjunct faculty per semester, a department secretary, and 2 part time graduate assistants.

Faculty Mentoring Program

Full time faculty

Each of our non-tenured faculty has a designated senior colleague as professional partner. The partnership is aimed at supporting and mentoring new faculty. The department meeting serves as a forum for sharing mentoring highlights, issues and/or concerns.

J. Kara-Soteriou - C. Kurkjian

C. Mulcahy - H. Abadiano

L. Valerie - J. Turner

K. Weiss – E. Demos

All four new faculty members were renewed in 2006-2007. This year, one faculty's renewal application was approved in fall 2006. In spring 2007 the DEC submitted recommendations for renewal of four other faculty members.

Undergraduate Faculty Mentors

RDG 315 Comprehensive Reading Instruction I - Ken Weiss

RDG 316 Comprehensive Reading Instruction II – Julia Kara-Soteriou

RDG 412 Literacy in Elementary Schools & RDG 440-Literacy in Secondary Schools – Cara Mulcahy

Graduate Faculty Mentors

Developmental reading – Ken Weiss

Content area reading – Cara Mulcahy

Children's literature & language arts – Catherine Kurkjian

Teaching writing & literacy for diverse population – Lynda Valerie

Clinical sequence courses – Elene Demos, Jesse Turner, & Lynda Valerie

SOCIAL WORK

Dr. Catherine R. Baratta began her duties as Chair, July 1st 2006, while Dr. Patricia Henry Hensley was reassigned to Interim Associate Dean July 1st for the academic year. Catherine Gentile- Doyle, MSW was hired as an emergency hire Spring 06 semester to cover four courses. She also taught two courses as an adjunct instructor Fall 06. Sharon Young, LCSW adjunct instructor hired to teach two course Fall 06. Paul Trubey, LCSW adjunct instructor hired to teach one course Fall 06. Vanessa Dorantes, MSW adjunct instructor hired to teach one course Fall 06 and one course Spring 07. Christine Keyes MSW adjunct instructor hired to teach one course Spring 07. Dr. Barbara Candales retired effective June 1st 2007 and Dr. Dahlia Sanders was hired as an emergency hire for 07-08 academic year.

SPECIAL EDUCATION

The Department of Special Education has six full-time faculty with a full-time secretary. Currently, Mitchell Beck is the chair, and he is given six hours of release time for that position. The past academic year, we were down two full-time instructors and had another full-time faculty member out on medical leave. We have filled one of the two full-time instructor positions and hired an emergency replacement for the next school year. Dr. Ernie Pancsofar, who was out on medical leave, will be back for the fall semester, 2007.

TEACHER EDUCATION

We have not experienced any changes this year other than having employed two emergency hires, one for elementary education and one for secondary education in addition to our fifteen full-time tenured-track positions. One associate professor took reduced load of 9 semester hours due to health for fall, 2006 and spring, 2007. We anticipate this situation will continue.

**Outside the Classroom and
Into the Community**

**School of Education and
Professional Studies**

2006-2007

COUNSELING and FAMILY THERAPY

- An agreement was signed between Klingberg Family Centers and the Marriage and Family Therapy Program to house a new family therapy training clinic for the Masters program. The clinic will be located in downtown New Britain serving families in the surrounding area. All MFT interns will provide service to the clinic.
- Dr. Rosenberg and Dr. Fried organized a panel to present a workshop for CCSU on campus violence and mental health issues which was held at the Student Center in May
- Dr. Tait provides training to teachers in the Plainville School District on bullying
- Dr. Tait, Dr. Malley, and Dr. Beck on conducted research with the Plainville School District on quality school environments surveying students, parents, and teachers
- Dr. Tait, Dr. Malley, and Dr. Rosenberg provide training on clinical supervision through the Connecticut Association of Counselor Education and Supervision (CACES) to counselors throughout Connecticut
- Dr. Fried served as a consultant to the student affairs division of Queens University, Kingston, On
- Dr. Wiener is a consulting editor to the Journal of Group Psychotherapy, Psychodrama, and Sociometry
- Dr. Wiener is a clinical consultant to “The Performance Project.”

EDUCATIONAL LEADERSHIP

During this year, we held our fifth annual Outstanding Alumni Reception. Annually, we recognize educational leadership alum who have been identified by other professional organizations for their outstanding accomplishments in education. This year four alumni were presented plaques attesting to their accomplishments. The recognition reception was held on April 24, 2007. This reception is always meaningful for the alum and they have all commented on how honored they were to be recognized by the department.

The Education Technology program has initiated work with the Naylor School in Hartford. This school is part of CCSU’s professional development school network and will use the services of Dr. Farough Abed to help infuse the effective use of technology to promote student learning.

In terms of outreach, the department of educational leadership has began two direct outreach initiatives. We have established satellite programs for our Sixth Year degree program in Bristol and Windsor Locks. These programs will be structured in a similar fashion to the program we operate in Hartford. With these three sites, we now have an urban, a small city and a suburban site for our students to attend. These satellite programs are able to integrate content into our regular courses that addresses specific needs in the district. For example, when teaching about teacher evaluation we have often used the district’s teacher evaluation plans to illustrate proper supervision practices. By customizing the curriculum in this way, we help prepare the next generation of leaders for the district.

An initiative to support current and graduated 6th year and Supt. students secure administrative positions is being planned. It is expected that Drs. Richard and Robert Lindgren will lead this initiative.

In terms of service, faculty members from the department continue to provide services to the numerous schools and organizations. Many of the towns in the Central Connecticut area have been involved in programs lead or facilitated by Department faculty. One long standing project has been in cooperation with the Center for Social Research and Policy. In this project faculty members from the department, the department of Psychology, the Counseling department and the Special Education Department have been working with Plainville school administration to provide professional development and technical assistance to help implement their strategic plan. Other major initiatives include work with a variety of school districts in Connecticut, the state Department of Education, and service to national and international professional organizations.

NURSING

In March 22, 2007, Dr. Williams attended the Annual Chapters Research Day for Sigma Theta Tau International CT Chapters at the University of Hartford.

In May, 2007, Dr. Williams attended St. Anslem College's Conference on Nursing in New Castle, New Hampshire.

PHYSICAL EDUCATION and HUMAN PERFORMANCE

Community Engagement

Catherine Fellows:

Charter Oak State College - Special Examiner faculty for Charter Oak State College

Albano Ballet Company - Assistant Director

CT Dance Education Task Force Committee - Board of Directors/active member

National Dance Education Organization -Active member

Sue Smith:

Recreation Commission Executive Board Member, Lebanon, CT

Dave Harackiewicz

Chairperson - State Department of Education Fitness Committee, Hartford, CT

READING and LANGUAGE ARTS

Special Programs and Conferences

1st Annual Literacy Essentials Conference, March 10, 2007, Central Connecticut State University. The conference was attended by 300 participants—classroom teachers, researchers, administrators, faculty in Higher Education, undergraduate and graduate students, and community partners. The conference aimed at advancing research, curriculum and pedagogy in areas of reading and language arts. The 2nd Annual Literacy Essentials Conference is already in its planning stage. A conference website is in the works and will be up by end of May 2007. 2007 Chairs: Lynda Valerie & Kenneth Weiss; 2008 Chairs: Lynda Valerie & Cara Mulcahy

Central Connecticut Writing Project (CCWP), a new site of the National Writing Project. CCWP is a forum to share with and learn from successful teachers of writing across the curriculum. The first group of 16 CCWP Fellows completed the program in Summer 2006. A new group of 19 teachers will start in summer 2007. Director: Lynda Valerie

New England Reading Association Journal (NERAJ). Editor: Catherine Kurkjian

Connecticut Association of Reading Research Reader (CARReader). Editor: Lynda Valerie

Partners with the New Britain Parks and Recreation. The goal of this partnership is to provide K-8 students in New Britain public schools access to the diagnosis and remedial services provided by the Literacy Center during the regular semesters. The New Britain Parks and Recreation provides transportation services for these children. Coordinator: Jesse Turner

Host to 8th grade Hartford middle school students. Every spring semester the department hosts 8th graders from a middle school in Hartford as part of our effort to motivate young urban adolescents to aim for college education. Last spring 2006 the theme was “Making the Right Choices”. This spring 2007 the theme is “Poets of the New Millennium”. This program is in collaboration with our alumni teachers and administrators in Hartford. Coordinator: Jesse Turner

The Central Educator. A public access television program highlighting faculty teaching, research and service to university and greater community at CCSU. The project is in collaboration with the School of Education and Professional Studies and the Media Services. Project Leader: Jesse Turner

International Reading Association (IRA) Leadership Workshop. The Connecticut Reading Association (CRA) holds an annual leadership workshop for its board members. This year, the department will be hosting the leadership workshop at Central Connecticut State University, June 16, 2007. Coordinators: Jesse Turner & Kenneth Weiss; CRA/IRA Liaison: Bill Farr

Co-Curricular Initiatives

Alpha Upsilon Alpha, Beta Chapter of the International Reading Association’s National Honor Society

In fall 2006 the Honor Society sponsored two projects: The Baby Book Drive and the Book Drive for Victims of Hurricane Katrina. Advisors: C. Kurkjian & R. Newton

The Baby Book Drive

Students delivered and distributed thirty packages of pre-school children’s books to new mothers at the New Britain General Hospital in Connecticut. The goal was to impress on the new mothers the importance of reading to their children starting at an early age.

Book Drive for Victims of Hurricane Katrina

During the Thanksgiving month the Honor Society collaborated with Anna Reynolds Elementary School in Newington to collect new or used books that were still in good condition to be donated to an elementary school in Biloxi, Mississippi whose school library received significant damage because of hurricane Katrina. The students were able to collect at least a thousand books that were sent to The Nativity of the Blessed Virgin Mary Elementary School in Biloxi, Mississippi.

Books on Tapes

Students in RDG 412-Literacy in Elementary School created Books on Tapes and donated them to Lawrence Elementary School, Middletown, CT. Instructor: J. Kara-Soteriou

SOCIAL WORK

Dr. Candales

- Served on *NASW/National Leadership Identification Committee* – Met in Washington, D.C. for three day period in December to select national candidates (prepare ballot) for board of directors and regional representatives for NASW.
- Selected as “*2006 Social Worker of the Year*“ by NASW/CT Chapter
- Completed annual State of CT licensure requirements for *License Clinical Social worker (LCSW)*

Dr. Baratta

- Implemented June 26th -30th 2006 Central and the City’s 5th Annual College Awareness Program was held at CCSU. Sixty two New Britain youth ages 10-14th (featured in the New Britain Herald) participated. Youth participants experience what it is like to be a college student for one week, while having opportunities to develop appropriate social skills, i.e. conflict resolution, etc. In small and large groups, students attend hands-on, interactive academic sessions presented by CCSU faculty and outside collaborators. Along with CCSU and Weed & Seed, our primary collaborating partners include: *City of New Britain, City of New Britain Police Department*, and the *Connecticut National Guard-Drug Demand Reduction Task Force (DDRTF)*, and the United States Attorney’s Office. In 2005 *The Family Resource Center of New Britain* joined the collaboration, and 2006 Human Resource Agency of New Britain joined. Funding provided by a BANKNORTH grant \$5,000.00 secured by Dr. Baratta, New Britain Weed and Seed, and the Family Resource Center.
- Vice President Board of Directors, *New Britain Human Resources Agency*, (recently elected to 3rd term). HRA is a multi million dollar federal anti-poverty agency. During this year Dr. Baratta’s principle activities has been in her capacity of Chair of the Personal Committee
 - Completed a revamping of Employee Personal Policy Manual
 - Chair agency’s employee grievance committee, resolving 4 grievances.
- In December Dr. Baratta completed her term as President, Board of Directors *Collaborative Center for Justice*, Hartford. Dr. Baratta also completed her third term as a board member and will go off the board for one year.
- Member, Board of Trustees, The Friendship Service Center of New Britain

- Member, Steering Committee overseeing the City of New Britain Weed and Seed grant via the US Attorney's Office. The grant recently expired.

Dr. Hensley

- Completed survey targeting potential students employed at CT Department of Children and Families for a weekend social work program.

Social work students' community volunteer service

- Sophomore and juniors complete seventy hours of volunteer service per semester. *During Spring 2007 70 students complete 4,900 hours of voluntary service.* According to the Independent Sector (http://www.independentsector.org/programs/research/volunteer_time.html) the value of volunteer time State of Connecticut is \$23.90. As a result CCSU social work students' contribution to Connecticut's economy is \$117,110.00. See appendix A for List Spring 2006-2007.

SPECIAL EDUCATION

- Dr. Foshay, along with Dr. Turner (Reading), serves as the producer and primary interviewer of "The Central Educator," a local cable channel program featuring CCSU faculty and their work.
- Dr. Nicoll-Senft remains an active contributor and project leader of the state-wide Coaches Academy, helping classroom teachers better serve their students with special needs.

TEACHER EDUCATION

The secondary education and K-12 division held a welcoming forum for newly admitted students to their respective professional programs.

Dwight Visit to College Day

Dr. Nancy Hoffman coordinated the Dwight Elementary School Back to College Day on May 4, 2007. There were 431 students, parents and staff who spent the day in a host of activities in which faculty and CCSU students participated.

Sec Ed Students facilitate research work for new academy

Students in the graduate course EDSC 505 Innovations in Secondary Education conducted literature reviews and community resource research to help New Britain High School plan a new Ninth Grade Academy to be opened in the 2007-2008 academic year.

Sec Ed TCs mentor Middle School and High School Students

Students in EDTE 316- Principles of Learning under the instruction of Dr. Lynda George offered mentoring and tutoring for at risk students at Pulaski Middle School. The course was taught in Pulaski Middle School.

Teacher Candidates in EDTE 316- Principles of Learning, under the instruction of Pat Saylor and Aram Ayalon, provided mentoring and tutoring in the ninth grade program and in a self-contained special education program at New Britain High School.

Faculty

**School of Education and
Professional Studies**

2006-2007

Faculty Service School of Education and Professional Studies

Dr. Catherine Baratta

- Curriculum Committee
- SEPS Governing Council
- NEASC subcommittee - Standard 4 subcommittee on undergraduate degree programs and majors/minors.
- SEPS Magnet School Committee
- Community Outreach
- Vice President Board of Directors, *New Britain Human Resources Agency*
- In December Dr. Baratta completed her term as President, Board of Directors *Collaborative Center for Justice*, Hartford. Dr. Baratta also completed her third term as a board member and will go off the board for one year.
- Member, Board of Trustees, The Friendship Service Center of New Britain
- Member, Steering Committee overseeing the City of New Britain Weed and Seed grant via the US Attorney's Office.

Dr. Barbara Candales

- University Senate
- Library Committee

Dr. Ronnie Casella

- Board member of the Pax Educare.
- Visiting Researcher at the University of the Witwatersrand, South Africa.

Dr. Barbara Clark

- Action Research in a Professional Development School: Second Grade Team, Third Grade Teacher and Student Teacher, Art and Music Teacher: Naylor Elementary School, 2006, 2007.
- The Art of Teaching (2006): Staff Development, Naylor Elementary School Staff: Hill Stead Museum, Farmington, CT.
- New Britain Museum of American Art and CCSU, 2007

Dr. Ralph Cohen

- Member, Graduate Studies Committee (University)
- Member, Graduate Appeals Committee (University)
- MFT Program Director (Department)
- Member, New Britain Head Start Health Advisory Board (Community)
- Past President, Family Study Center of Connecticut (Community)
- Co-Chair, CAMFT Advocacy Committee (Professional)
- Advisory Committee Member – Center for Self Leadership (Professional)
- Lead trainer for Internal Family Systems Therapy Level 1 Certificate Program for the Center for Self Leadership in collaboration with CCSU Continuing Education

- Editor, *Journal of Self Leadership* (Professional)

Dr. Jane Fried

- Served on the Senate
- Served as Chair of the Student Affairs Committee
- Served on three search committees- Dean of SOEPS, faculty member in school counseling and faculty member in mental health and rehab counseling
- Conducted qualitative research on the topic of “Wise practice in student affairs.” This project was supported by a 3 credit reduced load in the spring semester and a \$3,000 grant from the National Association of Student Personnel Administrators (NASPA).
- Published *Learning Reconsidered: Higher Education’s New Playbook* in About Campus (12.1), March/April, 2007 (lead article)
- Published 2 columns on professional ethics in *Developments*, the national newsletter of the American College Personnel Association
- Conducted a workshop on the use of *Learning Reconsidered* approaches in staff development for regional Vice-Presidents of Student Affairs at a Region I NASPA conference.
- Spoke at a conference on *Counseling in a Multicultural Environment* sponsored by the Connecticut College Counseling Association, at CCSU.
- Spoke about *Learning Reconsidered* at the University of New Haven
- Presented a seminar to the faculty development committee of the Connecticut Community Colleges
- Served as consultant to the student affairs division of Queens University, Kingston, On

Dr. Lynda George

- Faculty advisor for the Education Club. Oversee service projects for school age children including holiday parties, a read-a-thon, and book and school supply drives.
- Member of CCSU Foundation Scholarship Review Committee (2005-07) .
- Faculty senator (2006-08)
- Member: Student Affairs Committee; Excellent Educator Selection Committee.
- Member: Hartford Education Allocation Team (reviews and distributes grant money to Hartford teachers for the implementation of creative projects developed by teachers).
- Honored by New Britain Board of Education (May 14, 2007) for work at Pulaski Middle School, New Britain.

Dr. Nancy Hoffman

- Approval of new MAT program to begin Summer, 2008.
- CSU assessment grant to evaluate impact of a pilot program on elementary education students’ ability to differentiate instruction
- Coordinated Dwight Back to College Day in May, 2007.

Dr. Judith Rosenberg

- Facilitated a workshop on strategies for working with test anxiety at St Joseph’s College and New Britain Hospital.

- Received a certificate of appreciation from CACES for my work in teaching clinical supervision.
- Facilitated three meditation programs at Beth Israel synagogue.
- Facilitated a discussion on mental health issues and working with students who are in distress.

Dr. Susan Seider

- Reviewer for *Educational Action Research an international journal*

Dr. Connie Tait

- Department Chair
- Coordinator School Counseling Program
- Facilitate Professional Advisory to Committee to School Counseling Program
- Council of Chairs
- Reupholstering the Chairs
- Graduate School Open House
- Secretary: Connecticut Association for Counselor Education & Supervision

Sean Walsh

- Strategic Planning Committee Member
- ACSM Exercise Science Accreditation Committee Member
- Reviewed Manuscripts for Exercise and Sport Sciences Reviews

Dr. Daniel Wiener

- University and SEPS Curriculum Committee, Fall, 2006.
- Counseling and Family Therapy DEC (Chair), 2004-present
- Curriculum Revision Sub-Committee (Chair), MFT Program, Fall, 2006-present
- Central Authors Program, CCSU, May 2, 2007
- Half-hour presentation on book, *Interactive and improvisational drama: Varieties of applied theatre and performance*, aired on CCTV.
- Directed and Coached, with David Shepherd, “Livingroom Cabaret” an improvised video performance project, Belchertown, MA (monthly, 12/04-present.)
- Clinical Consultant to “The Performance Project,” a non-profit organization which combines artistic expression and ongoing recovery support to men and women in jail.

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- Beck, M. and Beck, B. (2006). "Just Trying to Show a New Dance Step," A New Tool Salesmanship Reclaiming Intervention. [Conflict in the Classroom, (Long, N. J., Morse, W. L. and Fecser, F.A., Pro-Ed, Austin, TX (In press.))]
- Beck, M. and Beck, B. (2006). "I'm no Punk," A manipulation of Body Boundaries Reclaiming Intervention. [Conflict in the Classroom, (Long, N. J., Morse, W. L. and Fecser, F. A., Pro-Ed, Austin, TX (In press.))].
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- Casella, R. (2006). *Selling Us the Fortress: The Promotion of Techno-Security Equipment for Schools*. New York and London: Routledge.
- Casella, R. (2006). The militarized zone. In J. Kincheloe, P. Anderson, K. Rose, D. Griffith, and K. Hayes (eds.), *Urban education: An encyclopedia*. New York: Greenwood Press.
- Casella, R. (2006). Gangs. In K. borman, S. chaill, and B. Cotner (eds.), *Encyclopedia of the American High School* New York: Greenwood Press.
- Clark, Barbara (2006). *Moral Imagination and Art: Echoes from a Child's Soul*. Forum on Public Policy: Issue Child Psychology, Harris Manchester College in the University of Oxford, 1(4).
- Cummiskey, M. (2007). Implementation of the Pennsylvania PE standards in the schools today. *Pennsylvania Journal of Health, Physical Education, Recreation, and Dance*, 76 (5).
- Cummiskey, M. (2007). Teaching autistic students in physical education. *The Bulletin: Connecticut Association for Health, Physical Education, Recreation, and Dance*,
- Delmonico MJ, Kostek MC, Doldo NA, Hand BD, Bailey JA, Lang JT, Roth SM, Walsh S, Conway JM, Carignan CR, Hurley BF. The Alpha-Actinin-3(ACTN3) R577X Polymorphism Influences Knee Extensor Peak Power Response to Strength Training in Older Adults. *J Gerontol A Biol Sci Med Sci*. 2007 Feb;62(2):206-12

- Foshay, J. D. (2007). Created user-interface for web-based submission of class assignments and backend database-email system. Under development.
- George, Lynda. (2007). "Why Kids Hate School" in *The Republic of Middle School: "At Risk" Student Voices on Virtue, Justice and Happiness and the Unhappiness Endemic to Education*, IA: Kendall Hunt.
- George, Lynda (2006?) *Moral Development Through Thoughtful Inquiry, Discussion and Reflection on Virtue*. Journal of the Oxford Round Table at Harris Manchester College in the University of Oxford, 1(4).
- Harackiewicz, D. (2007, Spring). Institute of Medicine's (IOM) new nutrition standards for foods in schools. *The Bulletin*, 53(2), 8-9.
- Harackiewicz, D. (2006, Fall). Can schools prevent childhood obesity? Understanding the role of physical education and health education. *The Bulletin*, 49(2), 8.
- Hodges, M., & Foshay, J. D. (2007). Chemistry teachers attitudes toward inclusion of students receiving special education services in high school level chemistry classes. Submitted to *Journal of Special Educational Needs*.
- Kara-Soteriou, J. (2006). How do you get started when your middle and high school students know more technology than you? *New England Reading Association Journal*, 42(1), 64-70.
- Kara-Soteriou, J. (2007, spring). (Guest Ed.). *The New England Reading Association Journal* (Volume 42, No. 2). New literacies. Published for the New England Reading Association by Old Port Press, Portland, ME.
- Kara-Soteriou, J. (2007). Editorial. *New England Reading Association Journal* (43), ii-iii.
- Kara-Soteriou, J., & Rose, H. (accepted). What can bats, snakes, cockroaches, and fuzzheads teach us about good character traits? A literature-based thematic unit and other ways to teach good character. *Young Children*.
- Kara-Soteriou, J., Zawilinski, L., & Henry L.A. (2007, April). Children's books combined with technology in the classroom: A dynamic combo for supporting the writing workshop. *Reading Teacher*, 60(7), 698-707.
- Kumpfer, K.L., Alvarado, R., Whitesides, H.O., & Tait, C. (2006). The strengthening families program: An evidence based, multi-cultural family skills training program. In J. Szapocznik, P. Tolan, & S. Sambrano (Eds.), *Preventing Substance Abuse*. American Psychological Association.
- Kurkjian, C. (2006, fall). (Ed.) *The New England Reading Association Journal* (Volume 42, No. 1). Vocabulary. Published for the New England Reading Association by Frontline Graphics, Fairfield, IA.
- Kurkjian, C. (2006, spring). (Ed.) *The New England Reading Association Journal* (Volume 42, No. 2). Adolescent Literacy. Published for the New England Reading Association by Frontline Graphics, Fairfield, IA.
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- Kurkjian, C., Livingston, N., & Cobb, V. (2007, September) Inquiring minds want to learn: The info on nonfiction and informational series books. *The Reading Teacher*. 60(1), 86-96.
- Kurkjian, C., & Kara-Soteriou, J. (with CARR Research Committee) (2006). Update on on-going research: Literacy and technology in Connecticut public high schools: A study of the Connecticut Association for Reading. *CARRReader*, 3, 29-31.
- Levine, L., Fallahi, C., Nicoll-Senft, J., Tessier, J., Watson, C., & Wood, R. (2007). Creating significant learning experiences across the curriculum: A meta analysis. *College Teaching*. (in press).
- Levine, L., Fallahi, C., Nicoll-Senft, J., Tessier, J., Watson, C., & Wood, R. (2007). Teaching ourselves: Improving, proving and spreading the word. (in press).
- Levine, L., Fallahi, C., Nicoll-Senft, J., Tessier, J., Watson, C., & Wood, R. (2006). Creating significant learning experiences across the curriculum. (Systematic Reflections on the

- Scholarship of Teaching Monograph No. III). New Britain, CT: Central Connecticut State University, Center for Teaching Excellence.
- Livingston, N., & Kurkjian, C. (2007, May). Summer reading: Books too good to miss. *The Reading Teacher*, 59(8), 818-824.
- Malina, M., Morano, J., Barron, M., Miller, S., Cumming, S., Kontos, A., and Little, B. (2007). Overweight and obesity among youth participants in American football. *Journal of Pediatrics*.
- Mulcahy, C. (in press). *Marginalized literacies: Critical literacy in the language arts classroom*. Information Age Publishing: Charlotte, NC
- Mulcahy, C. (2007). Literature cyberlessons: Avenues for new literacies. *New England Reading Association Journal*. 42(2).
- Nicoll-Senft, J. (2006). Assessing the impact of team-based learning on student learning. *Journal on Excellence in College Teaching* (in press).
- Nicoll-Senft, J. & Whitbread, K. (2007). The Shared Understanding and Needs Protocol (in preparation).
- Nicoll-Senft, J. (2007). Assessing the Impact of the Connecticut Coaches Academy (in preparation).
- Nicoll-Senft, J. (2006). Creating significant learning experiences using problem-based learning. *Creative College Teaching Journal*, 3(1), 37-52.
- Nicoll-Senft, J. (2006). Collaboration for planning and service delivery (Connecticut Coaches Academy Curriculum Module, Dimension A). University of Connecticut, Center of Excellence in Developmental Disabilities.
- Nicoll-Senft, J. (2006) Services in inclusive schools (Connecticut Coaches Academy Curriculum Module: Dimension D). University of Connecticut, Center of Excellence in Developmental Disabilities.
- Nicoll-Senft, J. (2006). Social opportunities, relationships, and self-advocacy (Connecticut Coaches Academy Curriculum Module: Dimension E). University of Connecticut, Center of Excellence in Developmental Disabilities.
- Nicoll-Senft, J. (2006). Assessing the Impact of Team-Based Learning on Student Achievement. (Systematic Reflections on the Scholarship of Teaching Monograph No. III). New Britain, CT: Central Connecticut State University, Center for Teaching Excellence.
- Pratt, L., & Weiss, K.J. (contracted 2007). Student teachers, teacher research and ethics. In S. Israel & C. Lasseonde (Eds.), *Integrating ethics within the context of teaching and teacher research*. New York: Peter Lang Publishers.
- Pratt, L., Weiss, K.J., & Mania, F. (in press). Being a teacher researcher (Part I Opener and Case Study). In C. Lasseonde & S. Israel (Eds.), *A comprehensive guide to teacher research*. Newark, DE: International Reading Association.
- Tait, C. (in press). Working with selected populations: Treatment issues and characteristics. In P. Stevens and R.L. Smith (Eds., 4th), *Substance Abuse Counseling: Theory and practice*. Upper Saddle River, New Jersey: Pearson; Merrill/Prentice Hall.
- Tower, K., & Morley, V. (2006, Fall). Exploring motivation in physical education. *The Bulletin*, 53(1), 12-14.
- Walsh S, Metter EJ, Ferrucci L, Roth, SM. Activin RIIB and Follistatin Gene Haplotype Associations with Muscle Mass and Strength in Humans. *J Appl Physiol*. (In Press)
- Weiss, K.J. (2006). Teachers who make a difference: Thank you for the music. *New England Reading Association Journal*, 42(2), 57-59.
- Wiener, D.J. (2007). Rehearsals for growth: Applications to therapy and personal development groups. In A. Blatner (Ed.) w. Wiener, D. J. *Interactive and improvisational drama: Varieties of applied theatre and performance*. New York: iUniverse.

- Wiener, D.J. (2007). The MoviExperience of David Shepherd. In A. Blatner (Ed.) w. Wiener, D. J. *Interactive and improvisational drama: Varieties of applied theatre and performance*. New York: iUniverse.
- Wiener, D.J. "Family of Origin Techniques for Extending Emotional Range." (*The Arts in Psychotherapy*)
- Wiener, D. J. "Assessing trust in action: The couples leaning exercise." In L. Hecker & J. Kottler (Eds) *The therapist's notebook III: Homework, handouts, & activities*. New York: Haworth. (In Press)
- Wiener, D. J. & Ramseur, C.A. "Utilizing Improvisational Action Methods in Conducting Substance Abuse Groups." (*Journal of Group Psychotherapy, Psychodrama and Sociometry*).
- Williams, C. *The Health Care Continuum, Managed Care and The Lived Experience*, peer reviewed and accepted by the Eisenhower Person to Person Delegation to Russia for Adult Health in November, 2006.
- Williams, C. (2007). *The Health Care Continuum, Managed Care and The Lived Experience*. Eastern Nurses Research Society Spring Meeting in Providence, R.I.

Performances

- Fellows, Catherine, Performer, Albano Ballet Company of America, Mohegan Sun Arena, Ledyard, CT. 16, 17 December 2006.
- Fellows, Catherine, performer, Albano Ballet Company of America, Welte Auditorium, CCSU 10,11, December 2006.

Faculty Presentations School of Education and Professional Studies

- Abadiano, H.R., Kurkjian, C., & Weiss, K.J. (July 9-14, 2007). The interface of discourse and the affective and effective contexts for interaction. 10th International Pragmatics Conference, Goteborg, Sweden (accepted for presentation)
- Abadiano, H.R., Demos, E., Kurkjian, C. (Facilitator), Mulcahy, C., Turner, J., & Weiss, K. (September 29, 2006). Panelists: Hot topics in literacy education: A cross-state focus-forum for those involved with Higher Education. New England Reading Association's 58th Annual Conference, Lowell, MA
- Abadiano, H.R., Carter-Lowery, Lingren, R., Lisi, P., Rigazio-Digilio, A., Sogunro, O., & Walden, C. (July 22-25, 2006). Assessing participants' satisfaction with Central Connecticut State University programs in the Caribbean: Master's degrees in educational leadership and in reading and language arts for Jamaican educators and school administrators. Thirteenth International Literacy and Education Research Network Conference on Learning, Montego Bay, Jamaica
- Abadiano, H.R., & Olusegun, S. (June 26-29, 2007). Home-abroad connections: Impact of program on curriculum and instruction at home. 14th International Conference on Learning, Johannesburg, South Africa (accepted for presentation)
- Abadiano, H.R., & Quinones, A. (June 26-29, 2007, June). Enhancement of children's literacy development through after-school programs. 14th International Conference on Learning, Johannesburg, South Africa (accepted for presentation)
- Ayalon, Aram (Nov. 2006). *The rural southern African American migration contribution to urban culture*. Paper presented in the 16th Annual International National Association for Multicultural Education Conference, Phoenix, AZ.
- Ballinger, D., Bishop, J. G., Harackiewicz, D., Borsdorf, L. L., & Sariscsany, MJ. (2007, March). Implementing Physical Best/FITNESSGRAM certification programs into teacher preparation programs. Presented at American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention, Baltimore, MD.
- Candales, B., Baratta, C. and Hensley, P. (2006). *Transforming Lives & Educational Experiences: Innovative BSW Program & Collaborative Community Projects*. 24th Annual Baccalaureate Social Work Program Directors Conference, Los Angeles, CA.
- Casella, R. (Teacher Education Department, CSU Scholar) November 16, 2006: Schooling in South Africa: Educational Issues in a Post-Apartheid Society.
- Cohen, R. (2005-2006) Lead Trainer, Internal Family Systems Therapy Level 1 Certificate program (2-year certificate program) CCSU, New Britain, CT (Continuing Education)
- Cohen, R. (2006). "How To Teach IFS: Lectures, Presentations, and Workshops" and "From 'Rule of Law' to Self-Led Ethics in IFS Training and Therapy" Workshops Presented at the 2006 Annual Internal Family Systems Conference, Mundelein, IL.
- Cohen, R. (2006) In-service presentation to Farmington Valley Counseling Center on Internal Family Systems Therapy (April, 2007).
- Easton, A., Nicoll-Senft, J., Tamura, R., & Whitbread, K. (November, 2006). Mock IEP Presentation. National 2006 TASH Conference, Baltimore, MD.
- Fellows, Catherine, director, presenter CCSU Dance Program Presents: Dancentral, CTAHPERD, Cromwell, CT., November, 2006.
- Fellows, Catherine, Artistic Director, choreographer Migrant Mother, Torp Theatre, CCSU, 28 April 2006.

- Fogarty, T., & Tower, K. (2007, March). Creating functional assessments to assist teachers in developing physically educated students. Presented at American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention, Baltimore, MD.
- George, Lynda (Nov.2006). *Urban middle schools: Students discuss quality Integrated education affirming diversity and challenging inequality*. Paper presented at the American Educational Studies Association Annual Conference. Spokane, WA.
- George, Lynda (March, 2007). *Diversity grounded in relationship: middle school Student's perspectives*. Paper presented at The 3rd International Globalization, Diversity, and Education Conference. Spokane, WA.
- George, Lynda (Oct. 2006). The Republic of middle school: at risk student voices on virtue, justice, and happiness and unhappiness endemic to education. Paper presented at the conference of the Academy for Educational Studies. Springfield, MO.
- Harackiewicz, D.V. (2006, August 28). *Fitness for Life*. Presented at Massena High School, Massena, NY.
- Harackiewicz, D.V. (2006, September 13). *FITNESSGRAM*. Presented at Plymouth Community Intermediate School, Plymouth, MA.
- Harackiewicz, D.V. (2006, October 9). *FITNESSGRAM*. Presented at Columbia High School, Maplewood, NJ.
- Harackiewicz, D. (2006, November). *Connecticut Physical Fitness Test Administration..* Presented at the annual meeting of the Connecticut Association for Health, Physical Education, Recreation and Dance, Cromwell, CT.
- Harackiewicz, D.V. (2006, November 15). *FITNESSGRAM*. Presented at the New York State AAHPERD Conference, Ryebrook, NY.
- Harackiewicz, D., & Tower, K. (2007, March). Preparing diverse high school seniors for an effective transition into college through a university fitness/wellness course. Presented at American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention, Baltimore, MD.
- Harackiewicz, D., & Tower, K. (2007, March). Preparing diverse high school seniors for an effective transition into college through a university fitness/wellness course. Presented at American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention, Baltimore, MD.
- Hoffman, N. and Beyard, K. (2007). *A Case Study in Using Doctoral Portfolio Assessment to Transform Practice and Document Leader-As-Steward*. Paper presented at the American Education Research Association, Chicago, IL.
- Hoffman, N., Seider, S., Clark, B. (April 27, 2007). *Increasing Elementary Education Candidates' Ability to Differentiate Instruction*. Fourth Annual Four-campus Assessment Conference, WCSU, CT.
- Howell, Maxine, Baten, Gene, Harrison, Cheryl. (2007). "Like Grandma Said." Presentation at the 5th Annual Hawaii International Conference on Education, Honolulu, HI.
- Kara-Soteriou, J. (April 30, 2007). Using computers to increase students' literacy skills and motivation while reading literature. An invited presentation at the Southern Fairfield County Chapter of the Connecticut Reading Association, Wilton, CT
- Kara-Soteriou, J. (2006, December). Pre-service teachers' use of literature cyberlessons with K-6 students. Symposium presentation at the National Reading Conference 55th Annual Meeting, Los Angeles, CA

- Kara-Soteriou, J. (2006, September). New Literacies of the Internet: what are they and how do we teach them? A roundtable presentation at the 58th Annual Conference of the New England Reading Association, Lowell, MA
- Kara-Soteriou, J., & Kurkjian, C. (2007, May). High school teachers' expertise and needs in teaching the New Literacies: A Connecticut Association for Reading Research investigation. Research poster presentation at the 52nd Annual Convention of the International Reading Association, Toronto, Canada.
- Kara-Soteriou, J., & Kurkjian, C. (2006, November). How to develop and implement Literature Cyberlessons in the classroom. Presentation at the Annual Conference of the Connecticut Reading Association, Cromwell, CT.
- Kara-Soteriou, J., & Kurkjian, C. (2006, October). New Literacies and technology integration in high school classrooms. Poster presentation at the 37th Annual Conference of the Northeastern Educational Research Association, Kerhonkson, NY
- Kurkjian, C. (2006, December). Literature cyberlessons in k-12 classrooms. Symposium presentation at the National Reading Conference 56th Annual Meeting, Los Angeles, CA.
- Kurkjian, C., Abadiano, H.R., Kara-Soteriou, J., & Mulcahy, C. (November 29-December 2, 2006). Symposium: Literature cyberlessons in K-12 classrooms. 56th National Reading Conference, Los Angeles, CA
- Kurkjian, C, Abadiano, H.R., & Decsy, K. (August 7-10, 2006). Infusing technology into higher education: Reading and language arts teachers. International Reading Association's 21st World Congress on Reading: Building Literacy Bridges, Budapest, Hungary
- Kurkjian, C., & Kara-Soteriou, J. (with Farr, W., Mulcahy-Ernt, P., Mulready, Ann-Marie, & Zimmerman, P.). (2006, November). New Literacies in high school classrooms. Roundtable presentation at the Annual Conference of the Connecticut Reading Association, Cromwell, CT.
- Lemma, P., Seider, S., Katz, L., Leone, L. (2006). *Layers of accountability for student learning: Perspectives from a teacher, a principal and university personnel*. Paper presented at annual meeting of the American Education Research Association, San Francisco, CA.
- Mangiafico, R., Turner, C., & Turner, J.P. (2007). What's the buzz: A perfect match reading-writing workshop and urban schools. Panel presentation accepted to the National Council of Teachers of English (NCTE)
- Morley, V., Tower, K., Cucina, I., Johnson, L. V., & McCormack, L. (2006, October). Integration of technology into professional preparation programs. Presented at the National Physical Education Teacher Education Conference, Long Beach, CA.
- Nicoll-Senft, J. & Whitbread, K. (March, 2007). Invited presentation to the State Appointed Expert Advisory Panel on the P. J. Case on Lessons Learned from the STAR Team Project and the Connecticut Coaches Academy, Hartford, CT.
- Nicoll-Senft, J. & Whitbread, K. (December, 2006). Invited presentations on the Connecticut Coaches Academy and Student Technical Assistance Response (STAR) Teams. 9th Annual State Conference on Educating Students with Disabilities in General Education Classrooms, Cromwell, CT.
- Nicoll-Senft, J. & Whitbread, K. (November, 2006). The Collaborative Protocol Process. National 2006 TASH Conference, Baltimore, MD.
- Roth, S., Walsh, S., Doby, L., Metter, J., Ferrucci, L., Hurley, B. The ACTN3 R577X nonsense allele (X) is under-represented in elite-level strength athletes. Poster Presentation at the 54th Annual American College of Sports Medicine Conference, New Orleans, LA, May 31st, 2007. *Med. Sci. Sports Exerc.*, 39 (5 Supp.)
- Tait, C. (2006, April). *How Bullying Manifests Itself*. Plainville School District, Plainville, CT.

- Tait, C. Higgins, S., & Boisselle, S. (2006, May). *Self-Injurious Behavior: Types, Causes, and Treatment*. Connecticut Counseling Association Conference. Rocky Hill, CT.
- Tait, C. (2006, August). *Taking Bullying Seriously*. Plainville School District. Plainville, CT.
- Tait, C. (2006, October). *Quality Schools: Restoring a Sense of Community and Belonging*. 18th Annual National Dropout Prevention Conference, San Antonio, TX.
- Tait, C. & Boisselle, S. (2006, November). *Self-Injurious Behavior: Types, Causes, and Treatment*. Connecticut School Counselors Association Conference, Hartford, CT.
- Tait, C. & Malley, J. (2007, May). *Moving From Risk to Resiliency*. Invited speakers to the Conference on Serving Youth and Adults with Learning Disabilities, Farmington, CT.
- Tessier, J. (Biology Department) October 26, 2006: Collecting and Reporting Data on Innovative Practices in Instruction and Assessment
- Tower, K. (2007, March). Psychological aspect of supplement use. Presented at the CCSU Sports Medicine Symposium, New Britain, CT.
- Tower, K. (2006, August). Public relations: Promoting our work. Presented at the Eastern District Association (EDA) of American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) Leadership Conference, Enfield, CT.
- Walsh, S., Metter, J., Ferrucci, L., Roth, M. Myostatin Related Gene Associations with Muscle Mass and Strength in Humans. Slide Presentation at the 54th Annual American College of Sports Medicine Conference, New Orleans, LA, May 30th, 2007. *Med. Sci. Sports Exerc.*, 39 (5 Supp.).
- Walsh, S., Metter, J., Ferrucci, L., Roth, M. Activin RIIB (ACVR2B) Gene Associations with Muscle Mass and Strength in Humans. Poster Presentation at the Experimental Biology Annual Meeting 2007, Washington, D.C., May 1st, 2007
- Walsh, S., Metter, E., Ferrucci, L., Hurley, B., Roth, S.M. Myostatin Related Gene Associations with Muscle Mass and Strength in Humans. Slide presentation at the New England American College of Sports Medicine Conference, Providence, RI, November 9th, 2006.
- Walsh, S. An Introduction to the Basics of Genetics and Health. Slide Presentation at The Connecticut Association for Health, Physical Education, Recreation, and Dance Annual Fall Conference, Cromwell, CT, November 17th, 2006.
- Walsh, S., E.J. Metter, L. Ferrucci, S.M. Roth. Myostatin related gene associations with muscle mass and strength in humans. Poster presentation for College Research Interaction Day, University of Maryland, September 29th, 2006.
- Weiss, K.J. (November 2007). LOL? The impact of Text Messaging on writing, speaking and collegial exchanges in the college classroom. National Council of Teachers of English, New York (accepted for presentation)
- Weiss, K.J. (April 26, 2007). Exploration of the use of Text Messaging by college students, and its possible impact on their social and literacy behaviors. Creative Activities Series sponsored by the CCSU-SEPS Graduate Studies Committee
- Weiss, K.J. (October 31, 2006). The journey to academic integrity: Its rewards and pitfalls. CCSU Center for Teaching Excellence and Leadership Development Lunch Series
- Weiss, K.J. (October 14, 2006). Exploring the use of Instant Messaging by college students, and its impact on their social and literacy behaviors. 10th Connecticut State University Faculty Research Conference
- Weiss, K. (Reading Department) April 26, 2007: The Effects of College Student Text Messaging on Oral and Written Communication in the Classroom.
- Wiener, D. 60-hour Rehearsals for Growth Certificate Training Program for professionals, Leverett, MA, 12/06-4/07.

- Wiener, D. "Research on the Learning of Action Methods in Psychotherapy: The ASE Series, 2001-2006" National Association for Drama Therapy Annual Conference, New Brunswick, NJ, 8/06.
- Wiener, D. "Drama Therapy Research: Why and How to Do It." National Association for Drama Therapy Annual Conference, New Brunswick, NJ, 8/06.
- Wiener, D. "Therapy as Play in the Faith-Space." Institute for Developmental Transformations Conference, New York, NY, 4/07.
- Wiener, D. "Rehearsals for Growth in Drama Therapy." Omega Transpersonal Theater Training Program, Boston, MA, 9/06.
- Wiener, D. w. Johnson, D. R. "Improvisational Methods for Effective Relationship Therapy." National Association for Drama Therapy Annual Conference, Montreal, Canada, 8/07.
- Wiener, D. "Seeking Understanding Through Art and Science: A Research Forum." (panel chair) National Association for Drama Therapy Annual Conference, Montreal, Canada, 8/07.

Faculty Grants Procured School of Education and Professional Studies

- Abadiano, H. 2006-2007. Mathematics and Science Partnership Grant: The leadership academy in middle school science. In collaboration with Project to Increase Mastery of Mathematics and Science (PIMMS). Director: Mike Zebarth
- Ayalon, A. Faculty Development Grant awarded \$2950 (Aug., 2006) for campus speaker Rami Khouri: *Recent developments in the Middle East and Future Prospects*.
- Cummiskey, M. (Jan 2007). Special Projects Grant, awarded by Pennsylvania State Association for Health, Physical Education, Recreation, and Dance regarding Research on the implementation of the Pennsylvania State standards for physical education
- Foshay, J. Connecticut State University Summer Curriculum Grant “Improving the Special Education Capstone”. Unfunded.
- Foshay, J. Connecticut State University Summer Curriculum Grant “Improving the CCSU Human Studies Council Website”. Under development with collaboration with Dr. Brad Waite, chair of HSC.
- Kurkjian, C. 2006 International Reading Association (IRA) Horizon Award to Connecticut Reading Association for student membership.
- Mulcahy, C. & Weiss, K. 2006 AAUP-CSU Summer Curriculum Development Grant: Development of a global literacy curriculum.
- Nicoll-Senft, J. 4Mat Learning Train the Trainer Certification Faculty Development Grant, (Awarded February, 2007).
- Rosenberg, J. Received funding for the sixth year from the Department of Mental Health and Addiction Services (DMHAS) to continue Central Access and Student Development (CASD), a supported education program. This year we received an increase in our funding the grant totals \$100,000.
- Smith, S. 2007. Curriculum grant for Anatomy and Physiology course revision.
- Tower, K. & Morley, V. University Faculty Development Grant. Department of Physical Education and Human Performance, Central Connecticut State University, \$1,850. (August 2006-December 2006). Integration of technology into professional preparation programs.
- Tower, K. & Morley, V. University Summer Curriculum Grant. Department of Physical Education and Human Performance, Central Connecticut State University, \$1,700. (April 2006-December 2006). Implementing handheld computing technology in physical education.
- Turner, J. & Valerie, L. 2007 Summer Curriculum Development Grant: Designing innovative professional development opportunities for educators through short-term courses.
- Walsh, S. Application of the Transtheoretical Model and Peer Learning to Promote Exercise Adherence in College Students. *CSU-AAUP Research Grants*. Awarded 3/21/2007-\$2500
- Wiener, D. 2006-2007. C.S.U. Research Grant (\$5000). “Comparing Recall with Detected Errors in Measuring the Learning of Action and Verbal Psychotherapy Interventions”
- Wiener, D. Spring, 2007. BOT/AAUP Reassigned Time Grant: “Comparing Recall with Detected Errors in Measuring the Learning of Action and Verbal Psychotherapy Interventions”
- Wiener, D. Spring, 2008 BOT/AAUP Reassigned Time Grant: “Comparing Active with Passive Methods in Learning Action and Verbal Psychotherapy Interventions.”

Diversity

School of Education and Professional Studies

2006-2007

EDUCATIONAL LEADERSHIP

The department is very active in this area. Dr. Penny Lisi is editor of the National Association of Multicultural Education's Journal and the Department offers a Master's degree for Jamaican educators. We have begun to re-think the structure of the Master's degree program to begin more integration of our Jamaican students with our Central students. We have offered a master's degree course for our CCSU students in Jamaica and when the Jamaican students are here during the summer, we will have many more opportunities to mix with CCSU students. In this fashion, both sets of students will benefit and we will help internationalize the program.

PHYSICAL EDUCATION and HUMAN PERFORMANCE

The department addresses issues of diversity in its course work, specifically in PE 409 and PE 406. Students are provided opportunities to teach in diverse public school in their practical and student teaching experience. In the future the department plans to seek additional methods to address diversity in all of our courses as appropriate. The department will continue to seek a more diverse faculty representation, as has been the practice for many years. The department will seek to collaborate with other PETE institutions that may be of a more diverse configuration (traditionally Black institutions and international institutions) for possible student and faculty exchanges

READING and LANGUAGE ARTS

Master of Science degree in reading and language arts in Jamaica. In summer 2007, twenty-three (23) Jamaican teachers (Mandeville Cohort) will be on campus to complete their degree program.

2007-2010 Strategic Plan. The tasks under Goal 1 of our Strategic Plan describe our diversity and international initiatives as follows: (1) Recruit and retain a talented and diverse student population, and (2) Strengthen commitment in developing global and international initiatives. Activities include developing travel abroad programs, continuing to strengthen the master's program in Jamaica and explore potential for expanding in the Caribbean islands, and continuing to develop a strand in global literacy and leadership in collaboration with the Department of Educational Leadership. Goal 3.d task is to strengthen professional development schools in Jamaica. (See Strategic Plan for details.)

SOCIAL WORK

Dr. Candales

- Co-created *NASW Standards on Cultural Competency Indicators for Social Work Practice (2006)* have been published by NASW/DC. Served on the National Committee on Racial and Ethnic Diversity
- Students in SW 361 Generalist Practice with Small Groups visited the CT Valley Hindu Temple Society and the Udipi Bhavan (vegetarian restaurant) in Middletown as part of a cultural immersion events tied to the course unit on diversity in social work practice. This class also planned and organized a multi cultural dinner held at the home of Dr. Candales.

Courses

- Maintained international designation for SW 442 Social Consequences of Immigration

- Received international designation for SW 441 Social Work Practice with Latinos (formally Puerto Ricans in Transition: A Social Work Perspective)
- Received international designation for SW 440 Social Work Practice with Africans (formally a special topics course)

SPECIAL EDUCATION

Dr. Joan Nicoll-Senft has been actively involved in the P. J. Case. This involves the inclusion of disabled youth into the public schools. This involves training public school educators dealing with a diverse population and how to meet their needs in the public schools.

This past semester, in conjunction with the multi-culture department, the Department of Special Education engaged in a national search of two full-time positions in our department. Unfortunately, we did fill one of the positions, but were unable to recruit anyone of a diverse background.

The Department has recently submitted to the Dean of SEPS a proposal to offer a Master's Degree in Special Education in Jamaica.

TEACHER EDUCATION

Professional Development School Facilitation: Facilitated long-term partnership (10 years as partners, formal PDS since 1998) with Dr. James H. Naylor School, a diverse PK-8 public school in Hartford, CT. During 2006-2007, I facilitated the substantial involvement of CCSU faculty members in Teacher Education (Dr. Barbara Clark) and Technology Education (Dr. Patrick Foster), and other involvement from faculty in Music (Dr. Carlotta Parr), along with their students. Among many projects are the following:

Middle School Mentoring Program: Each semester approximately 50 CCSU teacher candidates mentor a grade 7 or 8 student, developing relationships, offering academic support, assisting with student portfolios, participating in service, activities and special projects, encouraging college aspirations.

Pond Study Project: May 2006 and May 2007: (See memo and news article attached). Includes parents, elementary, middle school and CCSU students, teachers, faculty, grads, alum, community members, etc. (see attachments on this project).

As a member of Naylor School's School Improvement Team, Dr. Riem has participated in ongoing curriculum mapping and strategic planning throughout the 2006-2007 school year, and has been a part of Naylor's NEASC and Cambridge Group school accreditation teams.

Assessment

School of Education and Professional Studies

2006-2007

**Counseling and Family Therapy
School of Education and Professional Studies**

The tables below illustrate the department curriculum map, learning outcomes, and assessment measures for Counselor Education Program and the Marriage and Family Program. The internship evaluations by site supervisors are in the process of being tabulated. The department is reevaluating the mid-point assessment and exploring options.

Counselor Education Program

Learning Outcomes

By the time of graduation...

Curriculum Map: List all courses in which students are given ongoing opportunities to acquire these important learning outcomes.

1.	Students will be able to exhibit behaviors and attitudes appropriate to the counseling profession	CNSL 500	CNSL 501	CNSL 504				
2.	Students will be able to demonstrate pertinent and professionally relevant knowledge in eight core curriculum areas	CNSL 501	CNSL 504	CNSL 521	CNSL 522	CNSL 500		
3.	Students will be able to demonstrate professional behaviors and practices in professional counseling settings	CNSL 503	CNSL 591	CNSL 592	CNSL 594			
4.	Students will demonstrate knowledge of current ethical and legal guidelines that influence one's behavior as a counselor	CNSL 500	CNSL 501	CNSL 503	CNSL 504			
5.	Students will be able to demonstrate core skills that provide the foundation to understand the counseling process and become more self-aware of one's interpersonal interactions	CNSL 500	CNSL 501	CNSL 503	CNSL 591	CNSL 592	CNSL 594	

**Counseling and Family Therapy
School of Education and Professional Studies**

	Learning Outcomes By the time of graduation...	Assessment Measures List at least two for each outcome, one of which should involve direct evidence of learning.	Indicate when and how often the measure(s) for this learning outcome will be implemented.
1.	Students will be able to exhibit behaviors and attitudes appropriate to the counseling profession	Attitudes and Attributes Scale Critiqued video tape of a counseling session Live observation Reflection papers	Fall/Spring: Once per semester Fall/Spring: Weekly Fall/Spring: Weekly Fall/Spring: 4 x per semester
2.	Students will be able to demonstrate pertinent and professionally relevant knowledge in eight core curriculum areas	Case studies Reaction papers Capstone project	Fall/Spring: Once per semester Fall/Spring: Once per semester Fall/Spring: 4 x per semester Fall/Spring: Once in program
3.	Students will be able to demonstrate professional behaviors and practices in professional counseling settings	Live observations Site supervisor evaluation Internship portfolio	Fall/Spring: Weekly Fall/Spring: Once a semester Spring: Once
4.	Students will demonstrate knowledge of current ethical and legal guidelines that influence one's behavior as a counselor	Major paper Site supervisor evaluation	Fall/Spring: Once a semester Fall/Spring: Once a semester Fall/Spring: Once a semester
5.	Students will be able to demonstrate core skills that provide the foundation to understand the counseling process and become more self-aware of one's interpersonal interactions	Live observation Video/audio counseling tapes Site supervisor evaluation Capstone project	Fall/Spring: Weekly Fall/Spring: Twice a semester Fall/Spring: Once a semester Spring: Once

**Counseling and Family Therapy
School of Education and Professional Studies**

Marriage and Family Therapy Program

Learning Outcomes: By the time of graduation a student will demonstrate...

Curriculum Map: List all courses in which students are given ongoing opportunities to acquire these important learning outcomes.

6.	Proficiency in applying the Metaframeworks Conceptual model to Clinical Practice	MFT 541	MFT 551	MFT 552	MFT 583	MFT 584	MFT 585	
7.	Knowledge of applying the major schools of marriage and family therapy	MFT 541	MFT 551	MFT 552	MFT 583	MFT 584	MFT 585	
8.	Knowledge of research and demonstration of ongoing professional enrichment through the valuing of continued self study and skill development	CNSL 504	PSY 598	MFT 583	MFT 584	MFT 585		
9.	An articulated personal model of therapy upon which they base their interventions	MFT 551	MFT 584	MFT 585				
10.	An understanding of the roles and responsibilities of MFT's in clinical practice	CNSL 504	MFT 583	MFT 584	MFT 585			

	Learning Outcomes By the time of graduation, a student will demonstrate:	Assessment Measures List at least two for each outcome, one of which should involve direct evidence of learning.	Indicate when and how often the measure(s) for this learning outcome will be implemented.
1.	Proficiency in applying the Metaframeworks Conceptual model to Clinical Practice	<ol style="list-style-type: none"> 1) Students will demonstrate the ability to accurately conceptualize a hypothetical family problem using the domains of the Metaframework Model (MFT 541 Term Paper) 2) Students will be able to assess a family in treatment and develop a treatment plan for a family therapy session based on the Metaframeworks Model 	<ol style="list-style-type: none"> 1) By the end of the MFT 541 course 2) MFT 583 and MFT 584 – complete one Intake Summary per semester; MFT 585 – Complete a treatment summary for each clinical case seen at his or her placement (3 semesters) 3) Obtain a passing grade on the Capstone Clinical Case Presentation
2.	Knowledge of applying the major schools of marriage and family therapy	<ol style="list-style-type: none"> 1) Students will identify principles of major models of Family Therapy 2) Students will demonstrate perceptual, conceptual, and executive skills in applying 	<ol style="list-style-type: none"> 1) MFT 541 Final Examination 2) MFT 551 and MFT 552 class exercises 3) MFT 583 and MFT 584

**Counseling and Family Therapy
School of Education and Professional Studies**

		<p>techniques in family therapy simulations</p> <p>3) Students will demonstrate perceptual, conceptual, and executive skills in applying techniques in actual family therapy sessions</p> <p>4) Students will demonstrate proficiency in applying family therapy techniques in clinical cases</p>	<p>Clinical Placement Supervisor evaluations</p> <p>4) MFT 585 direct observation by Faculty Supervisor (videotape review); demonstration during capstone oral presentation</p>
3.	Become knowledgeable consumers of research and ongoing professional enrichment through the valuing of continued self study and skill development	<p>1) Students will demonstrate knowledge of research methods and major research issues in the field</p> <p>2) Students will articulate knowledge of professional ethics and standards of practice in MFT</p>	<p>1) PSY 598 – Successful completion of course projects and examinations</p> <p>2) CNSL 504 – Ability to apply principles of ethical practice to case studies; demonstration of awareness of best practices through case reports during clinical supervision</p>
4.	An articulated personal model of therapy upon which they base their interventions	1) Students will demonstrate through written assignments and oral examination an understanding of various therapy models and preferences for specific models based on personal and clinical experience	<p>1) MFT 551 and MFT 584 – course term papers integrating knowledge with justification for preferences</p> <p>2) MFT 585 – Demonstration of application of preferred models in actual case reviews; capstone presentation</p>
5.	An understanding of the roles and responsibilities of MFTs in clinical practice	<p>1) Students will demonstrate familiarity with clinical best practices in the field through classroom assessment of knowledge</p> <p>2) Students will demonstrate proficiency in executing best practices in an actual clinical setting in the community</p>	<p>1) CNSL 504 – Class assignments and examinations</p> <p>2) MFT 583, MFT 584, MFT 585 – Supervisor observation, field evaluations, capstone presentation</p>

Educational Leadership School of Education and Professional Studies

Assessment in the program has been a major area of work for the department (See Appendix A). We have identified a disposition monitoring tool and we have implemented program wide assessments. This is the first year we have implemented these assessments and we need a data management system to begin to fully store, analyze, and report student performance data in a more streamlined fashion.

<u>Name of Assessment</u>	<u>When Administered</u>	<u>Brief Description</u>	<u>Means of Evaluation</u>	<u>Status</u>	<u>Major Decisions</u>
Pre-candidacy self-assessments	EDL 590	Following intensive study of standards, self-assessment of strength, weaknesses, and goals for personal and professional growth	Rubrics and rating forms	In place	Admission to candidacy
Pre-Candidacy Presentation and Interview	Pre-admission at completion of EDL 690	.PPT documenting dispositions and self-evaluation; answers	Pre-candidacy rubric completed by two-member interview team, and reviewed by admissions cte.	In place	Admission to candidacy
Dispositions	Pre-Admission, mid-point, and end of program	Ratings along dispositional dimensions by self and faculty	Scaled scores/ faculty review of any “not acceptable” scores for possible action.	Piloted and in use in EDL 590; Revised and in place to use as mid-point and end of program review tool by May 1, 2007. On-line version and data management system due by May 31.	Candidacy, internship, and certification decisions
Course-embedded assessments	During EDL 605, 606, 610, 611, 615, 616	School-based field studies, simulations, analytic papers, reflective essays. Each is linked to one or more standards, elements, and indicators.	Primarily rubrics; some rating forms. Approximately 5 major assessments per course.	In place but not yet used consistently across faculty/sections/ course locations. Master rubric has been developed and adopted.	Course grades; achievement of ELCC standards and course outcomes; baselines for critical outcomes that are measured again during the internship
Mid-Point Assessment	Annually	Faculty evaluate students using the mid-point assessment rubric and assess progress on standards used to evaluate applicants for admission	Mid-point assessment rubric	In place for core courses on campus. Need to bring increase use across all sections and develop for doctoral program.	Program continuation and internship decisions
Capstone (Internship) requirements	Beginning of fall semester, throughout course, and end-of-course.	Self-assessment, embedded assessments and capstone portfolio	A series of rubrics (approximately 10) that focus on	Revisions of internship requirements & new rubric for evaluating capstone are in place but not yet in use	Completion of program outcomes; recommendation for certifications

Educational Leadership School of Education and Professional Studies

		documenting required performances and activities	each required assessment	across all sections/instructors.	
Connecticut Administrator Test (CAT)	During program, before recommendation for certification	State-administered high stakes licensure exam	Panels of reviewers use rubrics	In place. We are now disaggregating data across programs/locations/sections.	Eligibility for certification
Post-program survey	One year after graduation	Not sure what form this will take	Collaborative faculty review findings	Not developed	Satisfaction with program, preparation for employment, etc.
Employer survey	One year after graduation and/or when graduates assume 092-level employment	Not sure what form this will take	Collaborative faculty review of findings	Not developed	Needed improvements in program, admission, and recommendations for certification
Course evaluations	End-of-course throughout the program	Department form with 25-likert type items and 5 open-ended items	Summaries reviewed by chair and individual faculty, DECs	In place	Faculty evaluations; instructional and pedagogical improvements

Nursing School of Education and Professional Studies

The following tables illustrate how students in both NRSE 412 and NRSE 490 are evaluated regarding how they demonstrate individual use of leadership skills in achieving nursing goals and meeting health care needs of clients in diverse health care settings.

Courses	Tests	Research Projects	Other	Presentations
NRSE 412		Involves interviews and physical, psychosocial, & cultural assessments of one family.	Preceptor evaluations of student in the clinical placement	School health presentations to middle school students
NRSE 490	3 tests	Involves interviews with leaders in health care field		Presentations on management and leadership issues in health care, particularly in hospitals and home health.

Criteria for Grading: NRSE 412 (Holistic Family Health Clinical Practicum)

	Not Accep table 0	<i>Fair</i> 1	Good 2	Very Good 3	Excellent 4
Application of Theoretical Framework and Concepts			10%	70%	20%
Assignment Completed on time					100%
Well Organized			33%	40%	27%
Test #1 (NA)					
Test #2 (NA)					
Test #3 (NA)					
Commitment to Self-Growth			33%	40%	27%
Collaborative Capacity				100%	
Creativity/Vision			10%		90%
APA Style References				10%	90%
Scholarly Reference from Nursing Journals					100%

Nursing
School of Education and Professional Studies

Organizational Awareness				50%	50%
Final project/paper				20%	80%
Fluency in Presentation Skills			20%	80%	
Self-motivation			33%	40%	27%
Independent Critical Thinker			10%	20%	70%

Criteria for Grading: NRSE 490 (Health Care Management)

	Not Acceptable 0	<i>Fair</i> 1	Good 2	Very Good 3	Excellent 4
Application of Theoretical Framework and Concepts				75%	25%
Assignment Completed on time		10%		90%	
Well Organized		10%		40%	50%
Test #1			25%	25%	50%
Test #2	10%	10%			80%
Test #3			10%		90%
Commitment to Self-Growth		10%		40%	50%
Collaborative Capacity		10%		40%	50%
Creativity/Vision		10%		40%	50%
APA Style References					
Scholarly Reference from Nursing Journals		10%	20%	70%	
Organizational Awareness					100%

Nursing
School of Education and Professional Studies

Final project/paper					
Fluency in Presentation Skills		10%	10%	70%	10%
Self-motivation		10%		40%	50%
Independent Critical Thinker		10%		40%	50%

Physical Education and Human Performance School of Education and Professional Studies

The BSED Program continues to adhere to the standards set by the state and university for program admission and retention. (GPA, Praxis 1, interview, essay and Praxis 2) The department tracks program graduates as Praxis 2 scores. The department added an assessment category of **Student Disposition** to program acceptance and retention evaluation. The Mid-Point Planning Task will continue to be an integral part of our assessment strategy. Students must meet standard to progress to the student teaching experience. The Student Teaching Exit Portfolio will continue to be required to meet standard prior to the teacher candidate receiving university endorsement for licensure.

A learning outcome is a specific statement, expressed in measurable terms, of the level of knowledge, skill and/or behavior/dispositions the student is expected to achieve/demonstrate by the end of a learning experience. When stated in measurable terms, the department can collect data to demonstrate what students know and can do as a result of enrollment in this program. A learning outcome must state the level of performance that is required (e.g. the student is able to demonstrate proficiency of Greek language –written and spoken– by using primary sources to analyze current events in Greece. The student is able to engage in a discourse on current issues with college-level native speakers).

Learning Outcomes: By the time of graduation, a student will demonstrate...

Curriculum Map: List all courses in which students are given ongoing opportunities to acquire these important learning outcomes.

1	The ability to <i>plan</i> developmentally appropriate physical education <i>lessons</i> that focus on important skills and/or concepts in fundamental movement, fitness, games, adventure, and dance.	PE 219	PE 278	PE 279	PE 350	PE 300	PE 404	PE 405
2	The ability to <i>plan and implement</i> developmentally appropriate <i>units of instruction</i> that focus on important skills and/or concepts in fundamental movement, fitness, games, adventure, and dance	PE 300	PE 404	PE 405	PE 374	PE 408		
3	The ability to demonstrate <i>effective teaching strategies in the public school setting</i> at the elementary and secondary level. This includes effective integration of instructional technology and collaboration with teachers and staff.	PE 409	PE 300	PE 404	PE 405	EDTE 316	EDSC 417	EDSC419

**Physical Education and Human Performance
School of Education and Professional Studies**

	Learning Outcomes By the time of graduation, a student will demonstrate:	Assessment Measures List at least two for each outcome, one of which should involve direct evidence of learning.	Indicate when and how often the measure(s) for this learning outcome will be implemented.
1.	The ability to <u>plan</u> developmentally appropriate physical education <u>lessons</u> that focus on important skills and/or concepts in fundamental movement, fitness, games, adventure, and dance.	<p>a. Lesson Plan Submissions (see Lesson plan format and Lesson plan rubric used for each of these classes)</p> <p>b. Mid-point Planning Task (see Mid-point planning task and rubric)</p>	<p>a. PE 300, 404, 405 All students demonstrate this skill during the specific course listed above. Data is collected each semester.</p> <p>b. All students take the Mid-point planning task during their final semester before student teaching. Data is collected each semester.</p>
2.	The ability to <u>plan and implement</u> developmentally appropriate <u>units of instruction</u> that focus on important skills and/or concepts in fundamental movement, fitness, games, adventure, and dance	<p>a. Elementary Unit Plan (see Elementary Unit Plan task and rubric)</p> <p>b. Secondary Unit Plan (see Secondary Unit Plan task and rubric)</p> <p>c. Exit Portfolio** (see Exit portfolio Task and Rubric) ** Submitted by the University Supervisor</p>	<p>a. Elementary Methods (PE 405) All students demonstrate this skill during the specific course listed above. Data is collected each semester.</p> <p>b. Secondary Methods (PE 404) All students demonstrate this skill during the specific course listed above. Data is collected each semester.</p> <p>c. Completed in the first of the two student teaching placements. Usually this is at the elementary level</p>
3.	The ability to demonstrate <u>effective teaching strategies in the public school setting</u> at the elementary and secondary level. This includes effective integration of instructional technology and collaboration with teachers and staff.	<p>a. Elementary Student Teaching Evaluation ** (see attached student teaching evaluation forms that are used for elementary and secondary placements.)</p> <p>b. Secondary Student Teaching Evaluation**</p> <p>c. Exit Portfolio** (see Exit portfolio Task and Rubric) ** Submitted by the University Supervisor</p>	<p>EDSC 417 Data is collected each semester.</p> <p>EDCS 419 Data is collected each semester.</p> <p>Completed in the first of the two placements. Usually this is at the elementary level.</p>

Reading and Language Arts School of Education and Professional Studies

Assessment Activity

Comprehensive Examination. In fall 2006 (November 4) 14 master’s degree candidates took the comprehensive examination and passed. In spring 2007 (March 31) 23 master’s candidates took the comprehensive examination and passed. Our Jamaican cohort will be taking their comprehensive examination in June 2007.

Course Portfolio. Beginning fall 2006 the department implemented course portfolios, in addition to program portfolios, to systematically collect evidence in evaluating candidate performance and in making decisions about our programs. Both the course and program portfolios were evaluated using a rubric designed by the department. The rubric is aligned with the Standards for Reading Professionals by the International Reading Association (IRA), the accreditation agency in the discipline.

Below is partial data report from fall 2006 course portfolios in reading and language arts courses, master’s level, and summary data report for our 6th year and OCP programs. Note that only students in the reading and language arts program were counted. Students who received “Inadequate Level of Competency” are expected to revise their documents as suggested if they choose to include the same documents in their program portfolio. Data from spring 2007 are still in process.

Partial Data Report M.S. in Reading and Language Arts COURSE PORTFOLIOS, Fall 2006

Standards		Rubric Rating		
		Advanced Level of Competency	Acceptable Level of Competency	Inadequate Level of Competency
1	Foundational Knowledge: Candidates have knowledge of the foundations of reading and writing processes and instruction.	34%	53%	13%
2	Instructional Strategies and Curriculum Materials: Candidates will use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.	53%	30%	17%
3	Assessment, Diagnosis and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.	45%	48%	7%
4	Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	54%	30%	16%
5	Professional Development: Candidates view professional development as a career-long effort and responsibility.	48%	44%	8%

**Reading and Language Arts
School of Education and Professional Studies**

**Summary Data Report
6th Year/OCP in Reading and Language Arts
COURSE PORTFOLIOS, Fall 2006**

Standards		Rubric Rating		
		Advanced Level of Competency	Acceptable Level of Competency	Inadequate Level of Competency
1	Foundational Knowledge: Candidates have knowledge of the foundations of reading and writing processes and instruction.	93.5%	6.5%	0%
2	Instructional Strategies and Curriculum Materials: Candidates will use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.	90.3%	9.7%	0%
3	Assessment, Diagnosis and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.	84%	16%	0%
4	Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	93.6%	3.2%	3.2%
5	Professional Development: Candidates view professional development as a career-long effort and responsibility.	93.6%	3.2%	3.2%

Program Portfolio. In fall 2006, 100% of our graduates—10 master’s candidates and 6 sixth year degree candidates—passed their program portfolio with a rating of “Advanced Level of Competency”.

Undergraduate Assessment. BEGINNING and END of SEMESTER content surveys in RDG 315, RDG 316 and RDG 412 were developed and implemented this spring 2007. The purpose is to ensure continuity of content coverage across all sections of each course as well as across the three required courses for elementary education majors. Developed by: C. Mulcahy & K. Weiss

Social Work
School of Education and Professional Studies

- The Department of Social Work has fifteen assessment measures. During academic year 2007-2008 faculty will be revisiting and eventually eliminating some.
- The following was recently submitted to Academic Affairs Annual Departmental Assessment survey:
 - *Demonstrate competencies in social work knowledge, values and skills measured by senior evaluations, portfolio and employer surveys* {consistent with department goal #1} 60% met 40% exceeded expected
 - *Develop understanding of diverse client systems with an emphasis on populations at risk, including cultural and spiritual considerations and the socio political and economic environment*{consistent with department goals #1 and #2} 40% met 60 % exceeded expected
 - *Develop writing skills*{consistent with department goals #3} 60% met 40% exceeded expectations
 - *Develop a social work value base* {consistent with department goal #3} 70% met 30% exceeded expectation
 - *Demonstrate skills necessary to effect change with client systems of various sizes* {consistent with department goals #1 and #2} 20% met 80% exceeded expectation

Data Sources and Methods of Evaluating Program Objectives

Measure	Program Objectives	Form of Data	Source	Benchmark	Timing
1.Sophomore/ Junior Volunteer Evaluation Form (Rev. 1/05) (Cf. Handbook Appendix L)	1, 2, 6, 11	Likert scale ratings	Supervisors and students	80 % of ratings of 4 or higher on all items	End of each semester
2.Portfolio -Application to Program (cf. Handbook Appendix C, D, & U)	1, 2, 5, 6, 7	Likert scale ratings and narratives	Faculty	70 % of ratings of 3 or higher in all categories	Application to Program
3. BEAP Social Work Values Inventory (begin 3/05)	1, 6, 7	BEAP SWVI scale scores	Students (newly admitted and seniors)	Match national averages	Spring semester
4.Portfolio -Application to Field Placement (Cf. Handbook Appendix T & U)	1, 2, 3, 5, 6, 7	Likert scale ratings and narratives	Faculty	80 % of ratings of 3 or higher in all categories; 20 % ratings at 4 or 5	Oct 1 and March 1
5.Social Work Field Education Experience Evaluation Form (rev. 12/02) (cf. Handbook Appendix P)	1 - 11	Likert scale ratings and narratives	Field Instructors	1 st sem.:75% of ratings of 2 or higher; 2 nd sem.: 75 % of ratings of 3 or 4 and 25% of ratings of 4	End of each semester

**Special Education
School of Education and Professional Studies**

	Learning Outcomes At graduation, a student will demonstrate: (Please state in measurable terms.)	Assessment Measures List at least two for each outcome, one of which should involve direct evidence of learning.	Indicate when and how often the measure(s) for this learning outcome will be implemented.
1.	The ability to improve the quality of research skills among educators. Demonstrate the ability to collect data, implement applied research, and translate their research findings into practice.	Action Research project; advanced topic paper; evaluated by faculty using a rubric.	Report each Spring semester.
2.	Demonstrate successful and effective collaborative skills and strategies.	Portfolio, peer feedback (rubric); team collaboration activity.	Fall semester
3.	Students will demonstrate application of the UPL principles (e.g., through assistive technology, differentiated instruction, UDL lesson plan formatting)	Projects demonstrating assistive technology; individualized exam questions; rubric to evaluate curriculum materials regarding UDL principles	Fall semester
4.	Students will demonstrate knowledge of individual differences and plan and implement instruction accordingly.	Portfolios of field experience, assessment portfolio, collaboration activity	Spring semester

Teacher Education School of Education and Professional Studies

Assessment. Describe assessment activities in the past year relating to your unit's goals. Summarize your principal findings and plans to promote further improvement.

Department of Teacher Education continues to pilot the Midpoint Assessment Task for elementary education teacher candidates. We have now accumulated 3 years (6 semesters) of data on this instrument which has informed us about teacher candidates' abilities to demonstrate planning competence. Content changes have been made in methods courses as a result of these data results (eg., including the Understanding by Design planning model in EDEL 322.). Department faculty also participate in the giving feedback on the unit's disposition rubric.

School of Education and Professional Studies

2007-2008

Title II: Single Assessment Passrate



HEA - Title II 2005-2006 Academic Year

Institution Name	CENTRAL CONNECTICUT STATE UNIV
Institution Code	3898
State	Connecticut
Number of Program Completers Submitted	304
Number of Program Completers found, matched, and used in passing rate Calculations¹	299


January 3, 2007

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
PPST READING	710	25	25	100%	276	276	100%
CBT READING	711	3			40	40	100%
PPST WRITING	720	27	27	100%	284	283	100%
CBT WRITING	721	2			40	40	100%
PPST MATHEMATICS	730	24	24	100%	269	268	100%
CBT MATHEMATICS	731	3			38	38	100%
COMPUTERIZED PPST READING	5710	183	183	100%	958	958	100%
COMPUTERIZED PPST WRITING	5720	183	183	100%	949	949	100%
COMPUTERIZED PPST MATHEMATICS	5730	186	186	100%	981	981	100%
Academic Content Areas							
ELEM ED CURR INSTRUC ASSESSMENT	011	99	98	99%	887	880	99%
ELEM ED CONTENT AREA EXERCISES	012	99	99	100%	888	887	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	12	11	92%	134	129	96%
ENG LANG LIT COMP ESSAYS	042	12	10	83%	134	130	97%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				3		
MATHEMATICS: CONTENT KNOWLEDGE	061	23	23	100%	137	134	98%

Title II: Single Assessment Passrate

MIDDLE SCHOOL MATHEMATICS	069				6		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	30	25	83%	185	177	96%
MIDDLE SCHOOL SOCIAL STUDIES	089				4		
PHYSICAL ED: CONTENT KNOWLEDGE	091	32	32	100%	96	96	100%
PHYSICAL ED ANALYSIS AND DESIGN	092	32	31	97%	96	94	98%
BUSINESS EDUCATION	100	3			31	31	100%
MUSIC CONCEPTS AND PROCESSES	111	6			53	52	98%
MUSIC CONTENT KNOWLEDGE	113	6			52	51	98%
ART MAKING	131	26	26	100%	63	63	100%
ART CONTENT TRAD CRITIC AESTHETICS	132	26	26	100%	63	63	100%
ART CONTENT KNOWLEDGE	133	26	26	100%	63	63	100%
BIOLOGY CONTENT KNOWLEDGE	235	8			72	70	97%
CHEMISTRY CONTENT ESSAYS	242	1			10	10	100%
CHEMISTRY CONTENT KNOWLEDGE	245	1			10	10	100%
PHYSICS CONTENT ESSAYS	262	2			9		
PHYSICS CONTENT KNOWLEDGE	265	2			9		
GENERAL SCIENCE CONTENT ESSAYS	433	2			21	21	100%
GENERAL SCI CONTENT KNOWLEDGE	435	2			21	20	95%
MIDDLE SCHOOL SCIENCE	439				4		
EARTH SCIENCE CONTENT KNOWLEDGE	571	2			13	13	100%
Other Content Areas							
TECHNOLOGY EDUCATION	050	19	19	100%	19	19	100%
FAMILY AND CONSUMER SCIENCES	120				7		
HEALTH EDUCATION	550				10	10	100%
Teaching Special Populations							
SE KNOWLEDGE-BASED CORE PRINCIPLES	351				68	68	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				126	126	100%

Title II: Aggregate Assessment Passrate

	<p><i>HEA - Title II</i> <i>2005-2006 Academic Year</i></p>					
Institution Name	CENTRAL CONNECTICUT STATE UNIV					
Institution Code	3898					
State	Connecticut					
Number of Program Completers Submitted	304					
Number of Program Completers found, matched, and used in passing rate Calculations¹	299					
				<i>January 3, 2007</i>		
				Statewide		
<i>Type of Assessment²</i>	Number Taking Assessment³	Number Passing Assessment⁴	Institutional Pass Rate	Number Taking Assessment³	Number Passing Assessment⁴	Statewide Pass Rate
Aggregate - Basic Skills	213	213	100%	1295	1293	100%
Aggregate - Professional Knowledge						
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	246	235	96%	1730	1697	98%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	19	19	100%	36	36	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				194	194	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	299	288	96%	2115	2080	98%

¹The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled “Number Taking Assessment” since a completer can take more than one assessment.

²Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³Number of completers who took one or more tests in a category and within their area of specialization.

⁴Number who passed all tests they took in a category and within their area of specialization.

⁵Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

School of Education and Professional Studies Mission Statement

The faculty of the 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 our communities*, it is our mission to provide leadership for:

- Preparing beginning teachers to serve in the region, the state, and the nation;
- Preparing entry level, culturally competent, generalist social workers for practice;
- 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.

Principles of the School of Education and Professional Studies

In pursuit of its mission, the School has been guided by a set of principles and beliefs which stem from basic values such as educational quality and intellectual integrity, high standards and distinction, and respect for diversity and social justice.

Specifically action rests on the following principles:

- **High Standards:**
All professional preparation programs should be characterized by distinction and those being prepared should be encouraged to aspire to and to meet the highest of standards;
- **Respect for Diversity:**
All professional programs should be committed to strategies that foster understanding and respect of all persons a multicultural society;
- **Educational Access and Social Justice:**
All professional preparation programs should promote access for a diverse learning community of students and serve as an advocate for groups that have been traditionally discriminated against;
- **Collaboration:**
All professional preparation programs should recognize the need for evolving partnerships with educational and human service institutions within the region and state for the purpose of working together toward improvement and change and for enhancing our own teaching and scholarship;

- **Expanding Opportunities:**
All professional preparation programs in education should be developed so that graduates are committed to providing first-rate and expanded educational opportunities to all learners in society.
- **Effective Teaching:**
All Faculty should be committed to serving students and providing for them the highest quality of teaching supported by appropriate intellectual and scholarly agendas;
- **Student Development:**
The School should be committed to student development through specific activities aimed at developing reflective practitioners and life-long learners;
- **Faculty Development:**
The School should be committed to faculty development through specific programs and by encouraging faculty to engage in scholarly inquiry within their professional fields.

**School of Education and Professional Studies
Strategic Plan**

SEPS Goal 1: Program Quality

Selected Initiatives	Comment	University Goal	Cost	Leadership
Secure and Maintain Accreditation	Accreditation is a statement of quality. SEPS must maintain NCATE Accreditation and assure that all NCATE policy recommendations are implemented. SEPS must secure accreditation for programs in Social Work, Athletic Training, School Counseling, Rehab Counseling, and Nursing.	Goal 4, sub-goal 3	Faculty load must be allocated each year to support special projects: Counseling, \$13K; SW \$7K; AT, 8 K. Load Credit: 8	Dean, SEPC-GC and faculty
Develop Comprehensive Assessment Plan: criteria, data aggregation, analysis & use.	New NCATE Standards require 6-8 assessments determined by learned societies. Assessment include pre-admit through employer assessments of graduates	Goal 4, sub-goal 3	6 faculty load credits currently assigned; additional resources to be determined	Dr. Joanne Walker, SEPC GC— including A & S faculty, Dean.
Develop Innovative Options and Programs (MAT, MSN)	MAT is a pathway to teaching designed to serve a growing population of non traditional students and meet CT workforce needs, i.e., shortage areas and minority leadership. MSN will serve workforce needs. Blended Special Ed/ECE.	Goal 4, sub-goal 5* Goal 3, sub-goal 1	Some planning support may be available through DHE for MAT. Unknown resources needed for MSN or blended program	Dr. Nancy Hoffman and Teacher Education Faculty, Dr. Carol Williams and Nursing faculty
Quality: Programs and Centers	Strengthen and refine existing program offerings in all areas, including Ed.D.; examine role and purpose of our 3 centers: Reading, Multicultural and Technology	Goal 4, sub-goal 3	No known at this time	Faculty, SEPS GC, Center and Program Directors, and Dean

SEPS Goal 2: Student Performance

Selected Initiatives	Comment	University Goal	Cost	Leadership
Advisement	Strengthen and refine recruitment, advisement & retention policies and practices. Ensure advisement materials are accurate and consistent; ensure website information is complete and accurate.	Goal 1 sub-goal 3 and 4; Goal 3 sub-goal 1	No additional costs	Ms. Mary Pat Hager and Dean
Technology	Embed in coursework technology use to ensure technology competencies.	Goal 4 sub-goal 3	Innovations supported through expiring PT3 grant. To remain on cutting edge, additional resources may be required	SEPC GC, CITT and Dean
Dispositions Assessment Initiative	This is a challenging assessment issue	Goal 4 sub-goal 3 Goal 3 sub-goal 1	Unknown, though pioneering work is linked to faculty release time.	Dr. Joanne Walker, SEPC GC & Dean

SEPS Goal 3: Faculty Quality and Development

Selected Initiatives	Comment	University Goal	Cost	Leadership
Recruit, Mentor & Retain Faculty	Focus on collaboration, which contributes to the vitality and advancement of the School, Department and one's discipline, to contribute to the recruitment and retention of a highly qualified and diverse faculty.	Goal 5 sub-goal 1 Goal 10 sub-goal 3	No new resources, though faculty commitment is essential	Department Chairs, SEPS GC and Dean
External Development and Support	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	Goal 5 sub-goal 1 Goal 6 Sub-goal 1	No new resources	SEPS Dean
Faculty knowledge and skills related to technology	Faculty knowledge and skills must be at a level that allows them to model the use of technology for students	Goal 4 sub-goal 3	Replacement of PT3 money unlikely	Departments and Dean

SEPS Goal 4: Enhance Professional Partnerships

Selected Initiatives	Comment	University Goal	Cost	Leadership
Support, Development and Expansion of Community Out-Reach	Continue work with community schools, through our PDS network and High School Consortium, and the other agencies affiliated with the Nursing, Counseling and Family Therapy, Social Work, and Physical Education and Health Fitness Studies programs	Goal 6 sub-goal 1 sub-goal 2	Faculty reassigned time must continue to be provided and be complemented by additional resources. Source and amount unknown.	Department Chairs, PDS coordinators, and faculty throughout SEPS
Center for Research and Professional Renewal	This center will work closely with public schools to help them meet state and federal student achievement and professional development needs. It 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 6 sub-goal 4*	Faculty provide services to schools and school districts will generate revenue to support this Center. Start-up budget proposed at \$10 K to \$50 K.	Dr. Tony Rigazio-DiGilio, SEPS GC, and Dean

SEPS Goal 5: Improve Organizational Functioning

Selected Initiatives	Comment	University Goal	Cost	Leadership
Data Gathering and Management in Professional Education Database (PED)	Refine and improve methods, procedures and technology for the gathering, entering, managing and analyzing data for the purposes of quality assurance, program improvement and mandated reporting requirements.	Goal 3 sub-goal 1 Goal 4 sub-goal 3	Faculty load and staff assignment. Possible consulting dollars required.	Dr. Anne Pautz, Dr. Joanne Walker, and Mr. Krikonis
SEPS Unit Structure and Policies	Review and clarify the SEPS unit structures, policies, practices and relationships within the university and throughout the community, and adjust to support quality education.	Goal 11	No additional resources	Dr. Anne Pautz, SEPS GC and Dean
Resource Issues	Review existing space resources and identify needs for facilities linked to program growth, changes, and innovations	Goal 5 sub-goal 3	Resources may be required for facilities renovations	Dean
Interdisciplinary Links and Collaboration	Encourage communication among programs and departments in SEPS, as well as programs housed in the Schools of Arts and Sciences, Business, and Technology.	Goal 4 sub-goal 3 Goal 5 sub-goal 1	No additional resources	SEPS GC and dean
Alumni Support	Develop effective links to CCSU the SEPS alumni to support and enhance the school's reputation and program quality	Goal 9 sub-goal 1 and 2	Mailing costs along with administrative support.	Academic Departments and Dean