# **Integrated Planning Council**

# **April 20, 2022**

# **Meeting Notes**

**Present:** L. Bucher, S. Cintorino, G. Claffey, C. Robinson, N. Elsinger, A. Bray, L. Frank, S. Hazan, Y. Kirby, F. Latour, Z. Toro, J. Tully, E. Moore, K. Kostelis

## **FY22 & FY23 Budget Update**

The following summary was provided:

* A balanced budget is projected for FY22, which includes the bonds and retroactive salary increases we need to pay this year
* All financial holdbacks have been returned to their respective departments
* A flat enrollment is assumed for next year
* The housing assumption is 2,000 students

## **New Spending Plan Review Process**

* The FY23 spending plan package was received on Friday
* CCSU will need to submit the spending plan for FY23 which includes itemized reductions
* According to the new process, we cannot use reserves to fund ongoing expenses
	+ If using reserves for one-time funding purposes, we will need to describe our reasoning as well as how we will avoid using reserves moving forward
* Academic program review:
	+ According to the new process, we will need to explain our program review process, how the program responds to the drop in enrollment and how the program will produce savings
	+ If programs experience low enrollment, we need to describe how we will respond to this
	+ The System has discussed doing revenue analysis of each program at the university level
* The deadline to submit the spending plan is May 10

## **New Academic Programs**

* **Department of Special Education and Interventions 3+2 Program**
	+ The 3+2 Special Education program focuses on certifying teachers in an area in which the state has faced a shortage of qualified teachers
	+ Special education teacher shortages in Connecticut are persistent and are expected to increase with the growing number of teacher retirements
	+ As a teacher preparation program, the program would fall under the School of Education and Professional Studies CAEP accreditation
	+ Students would be academically qualified to apply for State of Connecticut Teacher Certification
	+ The program is 143 credits, comprised of Undergraduate and Graduate Coursework
	+ The undergraduate program aligns with CCSU undergraduate programs consisting of 1/3 General Education (~40 credits) major and related credits (75 credits) and 21 credits of experiential learning and 3 credits of free electives. Students do have some flexibility in course choice within general education
	+ There is a great need to obtain and retain professionals in this field
	+ No additional resources will be needed
	+ If approved by IPC, this program will go through Curriculum and BOR in the fall; it may be possible to begin admitting as soon as Spring 2023
* Vote: J. Tully was not present during the vote; all other voting members voted in favor of this program

## **Enrollment Levels, Academic Program Review Process, Allocation of Resources, and CCSU Financial Sustainability**

Z. Toro shared the following information as a preface to the Open Forum:

* **Allocation of Resources** – Z. Toro provided information regarding Management/Confidential positions that were created or modified. She noted that despite rumors that many management confidential positions have been created and faculty positions are being cut, there have not been a lot of positions created. In addition, modified positions include those suggested by Sibson Consulting.
	+ CFO was changed to Chief Budget and Compliance Officer (less costly)
	+ CAO was changed to Chief Operations Officer (also eliminated a high paid management position)
	+ Director of Institutional Research and Assessment was changed to Associate Vice President for Planning and Institutional Effectiveness (lower cost and additional responsibilities)
	+ Chief Diversity Officer was changed to Vice President for Equity and Inclusion
	+ Created positions include: Ombudsperson, Associate Vice President for Enrollment Management (vacant), Investigators in the Office of Equity and Inclusion (vacant)

Z. Toro shared the following organizational charts that compared the Office of Academic Affairs from before 2019 through this semester.

 

 

Z. Toro stated that due to the financial situation, not every posotion will be refilled in the exact same manner. It is very important to come up with innovative ways to fill these positions (i.e.: sharing faculty positions across departments).

* **Enrollment Levels** - Z. Toro provided the following information:
	+ We received one-time funding from the state in 2021; however, this funding will not be available moving forward
	+ The college-aged population is declining
	+ Enrollment is more important than even for our university
	+ We need to focus on personalized communication
	+ We need to improve our strategies for retaining continuing students
* **Academic Program Review Process –** Z. Toro asked the group for feedback on how to demonstrate to prospective students and the BOR that we offer attractive and relevant academic programs. The following feedback was shared:
	+ Success stories from alumni are helpful
	+ Highlight the work of clubs and organizations
	+ Highlight companies that make efforts to recruit our students
	+ Demonstrate the connection between a degree and entry into the workforce
	+ Continue to develop the academic/career maps
	+ Focus on experiential learning throughout specific programs
	+ Be more thoughtful regarding how we present program opportunities to prospective students; due to retirements there is a need in many areas
	+ Continue to work with community colleges to develop a smooth transition from these colleges to CCSU
	+ Seriously consider developing an effective system for evaluating community college course transfers

Appendix I

**BS/MS Special Education-certifiable for teaching**

February 16, 2022

Dr. Foshay, Department of Special Education

**General Information**

**01. Program Name:** Special Education

**02. Credential:** BS MS---3+2 Program

**03. Target Semester for Implementation:** Fall 2022

**04. Home Department:** Special Education and Interventions

**05. Briefly describe the potential program, including information about proposed concentrations or areas of specialization.**

The 3+2 Special Education program focuses on certifying teachers in an area in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for this academic year (2021-2022) include Comprehensive Special Education K-12 (<https://portal.ct.gov/SDE/Talent_Office/Talent-Office-home-page/Shortage-Areas>). Special education teacher shortages in Connecticut are persistent and are expected to increase with the growing number of teacher retirements in the next decade. National estimates conservatively forecast a need 316,000 new teachers annually million (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Candidates who complete the 3+2 Special Education program will be “learner ready-day one” (EPAC, 2014), and will be in high demand in Connecticut school systems. The undergraduate portion of this 3+2 program is designed to provide a strong interdisciplinary content major.  Content-specific preparation is often lacking from special education teacher preparation programs. This aspect of our 3+2 program coupled with an early and comprehensive approach to practice-based preparation (6 supervised practica and a yearlong residency) will ensure our candidates will be well prepared to meet the needs of K-12 schools

**06. Would the program pursue external, discipline-specific accreditation? If so, identify the accrediting body and timeline for accreditation.**

As a teacher preparation program, the program would fall under the School of Education and Professional Studies CAEP accreditation.

**07. Would the potential program qualify students for professional licensure or industry certification? If so, describe.**

Students would be academically qualified to apply for State of Connecticut Teacher Certification.

**Program Planning Assessment: Alignment of Program with Institutional Mission, Role, and Scope**

**08. How does the potential program align with CCSU’s mission and strategic plan?**

Central Connecticut State University (CCSU) is a regional, comprehensive public university dedicated to learning in the liberal arts and sciences, and to education for the professions. CCSU offers Connecticut citizens access to academic programs of high quality and serves as a responsive and creative intellectual resource for the people and institutions of our state’s capital region. The university mission (<http://www.ccsu.edu/about/mission/index.html>) states that CCSU is a community of learners dedicated to teaching and scholarship. CCSU’s mission focuses on development and application of knowledge and ideas through research and outreach activities. We prepare students to be thoughtful, responsible and successful citizens. We aspire to be the premier public comprehensive university in Connecticut with teaching as its primary focus. CCSU identifies four elements of distinctiveness within the Connecticut State Colleges and Universities systems. The 3+2 program embodies three of those elements: *Workforce and State Economic Development* (in the exceptional preparation of teachers to fill state shortages), *Community Engagement* (through partnerships with local school district communities who support the program’s preparation of special education candidates and then hire them as first year teachers), and *Interdisciplinary Studies and Cross-Curricular Initiatives* (with the collaboration across and among CCSU schools: the School of Education & Professional Studies [SEPS], College of Liberal Arts & Social Sciences [CLASS], School of Engineering, Science & Technology [SEST], and School of Graduate Studies).

The 3+2 program is not only consistent with the university’s mission and vision, but also with CCSU’s historic role in the exceptional preparation of state residents for the teaching professions and for service to Connecticut’s schools. Founded in 1849 as the New Britain Normal School, CCSU is Connecticut’s oldest publicly supported institution of higher education. The school was moved to the present campus in 1922 and became Teachers College of Connecticut in 1933 when it began offering four-year baccalaureate degrees. After extensive growth and expansion, including the approval to grant degrees in the liberal arts, the college was renamed Central Connecticut State College in 1959. The present name, Central Connecticut State University, was conferred in 1983 to recognize the institution’s change in commitment, mission, strategy, and aspiration, including extensive offerings at the graduate level. The 3+2 program addresses teacher shortage areas and prepares special education candidates to meet the needs of students with disabilities. The 3+2 program benefits from the expertise of integrating teachers with special expertise drawn from partner school settings into the faculty.

The proposed 3+2 special education program is consistent with the mission of the School of Education and Professional Studies: “to encourage the development and application of knowledge and ideas through research and outreach activities, guided by the purpose of preparing leaders for service in diverse communities.” The 3+2 program will have the support of the Central Teacher Education Network (CTEN). CTEN is an interdisciplinary committee of university and community representatives who assemble to review, analyze, and provide input on all aspects of teacher education at CCSU. CTEN is charged with enhancing teacher preparation at CCSU through a shared vision of excellence and the integration of data analysis, feedback from partner districts, professional standards in teacher preparation, and consistent and rigorous standards across programs. The 3+2 program will work in collaboration with CTEN to support better preparation of candidates in alignment with national and state teacher education reforms including:

* A coherent structure focused on practice-based preparation
* Utilizing edTPA’s formative assessment materials prior to the student teaching semester, Stanford Center for Assessment, Learning and Equity [SCALE];
* Integrating the Council for the Accreditation of Educator Preparation’s [CAEP’s] accreditation standards;
* Aligning to the Connecticut Educator Preparation Advisory Council’s [EPAC’s] guidelines for the preparation of beginning teachers in Connecticut; and
* Approaching 3+2 special education program candidates’ unit and lesson planning through a Universal Design for Learning framework ([www.cast.org/](http://www.cast.org/)) that applies research-based principles to guide the design of learning environments and instruction to optimize accessibility and efficacy for diverse learners

**Program Planning Assessment: Addressing Identified Needs**

**09. What potential jobs would students who earn the proposed credential be qualified to hold?**

The 3+2 Special Education program focuses on certifying teachers in an area in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for this academic year (2021-2022) include Comprehensive Special Education K-12 (<https://portal.ct.gov/SDE/Talent_Office/Talent-Office-home-page/Shortage-Areas>). Special education teacher shortages in Connecticut are persistent and are expected to increase with the growing number of teacher retirements in the next decade. National estimates conservatively forecast a need 316,000 new teachers annually million (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Candidates who complete the 3+2 Special Education program will be “learner ready-day one” (EPAC, 2014), and will be in high demand in Connecticut school systems. The undergraduate portion of this 3+2 program is designed to provide a strong interdisciplinary content major.  Content-specific preparation is often lacking from special education teacher preparation programs. This aspect of our 3+2 program coupled with an early and comprehensive approach to practice-based preparation (6 supervised practica and a yearlong residency) will ensure our candidates will be well prepared to meet the needs of K-12 schools

**10. What is the labor market demand for the proposed program nationally and within the State of Connecticut? (Attach completed Hanover Market Analysis.)**

Special Education is a shortage area in 48 or 50 states and the District of Columbia. Only two states report sufficient numbers of individuals certified as Special Education Teachers. CT is not one of those states. Special Education has been a national shortage area for an extended time. Attached are several reports outlining the need/shortage and forecast for Special Education teachers.

**11. How does the potential program overlap with and/or complement existing CCSU programs, as well as other programs from CSCU institutions? Are there transfer agreements with other CSCU institutions that will be instituted as a result of this approval?**

The 3+2 program is an interdisciplinary undergraduate and graduate program and teacher preparation program, and therefore its operation is governed by several groups beyond the typical department and school structure. These governing groups include the Dean of the School of Education and Professional Studies (SEPS) [head of the CAEP EPP]; the Dean of the School of Graduate Studies; the Central Teacher Education Network (CTEN); and the CCSU Graduate Studies Committee (GSC). Therefore, the 3+2 special education program will receive supports across each of these groups (for example, GSC scholarships and research/travel funds for students, SEPS Dean’s office support for recruitment and applications, CTEN advisory support for updating curriculum and assessment review).

The Connecticut State Department of Education lists several institutions in the state that offer certification programs in special education. The Guide to Approved Educator Preparation Programs in Connecticut (CSDE, 2021) summarizes the availability of special education certification programs. The program that is most like the 3+2 special education program is the Integrated Bachelor’s / Master’s Program at the University of Connecticut. Eastern Connecticut State University, Southern Connecticut State University, and the University of St. Joseph all have undergraduate special education certification programs. The University of Hartford has a graduate master’s program that is offered completely online. Despite the existence of these certification programs as well as CCSU’s own graduate special education program, significant shortages of special education teachers persist. Since the shortage of teachers has not been filled by the existing programs, the 3+2 program at CCSU will increase the supply of “learner-ready, day one” teachers for the shortage area of special education.

**Program Planning Assessment: Student Recruitment / Student Engagement**

**12. Is there a natural pipeline for enrollments to this proposed program)? If so, please describe.**

 The pipeline is the traditional route for students interested in teaching careers which include first time/full time and transfer students.

**13. Describe the potential to generate new enrollments for CCSU (not internal transfers from other programs).**

Recruiting efforts for the 3+2 program will include consistent representation in all enrollment outreach events at the graduate and undergraduate level at CCSU. Additionally, we will reach out to [TEACH Connecticut](https://connecticut.teach.org/), in partnership with CSDE, is the first statewide support initiative of its kind in the nation and serves as a one-stop shop for free, valuable tools and resources to help anyone who is considering becoming a teacher. Additionally, faculty from the 3+2 program will outreach to [CT’s expanded Educator Rising Academy’s.](https://portal.ct.gov/SDE/Press-Room/Press-Releases/2020/Governor-Lamont-Announces-Expansion-of-EdRising-Program) This nationally recognized program, which includes curriculum, teacher training, and “beginning to teach” micro-credentials for high school students, is a center piece of the “grow your own” teacher recruitment strategy.

**14. How much enrollment do you expect to be drawn from existing CCSU programs (i.e., internal transfers)? Which existing programs would students be most likely to transfer from? Why?**

We expect, perhaps a small number of students as internal transfers. Most likely these would be students enrolled in one of the other currently offered programs that lead to teacher certification. In addition, there is the possibility of the reduction of some of the students who enter the existing MS program in Special Education. The MS program is designed for initial certification or cross endorsement. As this new program is launched it is possible that the number of students entering the Initial certification track of the MS program will reduce in favor of this 3+2 program. The MS program would still be offered for those seeking cross endorsement. Ultimate goal would be increasing the number of students earning their undergraduate and graduate degree in Special Education at CCSU.

**15. Provide enrollments for similar programs at competitor institutions, if available. Include Fall enrollments for the past 5 years.**

**16. Provide conferrals for similar programs at competitor institutions, if available. Include the most recent conferrals for the past 5 years.**

**General Information: Program Credit Distribution**

**17. What is the estimated total number of credits for the potential program?**

143 credits.

**18. Describe the credit hour allocation between core classes, program electives, program requirements (outside of the program), general education, and unrestricted free electives.**

The program is 143 credits, comprised of Undergraduate and Graduate Coursework. The undergraduate program aligns with CCSU undergraduate programs consisting of 1/3 General Education (~40 credits) major and related credits (75 credits) and 21 credits of experiential learning and 3 credits of free electives. Students do have some flexibility in course choice within general education.

**General Information: Student Learning Outcomes**

**19. List the proposed learning outcomes for the program. Please identify whether outcomes are prescribed by an accrediting body.**

1. Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).
2. Create an inclusive and culturally responsive learning environment.
3. Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving.
4. Design and deliver instructional and assessment strategies that facilitate significant learning for all students.
5. Design, deliver, and assess literacy/language strategies to deepen literacy and content learning.
6. Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.

Program learning outcomes also align with CAEP accreditation standards.

**Resource Assessment: Curriculum**

**20. What is the estimated number of new courses which are not currently offered at CCSU?**

We estimate 27 unique student credit hours for new lecture and/or practicum (field experience and student teaching), In addition some new courses will be created that will be linked to existing courses (4XX/5XX) so although new course number, not a new demand for instruction.

**21. Would students from other existing programs have the opportunity or interest to take new courses within the potential program? If so, explain.**

Generally, most education programs are very prescribed leaving little room for additional coursework. That being said, the potential for some creative interdisciplinary or focused areas to be included in other programs exists. Example in our 6 yr Certificate programs we have created an option for students to replace to program courses with SPED courses to add a concentration in special education. A similar model might be possible for other education programs.

**22. Would class size for new courses be limited by factors other than "sound educational principles" (e.g., size of specialized classroom, accreditation requirements, safety issues)? If so, explain.**

Some classes that may include and embedded field experience may be limited to 24 students. This is greatly dependent on our partner schools which provide the field experience. Most classes that include field experience as a requirement, field experience is done outside of the class meeting time.

**Resource Assessment: Program Administration and Faculty**

**23. Do we have the expertise to develop and maintain the program? If additional faculty are needed, explain the need and provide a potential timeline for hire.**

We already have faculty and a department administering programs in Special Education. Initially there may be a need for the equivalent of a ½ time faculty member (adjuncts). In addition to the programs offered by the department, the department also provides service courses in special education for all other education programs to meet state certification requirements. As enrollment in the program grows, additional faculty will be needed as additional offerings of courses are needed to meet student demand.

**24. Are there any other aspects of the program which would cause it to be more expensive (e.g, clinical reassigned time supervision for coordination)?**

The program includes student teacher supervision. The design of the program outlines a multiple semester experience/3cr per semester, totaling 1 load credit for the faculty supervisor. Cost of supervision is balanced by student credit hours/tuition.

**Resource Assessment: Special Resource Needs**

**25. Describe special facilities needs for the potential program. Are there sufficient classrooms (including computer classrooms) and faculty offices to support the program?**

No special facilities are required. Sufficient classroom, lab space, computers etc are already in place.

**26. Describe any special technological needs for the potential program.**

none

**27. Describe any special laboratory equipment needed to implement and maintain the potential program.**

none

**28. Is additional funding required to address the needs described in your responses to #s 25-27? If so, please explain.**

No.

**Resource Assessment: Estimated Operational Expense**

**29. Please complete the Excel worksheet that estimates operational expense.**