

VII.B.

Connecticut State Board of Education Hartford

To Be Proposed:

May 1, 2024

Resolved, That the State Board of Education (SBE), pursuant to Section 10-145d-9(g)(3)(A) of the Regulations of Connecticut State Agencies, grants full approval to Central Connecticut State University (CCSU) for the period May 1, 2024, through March 31, 2030, with annual progress monitoring conducted using Council for the Accreditation of Educator Preparation (CAEP) annual report data in conjunction with the Connecticut State Department of Education (CSDE) Review Committee, for the purpose of certifying graduates from CCSU in the following new certification area and directs the Commissioner to take the necessary action.

Program	Grade Level	Program Level	Program Type
Comprehensive Special Education	PK-12	Initial	Undergraduate

Approved by a vote of ____ this first day of May, Two Thousand Twenty-Four.

Signed: _____

Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

To: State Board of Education

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: May 1, 2024

Subject: Approval of New Educator Preparation Program: Central Connecticut State University, Comprehensive Special Education, Undergraduate Level

Executive Summary

Introduction

Connecticut educator preparation providers (EPPs) and other organizations proposing new educator preparation programs must seek official approval through the Connecticut State Board of Education (SBE). EPPs are required to participate in a Connecticut State Department of Education (CSDE) evaluation process designed to guide and support new program proposals. The proposal then moves forward to the CSDE Review Committee (Attachment A), which makes recommendations to the Commissioner of Education regarding new program approval based on evaluation findings. This report presents a summary of the evaluation process for the Central Connecticut State University (CCSU) proposal for an undergraduate initial certification program in comprehensive special education, PK-12 and includes the Commissioner of Education's recommendation for approval.

History/Background

Located in New Britain, Connecticut, CCSU is a comprehensive, public university dedicated to learning in the liberal arts and sciences and is one of the four Connecticut State College and University System (CSCU) institutions. CCSU is regionally accredited by the New England Commission of Higher Education (NECHE) and has an annual enrollment of approximately 9,400 (7,600 undergraduate students and 1,800 graduate students), with 394 full-time faculty and 416 part-time faculty. Consisting of four schools – Liberal Arts and Social Sciences, Business, Education and Professional Studies, and Engineering, Science and Technology, CCSU offers undergraduate and graduate programs at the post-baccalaureate, masters, and sixth-year levels. Additionally, CCSU offers a Doctor of Education (Ed.D.) degree in Educational Leadership.

The CCSU School of Education and Professional Studies is organized into eight academic departments: Counselor Education and Family Therapy; Curriculum and Instruction; Educational Leadership and Instructional Technology; Literacy, Elementary, and Early Childhood Education; Nursing; Physical Education and Human Performance; Social Work; and Special Education and Interventions. Programs leading to initial certification include: art, elementary education, English, history/social studies, mathematics, music education, physical education, science (biology, chemistry, earth science, general science, and physics), special education, technology, Teaching English to Speakers of Other Languages (TESOL), and world languages (French, German, Italian, Spanish). Advanced programs are offered in educational administration and supervision, instructional technology, reading education, and school

counseling. CCSU's educator preparation programs are fully accredited by the Council of Accreditation for Educator Preparation (CAEP).

CCSU is approved to offer a graduate program leading to comprehensive special education PK-12 certification and is now seeking approval to offer the same program at the undergraduate level. The new undergraduate program will enable candidates to obtain their special educator certification upon completion of the Bachelor of Science Degree and obtain a Master of Science degree at the completion of the 3 +2 combined Bachelor of Science/ Master of Science in Special Education. This new program will help address the significant shortage of certified special educators in Connecticut. During spring 2024, CCSU submitted program materials to CSDE for review and it was confirmed that the undergraduate course work and assessments are consistent with the currently approved graduate program and the program continues to meet all requirements and is aligned to CSDE regulations, current statutes, the Connecticut Common Core of Teaching, and Council for Exceptional Children Standards. The CSDE Review Committee (Attachment A) reviewed the evaluation report and recommended full approval for the program (Attachment B).

Recommendation and Justification

Based upon the CSDE evaluation and the recommendation of the CSDE Review Committee, I recommend that the CCSU undergraduate program in Comprehensive Special Education, PK-12 be granted full approval for the period May 1, 2024, through March, 31, 2030. If approved by the SBE, the program will begin implementation during Fall 2024. In the interim, the CSDE Review Committee will review CAEP annual Staff Review Reports.

Follow-up Activity

If granted full approval by the CSBE, the Dean of the School of Education will be notified immediately so that CCSU may start recruiting candidates for the Fall 2024 semester.

Prepared by: Lauren Tafrate, Associate Education Consultant, Talent Office

Reviewed by: Shuana K. Tucker, Ph. D., Chief Talent Officer, Talent Office

Approved by: Sinthia Sone-Moyano, Deputy Commissioner
Educational Supports and Wellness

**Connecticut State Department of Education
Educator Preparation Program Approval Review Committee**

Name	Affiliation	Representation	Term Ending
1. Dorothea Anagnostopolous	University of Connecticut	Higher Education	September 5, 2026
2. Mel Horton	Sacred Heart University	Higher Education	March 31, 2025
3. Megan Mackey ¹	Central Connecticut State University	Higher Education	March 31, 2025
4. Catherine O'Callaghan	Western Connecticut State University	Higher Education	September 5, 2026
5. Julie Sochacki	University of Hartford	Higher Education	September 5, 2026
6. Joseph Bonillo	Hartford Public Schools	K-12	September 5, 2026
7. Thomas Danehy	Area Cooperative Educational Services	K-12	September 5, 2026
8. Stacy McCann	Middletown Public Schools	K-12	September 5, 2026
9. Paul Whyte	New Haven Public Schools	K-12	September 5, 2026
10. Vacant		K-12	September 5, 2026
11. Camille Cooper	Yale Child Study Center	Community	March 31, 2025
12. Shannon Marimón	ReadyCT	Community	March 31, 2025

¹ Abstained

Regulations of Connecticut State Agencies for Educator Preparation Program Approval
Section 10-145d-9(g)

Board action

After reviewing the recommendation of the Review Committee, the Commissioner shall make one or more recommendations to the Board. Based on the Commissioner's recommendation, the Board shall take one of the following actions.

(1) For programs requesting continuing approval:

- (A) Grant full program approval for seven years, or for a period of time to bring the program into alignment with the five year approval cycle. The Board may require that an interim report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.
- (C) Grant probationary approval for a time period not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

(2) For new programs in institutions which have current approved programs:

- (A) Grant full program approval for a period of time to bring the new program into the seven year approval cycle of all other programs offered by the institution. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.

- (C) Grant probationary approval not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

(3) For new programs starting in institutions without other approved programs:

- (A) Grant program approval for two years. The institution shall submit to the Review Committee, after two semester of operation a written report which addresses the professional education unit's progress in implementing the new program. The Board shall require an on-site visit in addition to this report.
- (B) Following the on-site visit after two years of operation, grant full program approval for three years. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (C) Following the on-site visit after two years of operation, grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.
- (D) Following the on-site visit after two years of operation, grant probationary approval for up to three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.
- (E) Deny approval.