

AGENDA
Meeting of
BOARD OF GOVERNORS FOR HIGHER EDUCATION
Manchester Community College
Learning Resource Center, Library Room – Fireside Commons
Manchester, CT 06040
December 20, 2006

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STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Item: Reading Survey Report

Executive Summary

The Department of Higher Education asked each of the state's teacher preparation programs to report on the specifics of its efforts in preparing its pre-service teacher candidates to teach reading. The request for that survey information was prepared in response to a meeting of the Deans and Directors of Schools of Education held at the Department of Higher Education in June 2006.

The goal of the survey was to propose next steps in mutually shaping a public report and whatever other steps the Department of Higher Education, working in collaboration with the Deans, may wish to consider regarding identification of best practices or useful curricular and research efforts in ensuring the strength of the teaching of reading in Connecticut's primary grades.

The Department of Higher Education gathered and collated all survey responses and prepared the summary on the pages that follow. The Department's review of the submitted surveys reveals the following:

- Connecticut's teacher preparation programs take the teaching of reading and literacy seriously and professionally.
- Teacher preparation programs in both public and independent colleges and universities report the address of the theory and practice of teaching reading.
- The state's teacher preparation programs require specific courses in the instruction of reading and report that they address those theories and practices within the context of other courses as well.
- Those institutions which offer elementary teacher preparation programs provide course content that reflects *Connecticut's Blueprint for Reading K-3* while those institutions that offer certification only at the middle and secondary levels, though they do not engage the specifics of the *Blueprint* nonetheless are sensitive to its expectations and guidelines.
- The state's teacher preparation programs report designing course content to ensure that evidence-based research in the teaching of reading is addressed and incorporated.
- And, teacher preparation programs present information about assessing student skills, knowledge, and competencies, and most – but not all -- programs conduct post-graduation and post-employment follow-up surveys of their graduates to see how students are putting into practice what they have learned.

There are many similarities in activities at all of Connecticut's teacher preparation institutions. Those similarities appear to be shaped and driven, in large measure, by the *Connecticut Blueprint for Reading* and by various standards set by the National Council for Accreditation of Teacher Education (NCATE), by the International Reading Association (IRA), and in some instances by the National Council of Teachers of English and the National Reading Panel Report. But there are also some divergent practices and goals, as indicated in the summaries of provided responses. One of the principal areas of some additional need is in the assessment of "real world" efficacy of the training and preparation provided. Not all institutions conduct such evaluations and so cannot, in reality, judge the success of their work formally. All should be encouraged to do so.

Further, institutions appear to vary in the specificity and intensity of their address of the Blueprint's charge to infuse the strongest reading research within the curriculum. Institutions should be encouraged to share best practices and, given the achievement gap in Connecticut students' reading strengths, consider how to implement such practices.

The pages that follow summarize activity by institution and in response to specific prompts for reflection. The full institutional responses are available in the Department of Higher Education.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accept this summary report and endorse efforts by the Department of Higher Education to continue to work with institutional partners to strengthen teaching of reading and literacy in Connecticut. Toward that goal, it is recommended that the Board of Governors for Higher Education charge the Department of Higher Education to work with the Deans and Directors of Connecticut's public and independent teacher preparation programs, and with all appropriate Education faculty, to develop a set of Best Practices for the teaching of reading so as to ensure that all Connecticut teachers, especially those in certification fields that support early reading, are most appropriately prepared to teach reading and literacy. As part of that effort, it is recommended that the Department of Higher Education convene appropriate statewide Roundtables, Workshops, or Colloquiums early in FY 2007 to bring the best thinking, from all practical and theoretical perspectives, in Connecticut to the development and implementation of those Best Practices. It is also recommended that the Board of Governors require a final report on these efforts by May 30, 2007.

Summary of Survey Responses

The Department of Higher Education sent a set of questions to all Deans and Directors of teacher preparation programs in Connecticut. The Department framed its request with the following statement:

The Department of Higher Education is conducting a study and will prepare a report about how Connecticut's teacher preparation programs prepare candidates to teach reading and literacy, regardless of endorsement area but with particular attention to those certification fields that support early reading.

To get a clear picture of what each of our teacher preparation programs require of students in these areas, we ask that you please respond to the survey questions listed below. Please be as specific and provide as detailed a response as possible, indicating for each question the response to the question for each of your teacher programs strands, by undergraduate and graduate levels.

What follows is a summary of responses received from specific institutions. All but one responded. Those answers, by question, are divided into two sections, public institutions and independent institutions, and are listed in alphabetical order.

1. Do you require separate courses that address the theory and practice of teaching reading/literacy within your teacher education program strands?

Public Institutions

CCSU

The University answered yes for all three levels of teacher preparation – (1) Elementary undergraduate and post-baccalaureate, (2) Secondary undergraduate and post-baccalaureate, and (3) Remedial Reading and Language Arts Master's program – but did not provide additional summary detail.

ECSU

The University offers courses addressing theories and practices of teaching reading/literacy for all undergraduate and graduate teacher certification programs.

SCSU

Students take 6-8 credits of reading courses that address both theory and research in teaching reading, as well as providing practical experiences in teaching reading through supervised field sessions. This is so for three certification programs:

- * Comprehensive Special Education, K-12, at both undergraduate and graduate levels;
- * K-6 Elementary Education at both undergraduate and graduate levels;
- * K-6 and K-12 Collaborative Elementary/Special Education.

WCSU

The University answered yes but did not provide additional summary detail.

UConn

The University requires specific courses that address the theory and practice of teaching early reading/literacy. The University provides 6 credit hours of coursework to pre-service elementary teachers for meeting the “initial educator certificate” requirements.

Independent Institutions

Albertus Magnus College

The College requires separate courses in the theory and practice of teaching reading/literacy within its approved undergraduate teacher preparation program, which prepares teachers in a number of endorsement areas at both the middle and high school levels.

Connecticut College

The College’s literacy courses address the theory and practice of teaching literacy in a comprehensive program. Inherent in each is guidance on how to implement a balanced literacy program in the classroom that focuses on early and intermediate literacy instruction. Each course has a field experience that uses formative and summative assessment to inform and evaluate literacy instruction and provide for differentiated instruction.

Fairfield University

Students take courses which addresses theory and practices of teaching reading/literacy. They also take a secondary English Methods course which addresses reading theory and practices. Students also take other courses which address content area literacy.

Programs in Special Education within the Department of Psychology, Special Education and Educational Technology require teacher candidates to take a course in Developmental and Remedial Reading and Language Arts.

Quinnipiac University

The University answered yes but did not provide additional summary detail.

Sacred Heart University

All five categories of teacher preparation students at the University take required courses in reading/literacy as separate courses that address theory and practice of literacy within the teacher education program.

St. Joseph College

Specific reading courses are required for all of the College’s teacher preparation programs. Reading content is also integrated in many other courses.

University of Bridgeport

The University has separate courses that address the theory and practice of teaching reading/literacy within its teacher preparation programs.

University of Hartford

The University requires two focused reading courses in its undergraduate and graduate initial teacher preparation programs. There is also reading and language content infused in curriculum courses as it relates to curriculum content.

University of New Haven

No response

Yale University

For the Early Childhood strand, the University requires TPRP 128a, Language, Literacy and Plays, and TPRP 127a, Early Childhood Methods.

For the Secondary strand, there are no specific courses, but the issues are integrated into a number of courses.

2. By program and level, please detail any specific courses that you a) require or b) offer in the instruction of reading/literacy. Please include with your completed survey syllabi of all required courses.

Public Institutions

CCSU

Elementary undergraduate and post-baccalaureate program

- RDG 315: Comprehensive Reading Instruction I
- RDG 316: Comprehensive Reading Instruction II
- RDG 412: Literacy in the Elementary School

Secondary undergraduate and post-baccalaureate

- RDG 440: Literacy in the Secondary School, or
- RDG 505: Developmental Reading in Secondary Schools

Remedial Reading and Language Arts Master's program

- RDG 585: Reading in the Content Area
- RDG 589: Creative Language Arts
- RDG 503 or
- RDG 505: Developmental Reading
- RDG 594: Diagnosis of Reading Difficulties
- RDG 595: Remedial and Corrective Teaching in Reading
- RDG 596: Clinical Practices in Reading and Language Arts
- RDG 598: Seminar in Reading and Language Arts Research
- RDG 588: Children's Literature

ECSU

- ECE 325 Language and Literacy (undergraduate)
- ECE 355 Reading and Writing in the Primary Years
- ECE 435 Assessment in Early Childhood
- ECE 503 Language and Literacy (graduate)
- ECE 507 Reading and Writing in the Primary Years (graduate)
- ECE 575 Assessment in Early Childhood Education (graduate)

- EDU 305 Supporting Literacy growth in the Elementary Years (undergraduate)
- EDU 306 Reading and Language Arts (undergraduate)
- EDU 410 Supporting Middle/Secondary Literacy Growth (undergraduate)

- RLA 513 Process, Development and Teaching of Reading (graduate)
- RLA 514 Process, Development and Teaching of Writing (graduate)

And various other courses.

SCSU

Courses at the University are sequenced by “gates.” Students in all programs must follow those gates. One gate must be completed before the next is started. All of the following courses are required for the certifications indicated:

Gate 2

- SED 365: Basic Assessment for Exceptional Learners
For Collaborative Elem/Sped and both Comprehensive Special Ed program.
- EDU 301: Reading
For all certifications, but elective for graduate Comprehensive Special Ed program.
- EDU 307: Language Arts and Children’s Literature
For all certifications, except for Elem Ed, graduate level, or Comprehensive Special Education graduate program.

Gate 3

- SED 435: Language Arts for Exceptional Learners
For Collaborative Elem/Sped & Comprehensive Special Ed. Elective for both Elem. Ed. Certifications.
- EDU 506: Language Arts and Children’s Literature
For Elem. graduate program. Elective for Comprehensive Spec. Ed. Graduate program.

WCSU

Required courses Elementary Education program:

- ED 360: Teaching Reading (K-6)
ED 440: Integrating Language (Elementary)

Required courses for Secondary Education program

- ED 440: Integrating Language (Secondary)

UConn

Required courses:

- EDCI 221W: An Introduction to the Teaching of Reading and Writing in the Elementary School
EDCI 220: Teaching Language Arts in the Elementary School

Independent Institutions

Albertus Magnus College

- ED 320 Teaching Reading and Writing Across the Curriculum

Advanced Alternate Route to Certification program leading to certification as a Reading Specialist (Endorsement 102), offered in cooperation with the Department of Higher Education.

Connecticut College

- EDU 313: Children's Literature
- EDU 341: Teaching of Reading and Writing

Fairfield University

English candidates are required to take

- ED 359 or ED 459: Developmental Reading
- ED 362 or ED 466: Secondary English Methods

Students also take other courses which address content area literacy.

Programs in Special Education require teacher candidates to take

- SE 429: Developmental and Remedial Reading and Language Arts.

Required for Secondary Education Program

- ED 359: Developmental Reading (undergraduate)
- ED 459: Developmental Reading (graduate)
- ED 365: Secondary Methods (undergraduate)
- ED 465: Secondary Methods (graduate)
- ED 466: Special Methods in Secondary School English (graduate)
- ED 362: Special Methods in Secondary School English (undergraduate)
- EN 305: Literature for Young Adults (undergraduate)
- EN 405: Literature for Young Adults (graduate)
- ED 382: Student Teaching Seminar (undergraduate)
- ED 582: Student Teaching Seminar (graduate)

Quinnipiac University

* Elementary

Five-year Program Requirements

- ED 436 Teaching Literacy in the Primary Grades
- ED 402 Elementary Field Study IV (Clinical Focus)
- ED 556 Teaching Literacy in Grades 4-6

Five Semester Program Requirements

- ED 543 Clinical Practice in Reading
- ED 544 Teaching Literacy in the Primary Grades
- ED 556 Teaching Literacy in Grades 4-6

* Middle Grades

- ED 519 Language Arts Communications

* Secondary

- ED 509 Reading and Writing Across the Curriculum

Sacred Heart University

* Initial Certification (undergraduate and graduate)

ERD 387/515 Children's Literature

ED 221/5413 Elementary Curriculum and Methods: Reading, Writing, and
Language Arts

ED 342/510 Reading in the Content Areas

* MAT students are required to take 33 credits, of which 12 credits can apply to a concentration in reading.

* Other preparations and certifications have more extensive offerings and requirements.

St. Joseph College

* Undergraduate

Early Childhood: N-Grade 3

ENGL 340 Literature for Children

EDUC 322 Developmental Reading in Elementary Classrooms

EDUC 323 Emergent Literacy and Language Arts

K-6

ENGL 340: Literature for Children

EDUC 322 Developmental Reading in Elementary Classrooms

EDUC 323 Emergent Literacy and Language Arts

EDUC 370 Language Arts

Special Education, K-12

ENGL 340: Literature for Children

EDUC 322 Developmental Reading in Elementary Classrooms

EDUC 370 Language Arts

* Graduate

Early Childhood, Birth to K

ECSE 520 Language Development and Emergent Literacy

ECSE 541 Assessment: Birth to Kindergarten

ECSE 587 Pre-K to Kindergarten Curriculum

Early Childhood N-Grade 3

ECSE 520 Language Development and Emergent Literacy

ECSE 540 Assessment: PreK-Grade 3

ECSE 587 Pre-K to Kindergarten Curriculum

EDUC 507 Developmental Reading in the Elementary School

ECSE 576 Primary Curriculum

K-6

- EDUC 507 Developmental Reading in the Elementary School
- EDUC 509 The Language Arts in the Elementary School
- EDUC 590 Teaching in Culturally and Linguistically Diverse Classrooms

Special Education, K-12

- SPEC 542 Instructional Planning and Interventions: Reading Disabilities
- SPEC 543 Instructional Planning and Interventions: Writing and Study Skills
- EDUC 590 Teaching in Culturally and Linguistically Diverse Classrooms

Grades 4-8

- EDUC 505 Teaching Literature to Children
- EDUC 506 Teaching Adolescent Literature
- EDUC 507 Developmental Reading in the Elementary School
- EDUC 508 Reading and Writing Development in Secondary Schools
- EDUC 509 The Language Arts in the Elementary School
- EDUC 526 Diagnosis and Remediation in Reading and Language Arts – Middle
- EDUC 590 Teaching in Culturally and Linguistically Diverse Classrooms

Secondary

- EDUC 508 Reading and Writing Development in Secondary Schools
- EDUC 590 Teaching in Culturally and Linguistically Diverse Classrooms

University of Bridgeport

For all teacher certification programs:

Elementary

- EDUC 440C Methods and Materials in Teaching Language Arts
- EDUC 573 Early Literacy Instruction
- EDUC 574 Developmental Reading in the Elementary School

Middle

- EDUC 440M Methods and Materials in Teaching Language Arts
- EDUC 576 Developmental Reading in Middle Grade Classrooms
- EDUC 575M Reading and Writing in the Content Areas

Secondary

For all Secondary programs

- EDUC 575J Reading and Writing in the Content Areas

For Secondary English Education

- EDUC 440J Methods and Materials in Teaching Language Arts
- EDUC 536J Adolescent Literature

For Certification in Reading:

Remedial Reading and Remedial Language Arts

EDUC 440	Methods and Materials in Teaching Language Arts
EDUC 571	Diagnosis and Intervention of Reading/Language Arts Difficulties
EDUC 573	Early Literacy Instruction
EDUC 574	Developmental Reading in the Elementary School
EDUC 575	Reading and Writing in the Content Areas
EDUC 596	Field Experience in Reading and Language Arts
EDUC 597	Practicum in Reading and Language Arts

Reading and Language Arts Consultant

All of the above, plus

EDUC 572	Advanced Diagnosis of Reading and Language Arts Difficulties
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University of Hartford

* Undergraduate

EDR 344	Language, Literacy and Linguistic Diversity
EDR 345	Reading and Language Arts Instruction
EDR 555	Reading in the Content Areas
EDR 558	Reading and Language Arts through Children's Literature

* Graduate

EDR 550	Fundamentals of Reading Instruction
EDR 551	Reading and Language Arts Instruction
EDR 558	Reading and Language Arts through Children's Literature

University of New Haven

No response

Yale University

The University reports that, for its Early Childhood strand, the following courses are required:

TPRP 128a	Language, Literacy and Play
TPRP 127a	Early Childhood Methods
TPRP 125a	Child Study
TPRP 299	Student Teaching

TPRP 126, Observation and Assessment, and TPRP 1985b, Issues in Special Education, also include the instruction of reading/literacy.

For the Secondary level, the University lists the following courses:

TPRP 290-295	Methods of Teaching courses
TPRP 299	Student Teaching

All Secondary courses have a required adolescent literacy component.

3. Is the content/theory and pedagogy in your reading instruction (a) based on or (b) reflective of the *Connecticut Blueprint for Reading*? Please explain how you incorporate the Blueprint's defined competencies and recommendations for early reading success.

Public Institutions

CCSU

All CCSU reading courses, whether required or available as electives, reflect the Connecticut Blueprint for Reading and address the IRA Standards and Subcategories and the Connecticut Common Core of Teaching Standards for Teachers of English.

ECSU

The University uses the Connecticut Blueprint for Reading as one of the guidelines to develop course material for all the courses in which the instruction of reading/literacy is addressed. In addition, the University uses standards from the International Reading Association, the National Council of Teachers of English, the National Reading Panel Report, and articles and tests by leaders in the field of reading and language arts.

SCSU

Instruction is based on the Connecticut Blueprint for Reading K-3 and the National Reading Panel Report (2000). The University anticipates incorporating the Connecticut Blueprint for Adolescent Reading, once it is released. Competencies are assessed through practical (field based) assignments.

WCSU

The University includes Connecticut Blueprint for Reading in all reading and literacy courses required for elementary certification.

UConn

The University states that the theory and practice taught in the required early reading/literacy methods courses is based on and reflective of the Connecticut Blueprint for Reading. The Blueprint's competencies are incorporated into the courses through content from textbooks, trade books, articles, videos, interviews, demonstrations, and practice teaching.

Independent Institutions

Albertus Magnus College

The College's Advanced Alternate Program leading to reading specialist is based on the objectives of the Connecticut Blueprint for Reading and incorporates its defined competencies and recommendations for early reading success.

Because the College's undergraduate program leads to certification at the middle and secondary levels, the College's courses do not specifically incorporate the Blueprint's defined competencies and recommendations. However, they do adapt

these to the older child and to the young adult learners with whom the College's teacher candidates will be working.

Connecticut College

The College states that the Blueprint for Reading is one of the many resources used by students in the teaching of EDU 313 and EDU 341. The competencies in the Blueprint and the standards of the Fourth Generation CSDE Language Arts Framework are addressed in each course. The Blueprint's defined competencies are addressed through actual modeling of what the competencies "look and sound like" in a comprehensive literacy program that addresses the developmental needs of learners and provides for differentiated instruction.

Fairfield University

The University notes that the Connecticut Blueprint for Reading is an elementary program and that its teacher preparation program is a secondary program.

Quinnipiac University

The University states that the competencies and recommendations defined in the Blueprint form the basis of its literacy courses, particularly the primary literacy courses. Students are required, when doing lesson plans in literacy, to state competencies as part of their planning.

Sacred Heart University

The University states that all content in reading/literacy is based on the Blueprint for Reading Achievement, the Connecticut Language Arts Standards (2005), Results of the National Reading Panel (2000), and Put Reading First, as publication from the National Institute for Child Health and Human Development (2001). The University further states that all teacher preparation students being prepared for dual certification in elementary and special education and/or literacy certification must demonstrate the competencies delineated by the Connecticut Blueprint for Reading.

St. Joseph College

The College notes that the Blueprint is integrated into course syllabi across all sections. In addition, students must read the Blueprint in a systematic way during the semester as an integral part of all topics discussed in class.

University of Bridgeport

The University states that the Blueprint serves as a guidelines for the inclusion of the five defined competencies. The University's Elementary Education program explicitly addresses the Blueprint's competencies and recommendations in the program's courses.

University of Hartford

The University states that the content/theory and pedagogy in reading instruction in its teacher preparation programs is based on and reflective of the Blueprint.

University of New Haven

No response

Yale University

The University states that, for its Early Childhood strand, reading instruction is reflective of the Connecticut Blueprint for Reading. For preschool and kindergarten, instruction is based upon the Connecticut Framework: Preschool Curriculum Goals and Benchmarks.

For the Secondary level, the University states that it uses a variety of sources, including work by Lucy Calkins and Kyleene Beers. The approach is to get adolescent readers to move from passive to active reading using a variety of scaffolds and to strengthen their ability to interpret text and connect to prior knowledge.

4. Is the content/theory and pedagogy taught in your program based on evidence-based research in the field? Please explain with attention as you able to the areas of: Structure of language, Phonemic approaches, Comprehension approaches, Assessment of reading fluency, Developmentally appropriate curricula, Critical indicators for teacher intervention, Differentiated instruction.

Public Institutions

CCSU

The University states that all CCSU reading courses address the IRA Standards and Subcategories and the Connecticut Common Core of Teaching Standards for Teachers of English, and they incorporate current literacy research.

ECSU

The emphasis in the program is on comprehension approaches, the relationship of fluency to comprehension, and the continual assessment of reading in relationship to the skills that students need. The structure of language and phonemic approaches are addressed in the early literacy courses but not extensively covered in the general courses. Developmentally appropriate curricula and differentiation for less and highly able readers are addressed in the process, development, and teaching of reading and reading in all of the content areas courses.

SCSU

The University indicates that various courses in its program address the issues and research in all of these listed fields.

WCSU

The University indicates that various courses in its program address the issues and research in all of these listed fields.

UConn

The University states that the theory and practice taught in the required early reading/literacy methods courses is based evidence-based research for early reading success.

Independent Institutions

Albertus Magnus College

The College states that attention is paid to the issues and research in all of these listed fields.

Connecticut College

The College states that various courses in its program address the issues and research in all of these listed fields.

Fairfield University

The University states that its courses draw on current research, theory and practices about teaching literacy at the secondary level.

Quinnipiac University

The University states language structure, phonemic awareness, comprehension, assessment, differentiated instruction, and other topics are all included in its literacy teaching.

Sacred Heart University

The University states that both content and instructional strategies are research-based and that theory and practical applications are included in coursework related to literacy.

St. Joseph College

The College states that its classes provide content, modeling, and field practice in crafting best practices to support teachers in learning how to teach reading. The sources of these best practices derive from evidence-based research in the field of reading from peer reviewed texts in reading and other language arts, peer reviewed periodicals, and SDE publications. The College states that various courses in its program address the issues and research in all of these listed fields.

University of Bridgeport

The University states that its teaching and research is based on a Literacy Complexity model, which allows for the integration of aspects of the Blueprint while addressing theoretical as well as practical issues used to teach strategies and other aspects of reading and literacy.

University of Hartford

The University states that the all of the listed areas are covered in its reading courses.

University of New Haven

No response

Yale University

The University indicates and details that various courses in its Early Childhood level program address the issues and research in these listed fields.

On the Secondary level, differentiated instruction is integrated into all content areas and includes reading ability. The University's approach to developmentally appropriate issues is different for adolescent readers and guides an examination of text that challenges students' higher order thinking even when their reading levels are low. The University notes that Calkins and Beers are research-based approaches.

5. How do you assess how well your students acquire skills, knowledge and competencies based on the *Connecticut Blueprint for Reading* and/or other evidence-based research that are part of your reading/literacy course requirements? Please be specific about formative assessments, summative judgments and student teaching evaluation.

Public Institutions

CCSU

The University states that all candidates are assessed in numerous ways to ensure that they have the content and pedagogical knowledge and skills necessary to teach diverse students in public schools. Assessments in individual classes are both formative and summative. There is also assessment by host teachers in the field experience component of reading classes; this is also formative and summative. There is a mid-point summative assessment rubric in each program. There are student teaching evaluations, which are formative and summative. And, there is a summative comprehensive examination in the Master's degree program.

ECSU

The University states that students are required to demonstrate their competencies in a number of different formats, including building a portfolio of representative samples of lessons that integrate evidence-based reading instruction practices (i.e., summative judgment, student teaching evaluation), completing assignments to illustrate their understanding of readings and discussions (i.e., formative), and constructing their knowledge of reading practices through live and online discussions (i.e., formative).

SCSU

The University indicates that all coursework is based on competencies demonstrated through diagnostic reports, lesson plans, and faculty observations of teaching. These competencies are assessed through practical (field based) assignments. Each class assignment is both formative and summative. However, each class has a "gate related" assignment. If a gate assignment is failed, the student is referred to a department committee for further analysis of the student competencies.

WCSU

The University indicates that student work is scored by instructors using rubrics. During the Professional Development School Experience students are evaluated by mentor teachers. The SDE Student Teacher Evaluation Instrument is used to assess candidate performance during student teaching. During their student teaching students are enrolled in ED 340, Assessment of Teaching Strategies; assessments in the course are both formative and summative.

UConn

The University states that students are assessed as to how well they acquire the skills, knowledge, and competencies for early reading/literacy success. The assessments are based on the Blueprint for Reading and additional evidence-based research that is part of the University's reading/literacy course requirements. In addition to formative assessments, summative judgments and student teaching evaluations, the University uses course evaluations, IB/M Clinic Evaluations, student teaching evaluations, internship evaluations, and program evaluations to assess program and student success.

Independent Institutions

Albertus Magnus College

The College states that its program is new and, therefore, the College continues to work on an effective set of assessment tools by which to determine the acquisition of skills, knowledge, and competencies of its candidates. The College notes that its most useful formative assessments are narratives by site supervisors of candidates' field experiences, and course evaluations. The College uses the State Department of Education *Student Teaching Rubric and Data Collection Form—Draft Edition* to evaluate student teaching.

Connecticut College

The College states that each course has a set of assessments and rubrics.

Fairfield University

The University states that students complete key assessments throughout their program which serve as benchmarks for their advancement in the program. These include lesson and unit plans, papers and exams, field work assignments, portfolios, student assessments, subject area research assignments, and student teaching.

Quinnipiac University

The University states that its students have multiple requirements that must be successfully completed in literacy. These include unit and lesson plans, development of curricular materials, student work analyses, midterm examinations, and rubric-graded reflections on each lesson.

Sacred Heart University

The University states that students are measured are four gateways: admission, pre-clinic, post-clinic, and post-employment. Within the conceptual framework, students are evaluated in six domains – context, content, the learner, pedagogy, the educator, and community.

St. Joseph College

The College states that Performance Outcomes for students, content and pedagogy are aligned with the Blueprint, CCCT, CCCL, CMT/CAPT, CT Certification Regulations, and IRA and NCTE Standards. Other assessment tools

include Praxis series institutional report, student teacher assessments, student teacher observations, Tuesday Experience Observation and Evaluation forms, and Action Research projects.

University of Bridgeport

The University states that students are expected to demonstrate competencies in all areas in which they study. The competencies outlined in the Blueprint form the basis of such demonstration.

University of Hartford

The University notes that it played a leading role in the development of a statewide competency-based teacher –preparation performance assessment. That assessment framework is embedded into the University’s teacher preparation program.

University of New Haven

No response

Yale University

For the Secondary level, there is an evaluation of the final curriculum unit in the Methods class. For Master’s degree candidates, there is an evaluation during student teaching.

6. Do you conduct follow-up surveys of your teaching program graduates to assess how they are putting into practice what they have learned? If so, please explain how you do so and/or what information you have on the success of your graduates in teaching reading.

Public Institutions

CCSU

The University conducts surveys of its alumni and their employers as part of the ongoing program review process to improve its programs. An additional element of the self-assessment is the review of data on CCSU alumni BEST portfolio evaluations provided by SDE. The University is currently also developing additional survey-based assessment instruments.

ECSU

The University states that it relies on two data sources for assessing teacher effectiveness: a self-report survey and CMT data. The University notes that it has explored and continues to explore additional data sources, though it is currently relying on self-reporting.

SCSU

The University conducts follow up surveys of graduates through its Center for Community and School Research. The University also reviews additional information, such as BEST pass rates.

WCSU

The University conducts follow up surveys of graduates and employers, asking questions about professional skills and level of classroom effectiveness.

UConn

The University initiated a five-year project to collect comprehensive follow up data on its elementary teaching program graduates, under the Teachers for a New Era project. In addition, in conjunction with a National Science Foundation grant, a subset of pre-service elementary teachers will be followed into the first year of regular classroom teaching to see how well they integrate and implement early reading/literacy strategies.

Independent Institutions

Albertus Magnus College

The College states that, because its program is new, it has not yet conducted such follow up surveys. The College notes that it intends to follow up its graduates and will be devising the means by which to do so during the 2006-2007 academic year.

Connecticut College

The College states that new surveys assessing literacy implementation in a critical literacy context (social justice) are distributed to graduates. Earlier surveys, the College notes, have always indicated that our graduates believe that their preparation was strong.

Fairfield University

The University states that surveys are sent to both students and employers. The information received is used to update and revise the program. The surveys are sent to students when they have been teaching for two years after their initial certifications.

Quinnipiac University

The University states that formal follow ups to its graduates are currently being conducted. It notes that the program has received many informal accolades about its training in literacy.

Sacred Heart University

The University states that it is in the process of constructing a post-employment survey. That survey, the University states will enable it to obtain information on the success of its graduates in teaching reading.

St. Joseph College

The College surveys its graduates every year. It is also designing a new survey for principals. Both will include questions focused on reading.

University of Bridgeport

The University states follow-up surveys are collected systematically. They are gathered from exiting students, intern supervisors, cooperating teachers, student teaching supervisors, and graduates. Data about program effectiveness is collected through an online survey which is sent to graduates two years after they have completed the program.

University of Hartford

The University states that it is revising its process of gathering alumni data. It does not have much concrete written feedback currently.

University of New Haven

No response

Yale University

The University states that the small and scattered nature of undergraduate candidates in teaching – 10 to 15 each year, with only 1 or 2 staying in Connecticut – make follow-up a major challenge. The University notes that it has very low rates of return on post-graduate surveys.

The University's new Master's degree program, which has a guarantee of teaching three years in New Haven, will provide the University with its first closed loop of graduate analysis, beginning in 2007.

7. Please tell us anything else you believe we should know about how you prepare your teacher preparation students to teach reading successfully.

Public Institutions

CCSU

The University states that its programs have national recognition from the International Reading Association and by NCATE. The Professional Education Unit is accredited by NCATE and the Connecticut State Department of Education.

ECSU

The University states DGHE and SDE can be of assistance to all programs in assessing how well they prepare candidates to teach reading successfully. This might be done, the University notes, through a database of student performance by individual student/classroom which can be coded (e.g., Student #, Score, Teacher) and sent to the teacher preparation program from which teachers have graduated. This would, the University states, provide direct evidence of teacher effectiveness.

SCSU

The University notes that it has a long history of teaching empirically based practices, that it has extensive faculty expertise in all areas of reading, and that one of the University's faculty members is the primary author of both the Connecticut Blueprint K-3 and the Connecticut Blueprint for Adolescent Reading.

WCSU

The University states that the focus of its course ED 340 is on the use of the student teacher experience in accord with state and national standards to develop teachers who successfully address a variety of student learning situations, particularly those associated with reading and language arts.

UConn

The University notes that theirs is a five-year, field-based teacher preparation program.

Independent Institutions

Albertus Magnus College

The College states that the conceptual framework on which its approved teacher preparation program is based states that one essential means of learning to teach successfully is the example of its faculty as they teach candidates in arts and science courses as well as in professional courses. The College's faculty continues to receive professional development in effective instruction of reading and writing. The College believes that such professional development programs for its faculty members contribute to the quality of teaching by its graduates.

Connecticut College

No additional comment.

Fairfield University

The University states that the reading course in particular comprehensively addresses reading by providing a sound theoretical basis in conjunction with practical methodologies and best practices. Other courses provide additional support in reading, and the program overall provides a strong foundation in reading and literacy.

Quinnipiac University

The University states that its literacy instruction is strongly research-based and grounded in the idea of assessment-driven instruction. The University believes that its students are some of the best in the state in terms of literacy preparation.

Sacred Heart University

The University states that it is in the process of completing the alignment between NCATE standards and the reading programs it offers.

St. Joseph College

The College states that its reading preparation practices focus on development of a balanced approach to literacy instruction which addresses the unique needs of all children.

University of Bridgeport

The University states that rich field experiences are unique to its programs. Pre-service teacher candidates participate in the internship program and other field experiences where they have the opportunity to observe and work with students in school settings.

University of Hartford

The University states that it is important to reinforce that all teacher preparation faculty have a serious commitment to supporting literacy and reading development of all learners and that they infuse literacy activities into courses wherever possible. The University notes that its candidates are involved in field work before student teaching and much of that is literacy focused.

University of New Haven

No response

Yale University

No additional comment.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Gateway Community College
Item: Reaccreditation of the College

Gateway Community College has requested reaccreditation by the Board of Governors for Higher Education on the basis of the continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was accredited last by the Board of Governors for Higher Education until April 30, 2007.

Gateway Community College was established as the result of the merger of South Central Community College in New Haven and Greater New Haven State Technical College in North Haven. Today, the College offers a full range of degree and certificate programs to nearly 6,000 full-time and part-time students. It also serves nearly 10,000 citizens of through credit-free courses and Business and Industry Service programs.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges reviewed the Evaluation Report submitted by the visiting team after its comprehensive visit in April 2006. As a result of that review, the Commission, at its meeting on September 21, 2006, continued the College's accreditation. The Commission also requested that the College submit an update in Fall 2007 regarding its success in securing funding for its new campus and that the College submit a fifth-year Interim Report for consideration by the Commission in Spring 2011, in that Interim Report giving emphasis to the institution's success in (1) applying measures of assessment more systematically and uniformly to inform institutional change and (2) consolidating its two campuses. The Commission scheduled the next comprehensive evaluation visit for Spring 2016.

Connecticut Regulations 10a-34-6(c) state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation." The letter of notification from the New England Association of Schools and Colleges, dated October 25, 2006, gives no indication of serious problems at the institution, and the Board of Governors has no other information that could be interpreted as "cause" under 10a-34-6(c).

There being no cause, it is recommended that the Board of Governors for Higher Education accept the NEASC assessment and grant accreditation to Gateway Community College until April 30, 2011. It is also recommended that the College submit to the Department of Higher Education (1) a copy of the Fall 2007 report on its success in securing funding for its new campus and (2) a copy of its fifth-year Interim Report as well as the letter of notification from NEASC in response to that submission.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: University of New Haven
Item: Reaccreditation of the University

The University of New Haven has requested reaccreditation by the Board of Governors for Higher Education on the basis of the continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The University was reaccredited last by the Board of Governors in 2001, until December 30, 2006.

The University of New Haven was founded in 1920 as the New Haven YMCA Junior College. The college became New Haven College in 1926. In 1958, it was authorized by the Connecticut Legislature to award Bachelor of Science degrees. It received full accreditation for its baccalaureate programs from the New England Association of Schools and Colleges in 1966 and in 1969 added a Graduate School, becoming then the University of New Haven.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges considered the University's fifth-year Interim Report at its meeting on November 3, 2005. The Commission voted to accept that Interim Report. The Commission also asked the University to submit a report in Fall 2007 regarding its continued success in (1) developing a comprehensive program for assessment across the institution, and strengthening methods used for outcomes assessment; (2) addressing faculty-related issues identified by the University, including increasing the number of faculty from under-represented groups as prompted by the University's goals for diversity, completing a faculty handbook, and increasing the resources available for professional development; and (3) strengthening staffing in relation to student services functions. The Commission scheduled the next comprehensive evaluation visit to the University for Fall 2010.

Connecticut Regulations 10a-34-6(c) state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation." The letter of notification from the New England Association of Schools and Colleges, dated December 6, 2005, gives no indication of serious problems at the institution, and the Board of Governors has no other information that could be interpreted as "cause" under 10a-34-6(c).

There being no cause, it is recommended that the Board of Governors for Higher Education accept the NEASC assessment and grant accreditation to the University of New Haven until December 31, 2010. It is also recommended that the Board of Governors require the University submit to the Department of Higher Education a copy of the Fall 2007 report as well as a copy of the letter of notification from NEASC in response to that submission.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Providence College, Providence, Rhode Island

Item: Authorization to place students enrolled in the Counselor Graduate program for required field experience and clinical practice in Connecticut schools

Executive Summary

Cambridge College has applied to the Board of Governors for Higher Education for authorization to place students enrolled in its Graduate Counseling program for the required field experience and clinical practice in Connecticut schools. The College is accredited regionally by the New England Association of Schools and Colleges (NEASC) and is authorized to offer educator preparation programs in specific certification areas by the Rhode Island Department of Education. It is seeking authorization from the Board of Governors for Higher Education so that it can have the option to place students in Connecticut schools to complete the required Counseling Internship.

The Advisory Committee on Accreditation, at its meeting on November 16, 2006, reviewed the program and found it to be in compliance with Board of Governors standards. The vote to recommend approval to the Board of Governors was eight in favor and two abstentions.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education grant approval to Providence College to place students enrolled in its Graduate Counseling program for the required field experience and clinical practice in Connecticut schools, for a period of five years, until December 31, 2011.

Description

Purposes and Objectives

The College notes that it has three students who have expressed a desire to enroll in a Counseling Internship in Connecticut. If the College is granted approval by the Board of Governors for Higher Education, it would be able to allow students who teach in Connecticut to enroll in the Graduate Counseling Program.

Administration

Student's internships will be overseen by a college supervisor and by a school supervisor.

The college supervisor will serve as the coordinator and resource person for the field work experiences; the college supervisor will also conduct class sessions, visit students in the field for conferences, plan programs, and evaluate progress. The student's school supervisor will be a professional person who has an interest in supervision and sufficient preparation to assure that the trainee's professional development becomes a mutual experience for both the trainee and the mentor. The school supervisor will observe and direct the work of the intern with individuals and groups in the appropriate work setting; provide for professional relationships with staff members in work settings; and expose the intern to a variety of social service agencies and their services.

The college supervisor will meet at least three times with the school supervisor to discuss the intern's progress and growth as well as future program development. The school supervisor may elect to attend the five seminar sessions given by the college supervisor.

Curriculum

The Graduate Counseling program consists of forty-two credit hours.

EDU 501	Fundamentals of Research
EDU 538	Developmental and Cross Cultural Theories in Counseling
EDU 540	Principles of Guidance
EDU 541	Theories of Counseling
EDU 542	Career Information
EDU 544	Counseling Problems and Pre-Practicum Training
EDU 564	Group Counseling
EDU 548	Counseling Practicum
EDU 558	Ethical and Legal Issues in Counseling
EDU 561	Counseling Internship I
EDU 562	Assessment, Measurement and Data in Counseling
EDU 568	Counseling Internship II
EDU 645	Families in Crisis

Elective (Choose)

EDU 551	Counseling the Alcohol and Chemical Dependent
EDU 552	Organization and Administration of Guidance Services
EDU 556	Individual Intelligence Testing
EDU 829	Designing and Implementing a Counseling Program

Educational Planning Context

Need for the Program

The Colleges states that it currently has three students from Connecticut wishing to complete their internships in the state. If approved, two will be interning at the Leonard J. Tyl Middle School in Montville and one will be interning at Killingly High School.

Comments from other Institutions

No comments or questions about the program were received from Connecticut colleges or universities.

Resources

Faculty

The College indicates that it will place interns under the supervision of a school supervisor and a college supervisor, who will cooperate in the internship process.

Library and Learning Resources

The College indicates that graduate students use the facilities of its Phillips Memorial Library. Students may also obtain necessary materials through the interlibrary loan system from other Rhode Island colleges and universities and from libraries around the country.

Planning

The College notes that the program in Connecticut will be part of the action plan being prepared both for the State of Rhode Island and for NEASC. The College, once approved, will have no intention to terminate its operations in Connecticut. If that should happen, then the College will stop accepting students from Connecticut into its program.

PROGRESS REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: University of Phoenix
Item: Semiannual Progress Report

The Board of Governors for Higher Education licensed the University of Phoenix in June 2005 for a period of three years, until June 2008. At the time of licensure, the Board of Governors stipulated that the University of Phoenix submit progress reports twice a year to the Department of Higher Education, and that those reports focus on the following items:

- * the University's implementation of a Library Plan for the Norwalk campus and fulfillment of its commitment to create and sustain an appropriate and adequate on-site library—with core and supporting collections—to support all of the programs licensed for the University's Norwalk campus;
- * the University's fulfillment of its commitment to hire eleven full-time faculty members, one for each of the programs to be offered at the Norwalk campus;
- * and, the University's implementation, at the Norwalk campus, of its newly created University College curriculum.

The following is the University's update on its efforts in these three areas.

Implementation of the Campus Library Plan

The University states that it has made good steps forward during the past six months in developing the Norwalk campus' library.

* The University has chosen an integrated library system (ILS) as the backbone of all library functions. After extensive research Liberty3 by Softlink was purchased in September and launched in October. Training on the system began in November, and plans are to have the entire collection cataloged by early next year. In addition to cataloging, Liberty3 will also handle acquisitions, circulation, borrowers, serials, customizable reports, and more. Liberty3 will also allow students and faculty to browse the local collections, view their patron records, renew, and place holds on circulating material by using the online public access catalog.

The Campus Librarian had the opportunity to train and meet with the University Administration and Library Staff in Phoenix. This aided in aligning the Campus Library's Mission with the University Library's Mission. A solid support system has been established between the Campus and University Library. Any technical or logistical problems that may arise at the Campus Library, the University states, are responded to immediately by the University Library.

The Campus Librarian's database research skills and connection to the University Library are reinforced via regular participation in the 24/7 reference service, Ask-a-Librarian. The Campus Library is also updated regularly on all new developments, reports, and meetings of the University Library via an electronic distribution list. Collaboration with faculty members for collection development assistance has been substantial. Starting a new campus presents a unique opportunity to develop and nurture a strong relationship between the library and faculty.

The University notes that the Campus Librarian has been working closely with the Campus College Chairs and the Campus Academic Director on collection development. Course materials and several online syllabi have been evaluated to become more familiar with course content and assignments. Publications such as Choice Magazine and other relevant trade publications are routinely reviewed for new titles to be added to the collection. Websites such as Amazon.com also provide helpful book reviews.

The University states that an annual budget of \$25,000 has been allocated equally among the three programs; Undergraduate Business, Graduate Business, and Arts and Sciences. The majority of the budget will be spent on print monographs covering the subject areas of each program. The remaining funds will be used to purchase auto/visual material or special requested materials to support the campus programs.

The University also states that a library instruction and information literacy presentation has been developed. All students are introduced to the library and its resources in their initial course. Beyond instruction, this presentation allows students to put a face with the name. They now know a librarian is available to assist them. Short tutorials have been developed to assist students with research; topics include database search tips, internet website evaluation, and basic library services.

In addition, library hours are supplemented with individual research appointments. Students can schedule an appointment with a librarian at a time that accommodates their busy schedules.

Library instruction also includes Connecticut's reQuest (statewide catalog), along with other ICONN resources available to Connecticut residents. ReQuest enables students and faculty to browse the statewide union catalog of academic and public library holdings. The public and academic libraries in Fairfield County are valuable resources that complement the University and Campus Library. Active membership and involvement in the American Library Association and the Connecticut Library Association enables the Campus Librarian to stay abreast with local and national trends and developments in librarianship.

The University notes, too, that several new initiatives are planned for the library. For example, workshops covering various topics such as basic library skills and effective internet searching will be offered to students and faculty the as well as the public. The formal library plan will be developed and implemented. A formal policies and procedures manual will be completed. An investigation of the feasibility of a local interlibrary loan service will be evaluated. Finally, the Campus Librarian will continue efforts to market and improve library services.

The University's Commitment to Hire Full-Time Faculty

The University states that it has hired full time faculty in the areas of Undergraduate Business and Management, Arts and Sciences, and Graduate Business and Management. The University initiated another faculty training session in November 2006, with six candidates representing a variety of academic disciplines across each college whose programs are being offered. The University affirms that faculty recruitment will be an ongoing process for the foreseeable future. The University is also willing to provide to the Department of Higher Education a resume/CV for each of its faculty members.

The University states that, as additional approved programs are offered, full-time

faculty for each program will be hired. Full-time faculty members have primary assignments in teaching and are available for consultation with students. In addition, full-time faculty members will provide instructional leadership, oversee academic quality assurance, and provide guidance and support for the associate faculty. They will also be involved in associate faculty selection and training, participate in curricular oversight, and ensure the quality of the University's academic programs.

University College Curriculum

The University has already presented to the Department of Higher Education the framework of the University College curriculum and structure. As stated recently, the University also will monitor incoming students' prior college credits and liberal arts course needs as we it continues its operations in Connecticut. The University notes that, since it has been its experience that the University primarily serves as a degree-completion institution designed for working adults who had earned significant numbers of credits toward baccalaureate degrees at other institutions, we expect this situation to obtain in Connecticut.

The University states that all University College students must pass proficiencies in math (College Algebra II), English and critical thinking, and must complete sixty general education credits to continue further into their major course of study. In that process, the University states that students receive individual academic counseling and an appropriately tailored program based on the number of credits with which they enter.

The University notes that its Campus Director has joined the Fairfield County Collegiate Association, a recently formed consortium to provide higher education professionals with a network of colleagues to share issues and ideas and to provide ways in which is spread the message of education within Fairfield County.

Enrollment

The University's initial educational offering to its students include the Bachelor of Science in Business/Management and the Master of Business Administration programs. The University's first students enrolled at the Norwalk campus for the August, 2006 classes.

As of October 31, 2006, the University has 34 undergraduate students and 6 students in the MBA program. Library materials and faculty have been initially be targeted to those programs and will be expanded as other approved programs are offered.

The University will inform the Department of Higher Education in writing as other approved programs in addition to the above are added along with an assurance that a full time faculty member for each approved program will be employed as programs are offered.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Albertus Magnus College

Item: Accreditation of a program in Leadership, leading to the Master of Arts (M.A.) degree

Executive Summary

Albertus Magnus College has applied for accreditation of a program in leadership leading to the Master of Arts (M.A.) degree. According to the College, this program focuses on what are often termed the "soft skill" elements of leadership. Built on a foundation of interdisciplinary courses rooted in leadership practice, the program is intended to complement the College's Master's program in business, and should also complement and enhance its Master's program in Liberal Studies. The College believes that the goals and objectives are fully consistent with the mission of the College to embrace "the Liberal Arts tradition and is committed to a vibrant curriculum that is both scholarly and humanistically enlarging."

The program was licensed for a period of two years, from July 1, 2005 until June 30, 2007, with the stipulations that the College will demonstrate the following by the time of accreditation application: clearer faculty ownership of the program by articulating the roles of program overseers and program developers, and by formally appointing a faculty program coordinator; Permanence of the program advisory council; Evaluation of LDR 502 Leadership and the New Science: Research Design & Methods for Understanding Leadership.

The Advisory Committee on Accreditation, at its meeting on November 16, 2006, reviewed the program and found it to be in compliance with Board of Governors standards. The vote to recommend approval to the Board of Governors was unanimous.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Leadership, leading to the Master of Arts (M.A.) degree, offered by Albertus Magnus College, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

When it applied for licensure of the program, the College expected that it would serve non-profit, educational, religious and for-profit organizations. This was so because the program has been designed to be a broad leadership-development program that should be relevant in most organizational settings. The College stated, too, that the focus of the 33 credit-hour program is on the development of students' human leadership skills and sensitivities, and on the process by which they can exercise those skills to improve the performance of their organizations.

The College stated that the mission of the program is to provide an educational experience that offers its participants ample opportunity to learn about and to practice leadership in a nurturing and intellectually invigorating environment. Participants in the program are encouraged to reflect on and develop a type of leadership that is rooted in service to others and built on a vision of reciprocal trust and ethical behavior.

The College suggested that, upon completion of the program, its participants should be able to:

- Exercise and Improve High-level Ontological, Integrative, and Creative Skills;
- Exercise and Improve Interpersonal Communication Skills within a Leader-Follower Context;
- Exercise and Improve Interpersonal Community-Building Skills; and
- Exercise and Improve Service Skills

Administration

When it applied for licensure of the program, the College originally proposed that the Vice President for Academic Affairs would serve as the program coordinator. The College, instead, accepted the site visit team's recommendation and indicated that it has appointed a full-time faculty member as the program coordinator. The program coordinator reports directly to the Vice President for Academic Affairs.

Curriculum

The program's curriculum is in three main conceptual sections: (1) *Concepts for Understanding Leadership and Organizational Character*; (2) *The Practice of Leadership in a Pluralistic Context*; and (3) *Imagining and Affecting the Future—The Capstone*. The curriculum is summarized in Table 1 below:

Table 1. Curriculum

Section	Course Number	Course Title	Credits
<i>Introduction</i>	LDR500	Leadership in Practice	1
<i>Concepts for Understanding Leadership and Organizational Character</i>	LDR502	Leadership and the New Science: Research Design & Methods for Understanding Leadership	3
	LDR504	Cultural Anthropology and Leadership: Organization as Culture	3
	LDR506	Moral Leadership: Defining the Character of Individuals in Organizations	3
	LDR508	Servant Leadership	3
<i>The Practice of Leadership in a Pluralistic Context</i>	LDR510	Human Resource Management in a Changing Environment	3
	LDR512	Leadership and Diversity	3
	LDR514	Resolving Conflict Through Dialog	3
	LDR600	Team Building and Leadership	1
<i>Capstone: Imagining and Affecting the Future</i>	LDR602	Leadership, Imagination and Communication	3
	LDR603	Change Strategy: Anticipating, Leading, and Managing Change Processes	3
	LDR604	Strategic Leadership in a Changing Society	4
<i>Cumulative Assignments</i>		Individual Cumulative Reflective Journal	
		Individual Future Vision Project	
		Group Team Building Experience	
		Capstone Team Project: Existing Issue Change Plan, due at the end of the final course	1
Total			33

The College indicates that many courses will be blended with on-line components, but the program will not exceed 50% on-line delivery. Faculty members will meet face-to-face for 24 direct contact hours in each course, then will meet on-line for the remainder of full-contact time equivalent. These contact elements will remain the same without regard to specific delivery method.

The College assures the Department that the program will undergo systematic review and formal assessment as any of its graduate and undergraduate programs to ensure that the learning outcome goals of participants are being achieved.

Admissions and Enrollment

The College states that, to qualify for admission to the program, in addition to the College's general graduate admissions requirement, an applicant must have a minimum of two years of appropriate experience in an organization. When it applied for licensure of the program, the College anticipated 24 part-time students in the first year, 38 and 57 in second and third year, respectively.

The College enrolls 28 full time students currently and anticipates enrolling upwards of 58 new students each year.

Educational Planning Context

When it applied for licensure of the program, the College reported that a survey of its current undergraduate students in the Accelerated Degree Program indicates that over 100 of those students would be interested in an accelerated degree format Master's level course offered by the College. The College believes that there is sufficient demand for a Master's at the College, and that the leadership program will appeal to students of the two largest evening majors, Business and Psychology.

The College further asserts that business schools in the United States are not focusing enough attention on ethics, leadership, and entrepreneurship, and creative approaches. Recent business scandals nationally have shown that the rather modest curricular changes that have occurred since the late 1980's have been mostly cosmetic and have continued to focus mostly on the 'hard elements' of finance, marketing and business valuation.

Relationship with Current Programs

The College states that the proposed program offers a strong complement to its existing graduate programs in business and the liberal arts. It has a curricular coherence of its own, but it builds on elements that already exist in the College's Master of Science in Management (MSM) and Master of Arts in Liberal Studies (MALS). Whereas the MSM focuses exclusively on building skills relative to general decision-making in a 'business model' of organization, and whereas its Master in Business Administration Program (MBA, which augments the MSM) focuses on building skills to assess and develop value-creation strategies for business growth, the proposed program is more general and focuses on the actual processes of leadership, and concentrates on the human and people-centered issues of organizational effectiveness. It is thus a complement to both the MSM and the MBA, and should not dilute either program. In addition, the proposed program will provide courses that will serve as electives for the current MALS Program.

Other Programs in Connecticut

There are programs in leadership at Quinnipiac University and at The Graduate Institute.

Comments from Other Institutions in Connecticut

There have been no comments received from the other institutions of higher education in Connecticut.

Resource Support

Faculty

The College indicates that, in addition to the program coordinator, seven current full-time members of the College faculty are available to teach in the program. Three additional adjunct faculty are listed by the College as teaching in the program.

Resource Centers and Libraries

The College reports that the College librarians have worked closely with faculty members responsible for curriculum development. As a result, the business and organizational psychology resources, both online and on site, have been significantly strengthened. All graduate students now have access to two full-time American Librarian Association certified research librarians. The College has increased its library allocation by an additional \$30,000 annually to enhance library resources for the master's program holdings, particularly in the leadership area. Additionally, the College also expends another \$13,000 per year to access library resources at all University of Connecticut libraries. Using both the outside consultants and other benchmark sources, the Library has added a broad range of online resources now available to all students. A component of the first courses includes training in the use of these resources so that students are fully conversant with the techniques available for conducting research both in the Library and through virtual access.

The Library now has approximately 2100 unique business and organization titles, 450 of which are leadership and business ethics specific, 75 videos, and 70,000 volumes available for student use. Approximately 70% of the entire library collection is accessible via ReQuest, so that students can take these materials with them. Retrospective conversion of the remaining collection is in progress. Hundreds of business journals are currently available in full-text version through the online databases. The College is also a member of iCONN.

The College affirms that its library director, in coordination with the proposed program coordinator and the participating faculty members, will work to build a balanced but focused collection of monographs, books, and digital materials (including DVD-films) that support the intellectual basis of the program and that encourages life-long learning in the field. The library will be subscribing to *Leadership Quarterly*, and will be consulting outside consultants for specific advice on titles and resources that can contribute to a relevant and dynamic collection in the area of leadership. The resource plan calls for an initial targeted leadership library budget in year one of the program of \$10,000. This will cover investments in print journals, and the initial acquisition of monographs, books and films.

Facilities and Equipment

The College states that it currently has sufficient classroom and other resources, including library resources, including the facilities of the new academic building.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Fairfield University

Item: Accreditation of a program in Accounting, leading to a Master of Science (M.S.) degree

Executive Summary

Fairfield University has applied to the Board of Governors for Higher Education for accreditation of a program in Accounting, leading to a Master of Science degree. The program was licensed by the Board of Governors, without stipulations, from May 1, 2005 through April 30, 2007. At the time of licensure, the University stated that the program is consistent with its mission of providing educational programs to serve the needs of its students and the needs of the community.

The Advisory Committee on Accreditation, at its meeting on November 16, 2006, reviewed the program and found it to be in compliance with Board of Governors standards. The vote to recommend approval to the Board of Governors was unanimous.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Accounting, leading to the Master of Science (M.S.) degree, offered by Fairfield University, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

When it applied for licensure of the program, the University stated that the program provides students with core competencies developed and recommended by the American Institute of Certified Public Accountants (AICPA) for all new entrants into the profession, including ethical training, critical thinking, relevant research, problem solving and decision making, leadership and team building, written and oral communication, information technology, international perspective, and legal/regulatory perspective.

The University stated then, too, that the program is designed to meet the needs of accounting professionals because it addresses the regulatory education requirements established by most states in the United States. That is, individuals seeking accounting certification need 150 credit hours of college education, with 36 of these credit hours in accounting. Combined with the appropriate prerequisites, the University maintains that the program fulfills the legislated education requirements of most states.

The University indicated that its successful graduates will be prepared to get jobs in public accounting firms, and in the accounting departments of private industry, government agencies and not-for-profit entities.

Administration

The program is supervised by the Chair of the Accounting Department, and the Assistant Dean/Director of Graduate Programs of the School of Business. They all report to the Dean of the School of Business.

Accreditation

The School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International.

Admissions/Enrollment

When it applied for licensure of the program the University indicated that there would be no additions to or variances from the general admission requirements. Students applying to this program must hold an undergraduate degree in Accounting or the equivalent from a regionally accredited college or university (or international equivalent). In addition, graduate student applicants must meet the minimum criteria of a formula score of 1100. The formula score is the result of multiplying an applicant's grade point average (GPA) by 200 and adding that product to his or her GMAT score. In most cases this requires an undergraduate GPA of at least 3.00 accompanied by a GMAT score of at least 500.

The University anticipates 20 full-time and two part-time students during the first year after the program is licensed, 23 full-time and four part-time during the second year, and 26 full-time and five part time students in the third year.

The program currently enrolls 12 full-time students.

Curriculum

The University requires students to have a baccalaureate degree in accounting or a baccalaureate degree with the equivalent coursework before beginning the program. Their prerequisite coursework must include AC203/204 Intermediate Accounting I/II, AC310 Advanced Accounting, AC320 Cost Management, AC330 Auditing, and AC343 Federal Income Taxation I, or equivalent.

Program outline

Category	Course Number	Course Title	Existing MBA Course	Credits
Required Courses	AC590	Contemporary Issues in Accounting	Yes	3
	AC520	International Accounting	Yes	3
	AC530	Accounting for Governments, Hospitals, and Universities	Yes	3
	AC550	Accounting Information Systems & Technology	Yes	3
	AC560	Issues in Auditing and Assurance Services	Yes	3
	AC570	Issues in Accounting Ethics	No	3
	TX510	Corporate Income Taxation	Yes	3
		Subtotal		21
Electives (Choose any three)	AC540	Topics in Managerial Accounting	No	3
	AC580	Financial Statement Analysis	No	3
	AC598	Independent Study in Accounting	No	3
	MG512	The Law of Financial Transactions and Forms of Organizations	No	3
	(Various)	(Any Other Graduate Business Course)	Yes	3
		Subtotal		9
		Total		30

Source: Fairfield University.

Educational Planning Context

When it applied for licensure of the program, the University stated that its current students are meeting the new Connecticut certification requirements through the University's existing MBA program. It stated, too, that, by offering this new program, it was responding to the expressed needs of public accounting firms, which employ most of the students upon graduation. Furthermore, the University argued that it was responding to the needs of students and their parents for a cost-effective way to fulfill the 150- hour requirement.

Other Programs in Connecticut

There are five institutions of higher education currently offer master's degree programs in accounting: Eastern Connecticut State University, Quinnipiac University, University of Connecticut, University of Hartford, and University of New Haven.

Comments from Other Institutions

There have been no comments or questions received from other institutions about the program.

Resource Support

Faculty

The Chair of the Accounting Department is a CPA and holds a Ph. D. in Accounting. All seven other additional full-time faculty members in the Department who teach in the program hold terminal degrees and are CPAs. The University believes that no additional faculty resources are needed for the program.

Library and Learning Resources

The University believes that no new resources are needed for the library or computer labs. Both are continually updated to support other ongoing programs. The DiMenna-Nyselius Library houses a total of 342,000 volumes in open stacks, 6,000 e-books, the equivalent of 106,000 volumes in microfilm, and 1,614 current print subscriptions to journals and newspapers. The library also provides access to over 15,500 e-journals. Of the 2,940 journals in business and economics, 105 journals are specific to accounting. The reference department offers interlibrary loans, over 140 on-line subscription databases, access to the Internet, e-mail and MS Office applications. The Library's media department contains audio and video cassettes, compact disks, DVDs and other audiovisual materials. The library remains open for 105 hours per week. A 24/7 computer lab and café/study area is also available.

Students and faculty members have access through the DiMenna-Nyselius Library home page, whether off campus or on. A variety of services is available 24/7 including electronic reserves, professional research assistance and electronic resources. Subscriptions are maintained for the online resources ABI/Inform, Mergent Online, FARS, Business & Company Resource Center and for RIA Checkpoint. The University also participates as a member of iCONN, the Connecticut Digital Library.

Facilities and Equipment

No new facilities or equipment are required for the program.

PROGRESS REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: University of Phoenix
Item: Semiannual Progress Report

The Board of Governors for Higher Education licensed the University of Phoenix in June 2005 for a period of three years, until June 2008. At the time of licensure, the Board of Governors stipulated that the University of Phoenix submit progress reports twice a year to the Department of Higher Education, and that those reports focus on the following items:

- * the University's implementation of a Library Plan for the Norwalk campus and fulfillment of its commitment to create and sustain an appropriate and adequate on-site library—with core and supporting collections—to support all of the programs licensed for the University's Norwalk campus;
- * the University's fulfillment of its commitment to hire eleven full-time faculty members, one for each of the programs to be offered at the Norwalk campus;
- * and, the University's implementation, at the Norwalk campus, of its newly created University College curriculum.

The following is the University's update on its efforts in these three areas.

Implementation of the Campus Library Plan

The University states that it has made good steps forward during the past six months in developing the Norwalk campus' library.

* The University has chosen an integrated library system (ILS) as the backbone of all library functions. After extensive research Liberty3 by Softlink was purchased in September and launched in October. Training on the system began in November, and plans are to have the entire collection cataloged by early next year. In addition to cataloging, Liberty3 will also handle acquisitions, circulation, borrowers, serials, customizable reports, and more. Liberty3 will also allow students and faculty to browse the local collections, view their patron records, renew, and place holds on circulating material by using the online public access catalog.

The Campus Librarian had the opportunity to train and meet with the University Administration and Library Staff in Phoenix. This aided in aligning the Campus Library's Mission with the University Library's Mission. A solid support system has been established between the Campus and University Library. Any technical or logistical problems that may arise at the Campus Library, the University states, are responded to immediately by the University Library.

The Campus Librarian's database research skills and connection to the University Library are reinforced via regular participation in the 24/7 reference service, Ask-a-Librarian. The Campus Library is also updated regularly on all new developments, reports, and meetings of the University Library via an electronic distribution list. Collaboration with faculty members for collection development assistance has been substantial. Starting a new campus presents a unique opportunity to develop and nurture a strong relationship between the library and faculty.

The University notes that the Campus Librarian has been working closely with the Campus College Chairs and the Campus Academic Director on collection development. Course materials and several online syllabi have been evaluated to become more familiar with course content and assignments. Publications such as Choice Magazine and other relevant trade publications are routinely reviewed for new titles to be added to the collection. Websites such as Amazon.com also provide helpful book reviews.

The University states that an annual budget of \$25,000 has been allocated equally among the three programs; Undergraduate Business, Graduate Business, and Arts and Sciences. The majority of the budget will be spent on print monographs covering the subject areas of each program. The remaining funds will be used to purchase auto/visual material or special requested materials to support the campus programs.

The University also states that a library instruction and information literacy presentation has been developed. All students are introduced to the library and its resources in their initial course. Beyond instruction, this presentation allows students to put a face with the name. They now know a librarian is available to assist them. Short tutorials have been developed to assist students with research; topics include database search tips, internet website evaluation, and basic library services.

In addition, library hours are supplemented with individual research appointments. Students can schedule an appointment with a librarian at a time that accommodates their busy schedules.

Library instruction also includes Connecticut's reQuest (statewide catalog), along with other ICONN resources available to Connecticut residents. ReQuest enables students and faculty to browse the statewide union catalog of academic and public library holdings. The public and academic libraries in Fairfield County are valuable resources that complement the University and Campus Library. Active membership and involvement in the American Library Association and the Connecticut Library Association enables the Campus Librarian to stay abreast with local and national trends and developments in librarianship.

The University notes, too, that several new initiatives are planned for the library. For example, workshops covering various topics such as basic library skills and effective internet searching will be offered to students and faculty the as well as the public. The formal library plan will be developed and implemented. A formal policies and procedures manual will be completed. An investigation of the feasibility of a local interlibrary loan service will be evaluated. Finally, the Campus Librarian will continue efforts to market and improve library services.

The University's Commitment to Hire Full-Time Faculty

The University states that it has hired full time faculty in the areas of Undergraduate Business and Management, Arts and Sciences, and Graduate Business and Management. The University initiated another faculty training session in November 2006, with six candidates representing a variety of academic disciplines across each college whose programs are being offered. The University affirms that faculty recruitment will be an ongoing process for the foreseeable future. The University is also willing to provide to the Department of Higher Education a resume/CV for each of its faculty members.

The University states that, as additional approved programs are offered, full-time

faculty for each program will be hired. Full-time faculty members have primary assignments in teaching and are available for consultation with students. In addition, full-time faculty members will provide instructional leadership, oversee academic quality assurance, and provide guidance and support for the associate faculty. They will also be involved in associate faculty selection and training, participate in curricular oversight, and ensure the quality of the University's academic programs.

University College Curriculum

The University has already presented to the Department of Higher Education the framework of the University College curriculum and structure. As stated recently, the University also will monitor incoming students' prior college credits and liberal arts course needs as we it continues its operations in Connecticut. The University notes that, since it has been its experience that the University primarily serves as a degree-completion institution designed for working adults who had earned significant numbers of credits toward baccalaureate degrees at other institutions, we expect this situation to obtain in Connecticut.

The University states that all University College students must pass proficiencies in math (College Algebra II), English and critical thinking, and must complete sixty general education credits to continue further into their major course of study. In that process, the University states that students receive individual academic counseling and an appropriately tailored program based on the number of credits with which they enter.

The University notes that its Campus Director has joined the Fairfield County Collegiate Association, a recently formed consortium to provide higher education professionals with a network of colleagues to share issues and ideas and to provide ways in which is spread the message of education within Fairfield County.

Enrollment

The University's initial educational offering to its students include the Bachelor of Science in Business/Management and the Master of Business Administration programs. The University's first students enrolled at the Norwalk campus for the August, 2006 classes.

As of October 31, 2006, the University has 34 undergraduate students and 6 students in the MBA program. Library materials and faculty have been initially be targeted to those programs and will be expanded as other approved programs are offered.

The University will inform the Department of Higher Education in writing as other approved programs in addition to the above are added along with an assurance that a full time faculty member for each approved program will be employed as programs are offered.

INFORMATION ITEM: ACADEMIC AFFAIRS AND PLANNING

Institution: New England College of Finance
Item: The College's Decision to Close Its Operations in Connecticut

New England College of Finance, headquartered in Boston, Massachusetts, has notified the Department of Higher Education that it will not be seeking renewal of its license to offer the Associate of Science degree in Business Administration, with a concentration in Banking Studies, in Connecticut. The College's Connecticut center is at 211 New London Turnpike in Glastonbury. The College also operated two certificate programs -- a Banking Foundations Certificate and a Mutual Funds and Investments Certificate -- at two People's Bank locations in Bridgeport: 850 Main Street and 1728 Park Avenue. The College has been offering programs in Connecticut since 1990 and was last licensed by the Board of Governors in February 2004 for a period of three years, until April 2007.

In its letter of notification to the Department of Higher Education, the College states that it has depended on member institutions in Connecticut -- that is, banks and other financial organizations -- to refer employees to the College for appropriate financial services education. The College noted that such a referral model was successful until 2004 and that its campus in Connecticut had had a peak enrollment of more than 600 students. Because of various mergers and consolidations in the banking and financial services industry since 2004, however, employees no longer receive the level of tuition reimbursement benefits once provided by their employers. In addition, other banks and financial institutions which had been sending students to the College's Connecticut campus closed. Since 2004, enrollment in the College's degree and certificate programs in Connecticut has decreased significantly. In fact, during the last two terms of 2006, the College states that not a single student enrolled in an on-ground course offered by the College in Connecticut. Students who have continued their studies through the College have opted to enroll in online courses and they register directly through the College's admissions office in Boston.

All courses offered in the Banking Studies program are available to students online. The College indicates that current Connecticut students (at last report by Karen McConnell, the College's Assistant Dean of Academic Advising, a total of four) will continue to receive academic advising each term as they enroll in online courses so that they are able to complete their studies.

The College expressed its regret in having to discontinue its on-ground presence in Connecticut and stated that external forces outside of its control have necessitated this decision.

INFORMATION ITEM: ACADEMIC AFFAIRS AND PLANNING

Item: Field Experience and Clinical Practice Placements by Out-of-State Educator Preparation Programs (2005-2006)

In 2005-2006, there are a total of 68 identified field experience and clinical practice placements in Connecticut schools by out-of-state educator preparation programs. Among these placements, 64 came from six of the programs authorized by the Board of Governors for Higher Education and 4 were approved by the Commissioner of Higher Education due to special circumstances.

Two other institutions authorized by the Board of Governors did not list actual anticipated numbers of such placements, indicating only that they were to be made “as needed” and “infrequently” and that the numbers would be low. Those institutions indicated that placements might not be made in Connecticut each semester or each year. They sought authorization from the Board of Governors to ensure that they met the Board’s requirements for such placements.

The students from those institutions who were placed into Connecticut schools are primarily Connecticut residents who wish to return to Connecticut to fulfill their field experience and clinical placement requirements (and therefore potentially continue their professional careers in Connecticut) or they are individuals currently employed by Connecticut schools and enrolled in graduate programs in those out-of-state institutions.

Placements by approved out-of-state institutions

Since October 2004, the Board of Governors for Higher Education has approved eight out-of-state institutions of higher education to place their educator preparation program students in Connecticut schools for field experiences and clinical practices. The approved institutions are American International College, Cambridge College, Long Island University Westchester Graduate Campus, Manhattanville College, Springfield College, the University of Massachusetts-Boston, the University of Rhode Island (library and media specialists and school psychologists only), Westfield State College.

Providence College and Roger Williams University have also applied for authorization and will be brought to the Board of Governors for review in due course.

Placements, by geographic area by these institutions, are as follows:

- * American International College: Northern Connecticut. 11 students.
- * Cambridge College: Principally in Hartford and the Upper Connecticut River Valley. 10 students.
- * Long Island University: Principally in Lower Fairfield County. “As needed and infrequent placements”. Currently, 0 students.

- * Manhattanville College: Greenwich and Stamford areas, mostly in private schools. 16 students.
- * Springfield College: Northcentral Connecticut. 19 students.
- * UMass Boston: "As needed" (teachers of the visually impaired)
- * University of Rhode Island: Eastern Connecticut. 7 students.
- * Westfield State College: Northcentral Connecticut. 5 students

Special circumstance approval

The Commissioner of Higher Education approved four special circumstance placements which have occurred during the same time period. According to the joint memorandum issued on November 18, 2003 by the Commissioner of Education and the Commissioner of Higher Education, as a general rule, when there is genuine family circumstance, medical need, or other emergency, the State of Connecticut has permitted students enrolled in out-of state educator preparation programs to conduct their field experience or clinical practices in Connecticut. This is done providing the student's out-of-state institution has formally requested an accredited Connecticut educator preparation program to provide on-site supervision and to ensure that (a) the student teaching experience meets the standards set forth by the State of Connecticut teacher certification regulations, and (b) the student's field experience or clinical practice is supervised by a cooperating educator who meets the state training requirements, such as the Connecticut Beginning Educator Support and Training (BEST) program.

The four placements approved met such standards. One student from the University of North Carolina-Charlotte was supervised by a faculty member from Central Connecticut State University; one student from the University of Massachusetts-Amherst was supervised by a faculty member from the University of Connecticut; one student from St. John's University was supervised by a faculty member from the University of Connecticut; and one student from Pennsylvania State University was supervised by a faculty member from the University of Connecticut.

STAFF REPORT: FINANCE & ADMINISTRATION

Item: FY 2007-09 Biennial Operating Budget Request - Commissioner's Recommendations

Background

At hearings held on November 15, 2006, the Board of Governors received a FY 2007-09 operating budget request for Connecticut's system of higher education of \$1.9 billion and \$2.0 billion, respectively, for each year of the biennium. Each constituent unit provided a brief overview of its request and responded to questions raised by the Board.

For this biennium, the consolidated budget request is somewhat tentative as most collective bargaining contracts and tuition and fee increases remain unsettled. The budget request provides basic inflationary adjustments and annualization of prior year collective bargaining contracts, full funding of student financial aid formulas and an array of expansion options centering on the need for full-time faculty. Student financial aid represents nearly three-quarters of the requested current services increase and the requested expansion options represent an additional eight percent increase.

On behalf of the Governor, the Secretary of the Office of Policy and Management (OPM) asked the Department of Higher Education to formally submit system-wide budget expansion proposals above current services funding levels. Following this initial request, OPM agreed to further consideration of financial aid, minority advancement and workforce-related options for the Department, the Community Colleges and Charter Oak State College, as well as the UConn Health Center academic gap option. In addition, the Department was encouraged to submit system-wide options for energy cost relief and increased operations and maintenance funding. These expanded proposals were submitted on November 17th.

The Commissioner appreciates the OPM's recognition of these expansion proposals, however, given the Board of Governors' statutory charge to present the complete consolidated budget request for higher education to both the Governor and the General Assembly, all other funding requests have been included in this budget presentation. The Commissioner has evaluated all budget submissions and related information, and has had discussions with both the Office of Policy and Management (OPM) and the Chief Executive Officers concerning the budget requests.

Commissioner's Recommendations

It is recommended that the Board of Governors authorize the Commissioner to transmit the proposed FY 2007-09 Biennial Operating Budget to the Governor and the General Assembly as provided under C.G.S. Section 10a-8.

12/20/06

BOARD OF GOVERNORS FOR HIGHER EDUCATION

Meeting Dates
(All meetings will held on Wednesdays)

2007

January 17, 2007

February 21, 2007

March 21, 2007

April 18, 2007

May 16, 2007

June 20, 2007

September 19, 2007

October 17, 2007

November 21, 2007

December 19, 2007