

Legislative History for Connecticut Act

<b>Public Act:</b> 01-141	
<b>Bill Number:</b> 6630	
<b>Senate Pages:</b> 3192, 3223-3225	4
<b>House Pages:</b> 3755-3769	15
<b>Committee:</b> Education: 111-133, 135, 136-141, 153-168, 183, 184, 204-209, 210-225, 236-239, 246, 248, 252, 253, 289-316, 318-366, 2833	151
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Transcripts from the Joint Standing Committee Public Hearing(s) and/or Senate and House of Representatives Proceedings

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CONNECTICUT  
GEN. ASSEMBLY  
SENATE

PROCEEDINGS  
2001

VOL. 44  
PART 11  
3168-3508

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Senate

Monday, June 4, 2001

Page 6, 438 is PR.

449 is to be passed temporarily.

The next three items, 461, 477, 479 are to be passed temporarily.

484 is PR.

492 is to be passed temporarily.

Page 14, I'm sorry excuse me, still on Page 7, I got ahead of myself. 514 is Go.

Page 8, 519 is PR.

525 is to be passed temporarily.

526 is Go.

527 is to be passed temporarily.

529, H.B. 6630 I move to the Consent Calendar.

THE CHAIR:

Without objection, so ordered.

SEN. JEPSEN:

Calendar 534, H.B. 6430 I move to the Consent Calendar.

THE CHAIR:

Without objection, so ordered.

SEN. JEPSEN:

535, H.B. 6941 I move to the Consent Calendar.

THE CHAIR:

Without objection, so ordered.

SEN. JEPSEN:

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Senate

Monday, June 4, 2001

THE CLERK:

An immediate roll call has been ordered in the Senate on the Consent Calendar/ Will all Senators please return to the Chamber.

An immediate roll call has been ordered in the Senate on the Consent Calendar. Will all Senators please return to the Chamber.

Madam President, the First Consent Calendar begins on Calendar Page 1, Calendar 570, H.J. 135.

Calendar Page 7, Calendar 514, H.B. 6565.

Calendar Page 8, Calendar 529, Substitute for H.B. 6630.

Calendar Page 9, Calendar 534, Substitute for H.B. 6430.

Calendar 535, Substitute for H.B. 6941.

Calendar 537, Substitute for H.B. 6652.

Calendar 538, Substitute for H.B. 5449.

Calendar Page 10, Calendar 540, H.B. 6778.

Calendar 542, Substitute for H.B. 5400.

Calendar 543, Substitute for H.B. 5062.

Calendar Page 11, Calendar 545, Substitute for H.B. 6657.

Calendar 546, Substitute for H.B. 6786.

Calendar 547, Substitute for H.B. 6867.

Calendar Page 20, Calendar 356, Substitute for S.B.

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Senate

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1366.

Calendar Page 23, Calendar 212, S.B. 774.

Calendar Page 24, Calendar 390, Substitute for S.B.

1420.

Madam President, that completes the First Consent Calendar.

THE CHAIR:

Thank you, Sir. Would you once again announce a roll call on the Consent Calendar. The machine will be opened.

THE CLERK:

The Senate is now voting by roll call on the Consent Calendar. Will all Senators please return to the Chamber.

The Senate is now voting by roll call on the Consent Calendar. Will all Senators please return to the Chamber.

THE CHAIR:

Have all members voted? If all members have voted, the machine will be locked. The Clerk please announce the tally.

THE CLERK:

Motion is on adoption of Consent Calendar No. 2.

Total number voting 35; necessary for adoption, 18. Those voting "yea", 35; those voting "nay", 0. Those

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Senate

Monday, June 4, 2001

absent and not voting, 1.

THE CHAIR:

The Consent Calendar is adopted.

Senator Jepsen.

SEN. JEPSEN:

Thank you, Madam President. If the Clerk could return to the item that was recently passed, Page 22, Calendar 68 and continue with the Call of the Calendar.

THE CLERK:

Calendar Page 22, Disagreeing Actions, Calendar 68, Files 24 and 841, Substitute for S.B. 1048 An Act Concerning Costs of Incarceration as amended by Senate Amendment Schedules "A" and "B". Favorable Report of the Committees on Judiciary and Government Administration and Elections. The House rejected Senate Amendment Schedule "B".

THE CHAIR:

Senator Coleman.

SEN. COLEMAN:

Thank you, Madam President. I move acceptance of the Joint Committee's Favorable Report and passage of the bill in concurrence with the House.

THE CHAIR:

The question is on passage. Senator Coleman, just a moment. (GAVEL) Members and guests please take your

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GEN. ASSEMBLY  
HOUSE

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House of Representatives

Thursday, May 24, 2001

Those absent and not Voting 7

SPEAKER LYONS:

The bill, as amended passes.

Would the Clerk please call Calendar 473.

CLERK:

On page 34, Calendar 473, Substitute for H.B. 6630,  
AN ACT CONCERNING VARIOUS HIGHER EDUCATION ISSUES.

Favorable Report of the Committee on Government  
Administration and Elections.

SPEAKER LYONS:

Representative Staples, you have the floor, sir.

REP. STAPLES: (96TH)

Thank you, Madam Speaker. Madam Speaker, I move  
acceptance of the joint committee's favorable report and  
passage of the bill.

SPEAKER LYONS:

The question before the Chamber is on acceptance  
and passage. Will you remark?

REP. STAPLES: (96TH)

Yes, thank you. Madam Speaker, this proposal has a  
number of changes that effect our institutions of higher  
education and I would like to highlight two that are the  
most significant that this Chamber should be conscious  
of.

One, relates to an authorization for the

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Thursday, May 24, 2001

Connecticut State University System to award EDD or education doctorate degrees for a pilot program of five years beginning in the year 2002.

This program is intended to address what many of us recognize as a very serious impending teacher and administrator shortage and allow our teacher training institutions at the State universities, the authority to establish programs to provide doctorates in education which are essentially practitioner doctorate degrees to all applicants who have the capability to be admitted and thereby help address the impending shortage of qualified candidates for administrator positions.

At the conclusion of that five-year pilot program, the Department of Higher Education will evaluate the EDD program, make recommendations back to this General Assembly as to whether it has been successfully in operation and should be authorized on a more permanent basis.

This issue has been thoroughly discussed and examined by the Education Committee. We recognize that this is going to provide a great new opportunity for our state university systems to develop programs in a new area where we think we can serve the needs of our communities.

The proposal is specifically geared to allowing the

Department of Higher Education to receive application from the State University campuses interested in embarking on the EDD program and the authorization in the statute would permit multiple campuses, based on the Department's approval, to establish that EDD program at the State University System.

In addition to that piece of legislation, we also have an expansion of our endowment match program. Many of you who were here during the adoption of the UConn 2000 legislation, recognize that most of the most successful things we've done in this General Assembly to extend the reach and the scope and the magnitude of our universities' capabilities to serve this community and to serve the students within their communities, is to establish a matching program for fund raising purposes to build up endowments.

There was not much of an endowment at any of our higher education universities prior to the adoption of UConn 2000. What we've provided is a \$1 match for every \$2 raised and the University of Connecticut has been extraordinarily successful in using that match to reach out to and to entice private donations. And, in fact, over the last six years, has increased their endowment from \$65 million to \$264 million, an extremely impressive increase in their endowment which will serve

to extend programs, provide ongoing support for endowed chairs, and to generally support the academic program at the University.

This legislation, in recognition of UConn's success and of the potential value to the community technical colleges and the State University System and the Charter Oak system, extends the endowment opportunity for all those systems to an additional period of years and extends, for the University of Connecticut, an additional endowment match through the year 2014.

This will allow our state universities to become increasingly able to raise private donations, establish endowments for support of ongoing programs, and become increasingly self sufficient which is what the entire intent of inspiring this matching grant program was many years ago.

Those are the two key provisions, Madam Speaker, to the bill before us. I think that this bill will go a long way towards securing our state universities, increasing the opportunities at the Connecticut State University System, in particular.

And I hope my colleagues will join me in supporting it.

I do have a couple of amendments to clarify some provisions in this legislation. Madam Speaker, at this

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time I would like to ask the Clerk to call LCO 7472 and ask that I be permitted to summarize.

REP. PUDLIN: (24TH)

Madam Speaker.

SPEAKER LYONS:

Representative Pudlin.

REP. PUDLIN: (24TH)

Madam Speaker, due to certain bureaucratic difficulties that perhaps should have been in our control, we will need a little time to straighten out this filing problem.

So with that, I would ask that this matter be PT'd.

SPEAKER LYONS:

Hearing no objection, the bill will be passed temporarily.

Just for the information of the Chamber, we did just pass temporarily this bill. During that brief period of time, the amendment was found. So I am going to have the bill recalled so that folks are aware of what we're doing.

So at this time, would the Clerk please call Calendar 473.

CLERK:

On page 34, Calendar 473, Substitute for H.B. 6630,  
AN ACT CONCERNING VARIOUS HIGHER EDUCATION ISSUES.

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House of Representatives

Thursday, May 24, 2001

Favorable Report of the Committee on Government Administration and Elections.

SPEAKER LYONS:

Representative Staples, you have the floor, sir.

REP. STAPLES: (96TH)

Thank you, Madam Speaker. I move acceptance of the joint committee's favorable report and passage of the bill.

SPEAKER LYONS:

The question before the Chamber is on acceptance and passage.

Will you remark?

REP. STAPLES: (96TH)

Yes. Thank you, Madam Speaker. Immediately before our break, I had asked the Clerk to call LCO 7472 and I would like to have him now call if he has it in his possession and ask that I be permitted to summarize.

SPEAKER LYONS:

The gentleman has asked the Clerk to call LCO 7472 which will be designated House "A". Would the Clerk please call? The gentleman has asked leave to summarize.

CLERK:

LCO Number 7472, House "A" offered by Representative Staples and Senator Gaffey.

SPEAKER LYONS:

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Representative Staples, what is your pleasure, sir?

REP. STAPLES: (96TH)

Thank you, Madam Speaker. With your permission, I would seek permission to summarize this amendment.

SPEAKER LYONS:

Please proceed with summarization.

REP. STAPLES: (96TH)

Thank you, Madam Speaker. This amendment makes a series of technical changes relating to the student members of the Alumni Association and Board of Trustees.

It also makes a substantive change relating to the endowment matching grant for the community technical colleges by moving the increase for that grant in line 62 to 2004, thereby causing the underlying bill to have no fiscal impact for this biennial budget.

I move adoption of the amendment.

SPEAKER LYONS:

The question before the Chamber is on adoption. Will you remark? Will you remark on the amendment that is before us?

Representative Heagney.

REP. HEAGNEY: (16TH)

Thank you, Madam Speaker. Madam Speaker, I rise in support of the amendment, but so that the record is perfectly clear, we had not received the fiscal note as

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yet and I would just, through you, Madam Speaker, ask a question to the proponent of the amendment, if I may.

SPEAKER LYONS:

Please frame your question, sir.

REP. HEAGNEY: (16TH)

Chairman Staples, could you identify the fiscal impact of this amendment?

SPEAKER LYONS:

Representative Staples.

REP. STAPLES: (96TH)

Through you, Madam. Speaker. Yes, this amendment results in a reduction of the endowment match for the second year of the biennium for the community technical colleges in the amount of \$1.5 million. So it actually has a positive fiscal impact in the amount of \$1.5 million.

SPEAKER LYONS:

Representative Heagney.

REP. HEAGNEY: (16TH)

Thank you, Madam Speaker. And that was our understanding and for that reason, Madam Speaker, we are very supportive of this amendment.

Thank you.

SPEAKER LYONS:

Thank you, sir, for your remarks.

Would you remark further on the amendment that is before us? Will you remark further? If not -- Would you remark further on the amendment that is before us?

If not, let me try your minds.

All those in favor, please signify by saying aye.

REPRESENTATIVES:

Aye.

SPEAKER LYONS:

Those opposed, nay. The ayes have it. The amendment is adopted.

Will you remark further on the bill, as amended?

Representative Staples.

REP. STAPLES: (96TH)

Thank you, Madam Speaker. I would like to ask the Clerk to call LCO 7156 and ask that I be permitted to summarize.

SPEAKER LYONS:

The Clerk has in his possession, LCO 7156 which will be designated House "B". Would the Clerk please call and the gentleman has asked leave to summarize.

CLERK:

LCO Number 7156, House "B" offered by Representative Dyson.

SPEAKER LYONS:

Representative Staples, you have the floor, sir.

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REP. STAPLES: (96TH)

Thank you, Madam Speaker. Madam Speaker, this amendment simply extends the endowment match program for Charter Oak State College in the same manner as the underlying bill does for the State University System and the community technical colleges for five years in addition from 2009 to 2014.

It also clarifies in lines 81 to 86, that there is no increase in the State's matching grant for Charter Oak State College by virtue of this extension. It includes the same dollar amount, but provides five additional years for the College to take advantage of the endowment match.

And I would urge adoption of House "B".

SPEAKER LYONS:

The question before the Chamber is on adoption. Will you remark? Will you remark on -- Representative Flaherty.

REP. FLAHERTY: (68TH)

Thank you, Madam Speaker. Madam Speaker, I'd like to rise in support of the amendment.

When it became clear we were going to take this course of action with the different endowment programs, it certainly rose to our attention that we had left out one of the constituent units of higher education and a

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very important one, at that, and I'd like to rise in support of the amendment.

Thank you, Madam Speaker.

SPEAKER LYONS:

Thank you, sir.

Would you remark further on the amendment that is before us? Would you remark further on the amendment that is -- Representative Heagney.

REP. HEAGNEY: (16TH)

Thank you, Madam Speaker. I too rise in support of this amendment. It does clarify our intent to extend the date to 2014 for the Charter Oak State College and in fact, makes it then consistent with the rest of the legislation.

For that reason, I would ask my colleagues to support it.

Thank you, Madam Speaker.

SPEAKER LYONS:

Thank you, sir.

Would you remark further on the amendment that is before us?

If not, let me try your minds.

All those in favor, please signify by saying aye.

REPRESENTATIVES:

Aye.

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SPEAKER LYONS:

Those opposed, nay. The ayes have it. The amendment is adopted.

Will you remark further on the bill, as amended?

Representative Knopp.

REP. KNOPP: (137TH)

Thank you, Madam Speaker. I rise to offer a technical amendment that was discussed with Representative Staples, Representative Heagney, and Representative Prelli.

The Clerk has an amendment, LCO Number 7503. May he call and I be permitted to summarize?

SPEAKER LYONS:

The Clerk has in his possession, LCO 7503. Is that the correct number, Representative Knopp.

REP. KNOPP: (137TH)

Yes, Madam Speaker.

SPEAKER LYONS:

Thank you. 7503 which will be designated House "C". Would the Clerk please call? The gentleman has asked leave to summarize.

CLERK:

LCO Number 7503, House "C" offered by  
Representative Knopp.

SPEAKER LYONS:

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Representative Knopp, you have the floor, sir.

REP. KNOPP: (137TH)

Thank you, Madam Speaker. This amendment simply corrects a technical error in that what was deemed to be a "state agency" in a section of the statute is really intended to be a "public agency".

Madam Speaker, I move its adoption.

SPEAKER LYONS:

The question before the Chamber is on adoption. Will you remark? Will you remark? Representative Heagney.

REP. HEAGNEY: (16TH)

Yes. Thank you, Madam Speaker. In reviewing this, we've agreed it's a technical amendment that supports the intent to allow the Foundation to have certain information of its owners confidential and clarifies the statutes in that regard and we would encourage our colleagues to support it.

Thank you, Madam Speaker.

SPEAKER LYONS:

Thank you, sir.

Would you remark further on the adoption of the amendment that is before us?

If not, let me try your minds.

All those in favor, please signify by saying aye.

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REPRESENTATIVES:

Aye.

SPEAKER LYONS:

Those opposed, no. The ayes have it. The amendment is adopted.

Will you remark further on the bill, as amended?

Would you remark further on the bill, as amended.

If not, would staff and guests come to the Well?

Members, take your seats. The machine will be opened. I apologize.

CLERK:

The House of Representatives is voting by roll call. Members to the Chamber. The House is voting by roll call. Members to the Chamber, please.

SPEAKER LYONS:

Have all the members voted? Have all the members voted? Would the members please check the board to make sure that your vote is accurately recorded?

If all the members have voted, the machine will be locked. And the Clerk will take a tally.

Will the Clerk please announce the tally.

CLERK:

H.B. 6630, as amended by House Amendment Schedules "A", "B", and "C"

Total Number Voting

143

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House of Representatives

Thursday, May 24, 2001

Necessary for Passage	72
Those voting Yea	143
Those voting Nay	0
Those absent and not Voting	7

SPEAKER LYONS:

The bill, as amended passes.

Representative Stratton -- I believe Representative Stratton, that you were -- I did not see you, but you were on your feet and I know I had called for the end of the vote and your button, I believe, was locked, is what the problem was and we didn't know it. So I believe the record will so note that.

Thank you.

Will the Clerk please call Calendar 560.

CLERK:

On page 20, Calendar 560, Substitute for S.B. 1323,  
AN ACT CONCERNING THE LICENSING OF TELECOMMUNICATION  
INFRASTRUCTURE LAYOUT TECHNICIANS.

Favorable Report of the Committee on Finance,  
Revenue and Bonding.

SPEAKER LYONS:

Representative Godfrey.

REP. GODFREY: (110TH)

Good afternoon, Madam Speaker. Madam Speaker, I  
move that this item be referred to the Committee on

JOINT  
STANDING  
COMMITTEE  
HEARINGS

EDUCATION  
PART 1  
1-366

2001  
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EDUCATION COMMITTEE

February 9, 2001 000111  
1:00 p.m.

PRESIDING CHAIRMEN: Senator Gaffey  
Representative Staples

COMMITTEE MEMBERS PRESENT:

SENATORS: Handley, Herlihy, Finch

REPRESENTATIVES: Kerensky, Heagney, Beals,  
Blackwell, Boucher,  
Boughton, Cafero, Cardin,  
Currey, Dyson, Flaherty,  
Giannaros, Merrill, Nafis,  
Powers, Reinoso, Ryan,  
Sawyer, Shea, Widlitz,  
Willis

SENATOR GAFFEY: Please take your seats. If you have conversations, please bring them outside the hearing. We will convene this hearing right now. For the rules of General Assembly, I'd ask that the doors be closed. I'd also ask that if you have a cell phone either put it on vibrate mode or shut it off. It is rude to the people who are testifying and it distracts from the members' attention to those who are testifying.

We will begin with the folks that are on the legislator or agency head list in the first hour. We will promptly then move to the public list after that first hour. Just so everyone knows, the rules of the General Assembly allow the presiding officers to pick speakers from the list so there will be times that there may be somebody picked from the list that isn't in the order of the list for various reasons that we happen to know about. But we also give due deference to the convenience of the public on the public side of the hearing.

So with that, the first listed speaker is Senator Edith Prague. Senator Prague.

SENATOR PRAGUE: I almost spent all my time getting up here. Senator Gaffey and Representative Staples

and members of the Education Committee, thank you for the opportunity to testify. For the record, I'm Edith Prague, Senator from the 9th District.

I'm not going to take a lot of time. I just want to talk about, briefly, two bills, H.B. 5520 and H.B. 6630. The H.B. 5520 AN ACT CONCERNING HIGHER EDUCATION SCHOLARSHIPS is an issue that I have been supporting now for several years, ever since Representative Merrill introduced it five years ago.

I think this is the most wonderful opportunity that we can offer the young people of our state. You know, it gives young people a reason for working. It sets goals for them and in my opinion to invest human capital makes a lot more sense than investing in a Patriot Stadium or Adriaen's Landing.

So I'm hoping that this Committee will seriously consider this bill because if anything is going to change the culture of Hartford, Bridgeport, New Haven, it's going to be giving the young people of those urban areas, especially where there is so much poverty, the opportunity for a college education.

Throughout this state there are bright students who have no reason for working hard because they cannot afford to go to college. This will give them that opportunity to gain the skills that they need to make a successful life. I think this is one of the best bills before the Legislature.

And the other bill that I wholeheartedly support of H.B. 6630 AN ACT CONCERNING VARIOUS HIGHER EDUCATION ISSUES. This legislation will give the State University system the opportunity to offer a doctorate in education. Right now, the only place you can go for a doctorate or a degree in higher education, or a Ed.D that UConn offers is UConn, the University of Hartford or the University of Bridgeport.

From a personal experience, I have a daughter who is so extremely frustrated by having accumulated many credits at the University of Connecticut's

School of Education and yet they have revised their whole system so that she can't even use her credits now in this Ed.D program that they have now instituted. So I'm hoping that you will give other institutions the opportunity to offer these higher education degrees and some day maybe we'll even get it to Eastern Connecticut State University.

Right now I'll be happy with Central and Southern, but it's a great bill. So thank you very much for the opportunity to lend my support to these two bills.

SEN. GAFFEY: (Inaudible) cringed.

SEN. PRAGUE: Is David here?

SEN. GAFFEY: No, his ears are burning.

SEN. PRAGUE: I'll tell you, David has done wonderful things for Eastern.

SEN. GAFFEY: Yes, he has.

SEN. PRAGUE: I graduated from Eastern. What he has done for that University is truly remarkable.

SEN. GAFFEY: Thank you very much, Senator. I appreciate your time here today. Chancellor Bill Cibes is next on the list.

CHANCELLOR WILLIAM CIBES: Thank you very much. I'm not sure whether that's on or not. Thank you.

SEN. GAFFEY: Just tap the microphone. It's on.

CHANCELLOR WILLIAM CIBES: Okay, thanks. Chairman Gaffey, Chairman Staples, thank you for allowing me to speak today. I'm honored to be joined by President Judd from Central Connecticut State University, and President Adanti from Southern Connecticut State University.

We are here primarily to address support for H.B. 6630 among which, the provisions of which gives the CSU system the authority to offer a doctorate in education, specifically in the Ed.D degree.

As you know, and as the State Department of Education Task Force has learned, Connecticut is facing a serious shortage of qualified applicants to be school administrators. Our own surveys have demonstrated that there is, the superintendents believe that there is a difficulty in finding qualified candidates and they've experienced difficulty in filling school administrative posts.

We believe that an Ed.D degree would be very helpful in remedying this need. My testimony, by the way is presented in written form today so that in case I don't finish, which I will try to get through in three minutes --

SEN. GAFFEY: I think we have adequate time, Chancellor Cibes.

CHANCELLOR WILLIAM CIBES: Well, I do not plan to bore you by reading my testimony.

SEN. GAFFEY: I'd appreciate that.

CHANCELLOR WILLIAM CIBES: We, in any case, believe we are ready to assist the state in addressing the shortage. We've been urged by many superintendents and local boards of education and other elementary and secondary school advocacy groups to move forward with this program and both Central and Southern have developed programs to offer Ed.D degrees in educational leadership which we can have up and running by the summer of 2002.

There is a distinction in our view between an Ed.D degree which provides a bridge between the research that has already been conducted and the application of that research in practical ways. A Ph.D primarily prepares individuals to become university professors or researchers in education. The major emphasis on a Ph.D is on original research, not the practical application of research. An Ed.D focuses on the practical application.

Why is an Ed.D degree necessary? Well, one apparent reason is that many of the folks who are actually certified to be school administrators

choose not to apply for administrative positions and we think that one of the reasons is that the jobs may appear to be overwhelming to them. They really need to have effective, practical mentoring experiences in order to gain the experience they need to deal with complex areas faced by elementary and secondary school principals and superintendents today.

The Ed.D program is designed to provide that mentored experience so that the folks will have the confidence they need to deal with the many problems which they would face.

There is sufficient demand for these programs. The tab in the booklet before you which is labeled Demand Survey provides details for several different surveys that we did over the last year among superintendents, among public school teachers, among CSU graduate students.

Now, I would readily admit that CSU graduate students are not the most neutral of parties to ask but superintendents and a random sample of public school teachers nevertheless does indicate that around 40% to 50% of those polled would seriously consider an Ed.D degree.

I think if there is some concern that there is not sufficient demand based on, say the number of Ed.Ds that have been awarded in the state recently, there may be a good explanation for that. Some of the existing programs may be geographically inaccessible to a large part of the state's residents. They might be unattractive because of their full-time nature which might require students to leave their jobs and relocate.

If these kinds of barriers to learning are overcome, then the potential market really expands to include many underserved markets that include women and urban residents and those in mid-career and so we think the number of potential applicants will rise.

Our Ed.D. programs that have been proposed are of the highest quality. Central's education school is

one of only three institutions in Connecticut that has been accredited by NCATE which is a benchmark of quality in the academic community. One of the accredited programs for administrators has been accorded national recognition. Southern is also seeking NCATE accreditation and both institutions have devised Ed.D programs met to meet the NCATE guidelines for doctoral level study.

Our faculty and there is some material in the booklet under the tab called Faculty Qualifications. Our faculty are very qualified to teach these courses. They will be taught primarily by full-time tenured faculty who have, many of whom have experience in supervising doctoral level study at other universities in other states where in fact, institutions like ours are permitted to offer Ed.D degrees.

We are not diminishing our support for teacher education. As you can tell from the tabs under Teacher Preparation, we currently award most of the sixth year certificates in education. We award about 40%, I'm sorry, of the master's degrees in education, and more than half of the graduates at the baccalaureate level each year who pass the practice exams in various areas are CSU graduates.

Additionally, again under the Minority Teacher Recruitment tab, you will see that we continue to focus on attracting teachers of color and indeed, the Ed.D programs are mandated by our board of trustees to focus on enhancing diversity among the administrators who take these courses.

Now, why is it that we're here before you? Well, the same statute that gives us special responsibility to prepare personnel for the public schools of the state, including graduate study in education, that same statute also grants UConn the exclusive authority to grant doctoral degrees. And so in order for us to move forward with our proposals, the statute needs to be changed to modify UConn's exclusivity with respect to that authority.

We believe we've been sensitive to the concerns of

the University of Connecticut. We think that it is the state's public research university and should retain that status and I think we can satisfy that need by preserving their exclusive authority to offer Ph.D degrees.

We're not interested in awarding Ph.Ds. We're not interested in offering any other applied doctoral degrees at this time. So if you restrict our authority in granting doctoral level programs to applied doctoral programs in education, and leave the University of Connecticut with that great authority to offer Ph.D degrees, we would be very pleased.

The language of the statute before you, H.B. 6630 would need to be modified in order to be precise about that but that is certainly our intention and we would not suggest that we be granted blanket authority to do any doctoral degrees, whatever. We are simply looking for authority to do applied doctoral study in education. Ed.D degrees, particularly.

I just also want to mention that we support the sections of H.B. 6630 that extend our state endowment matching grant program another five years until 2014 and allow us to carry forward any unmatched state grant funds from the onset of that program.

We, the General Assembly, you may recall and you may give yourselves a pat on the back in this respect for the support you've given to the institutions of higher education in the state, this authorized \$60 million in matching funds for a period of ten years provided we raise \$120 million from private sources.

We are engaged in that endeavor now. The Universities are fully moving forward but we do not think in the ten year period we can fully take advantage of the \$60 million. We're simply asking that that period of time be extended for another five years, but not to enhance the \$60 million. Leave that as it is, but give us some extra time to raise the dollars.

So we are very strong supporters of the provisions of H.B. 6630 which allow us to carry forward the endowment match into the future and extend that for another five years. And we're also obviously, very strong advocates and proponents of your giving us the authority to grant Ed.D degrees. Thank you.

SEN. GAFFEY: Thank you very much, Chancellor Cibes. This bill coming out of this Committee will go to the floor and then pending the review of the Office of Fiscal Analysis, determine whether or not it goes to another Committee down the hall, which you are very familiar with.

And in the past, you might have even said it today, that you don't believe that by offering the Ed.D degree next year that that will be, carry with it any fiscal impact.

CHANCELLOR WILLIAM CIBES: That's correct.

SEN. GAFFEY: In the Governor's budget, one part of the budget (inaudible) but I know the Governor came out very strongly Wednesday in backing your system's ability to offer an Ed.D degree.

Which level of increase did he provide for Central and Southern in funding?

CHANCELLOR WILLIAM CIBES: He did not provide any increase at all for Central and Southern for this degree. As a matter of fact he provided no increase for Central and Southern at all.

SEN. GAFFEY: Did he fund you at current services at all?

CHANCELLOR WILLIAM CIBES: He did not fund CSU or any other institution of public higher education at current services level.

SEN. GAFFEY: How far behind would that put you at CSU?

CHANCELLOR WILLIAM CIBES: We anticipate that the shortfall is in excess of \$7.2 million which the Governor has recommended that we take from our

reserves.

SEN. GAFFEY: Okay. We need to see substantiation. I glanced through your packet which is impressive, but on the cost of this program, how at least in the first year at Southern I presume you proposed, you will be able to fund this program in light of the fact that the Governor hasn't even kept the current services. We're going to need to know that information --

CHANCELLOR WILLIAM CIBES: Surely.

SEN. GAFFEY: -- once this bill moves forward. Okay? Secondly, let me ask you this, because this has been a bill that has attracted a lot of attention in the public media and certainly has attracted a lot of attention from Storrs. And it has been suggested by officials at the University of Connecticut that the offering of an Ed.D in and of itself is not going to address the administrator shortage to any great degree because it's their contention that there are a number of individuals that are already certified for administrative positions that do not go into administrative positions because of the fact that there's not much money more that they can make by doing that.

And in some cases, they're better off by staying in their teaching position rather than moving to an administrative position. Now, we've got a teacher and administrative shortage that is growing in this state and when I first heard of the Ed.D idea from you, I thought this was great because this will match up, at least become a little piece to the solution that we need in having more qualified administrative candidates.

But how would you answer the position of the University with regard to providing more Ed.D candidates by simply offering the Ed.D (inaudible).

CHANCELLOR WILLIAM CIBES: Senator, if I can address that question first. The Hartley Commission chaired by former President Hartley of the University of Connecticut did I think (inaudible) in supporting the recommendations of the State

Department of Education for revisions to the statutes in many respects regarding the administrative shortage.

And certainly, I think his commission, and we would fully agree with the conclusions of that commission, said that there is a very great shortage of qualified applicants and then addressed a number of potential causes. Certainly, one of those causes is the problem of compensation and the fact that there is not a great disparity between the salary of a ten month teacher and a twelve month administrator.

They also pointed out that there is a problem with pension portability, particularly from one state to another, which essentially precludes many superintendents or principals from other states from applying in the State of Connecticut because they want to preserve their pension rights at home.

But the Hartley Commission also recommended and called attention to the fact that there is a need for recruitment and retention and professional development and we think it's in the area of professional development that the Ed.D can be very supportive.

It is certainly not a total solution. We recognize the compensation and pension portability and the other factors that the Hartley Commission identified are very strong. But we think we can address the whole area of professional development.

And as I indicated in my testimony, I think the fact that in many instances folks need the experience, the mentor experience of actually working through problems to give them the sense that yeah, I can do this job and I can do it even though the salary might not be as much of a differentiator as I would like.

It enables them to recognize in the area of assessment, in achieving diversity, in collective bargaining and using technology in the schools. All of these areas really need to be addressed as part of an Ed.D program to give them the practical

experience to bridge the research we know is there to the practical area. And we think that's the area that's important and we think that a lot of teachers and administrators recognize that and that's why they say they would apply to a program like ours.

Secondly, to go back and address the resources. I can generally tell you and we will provide the specific information to the Committee as well as, apparently, to the Appropriations Committee that because of our collective bargaining contracts with our faculty which provide a supplementary compensation in the summer which is frankly, much less than one-eighth of their salary during the year.

The cost of our faculty in the summer which is, by happy circumstance, when most of these courses, many of these courses will be offered means that we would have lower costs than we would otherwise have, which means that basically the tuition and fees paid by the students can in a stabilized year, once we achieve the enrollment levels and we anticipate that to be in the third year, the programs will be basically self-supporting and require neither a draw down of the reserves, nor additional support from the state. But we can provide the detail on that.

SEN. GAFFEY: Let me ask you if you know, the difference in cost between an individual that may, would wish to enroll at one of your schools for this degree and what they'd have to pay at UConn.

CHANCELLOR WILLIAM CIBES: I do not believe there would be much difference in terms of cost in that respect. We anticipate a fee of about \$300 per credit hour when the program is up and running.

Currently, I believe, at the University of Connecticut that the fee is about \$280 some so by the time another two years passes we think the fee will be roughly the same as at the University of Connecticut.

The real attraction is in comparison with the

private independent colleges where the fees are much higher and also in terms of other factors that are relevant which are current barriers. The geographic inaccessibility, the flexible schedule, our courses are offered in the summer, the cohort aspects in the summer, the absence of a residency requirement although my understanding is that also at UConn in that respect sometimes residence requirements are waived. So, in terms of costs, I think there would not be much difference.

SEN. GAFFEY: Yeah, I think (inaudible) is a major advantage here for a lot of people, particularly those who are in the field right now that in fact we'd be offering this in the summer and you would have one starting out in two locations where folks would be able to access this a lot easier than traveling up north.

Does UConn offer this anywhere but Storrs, do you know?

CHANCELLOR WILLIAM CIBES: Currently the University of Connecticut offers a Ph.D in education administration. I believe it offers it only at Storrs. And you'll have to check with UConn.

SEN. GAFFEY: Okay, we'll do that.

CHANCELLOR WILLIAM CIBES: They have requested authority from the Department of Higher Education to offer an Ed.D at Storrs, at West Hartford and in Stamford.

SEN. GAFFEY: Okay.

CHANCELLOR WILLIAM CIBES: But again, that's dependent on approval.

SEN. GAFFEY: Well then the public would have all sorts of geographic advantages if that occurred with CSU and UConn.

CHANCELLOR WILLIAM CIBES: Well, we think, you know, I frankly don't know how many programs can be sustained, but we do believe that in a competitive environment we would stand up very well and we

would, we think there is sufficient demand, frankly, to support at least three cohorts moving through the system in one year.

SEN. GAFFEY: There's one interesting part of your packet that stood out to me as Cam and I and others have gone through this whole teacher shortage task force during the fall. One particular concern of mine is with regard to minority recruitment. And I see at Central you offer some scholarship assistance for minority candidates. Would that be able to be used for Ed.D also?

CHANCELLOR WILLIAM CIBES: I'd let President Judd answer that and he's nodded yes.

SEN. GAFFEY: That's very important to us in our efforts in regard to minority recruitment for administrators as well as teachers. With that, I'm through with questions. Cam?

REP. STAPLES: I've got a few questions. Thank you, Senator Gaffey. Welcome, Chancellor Cibes. I wanted to just ask you a little bit more about the funding question. Can you correct me if I'm wrong, but didn't DHE put an estimate of a couple of million on an Ed.D program, that that would be the cost?

And I understand what you said about your using some reserves for the first couple of years, but could you try to just rebut that number, perhaps, or explain to me how that number squares with your ability to do it within the reserves you have. And I guess also, are they estimating that you would be a break even in year three or is there something else about their costs that I don't understand?

CHANCELLOR WILLIAM CIBES: The staff report that was prepared for the Board of Governors for Higher Education referred to an estimate based on the instructional formula which the DHE has used for years. My believe is that, although in terms of seeing whether our budgets and our costs stayed within the rough estimates that we had, see whether we were just spending too much money, I gather that they use that formula internally but it has never

asked us to develop budgets based on that formula.

It doesn't produce a reviewable report that measures those constituent expenditures against such a formula. OPM doesn't use the formula. The Legislature doesn't use the formula. We don't use the formula and our collective bargaining units are not paid according to such a formula.

So it's a rough gauge, I believe, of the potential cost of a program but we have found over the years that we need to try to allocate our funds to where the greatest need is and come up with the money to pay for those programs ourselves. And that's what we have done, as I indicated in constructing proposals for the Ed.D.

The instructional formula may provide for a six to one ratio or something like that, I believe, in terms of faculty. What I've indicated to you is that the costs to pay those faculty members because they're less than they would be during the course of the academic year because in the summer are far less the instructional formula would indicate, so it does not require us to hire something like 23 new positions in education in order to do that.

I think that's my best answer to that. We have calculated our own analysis, the actual costs that we would anticipate. We have added both at Central and Southern some additional support for library resources which everyone recognizes that we do need to add.

We've factored in costs for administering supervision, that is a chairman in a department or someone to oversee the program. And so we think we've taken into account all those costs, offset by that charge of \$300 per credit hour means that except in year one at Central and I think maybe year four at Southern, the costs are pretty much borne by the students payments who are in the system.

REP. STAPLES: When do you plan if legislative approval is given this year, when would you plan on beginning the programs at Southern and Central?

CHANCELLOR WILLIAM CIBES: The applications would be taken for the summer of 2002 if this bill goes into effect July 1, 2001. There needs to be that lead time to enable the cohorts to be admitted, but we could go forward then in the summer of 2002.

REP. STAPLES: Okay. Thank you very much. Any more questions from members of the Committee? Senator Herlihy.

SEN. HERLIHY: Thank you, Chairman Staples. Chancellor, thank you for being here. I'm not speaking in opposition to your proposal, but I do have a significant concern and it kind of echoes what Senator Gaffey was asking.

I don't want to create the false impression that this expansion is going to in any way reduce the administrator shortage because I guess I disagree with you on that point.

You mentioned that you felt that there might be teachers, teachers might be more apt to go into administration. Right now, we have a very, very qualified pool of candidates for administrative jobs. Teachers they can (inaudible) their masters or their six year, they don't need a doctorate in order to become an administrator.

But you suggested that perhaps this would give them more confidence, a little more practical experience and they might be more apt to go into administration on that basis.

I've worked a lot with teachers and one thing they don't lack for is confidence. There's generally a swagger to most teachers that I've heard, I've heard more often than not, I can do that administrator's job. In fact, I've heard a lot, I can do a better job than that administrator. So I don't think it's a lack of confidence at all.

But I think what it is, I think so many teachers are in that business because they love the interaction with children, and as an administrator, there's less interaction with children and there's

more interaction with parents. And I think that interaction with parents may not be an equal tradeoff for the loss of interaction with the kids.

It can sometimes be more contentious. I think an administrator is more likely to be sued on average than a teacher is and that difference in pay, as you highlighted, or as Senator Gaffey highlighted, I don't think there's enough of a difference to convince that pool of qualified applicants to move in.

So that's the only part of your argument that I take exception to and I just ask you to respond to that once again.

CHANCELLOR WILLIAM CIBES: Well, Senator, I would have to agree that teachers have a lot of confidence because they face 20 to 30 eager faces and more every day. And they do it very successfully.

President Hartley's Commission found that while there are a number of folks in the great pool of folks that are certified administrators, they do not in fact apply for the positions that are available and so there's a shortage of qualified applicants.

What I am suggesting is that whether or not it's a matter of not wanting to deal with the parents or more likely, I think, just a need to have some experience in the plethora of constituent groups. Certainly one of the ideas behind an Ed.D is to give that added practical experience, supervised experience, mentored experience, in developing those capacities so as to persuade, I would hope, many of those who have certificates or who are contemplating getting certificates in administration to actually apply for the position.

SEN. HERLIHY: Well, through you, Mr. Chairman, I accept your point. I think, however, unless we see a difference in dollars, we're not going to really be able to make a big difference.

CHANCELLOR WILLIAM CIBES: As I indicated, Senator, I think that's certainly one of the reasons and I think President Hartley's Task Force called your

attention to that as well.

SEN. HERLIHY: Thank you.

SEN. GAFFEY: Representative Cafero.

REP. CAFERO: Thank you, Mr. Chairman. Chancellor, good to see you. I have to take some issue with my colleague, Senator Herlihy's statement with regard to teachers becoming administrators. I'm sure there's no lack of confidence in their doing so. However, they all recognize, I think, that it's a far different job than teaching.

You have scheduling concerns, clinical evaluation of teachers, various things that just do not come across the plate of a teacher in that role and certainly not because of a lack of confidence or intellect but practical experience in education they might feel somewhat hesitant to make that step.

That being said, though, let's cut to the chase of the issue here. There has, as Senator Gaffey indicated, been a lot of talk about this whole thing and certainly coming from the University of Connecticut. And one of the concerns is that this is the beginning of the camel's nose under the tent with regard to doctorate degrees.

Let me ask you, before you answer that question, how many degrees, if this program was up and running, do you hope to churn out per year?

CHANCELLOR WILLIAM CIBES: I hope we wouldn't churn out anyone, Representative.

REP. CAFERO: Give out. Award, whatever the hell the word is.

CHANCELLOR WILLIAM CIBES: Award in the third degrees. We anticipate that there would be a cohort of 25 at Central and a cohort of 25 at Southern. We hope to retain most of those members of those cohorts through the graduation. But probably a realistic number is 20 per class, so a total of maybe 40 per year in those two cohorts.

REP. CAFERO: Okay. Now, these aren't my words but I've heard this criticism. Forty a year in the cohorts, some cynical people would say, why would they be doing this to award potentially 40 degrees per year?

Isn't there evidence, they would say, that this truly is an attempt to get the camel's nose under the tent with regard to doctorate degrees? And let's assume, and I assume your answer is no. One of the things that concerned me was in your testimony you said that it is not the desire of the State University system to award certainly Ph.D degrees and then you said, and correct me if I'm wrong, or other applied doctorate degrees and then you used the words, at this time.

Now, I understand your position, but if someone on the other side of this argument were to hear that, they would say, aha! At this time. What does that mean? Assuming you're going to tell me that it is not your desire to award anything but an Ed.D at those two institutions, do you feel that the language in H.B. 6630 as proposed, could be modified even tighter to give peace of mind to those who believe that the true motive is something other than just offering an Ed.D program?

CHANCELLOR WILLIAM CIBES: Yes, Sir. First of all, let me just address the numbers. Forty may not sound like a huge number and in fact, I think it does not exhaust the market. But it is certainly greater than the 15 Ed.D degrees in educational leadership and education administration that are currently awarded each year.

In 1999 I believe nine at the University of Connecticut and three or four total between the independent colleges and universities which offer Ed.D degrees. So there would, in fact, be more commensurately than are currently offered. The University of Connecticut does award many more Ph.Ds in education, but almost all of them are in field other than education administration and we do not look for those degrees in those Ph.D fields.

Secondly, with respect to, if I used the term at this time, it certainly departs from my written testimony and I misspoke because I would just refer to my written testimony, we are not interested in offering any other applied doctoral degrees either, in addition to Ph.D degrees.

I do suggest that there does need to be some modification of the language in H.B. 6630. I believe it was drafted as we had suggested early on, before we began to talk extensively with legislators and I don't believe it is very strict at all now.

As it stands, it refers to a special responsibility at the University of Connecticut to offer doctoral degrees, not an exclusive authority to offer Ph.D degrees. I am now suggesting that that is, that tighter language is what would be appropriate in light of the discussions that we've had and so I would suggest that the language be modified to do that and that the language which authorizes us to do applied doctoral degrees in education be very tightly drawn as well, maybe to that specific language. But we'd like to work out the details which in fact would restrict us to what we are now proposing.

REP. CAFERO: It's my understanding that the current language uses the word exclusive. What we have before us omits that word and it puts in the word special. You would not be opposed to it going back to the use of exclusive with regard to the University of Connecticut and their issuance of Ph.Ds.

CHANCELLOR WILLIAM CIBES: That's correct.

REP. CAFERO: Do you have any specific suggestions or recommendations to us on how to tighten the language with regard to the State University system and their issuance of Ed.Ds as opposed to what it says now which merely is, six year certificates and doctorates in education.

CHANCELLOR WILLIAM CIBES: I guess I would probably say something like, with the authority to offer

baccalaureate, masters and applied doctoral degrees in education as well as six year certificates, but I guess I would use the term applied doctoral degrees in education. Even better, it might be to offer Ed.D degrees in education. It depends on, frankly, it depends on how comfortable the members of the Legislature are in using the terms Ph.D and Ed.D in statute, whether or not they're sufficiently precise and well known enough not to be regarded as jargonistic. But if you're comfortable using the terms Ph.D and Ed.D degrees, we would be, too.

REP. CAFERO: Now, just one last question. In your proposal you're talking about if this were to go through, being offered at two institutions, Southern and Central, is that correct?

CHANCELLOR WILLIAM CIBES: That's correct.

REP. CAFERO: This language, however, would not restrict it to those two, obviously. If Western and Eastern decided they would like to be part of this mix down the road, certainly the way the language as being suggested is tightened, would allow that to happen. Is that correct?

CHANCELLOR WILLIAM CIBES: The language as I've suggested would allow that, would allow any university in the system to offer an Ed.D. I think as I've indicated to many members of the Legislature, Eastern has no interest in offering an Ed.D degree because Eastern and its president focus on its mission as the state's public goodwill arts university. And not focusing on graduate education.

Western's faculty and president have indicated a potential intention in the future to develop an Ed.D program. That has not yet been done but I would tell you that they have expressed an interest in doing that.

But I think the important thing apart from our interest, is for you to know that the Board of Governors for Higher Education in approving our proposed mission statement which would expand our mission to include the offering of applied doctoral

programs in education, did so with the stipulation that this be, that there be a limitation on this to a pilot programming, to pilot programs or programming. The language used by the members of the Board of Governors referred to limited to programs, to a pilot program, I guess was the language they used in the written resolution. Members verbally used the terms programs or programming.

In any case, just as any other new program in a public unit of higher education, our proposals must go through the Department of Higher Education and the Board of Governors for Higher Education who assess as part of the whole procedure, the need for the degrees. And so there would be that additional review before we could actually offer the degree. That would be true of Central and Southern as well.

REP. CAFERO: Would you have any thoughts on whether or not if the legislation, I don't even know if this is done, but if the legislation were to mirror the, I assume, even more restrictive language that the Board of Higher Ed has put on you?

CHANCELLOR WILLIAM CIBES: We would, I guess my comment would be, even with respect to the Department of Higher Education language, I wasn't quite sure of the necessity of that language because I believe the whole procedure for licensure and accreditation of programs does, in fact, provide that a program could be licensed and then would be reviewed before it was fully accredited.

And so that whole procedure, gives in any event, the ability for the Board of Governors did approve an

(CASS. 1, SIDE B -NOTATION THAT MACHINE WAS NOT WORKING - NO TESTIMONY RECORDED.)

(CASS. 2) GAP FROM CASS. 1 TO CASS. 2)

SEN. GAFFEY: -- if we take them outside. We were just concluding with Chancellor Cibes' testimony upon question from Representative Kerensky if I may be so bold to paraphrase, Chancellor Cibes, it was in

light of the Governor's budget and use of reserves how are we going to expect to pay for this over the long term, I believe Representative Kerensky had asked.

CHANCELLOR WILLIAM CIBES: Yeah, as I said, I believe that Governor Rowland and Secretary Ryan have made an extraordinary effort to balance priorities. We think that we want to work with them and with the General Assembly to see if we can avoid using one shot, one shots from the reserves to fund ongoing expenses like salary increase, collective bargaining increases, which we've negotiated during the process of negotiating.

So we intend to work in order to avoid the use of reserves for that purpose. Just to reiterate, however, in the long run, we believe that these programs will be self-supporting from student fees and so there will not be a need to tap into the reserves in the long run.

REP. KERENSKY: If I may, Mr. Chairman, a couple of related questions. Are we on? Yes, I guess so. I guess I'm having, I need for you to clarify for me, how existing faculty with the existing responsibilities and now this new additional responsibility would be able to execute this in a first class manner without impacting what we're already asking them to do.

CHANCELLOR WILLIAM CIBES: Yes. Just as in the areas of biotechnology and information technology or any other critical work force development need, we try to reallocate existing faculty resources to address that need without asking for additional state assistance, although in those areas we do need additional state assistance, too.

In the area of this program, because we believe it will address a work force need, a critical shortage of qualified applicants, we will in fact reallocate some faculty time to this program from other areas, but it will not expand the requirements from the Legislature in terms of additional dollars.

REP. KERENSKY: I guess I'm having the same problem

other people are having with this is the answer to our critical shortage and I remain a skeptic. It seems to me that everybody I know at all levels of higher education in terms of faculty and staff and other resources, have really stretched to do more with less and I'm concerned about this additional burden.

I guess there's just one more area that I would like to ask you to comment on. An area of concern that we have discussed, of great concern to me especially in light of the reading panel document that's just been published.

We know that you are producing more than 50% of the teachers who teach in Connecticut's public schools who successfully passed the exam. And yet, we have growing numbers of students who are incapable, numbers of children who are unable to read at grade level vary somewhere between 40% and 50%, depending on what you read.

So my question is about fully fulfilling already established missions and trepidation about going into a new one when I wonder about time and allocation of resources to those that are existing.

CHANCELLOR WILLIAM CIBES: Representative, I have not been privileged to read the recent report on reading at this point. We had, as you recall, a conversation maybe a couple of months ago in which you had asked about whether our requirements were graduating teachers at the elementary level, I believe and secondary level in terms of the number of courses in reading.

On the basis of that discussion, I checked with each of our Universities and we in fact do require two courses in reading for our graduates, which I believe is in line with legislative intention, so that we intend to fulfill that requirement and the other aspects of our mission as well.

SEN. GAFFEY: Thank you very much, Chancellor Cibes. I hate to cut off the colloquy but I have to here. I'd like to thank you for coming today. You understand, I think we're going to have a couple of

often as we can get them and 90% of the people entering the profession through the Troops to Teachers program are men. And 30% of those men are from minority or other ethnic groups that would be wonderfully represented in our teaching group.

I understand the Committee had a task force talking about how to attract minorities to the teaching profession. I regret that I really didn't know about the task force in time but I would have offered this as another place for us to provide an opportunity for bringing minorities into our teaching profession in Connecticut.

The testimony you'll receive from the Navy in a written form will let you know that they have tried to get this going without the formal sanction of the State of Connecticut with other states, and they've been able to move 51 people from military service into the teaching profession in the last couple of years.

Now, if we can make this a formal route where Connecticut recognizes the military training while the person is in the military as a part of the training to become a teacher and then do the after military piece for the alternative route, I believe we're going to have a real winner here and I'm very grateful to the Committee for bringing this bill forward.

SEN. GAFFEY: Thank you, Senator Cook. I appreciate your proposing that and we are always looking for ideas with teacher recruitment, particularly for the minority candidates. So I thank you for bringing this to the Committee. It will receive due consideration. I don't have time for questions right now. I'm sorry. She's our colleague and we can ask her questions all the time we want to.

SEN. COOK: You know where to find me. Thank you very much.

SEN. GAFFEY: Thank you very much. Commissioner Lewis.

COMM. VALERIE LEWIS: Mr. Chairman, members of the Committee, thank you for giving us time today. I

will try to be very brief and really summarize the remarks that you have in front of you. I would like to speak first to S.B. 1089 which is of course the bill submitted to you by the Board of Governors.

You will note that the Board of Governors is asking for your consideration of additional responsibility over the approval of tuition and fee increases. Specifically, that would permit the Board to have an opportunity to assess and approve such fees if they are in excess of inflationary levels.

This is in respect to the fact that despite the generosity of this administration and in particular, this Legislature in giving us two years of freezes, we are beginning to see again, increases in tuition and obviously our long-term concern is for affordability in the public sector.

You will find additional information with respect to that request before you as well as a request from the Board of Governors for a more stable pattern of funding for the oversight of the private occupational schools.

The current funding strategy takes those dollars from the student protection fund and we are suggesting language for same.

Finally, we are asking for a reduction, actually, in the amount of administrative fees that you give us for the minority teacher incentive program since that is now operational.

The second bill I'd like to speak to is H.B. 6630 and in that, of course, we do support the extension of the period for fund raising goals for our three units and we would note to you that we have included no testimony in respect to the education doctorate issue, not because it is not a matter of concern to us, as you know, but because we have recently sent to you the resolution that was passed by the Board of Governors.

And I will refer to that now. I believe it is already in your hands. It is that the Board of Governors approved a petition of the Connecticut

State University to alter its mission statement as submitted with a stipulation of limitation upon expansion into education doctorate programming to a pilot program authorized by the Board of Governors for Higher Education and evaluated by them over a five year period to determine need and success.

There are exactly 390 institutions in this country that give doctoral degrees. That is out of 3600 institutions. It is inclusive of public and independent institutions so the decision to move to a new level and particularly the highest level of instruction, is indeed a very consequential one and we believe, indeed, that there are reasons to look at that option and to look at it carefully.

SEN. GAFFEY: Thank you, Commissioner. Before we get to the Ed.D feeding frenzy, I'd like to ask you, is S.B. 1089 backed by the Governor?

COMM. VALERIE LEWIS: It has not been reviewed by them and we have not had a remark from them on this bill.

SEN. GAFFEY: But it was submitted to OPM, I presume?

COMM. VALERIE LEWIS: Yes it was.

SEN. GAFFEY: And OPM said you can submit it to us.

COMM. VALERIE LEWIS: We had no one telling us not to submit it anywhere.

SEN. GAFFEY: No one telling you not to submit it. Okay, thank you very much. Chairman Staples has a question, followed by Representative Giannaros.

REP. STAPLES: Just one quick question, Commissioner. Thank you for coming. I read the statement that came from you relating to Ed.D and I also, the article, I just want to make sure I understand. A pilot program could mean two sites and in your view, and in other words, both Southern and Central if they were deemed by CSU to be able to put an Ed.D in place would be encouraged by the resolution of the board?

COMM. VALERIE LEWIS: I would respond with two points. One that the board did discuss this at length and it was a singular article used, a pilot program. And that would indicate as we describe program, one degree and one programmatic authorization. Within our regulations, however, there's a great deal of latitude about (inaudible) the program together.

For instance, any institution that offers a program can offer up to 49% of its courses in some other location (inaudible) or if it chooses to do jointly as we have it today (inaudible-not speaking into mike) as offered as a degree at UConn but staffed by the University of Hartford and by the University of Connecticut. So there is some latitude about how (inaudible) but it is a singular article.

REP. STAPLES: Just so I understand. If the Legislature were to allow for an Ed.D program would the CSU system need to come back to you and clarify, I'm sorry, would the CSU system need to come back to you, you at the Department, and clarify their intentions and then be authorized as such a pilot program.

COMM. VALERIE LEWIS: Actually, we have taken to you the recommendation for a pilot program because in fact this would require a statutory change, as you well know. If such a degree were authorized in any fashion, then of course the actual program review would come back before the Board of Governors and that's the point at which you'd look at the curriculum and the nature of the funding and resources that are provided.

REP. STAPLES: Okay, thank you very much.

SEN. GAFFEY: Representative Giannaros.

REP. GIANNAROS: Thank you, Commissioner. Good afternoon. Just to clarify a few things that I head a little earlier, I was in fact surprised that some people have a little bit of a hard time with competition.

A lot of us in the teaching world at times we want to change and do something different. Isn't that

correct?

COMM. VALERIE LEWIS: Absolutely.

REP. GIANNAROS: I mean, I'm an example of that. I assume you may be one of those, too. I switch back and forth from teaching to University administration and we have that need for change, if not permanently.

Also, is there a shortage out there in terms of administrators at the lower level?

COMM. VALERIE LEWIS: As we have shared information with you and shared it with the Board, we cannot quantitatively define an area of shortage at this time. There are in fact over 3,000 people in Connecticut who currently hold administrative certification but who for any number of reasons have chosen not to utilize that certification and look for positions in administration.

On the other hand, if I'd just add one more point. We are certainly convinced that we have heard all the discussions and taken part in the (inaudible) this summer, that there is a need for stimulation of interest in educational leadership positions and innovative program for bringing (inaudible-not speaking into mike)

I think a pilot notion is to allow that (inaudible).

REP. GIANNAROS: I'm coming back to the issue of the doctor of education and I'm looking at what was submitted to us by the Connecticut State University. A survey indicates they surveyed apparently 400 individuals over the telephone. This is a telephone survey. Forty-five percent of the respondents indicated they were likely to participate in the CSU doctor of education program.

If that is the case, wouldn't you consider that a shortage of 45% out of 400 were actually interested in continuing their education?

COMM. VALERIE LEWIS: Actually, we used a range of

surveys when we were looking at all of the information. We assembled in our shortage paper and we have shared that with all the members of the Committee. The Department of Labor, for instance, in its multiple surveys that they've done have indicated that they expect an opening of positions on the order of 138 a year for the next foreseeable five year period. That ranging from early childhood education through collegiate teaching. That's in respect to employers coming back and saying, here's where we think openings (inaudible).

REP. GIANNAROS: So if there is a shortage, it seems to be pretty clear out there, then the only question that is left is, do we have qualified faculty at those other institutions to teach doctoral program? And if we are satisfied with that, what is our problem?

COMM. VALERIE LEWIS: I want to go back to the question of shortage again, because as we understand the issue of shortage it is where employers are telling us work will be and in that vein as we say we have a shortage that shows across the full dimensions of the education continuum, not the any one piece of it.

The issue about how you respond to shortage suggests that indeed we should test to see whether there are potential candidates that are coming to these programs. We do have nine educational programs at the doctorate level in Connecticut at this time. Two at the University of Hartford and at the University of Bridgeport and the other programs, the Ph.D programs at the University of Connecticut.

Out of these programs, nine in number, we are currently bringing out about 60 degrees a year (inaudible). In Connecticut, we have about 600 Ph.Ds given, approximately half of those at Yale. So wherever you look at numbers, they are small numbers and we are looking at the back of those programs that exist, particularly the Ed.D program currently are taking the majority of the candidates (inaudible).

But those are the things that weigh in the decision about whether to show quantitatively.

REP. GIANNAROS: I understand that. I guess the point I was trying to make, if there is demand out there, people will show up to sign up for the doctoral degree. If there's not, they will not. But if there is a shortage, then by graduating some of those who demand those programs, you're increasing the supply and therefore you're solving the problem both in terms of salaries and other issues that people have raised here.

And that's the point that I wanted to make and I was really surprised at some of the comments I was hearing earlier so through you, I'm trying to clarify things. Thank you.

SEN. GAFFEY: Thank you very much. Representative Merrill followed by Representative Heagney.

REP. MERRILL: Thank you, Mr. Chairman. Commissioner Lewis, nice to see you. I wanted to break away from this tantalizing discussion of Ed.Ds and talk a little bit about your testimony on H.B. 5520 AN ACT CONCERNING HIGHER EDUCATION SCHOLARSHIPS.

You and I have gone around the bend many times on financial aid over the years and I know very well that you're very supportive of more financial aid. You talked about the increasing tuition which we're starting to see again as we take the freeze off. And you know, you attached a couple of articles which I'm very well aware of because there's been a lot of discussion about these merit based scholarships nationally.

There are now nine states that give some form of merit and need based scholarships and you and I have had this discussion a lot about our need for need based financial aid. But you know, I think that this kind of a scholarship where if you get a B average we send you to college in the state does something that none of these other programs do, which is provide certainty that students who do a bit of studying will get you there in the State of

get to work an extra day at work to meet this criteria.

Like I said, many students, years ago, if I didn't have the opportunity to do this, I would be a certified nurse's aide without having the opportunity to be a professional nurse in the State of Connecticut. So I stand in support of this H.B. 5520. Thank you.

REP. STAPLES: Thank you very much. Appreciate your testimony. Questions from members of the Committee? No? Thank you very much. The next three speakers are President Adanti, President Judd and Dean Schwab from the University of Connecticut.

PRES. MICHAEL ADANTI: Chairman Gaffey, Chairman Staples, members of the Committee. Thank you for the opportunity to be with you this morning, or  
Y. g  
morning.

HB6630

I am pleased to have the opportunity to address you on a matter of vital importance to the future of education in this state, in my judgment. Namely, that the Connecticut State University system be granted the right to offer doctorate degrees.

As you know, my university, Southern, and one of its sister institutions, Central, my good friend Dick Judd is here, have proposed to offer doctoral degrees in educational leadership. These degrees are designed to meet an obvious need, the serious shortage of qualified candidates for top administrative positions in elementary and secondary schools that we now face in our state.

At Southern, we would seek to fill this void by offering an Ed.D, a 63 credit interdisciplinary program for those aspiring to leadership roles in education. And in contrast to research oriented Ph.Ds offered elsewhere, it would have a practical application.

Essentially, our program would provide a much needed opportunity to apply contemporary education with theory to what we believe is contemporary

educational practice. The doctoral degree we are proposing to offer at Southern and our sister school, Central, would be the first of its kind at a public institution in our state. And we have designed it as an affordable, accessible option for Connecticut residents who may otherwise be forced to forego this important training or to seek it, actually seek it in another state.

For example, tuition at Southern is almost three times less than the cost of a similar program at a private university. Our program would be taught during the summer as well as the regular academic year. It would have night classes and weekend classes and there would be no formal residency requirement reflecting the fact that many of our potential students are already pursuing full-time degrees and careers.

Our educational leadership program has traditionally attracted its students from the region's large urban centers. New Haven, Bridgeport, Norwalk and Stamford. An Ed.D program at Southern is perfectly placed to draw from this catchment area and attract a student population that is demographically diverse.

Southern certainly has the academic pedigree to offer such a degree. Since it's founding as New Haven's State Normal School in 1893, Southern has had a long and proud tradition of training teachers and educational leaders in this state. Today, we still produce more teachers than any other institution does in the State of Connecticut.

We also deliver the highest number of masters degrees in education and more sixth year certificates and superintendent certificates than any of our peers.

Our post graduate program in educational leadership is one of the largest and one of the most respected of its kind in New England and the reputation of this program is built on an excellent core of full-time faculty, all of whom would be teaching in our new doctoral program.

The majority of our professors have doctorates and other advanced degrees from prestigious tier one universities and more than 75% have had experience teaching and supervising at the doctoral level.

I heard the bell.

REP. STAPLES: Feel free to summarize, if you'd like.

PRES. MICHAEL ADANTI: I'll let Dr. Judd go and then I'll answer questions. Rather than keep the Committee. I appreciate your patience.

PRES. RICHARD JUDD: Thank you, Chairman Staples. Members of the Committee, thank you for the opportunity to testify before you today in support of Raised H.B. 6630 and I thank you for raising that bill.

Chancellor Cibes laid an excellent platform for your consideration and I would just like to zero in on a couple of key points. My testimony is before you so I'll also spare you, hopefully, before I get to the bell.

The first thing I want to point out and in reference to Representative Cafero's comment, degrees in Universities as you all well know, emanate from its faculty. They don't emanate from the presidents, from the deans, they emanate from the faculty and that's true with Southern and Central.

Our faculty at the school of education in over three years studied this issue and came forth with a very excellent program, so it is from the faculty that the degree comes and in Central's case and I know in Southern's there is no intention whatsoever, and I'll categorically state that on the record, for us to consider offering another degree beyond this Ed.D degree for leadership in the educational system. So that's number one.

Number two, our faculty as President Adanti has said, are extraordinarily well qualified to present this program. Of the 15 core faculty at Central that will do this, they all have doctorates from

tier one universities, including places like Indiana, Penn State and the University of Connecticut.

Prior to coming, seven of these 15 faculty have had experience in advising doctoral students. Fifteen of our core faculty have had experience in the public schools as principals, superintendents, other areas. They have contributed enormously to the core of what's going on. They are well prepared scholar-wise, author-wise and presentation-wise.

Lastly, our program is fully accredited for the NCATE and teacher education and we're the only university in Connecticut accredited for the preparation of school administrators. We stand prepared to assist the State of Connecticut.

Sixty thousand alumni of CCSU, 85% of them live within 30 towns around Hartford. We know we will serve the regional schools, the innercity schools very well with this program. I urge you --

GAP FROM SIDE A TO SIDE B

REP. STAPLES: President Adanti, could you just for the members' benefit here, talk a little bit about what Southern's relationship to the City of New Haven's school system because I think you have done some great things there and I think as part of this program and as part of what you're currently doing, that's a model that I'd like other members of the Committee to be aware of.

PRES. MICHAEL ADANTI: I appreciate that, Representative Staples. Besides that, I'd like to go back and indicate one other thing because I think I heard Representative Kerensky mention this.

We think this is an extension of our mission. We don't think it's a violation of our mission or something that's an aberration. We think it's an extension of it and to wit you lead me right into it, Representative Staples. We now have relationships with the city that provide for instance, there are 75 students from the City of

New Haven who enter Southern, who come to Southern on, during their sophomore, junior and senior years we give five full scholarships for teaching so those students will go back to the City of New Haven and teach.

We have internship programs. We have many programs in the public school system in New Haven and globally mentioning this, we think this is really an extension, the doctorate is really an extension of what we already do. So it's not in terms of providing the service, it's not something unusual.

The other thing that the Representative mentioned and I don't mean to pick, but we have an option in terms of how we're going to do our program. The faculty who teach during that particular semester who will be handling the doctorate students will be teaching nine credits that semester. So the mission of the University will take place. We'll cover their load with adjuncts so nothing gets damaged, Representative. So it's a full service program.

REP. STAPLES: Thank you. Members of the Committee with questions? Representative Beals.

REP. BEALS: Thank you, Mr. Chairman. I've had this conversation with President Adanti but I'd just for the record like to hear from both of you. Everyone has mentioned we have a shortage of qualified administrators and that's certainly what I hear from local boards of education.

And to me, a qualified teacher who has had practice teaching and lots of other teaching experience does not necessarily make a qualified administrator. One of the most important things an administrator needs to do is be able to supervise and evaluate staff and so I would just like you both to state for the record, what component of the program that you're proposing would give people that kind of experience.

PRES. RICHARD JUDD: Well, in the case of the Central program, Representative Beals, the cohort model in which this group of students will be involved will

be coming from their school district. The academic program will, number one, support the pedagogical things that they need to learn about supervision, administration, technology, advisement, oversight.

They will go back to their schools with that course work on a regular basis. They will take those concepts back. They will bring them back as core projects, as colloquia, as internships. They will be fully involved in the three years it will take to do this. During the fall and spring semester, they'll go part-time. Do their job, raise their families. In the summer, they'll stay in that cohort together and intensively deal with our faculty in a mentoring relationship as well as with the practitioners who are the people in the field right now doing those things. Superintendents, principals and others.

REP. BEALS: So in this mentoring relationship will they be having actual experience, hands on experience doing some of those, performing some of those functions?

PRES. RICHARD JUDD: Absolutely. That's why we call this a practitioner based program so they'll be getting right back in to practice the trade. Practice the skill.

REP. BEALS: So how much time will that mentoring?

PRES. RICHARD JUDD: Well, it will take place over three years for us.

REP. BEALS: Okay. Thank you.

PRES. MICHAEL ADANTI: In Southern's case, we start off our program, we would pick 25 candidates for the Ed.D program as it turns out, Representative Beals but we start out with 100 candidates in something we call the proseminar. And the proseminar is designed to provide just that kind of an experience so we will have internships. We will have mentoring programs and in fact the value, part of the value of our Ed.D perspective program is the proseminar.

We expect out of those 100 candidates not all of them will want to go on to the Ed.D. We think the value of what you're asking about will happen in the first year, first summer, actually.

REP. STAPLES: Thank you. Any further questions? Seeing none, thanks very much. Appreciate your testimony.

PRES. RICHARD JUDD: Thank you.

PRES. MICHAEL ADANTI: Thank you.

REP. STAPLES: Richard Schwab, followed by Judy Greiman.

RICHARD SCHWAB: Thank you, Senator Gaffey, Representative Staples and distinguished members of the Education Committee. My name is Richard Schwab and I'm Dean of the Neag School of Education at the University of Connecticut. I've been the dean there for four years. Prior to being Dean there, I was Dean at Drake University in Des Moines, Iowa and a professor at the University of New Hampshire.

I'd like to start by saying I really appreciated the support you've given the School of Education in the past, particularly last year you supported us with the laptop bill for students in technology and I'm happy to report that the students are doing a great job with that and it's really affecting schools, a relatively great investment for us but small is doing great things.

I provided written testimony so I'm not going to read that to you also as others. As I was listening, though, I think I have to give a little bit of context about the Neag School of Education real quickly and I will stay under the three minutes.

In the last three years I was brought in as an individual who was interested in change. I was brought in to help build on a strong tradition but really look at ways of doing things differently.

The faculty developed a comprehensive strategic plan in the first six months. Since that time,

we've benchmarked growth. We set targets and I remember Representative Dyson talking in front of a group with the school administrators in Connecticut and he said you had to do more with what you had. And we have.

We've reallocated \$2 million of our \$8 million based budget. We've closed programs and reinvested in centers of excellence, particularly in areas of critical shortages of teachers and administrators.

We have revised or revamped every program now in the School of Education and we closed the radical thought in higher ed, we have closed some program where there was limited enrollment and where there was limited need for the state and reinvested those in other areas.

Our goals of diversity. Our doctoral program now has 426 active students. Ninety-seven of them are individuals from under represented populations with almost 25% of our student body coming from diverse backgrounds.

Our teacher ed program in the four years I've been here has gone from 6% minority enrollment to 15%. A number of areas that we've grown, still areas to go.

One of the reasons we were ranked recently in the top 20 graduate schools of education by U. S. News and World Report, the only other places in New England, excuse me in the Northeast that are with us are Columbia, Penn State, Harvard and the University of Pennsylvania in the Northeast is because we also have a proud tradition of preparing not only outstanding doctorates for research positions but 80% of our graduates go into practical fields. They're administrators.

Our graduates include such distinguished superintendents as Reggie Mayo, Ann Clark in Bristol, Carol Harrington in Fairfield, Bob Villanova in Farmington, Rosa Quisana in Hartford, Eddie Davis, the State Department, David Clune, final four, finalist for Superintendent of the Year nationally. Jack McDonald, Assistant Secretary of

Education under Bush, Sr. Ted Sergi our current Commissioner of Education.

We believe we can continue that tradition of excellence with our new Ed.D program that is currently before the Department of Higher Ed. This program was unanimously recommended by the faculty of the school and graduate faculty. Our proposal was in the works for three years as we did analysis, as we changed programs, as we revised them.

We have always had an 80% placement rate of practitioners. What we've done in our Ph.D program is refine that curriculum more so it does meet the needs of practitioners.

I guess my time is up.

REP. STAPLES: Go ahead, you can summarize your remarks if you'd like.

RICHARD SCHWAB: In regard to the CSU proposal, we agree with the Department of Higher Ed report. I can tell you that from having experience in Ed.D programs at private institutions and public institutions, they are expensive to run. They are important.

I think it was also important to note that the University of Connecticut was interested in talking about possible collaborative efforts with the State University system, but they declined to want to work together and I can understand and I'm certainly open to that in the future of ways we can collaborate.

I think the current DHE proposal for a limited pilot study maybe is the best way to look at this, allow them to go through with a pilot. Let DHE evaluate whether there is a need and find out over the period of five years if the demand is real or if we're right and DHE is right where there is a very limited market for the Ed.D.

I think at this time, though, we need to get by the, this is aside from my testimony. There are so

many critical issues facing education shortages and administrator work in the state and we need to get by this debate and look at ways we can put our arms around each other as the institutions and move forward for the best interest of kids in Connecticut.

REP. STAPLES: Thank you, Dean Schwab. I want to compliment the tone of your remarks, particularly your conclusions. I think you're absolutely right. There are so many issues you need to join together on and confront, not the least of which was the proposal we received two days ago from the Governor relating to the limited resources for both UConn and CSU and I hope that's where the lion's share of our emphasis will be in the next three or four months.

Any questions or comments from members of the Committee? Yes, Representative Boughton.

REP. BOUGHTON: Thanks, Mr. Chairman. Good afternoon. I just have a, really, two or maybe three depending on how the first two go, questions for you. One very practical, just curiosity kind of issue and in the interest of time I'll be as quick as possible about it.

Since Representative Cafero had talked about earlier about laying our cards on the table and talking about really what's really the underlying thing going on here, one of the concerns I had this fall when I received, maybe fall, maybe early winter, I received a letter from UConn saying that they, too, were also at this point interested in doing an Ed.D program. Up until that point I hadn't heard word one from UConn about Ed.D. I hadn't heard that it was a concern of theirs.

I happen to be a practitioner. I'm a teacher in the Danbury public school system so an Ed.D is really something I'm very much interested in. Could you talk a little bit about why, it may not be true, but you kind of touched on it in your testimony.

RICHARD SCHWAB: Absolutely. That's why I tried to give

you a little context to begin with. When we did our strategic planning, we tried to identify, and I went out and interviewed over 100 individuals that are involved in public schools. I started out with Commissioner Sergi. I went down and talked to Reggie Mayo. I went and talked to Paul Coates in Bloomfield, Eddie Davis in Manchester. I went across this state.

I went to the CEA to talk them about what are the needs, what should I be doing as the Dean of the School of Education. We had done a great job for a number of years but we needed to do some things differently and that's what we found out in that process.

During the time, during the last four years, we not only are talking about this Ed.D. We revamped our whole superintendent preparation program, our executive leadership program, which is actually the prerequisite. That program is now extremely practitioner based. It integrates distance learning and technology. It only involves summers, where people have to actually come on board for their actual on site work at UConn. They meet every third week and on weekends. They stay connected by CUC's software during the time period.

We have doubled the number of students in that superintendent sixth year program in one year by changing the curriculum design. The Ed.D discussion took longer to ferret out. You don't just change curricula over night.

As President Judd, I believe said, faculty do curricula. Faculty do doctoral programs. Deans don't. Deans try to remove the barriers that get in their way. And in the case of the Ed.D what we had for years is a Ph.D program that in many ways for one group was like an Ed.D and for another group was like the traditional Ph.D.

So in this process, and particularly where people were saying that, oh, all we want to do is practitioner doctorates, that raised a flag to me because 80% of my graduates, our graduates, are practitioners. So if the perception out there was

that practitioners only have Ed.D that's not accurate.

So it was an issue of okay, let's look at this program. The program does have a different curricular design. We have not had a residency where you have to be in the Storrs campus throughout the year or for five or six years. We have done cohort based programs and I do have to point out, we are approved by DHE and have been running a Ph.D program for practitioners in the Stamford schools for five or six years and have a number of graduates from that program and I believe one of those graduates is a faculty member maybe at Southern Connecticut. I'm not sure. I think one of our graduates is from that program.

So we have been doing it. Looking at our curriculum beginning to end, we decided that we also made additional changes in the program to the point now where it was appropriate to label it an Ed.D. So we have two programs now.

We've looked at places like Albany, Boston College that offer two. Our Ph.D program in education administration is absolutely important for us. That's the research based program. That will require, we're going back to having people two years of residency. That will be focused on policy issues. We're trying to start a new educational policy center in the northeast and are looking for grant funding to do that.

A number of factors that are required on the on-site residency, we're going to reach into our efforts and redistribute work load to do the practitioner program on an Ed.D level. When we say the proposal before the Board of Higher Ed is Storrs, West Hartford, we have traditionally offered our doctoral programs with some of the courses happening on site.

If there's 49% of your courses or less are offered in a community, you're still within the guidelines for the Department of Higher Education at how you offer programs. So we're not looking at three sites in that Ed.D. We're looking at converting

our Ph.D program in Stamford to the Ed.D because that's the practitioner based in Storrs.

REP. BOUGHTON: Okay. Second question. I'll be quick.

Let me ask you a practical question about this. I'm living in northern Fairfield County. I'm taking Ed.D courses at Stamford, okay? Am I going to have to drive to Storrs to use the library?

RICHARD SCHWAB: The library resources that have been available, we have mass library resources in the Stamford campus for our Ph.D program. We also offer the UCAP program and we'll be offering the Executive Leadership program. The Executive Leadership program is the superintendent endorsement part as in our proposal, which is the prerequisite to go into the Ed.D. Materials are offered down there and also at the University of Connecticut we've done a really outstanding job with the libraries to put much of our materials on reserve readings and things like that are now on the Internet. So teachers in Fairfield County will be able to access reserve readings and are able to, in fact, do that right now through the Storrs branch through the library through our web based work.

So we have built a library. My talk and conversations with people in the Stamford branch, if there's special need loans for certain books they're brought down or shipped immediately and we've been able to meet those needs, to my understanding. I have never had a complaint from any of our students in that program, over the five or six years that we've been offering it down there.

REP. BOUGHTON: How committed is your staff to move from a research base Ph.D program? I know you already mentioned you have a lot of practicum, people that are out there doing it. How committed are they moving to an Ed.D program? Can you talk about that for a quick couple of seconds?

RICHARD SCHWAB: Yes. Have you ever heard of 100% of faculty in any higher ed institution voting unanimously at the Department, unanimously at the

College, university-wide unanimously at the graduate school which is outside the School of Education, in support of the program?

We've hired several new people in the last couple of years. All that have strong practitioner background. We hired Jack McDonald recently who is assistant secretary of education under Bush, Sr. as I mentioned before who will be working that. George Drum, former superintendent in East Hartford is working with us on that program.

We have Phil Stripper who is superintendent in Avon, Connecticut who has been very influential in revising our executive leadership program who is involved with us. Sharon Rawlis who has practitioner experience, probably one of the top scholars now in the world in qualitative research action research models that are appropriate for the Ed.D is now on our faculty and committed as is Patsy Johnson who we recruited from the University of Kentucky.

Again, all in the past four years we've done that in listening to what the state wanted me to do at the State University to help them meet the state's needs.

REP. BOUGHTON: Okay. Do you see how the appearances here, when you say 100% of the faculty voted for it, my response would be, well that was probably in response to CSU putting a proposal to do that. It kind of looks like a tit for tat kind of thing going on. I just want to make sure that's not the perception of what's happening here. I know you've addressed that but --

RICHARD SCHWAB: There's perception. Perception, I mean, how can you, I mean, you're a politician and working with perception and reality are often, you're hard to control one or the other. For four years we, I have right here our action plan that was done in 1987 where I can show you the steps and benchmarks where every six months we reported on the progress that was made toward curriculum revision.

Our executive leadership program which are the prerequisites for this program, that program was revised two years ago, up and out the door and started last summer.

So I agree with you, that perception is there. That's something we have to address. I've tried to address it. I don't know how else to tell you.

REP. BOUGHTON: Thanks.

REP. STAPLES: Further questions? Representative Giannaros.

REP. GIANNAROS: Thank you, Mr. Chairman. Dean, how many millions of dollars did we get from the family that the school was named after?

RICHARD SCHWAB: We received \$21 million from Raymond Neag. It was the largest gift ever given to a school of education in the country. We received \$4 million, approximately \$4 million in state match from that. Since that time, we've raised an additional \$2 million for scholarships for individuals that want to go in special education. We brought in \$3 million with the accelerated schools project which is probably one of the largest school reform programs in the country. And there's about 16 or 17 other gifts that we brought in last (inaudible).

REP. GIANNAROS: The reason that I asked is because I wanted to congratulate you for all of that and the great job you're doing, and also congratulate you for your testimony relating to the State University systems, allowing them to offer their own degree and let the market determine. Thank you.

RICHARD SCHWAB: I just want to clarify what I said. I said I supported the DHE proposal for a pilot program.

REP. GIANNAROS: I understand.

RICHARD SCHWAB: I wanted that to be on the record.

REP. GIANNAROS: I understand. I just wanted to

congratulate you anyway.

RICHARD SCHWAB: Well, being a dean for so long I know how faculty (inaudible) but I wouldn't expect that.

REP. STAPLES: Any other questions from the Committee? Seeing none, thank you very much, Dean. We appreciate your comments. Judy Greiman to be followed by Julie Savino.

JUDY GREIMAN: Good afternoon, Senator Gaffey, Representative Staples and members of the Committee. I'm Judy Greiman and the president of the Connecticut Conference of Independent Colleges and I'm here to speak in support of H.B. 5254 AN ACT CONCERNING THE CONNECTICUT INDEPENDENT COLLEGE STUDENT GRANT PROGRAM. And also to thank the Committee for raising the bill.

This bill changes the CICS funding formula by increasing the statutorily mandated funding bill and also by updating the community service requirement. Just the base for calculation purposes.

We are thrilled that you funded the CICS program at a statutory level for the first time in history in this fiscal year. I have some concern about what funding is coming down the pike on this but this funding increase passed the last year allowed another 175 students to use the CICS program to attend college.

We know that this is a program that is working. We have about 4500 students using it with an average grant of about \$3800 but we are here as promised last year to tell you that it doesn't yet meet need in Connecticut.

Taking ten years to get to the statutory funding level was difficult but that statutory funding level doesn't do the job. Over the past year we've worked with financial aid directors to try and understand just what is the need of Connecticut students and you'll hear more about that because anecdotally we've known that we've always had students who are eligible but unable to get the

DR. MARC HERZOG: Chairman Staples, members of the Education Committee, my name is marc Herzog. I'm the Chancellor of the Connecticut Community College System. It's really an honor for me to be here today and I'd like to just briefly highlight my written comments to you on some legislative proposals before you today that are really of special interest to community college students, our faculty staff, and the members of our board of trustees.

Let me start with commenting on the two scholarship bills that are before you. First S.B. 1017 AN ACT CONCERNING SCHOLARSHIPS FOR ATTENDANCE AT COMMUNITY TECHNICAL COLLEGES. We really do welcome the expansion of that access to community college education. The program itself certainly would enhance students' ability to attend community colleges.

I should tell you that in the last year with the increased funding, and we thank you for that, in the CAPS program as well as increases to the federal Pell Grant program we have been able to increase our awards to community college students attending this year.

I should point out as you deliberate this bill that our unmet need, the aggregate unmet need of community colleges based on our cost of attendance is 48%. We are meeting 52% of need. I also would like to point out a technical thing that we would certainly love to talk to the Committee about as you deliberate this, there's a technical issue we believe in the identification of when a student is actually eligible for the Hope scholarship and the timing of that for the eligibility of this program.

I'm not sure the way the bill is written that it would, I think it might preclude entering students from applying not knowing if they're Hope eligible.

You're Hope eligible after you've been in college because you've paid money for that tax credit.

Regarding H.B. 5520 again, we are supportive of this legislation. We believe it also does

compliment our needs based aids and we certainly identify with Representative Merrill's comments before about people that do not have hope, and the stability of knowing that the opportunity for education could be available to you in the future we think that this program will certainly meet that goal.

We've all too frequently heard those stories about students that have just given up and they don't take the academic pathway that they need to prepare for college.

Very quickly, S.B. 1098 on behalf of the board of trustees, the board believes it has been doing what is right, it has been balancing the needs for tuition and the needs for students' ability to pay.

The board is requesting that you retain the current authority to the board for its authority to set tuition and fees.

Lastly, H.B. 6630 AN ACT CONCERNING VARIOUS HIGHER EDUCATION ISSUES. We would be hopeful that you would support the bill that would allow us to extend the endowment matching program four or five years. There's no additional cost to this. It's just an expansion of the eligibility of that program. It's off the ground. It is working. We really do this with volunteers, with our foundation people who are volunteers to our colleges and to get all of that organized and to get that started has taken us more time and the extension of this we think that will certainly be (inaudible) to our colleges.

We will be submitting certification to the Appropriations Committee this, in a couple more days. We raised \$1.6 million this year and we're very pleased with that. And again, this is really a volunteer effort of people that are supporting our campuses. The extension would certainly go a long way for us. Thank you very much, Mr. Chairman.

REP. STAPLES: Thank you and congratulations on your fund raising. Any questions from the Committee? Senator Herlihy.

not uncommon for me to see families with \$100,000 to \$200,000 in parental loan debt who are emptying their retirement funds or remortgaging their house.

It is very, very important that we do make sure that H.B. 5254 gets very strong consideration and as much funding as possible to eliminate parents from having to sell their souls to the devil to put their kids through school. Thank you very much.

SEN. GAFFEY: Thank you for coming and testifying. I'd like to congratulate you both. You did an excellent job. Judith and I were just commenting about how college seniors are looking awfully young. (Laughter) But I think it's great that you came here and international business and marketing? I'll have President Leahy take you over to Ireland.

KEVIN JOHNSON: Yeah, he's a good guy.

SEN. GAFFEY: He is a good guy. Thank you very much. David Welsh. Is David Welsh still here? Con O'Leary. Con O'Leary, for those of you who don't know, served as the Majority Leader of the Senate and Chairman of this Committee for a number of years and Chairman of the Appropriations Committee. So for all of you who want little tips about how we're going to get all this scholarship money through the Appropriations Committee, he's the guy to ask. Unless you see Representative Dyson come back into the room, who Chairs that Committee.

CON O'LEARY: I'd like to speak to H.B. 6630, specifically Section 8 from the perspective that you mentioned. From having sat as the Chair of the Committee for four years.

The Section 8 of the bill which gives the exclusivity of a doctoral degree to the University of Connecticut as far as I can see was put into the statute in 1965 which when we did the first reorganization of higher education. That reorganization issue was revisited in 1977, in 1980 and then in 1982.

In 65 when this

## GAP FROM SIDE A TO SIDE B

-- higher education, at that time there were three. It was expanded in 77. The fourth was added and then again in 1980 when it failed and in 82. It was only in 1982 that the substance of the wording would have to have been revisited because it was only in 1982 that a new university system was created, and that was the Connecticut State University System out of the Connecticut State College System.

At that point, of course, it would have been appropriate now with two universities, the university technically ought to be able to offer a doctoral degree. It wasn't revisited because in effect it had taken a great deal of energy and a great deal of political capital to restructure the system at that time.

When we did become aware of this section, the question was asked whether or not we ought to amend it, and the answer was yes, we probably ought to amend it but we were pretty much exhausted. The Connecticut State University system had said they were not ready, they were not prepared at that time to offer a doctorate degree and therefore we saw no need to go any further and it was left alone.

Now it's before you at the same time that the universities of course have come up and said they are ready.

SEN. GAFFEY: Do you recall this, Con, as a trade off at the time? When we restructured the CSU system and become a university, UConn being concerned that their conferring of doctoral degrees may wish to be assumed upon by the CSU system now that they became a university, was this a trade off at the time that CSU agreed that this language be okay in exchange for restructuring of their colleges now becoming universities.

CON O'LEARY: I can't speak for the other members of the Committee. I can only speak for myself as Chairman at that time and I was prepared to change this but we had many members of the Committee who

felt they had expended as much capital as they were willing to at that time. The Connecticut state system was not ready to offer doctorate, therefore there was no need to undergo the exercise and in my opinion that was a healthy trade off at the time. I don't know what the other members of the Committee were thinking. The issue was dropped and that was the end of it until this point when Central and Southern have brought it before us in this fashion.

That's all I have to say. To my right is Professor Tony Rigazio Digilio from the education school at Central, who is largely responsible for fashioning much of this degree and to his right, Dr. Felton Best who is the president of our faculty senate.

ANTHONY RIGAZIO DIGILIO: Senator Gaffey and members of the Committee, you have copies of my testimony and I'll just quickly summarize a major point that I want to clarify.

When the faculty sat down to decide what would be in the best interests of our students and the needs of education professionals throughout the state, an Ed.D quickly came to our mind. It did not come to our mind as an answer to the administrator shortage, it came to our mind because the complexities of the work of teachers, administrators and supervisors at all levels of education. This is why we put this program together and are interested in seeing that all folks who are interested, teachers, administrators, curriculum supervisors who are interested in an advance degree have the opportunity to do so.

We have set our entrance requirements at the master's level in order to keep wide open the opportunities for all teachers and administrators to take advantage of this kind of advanced training.

One study that I want to share with you that I think is critical is that more than a thousand school districts, the research has concluded that for every dollar spent on a more highly qualified teacher returned greater improvements in student

achievement than any other use of educational resources whatsoever.

So when we have high quality teachers at all levels of the educational enterprise, we are insuring that the gains that Connecticut has made over the last 15 years are going to be sustained into the future, especially during this time of tremendous personnel turnover that we're going to be facing in the next five years.

So we see this as a long-term issue in terms of advancing education for the long term, not just as a quick, short solution to a situation. It might have some ameliorative effects but that was not the major reason and I don't think it should be seen as the major reason for why our program should be allowed to move forward. It's that the time is right for the state universities and Central in particular, to be able to meet the educational needs of the professionals in this state by offering advanced degrees.

Finally, it's not surprising you're talking about opening up and supporting opportunities for students to take advantage of tuition assistance, to move into higher education. If we believe in the concept of lifelong education, then we need opportunities for them when they reach beyond the master's degrees to where to go. We need multiple public institutions in this state that will offer a high quality program.

I firmly believe that Central is a world class program and in five years will prove without a doubt the quality and the need that surrounds our consideration of why we developed the program in the first place. Thank you.

DR. FELTON BEST: To the Senators and Representatives who are here today, as president of the faculty senate I want to speak to the question that was raised by the Dean of Education at UConn and I quote him, he said "Have you ever seen a situation where approximately 100 faculty members have unanimously come together for the purpose of agreeing on anything." And I would say yes, I

have. That has been at Central Connecticut State University.

It's been supported by the Department of Education administration. It has been supported by the entire unanimous quorum of the faculty senate and certainly it's been supported by our President, Richard Judd and by our Chancellor Cibes and we still support it again today.

I also want to say that our Department of Education administration is a very fine and highly qualified and talented faculty. In addition to that, I can speak from my own experience about the need of having an education administrative program that has geographical accessibility to all the inhabitants of the state.

My own example is a primary source of evidence. As a former public school teacher in North Carolina, my superintendent said to me, you will make an excellent principal. I (inaudible) continuously to teach in the State of North Carolina while I also was completing my educational internship in administration and also completed my degree in higher education administration.

That was possible because the school I attended was a state university which was only 30 miles from the educational institution and high school that I was teaching at.

I want to ask you to please join us in supporting all of the citizens of Connecticut to make education attainable to all of us. Thank you very much.

SEN. GAFFEY: Thank you, Sir. And for the record, that was Dr. Felton Best. And Dr. Tony Rigazio Digilio. Questions? Thank you, gentlemen. John Yrchik. Hi, John.

JOHN YRCHIK: Hi. Thank you, Mr. Chairman, members of the Committee. I'm John Yrchik, the executive director of CEA and I'm testifying on behalf of raised H.B. 6630 AN ACT CONCERNING VARIOUS HIGHER EDUCATION ISSUES.

On behalf of the association, I'm speaking in support of allowing the Connecticut State University to offer a doctorate of education degree. From CEA's perspective, this will give our members additional opportunities to pursue doctoral studies and because a significant percentage of them have graduated from the CSU system, it would also provide some more continuity for them if they decide to go on in their education.

From the standpoint of public policy too, this proposal would increase the number of administrators available to Connecticut schools at a time of administrator shortages in the State of Connecticut in various school districts.

We believe that the Legislature should go along with the Board of Governors of Higher Education and the support the Governor has also given this in his budget presentation and give approval to this program.

The second issue I would like to raise is in a different vein. I'd like to talk about Committee S.B. 447 AN ACT CONCERNING TEACHER CERTIFICATION AND FORMER MILITARY PERSONNEL. In the language, the current language of the bill, it appears to suggest that the Department of Defense programs Troops to Teachers actually provides an alternative route to certification and in fact, this does not seem to be the case.

When we investigated a sampling of states participating in the Troops to Teacher programs, what we found is that these programs typically provided counseling and assistance to military personnel about existing routes to certification in various states, but were not by themselves training programs.

Generally, what we see is that when Troops to Teacher programs exist, there's a contact person in the State Department for military personnel to find out information about how they would become certified to teach. The language of the current bill seems to go far beyond this and we would

encourage the Committee to further inquire into this matter. If it is more appropriate that this is a counseling and assistance program then the wording of the bill should perhaps be amended. Thank you.

SEN. GAFFEY: Thank you, John. And I really appreciate you bringing that to the Committee's attention. I caught that in Senator Cook's bill. I can't conceive of how we would, if we were to pass a bill like this, how we would do it other than requiring those military personnel to go to through the alternative route for certification process with the Department of Higher Education reviewing their applications and making sure that they're an appropriate candidate to go through the alternative route certification process just like they do for everybody else, with the acknowledgment that there may be some fine candidates within that pool of people but I would not go for a bill that did otherwise.

JOHN YRCHIK: Thank you, Senator.

SEN. GAFFEY: But thank you for pointing that out. I do appreciate your comments. Any questions for Mr. Yrchik? Thank you very much. There's a gentleman, it's Tom and I can't read the last name. The Connecticut Association of Schools it looks like.

TOM GALVIN: Galvin.

SEN. GAFFEY: It was either a G or a Y, I couldn't. Thank you. Would you just identify yourself for the record, please.

TOM GALVIN: Chairman Gaffey, Chairman Staples and members of the Education Committee. I'm Tom Galvin, assistant executive director of the Connecticut Association of Schools and I thank you for this opportunity to speak to you today.

I'd like to speak on behalf of H.B. 6630 and on behalf of the Connecticut Association of Schools, I would like to express my support for the Connecticut State University proposal to change legislation and allow the awarding of a doctoral

education degree, Ed.D by the State University system initially at CCSU and SCSU.

Our association includes the public and parochial high schools of the state and the majority of the state's elementary and middle schools. Our legislation committee and board of directors have discussed the advantages of our membership of a professional practitioner's education doctorate to be offered by our State University system and have voted in support of this proposal.

The state's principals and aspiring principals often look to other states in order to access an Ed.D program and would appreciate the convenience and economic benefits of a professional doctoral program provided by our own State University system. This would offer a direct benefit to our membership.

I urge your support for this proposal. Thank you.

SEN. GAFFEY: Thank you very much. Any questions from Committee members? Thank you for taking the time, Sir. Alzenia Daniels. Good afternoon.

ALZENIA DANIELS: Good afternoon. I'm Alzenia Daniels. I would also like to share my time with my colleague, Paula Eshoo if that is all right with the Committee.

SEN. GAFFEY: Go ahead.

ALZENIA DANIELS: We will keep our comments under three minutes.

SEN. GAFFEY: Thank you.

ALZENIA DANIELS: Good evening. I am deeply honored to speak on behalf of the establishment of Central Connecticut State University's doctoral program. Rather than pursuing advanced studies through accelerated venues, I chose the more rigorous and intense courses prescribed by Central. I knew the demands would be greater, compelling me to stretch more and work harder, resulting in a greater and deeper knowledge base applicable to a broader

demographics.

My decision to attend Central requires no defense. It is an impressive university with much to offer. Accessibility, however, is the definitive word. The campus proximity to my work place is ideal. The professors breadth of knowledge and their commitment and willingness to avail themselves to meet my schedule is indicative of the quality of the University's leadership.

At Central you do receive a quality as well as comprehensive, education. A doctoral program at Central Connecticut State University represents an opportunity for me to seize a dream. The establishment of a doctoral program afford access not currently available from other programs.

Travel and the late nights at the library, particularly if you are single, and traveling alone and New England winters would no longer pose a problem or a hindrance with the establishment of a doctoral program at Central Connecticut State University.

This degree would afford me new career opportunities. Quite frankly, if I have to travel the distance that currently is required, I see no reason to decline opportunities to attend Harvard or Columbia's university where I am sure I will be accepted. I have been well prepared for those rigorous curriculums at Central Connecticut State University. Thank you very much.

PAULA ESHOO: And I had my whole speech prepared on the 4 A's I wanted to talk about because we strive for A's in education and I had affordability, accessibility, accountability and an affirmation. So I guess I just wanted to talk on two areas, accountability.

As a state, we've been striving to equalize the education opportunities for our students, but why not also for our adults? And to go along with accountability, I mean, we've often gone to testing. Well, why couldn't an educational doctorate be an alternative to testing and

accountability for our teachers and our administrators?

And I also think for part of that accountability we're talking about educational leaders. I'm in that program. I'm a fifth grade teacher now but I'm in the educational leadership program and I would be hesitant right now to take a leadership position because I don't feel that I have the experience and I think an educational doctorate would assist me there.

I don't lack any confidence, but I don't think I swagger around, Senator Herlihy, but I do think I'm confident in my abilities but I do think, you know, I admit that I lack some of the research and the reading that would come along with an educational doctorate that would assist me in my leadership goals.

And I just think that it would be an affirmation of our profession and it would show to the citizens of Connecticut that we want to provide the best education we can for our students and that our credibility is so much better because now we're asking people to have an educational doctorate and making it more available. Thank you for your time.

SEN. GAFFEY: Okay, the record will note that that was Paula Eshoo.

PAULA ESHOO: It's E-s-h-o-o.

SEN. GAFFEY: Thank you very much, Paula. Senator Herlihy.

SEN. HERLIHY: Paula, your comments in and of themselves suggest that you have some swagger to you.

PAULA ESHOO: I suppose.

SEN. HERLIHY: I taught for a couple of years a long time ago and one thing that, one thought I left with and it's been with me ever since is that many of the teachers that I taught with were not lacking in confidence, especially when it came to issues related to administration. But thanks for coming

out today and testifying.

PAULA ESHOO: Thank you.

SEN. GAFFEY: Thank you very much, both of you. Thomas McCarthy. Is Thomas McCarthy here?

THOMAS MCCARTHY: We will all try to use the three minute time as brief as possible.

SEN. GAFFEY: If you'd all just identify yourselves for the record.

THOMAS MCCARTHY: I am Tom McCarthy, a three-time graduate of Southern Connecticut State University. I'm also an adjunct professor in the cohort program which Dr. Perkins spoke about that cohort program with New Haven public schools. I'm here just to, I know the speaker before me talked about the 4 A's, accessibility and affordability.

I think the H.B. 6630 would provide a practical and logical degree to overcome the shortage of qualified teachers. They do this if you had a chance to look at the proposal through a practical internship which is at the tail end of this Ed.D program.

There is a shortage of qualified candidates out there and if you look at the affordability measures, you know Southern's \$300 a credit as opposed to Columbia's \$705 a credit, that is a great deal, especially for current educators in the field where salaries may not be comparable to those in the business sense.

The one other great aspect that I want to focus on and had some things prepared but I know that the time is short is a residency requirement. For those with families, this is a very important aspect, especially for those up here today along with the staff members from Southern who have families and also work very hard in the education profession. So I just wanted to thank Senator Gaffey, Representative Staples and members of the Committee, Education Committee for your time today.

SARAH MARTINELLI: My name is Sarah Martinelli. I'm an associate professor of biology at Southern Connecticut State University. I am honored to be here today to represent the faculty senate of Southern Connecticut State University to present a statement on behalf of the proposed doctoral degree in education.

We are requesting a modification of Section 10a-149 of the Connecticut General Statutes to permit CSU to offer the Ed.D degree. We at CSU believe that the proposed expansion of our program in education to include a doctoral degree is entirely consistent with the mission of CSU, that it is based on a sound and reasonable assessment of issues related to the need and demand of this doctoral program and that the proposed doctoral program is of exceptional quality and will help the State of Connecticut to meet the challenges of education in the 21st Century.

The Ed.D is a natural extension of CSU's long heritage of meeting the educational needs of school personnel. This statute was put into place when educational needs were different. More importantly, the statutes need to respond to the changing needs in education.

We believe that CSU's superior record of graduate education is foundation for expansion to a doctoral program. The proposed doctorate is entirely in keeping with the mission of the state universities which have been training the vast majority of Connecticut's public school teachers for the last century and are among the oldest and most outstanding teacher training institutions in the United States.

In fact, the training of teachers is the core of CSU's mission. To offer a practitioner oriented Ed.D is a logical progression of this mission. Moreover, an institution's ability to offer doctoral degrees should be contingent upon the qualifications of its faculty, its research expertise and its instructional facilities, not only on its historic mission.

We believe that the Department of Education leadership at SCSU has more than fulfilled these criteria. The CSU proposed Ed.D will provide accessibility, convenience, responsiveness and high education standards. Further, the practitioner oriented Ed.D proposed by CSU will offer an innovative alternative to a research based Ph.D and will meet the goals of many educators in Connecticut.

In terms of actual demand, 48% of superintendents who do not hold a doctoral degree have indicated in a recent survey that they would participate in an Ed.D program offered by CSU. The same is true of many public school teachers about 45%, as well as over half of current grad students at CSU.

With respect to institutional feasibility an Ed.D program should have faculty with demonstrated confidence in teaching and research at the graduate level. The CSU faculty who will participate in the Ed.D program have strong records in scholarship teaching and doctoral supervision.

On a final note, as I was preparing to speak before you today, I could not help but think about the fact that 100 years ago, my grandmother graduated from the State University of New York when it was a normal school in the same tradition that CSU had its beginnings. She became a teacher, taught for many years in the public schools and eventually became an educational administrator.

A century later, I am proud to represent the State University of Connecticut and on behalf of the faculty senate of Southern Connecticut State University I ask that you modify the statute under discussion to allow CSU to offer a doctorate in education so that our state university will be prepared to meet the challenges that lie ahead in education into the 21st Century. Thank you.

ROSEMARIE MCKENZIE: Good evening. My name is Rosemarie McKenzie and I am a current administrator in the New Haven Board of Ed Head Start Program and finishing up my sixth year degree at Southern Connecticut State, and last but not least, a mother

of two.

I'd just like to take this opportunity to echo the sentiments that my colleagues have offered in giving us an opportunity to have this doctorate program. I don't feel like I need to choose between being a mother, being a professional and pursuing a higher degree. And if I did not have the accessibility of going to Southern, I would have to choose between those and I would hope that you would support the bill, H.B. 6630 and take into consideration those of us who are already in the field that would not want to stop our current jobs and our current careers or have to travel so incredibly far to complete a doctorate program.

I would hope that you would give that incredible weight when considering this bill. Thank you.

MARGARET ANDREWS: My name is Margaret Andrews. I am a teacher in New Haven public schools. I came to teaching through the alternate route to certification program ten years ago. I was an undergrad at UConn and went on to get my master's degree at Pratt Institute in New York, so I spent my time at UConn and the thought of now, as I begin the idea of a transition again into leadership, to trudge up the road each day or two or three times a week, back up that mountain to UConn is not really appealing, plus the fact that in the classroom and the amount of time I put in after school, it would be physically impossible for me to take classes during the week. I just wouldn't be able to get the work done that's needed to maintain the work for the 25 students that I entertain each day and educate.

So I think that it's important that you, as a Committee, really give credence to the testimony that you're hearing today because there are a lot of teachers that would make this transition and a lot of teachers that are very interested in leadership programs who have done the preliminary work, who would not be able to, for a variety of reasons, make the trek to UConn to whom the cost to Columbia is prohibitive.

So I really encourage you to consider and pass this bill. Thank you.

S SEN. GAFFEY: Could I have your name again, please.

MARGARET ANDREWS: Margaret Andrews. Sorry.

SEN. GAFFEY: Thank you, Margaret. Questions from the Committee? Thank you very much. Bruce Storm. Is Superintendent Bruce Storm still with us? No. Is Patrice McCarthy here from CAFE? No. Is Mayor McMahon here from Bloomfield?

MAYOR P. FAITH MCMAHON: AITH MCMAHON: I just came to ask, what time did you get home Monday night?

SEN. GAFFEY: Monday night?

MAYOR P. FAITH MCMAHON: I felt it was so important that you were here for the hearing on Monday that I stayed up until 3:00 on Tuesday watching and the whole time I was watching it, I was saying, I wonder what time they're going to get him?

SEN. GAFFEY: I actually lucked out. It took me about two hours to get home and I live in Meriden. Representative Boughton, though, broke the record. He lives in Danbury. He should have spent the night. He took 15-1/2 hours.

MAYOR P. FAITH MCMAHON: How many hours?

SEN. GAFFEY: He's not here. He's not one of these people. They're smarter. They went and got a hotel.

MAYOR P. FAITH MCMAHON: Well, our town engineer, it took him, he left at 3:00 o'clock and he got home at twenty after midnight. Bethel.

SEN. GAFFEY: Yeah. Wow. I could see that the I-84 corridor going down there was a real problem.

MAYOR P. FAITH MCMAHON: So I want to congratulate you all for staying.

SEN. GAFFEY: Thank you very much.

MAYOR P. FAITH MCMAHON: I know that this is the most essential Connecticut Committee and services --

SEN. GAFFEY: Mayor, you are making all kind of points today. (Laughter)

MAYOR P. FAITH MCMAHON: And I'm going to make a further point by saying I came here saying, should I talk as the Mayor and tell you how important that it is that we have hired, just since I've been Mayor, 20 administrators in Bloomfield and it's essential.

I am also a teacher, 35 years in the Windsor public schools and I know how many administrators we've needed in the Windsor public schools.

I want to tell you that we have the people. We have the people. My friends, my fellow teachers in Bloomfield, in Windsor, in Hartford, in Newington, they're all friends. They would do it if it were possible. They have children, they have families. They cannot you know, do a school day, do all the preparing and the correcting and then, you know, that wonderful thing that was supposed to be so wonderful for us, E-mail, now we're finished with all that, that's an hour more. They can't do it and at the same time do this graduate program.

So I'm here to support Central Connecticut. I'm telling you we have the resources. I'm telling you Central Connecticut has the track records that always know when we have a need. Support them.

And furthermore, my last point is, look at that face. Can he be anything but of greatest integrity? Did he ever introduce anything that was less than perfect? Bill Cibes. (Laughter)

CHANCELLOR WILLIAM CIBES: Very good, Faith.

MAYOR P. FAITH MCMAHON: I have a principal with me from East Hartford High School, oh elementary school, great. And I have Karen Smith from Southington.

RICHARD QUINN: I'll go first, okay? Thank you. Senator Gaffey and Education Committee. I also

want to personally thank Representative Currey who represents the district in which my school is located in, for all her continued support. And I believe I also had Representative Kerensky's daughter when I taught in Vernon, in my class. So how's that? Could we push a little bit that way? That was a long time ago, yes.

And I also have another personal note. I want you to know that I started my day off at 7:30 this morning having a root canal so I'm really thrilled to be here this evening.

My name is Richard Quinn and I am here to support CCSU's educational Ed.D program, doctorate program proposal. I have been an elementary school principal for nearly 20 years and a fifth grade teacher 11 years prior to coming here. I have worked in Vernon, Somers, and now I'm an elementary school principal in, at (inaudible) elementary school in East Hartford.

I hold a BS and MS from Central and a six year professional certificate from UConn and I am ABD from UConn in my doctoral program. That is, I've completed all my courses and I completed the comprehensive exam but I have not finished my dissertation.

I have been thoroughly happy with the educational opportunities offered me by all of my experiences in the state. I think my testimony today is not meant to be one that pits one university against another, but it is given to open the doors of educational opportunity to all people.

Throughout my career I have remained professionally active and always attempted to keep abreast of the latest research trends and best practices of my profession. I have worked seven days a week, 10 to 12 hours a day and my time is precious to me. My job is not a task that I take lightly. I am truly dedicated to the community and the children that I serve.

This dedication to the children and my concern for the future of the State of Connecticut is exactly

why I come before you today. I want you to understand that I very much support CCSU's proposal for the establishment of a Ed.D program. It only seems a logical extension of the programmatic offerings from one of the premier educational preparatory universities in the State of Connecticut. I am very proud to have been an educator in Connecticut.

As I travel throughout the country, it becomes very clear that we are a leader in the field of education. People look to us for innovative and effective programs. You only have to look at our best portfolio program for teacher certification as one example of leadership although there are many, many other examples.

In order for our state to continue to be leaders in the field of education, in order to continue to provide a competitive edge for our children and the citizens of the State of Connecticut, we must continue to keep the doors of leadership development open in our wonderful state. We cannot afford to close one door of opportunity to one person.

If I were to be a sole person responsible, if I were kind of the world, and had the ability to decide upon CCSU's proposal, I would set up a set of criteria by which I could evaluate the proposal. Firstly, the merits of this proposal would rest upon, for me, the need for quality leadership, the ability of CCSU to offer quality program and the need for an Ed.D program itself.

As for the need for leadership, it is clear there will soon be an administrative shortage in Connecticut. As an example, I have only four years left before retirement becomes a decision for me to make. I have many colleagues who are in similar situations. Already the number of applicants who are in administrative positions are one quarter of the size they were ten years ago.

The need for quality leaders exists now and will only increase in the future. Clearly my job and that of other leadership positions in education is

a very difficult one. Our role has expanded beyond simply disciplining children and managing ability.

Research and practice indicates that a successful school must have knowledgeable, confident and active leaders.

Individuals who are not confident in their knowledge base and who do not have strong experiential background do not become strong educational leaders. The Ed.D program is geared toward practitioners perspective. It provides potential leaders with a wide range of experiences and knowledge necessary to guide potential leaders as they develop innovative and sound programming.

Leaders come in all forms. Principals and superintendents do not corner the market on leadership. Teachers, curriculum and instructional specialists and many others are all needed to form strong and active leaders in the school and to make school a positive and productive learning environment.

We must prepare the leaders in these fields and give them a strong knowledge base that is practical and relevant to their area of expertise in order to help them develop their leadership skills. That's the root canal, it's affecting me. My mouth is numb this morning, still is.

The proposed Ed.D programs CCSU has designed to provide that relevant practical experience. A Ph.D program which I have gone through, is a wonderful learning opportunity but not everyone needs to be a researcher.

Individuals employed in education today have limited time and all of their experiences must be geared toward helping them in relative ways, i.e., supervising their building, instructing their students or designing curriculum.

I have many colleagues who are presently leaving the State of Connecticut to attain their Ed.D degree. And in many cases, it's an inferior kind of an opportunity that could be presented here in the State of Connecticut.

This testimony leads to increased recognition by my colleagues that the need, that there is a great need for an Ed.D degree. It would be much more beneficial if a conveniently located program were offered by a public institution such as CCSU in Connecticut.

As I had mentioned, I studied at both UConn and CCSU. Both institutions have provided me with a wonderful and enriching experience. Over the past four years I have been working with CCSU as a PDS, a professional development school. This has given me a great opportunity to interact with the professors at CCSU. I am impressed with their knowledge and their willingness to go beyond, not only for my school in particular, but for their students as they place them in my school. I believe this will continue in an Ed.D program.

As a graduate and undergraduate student at CCSU I found that I receive excellent educational opportunities. If I were to name or create a list of CCSU graduates, as a testimony to the caliber of the educational opportunities offered by Central Connecticut State, it would be a list of Who's Who in the state.

In conclusion, I strongly urge you to consider allowing CCSU to offer an Ed.D program as it would be helpful for (inaudible) a leadership void within the State of Connecticut. I believe there exists the need for quality leadership and that the Ed.D program can provide, I believe, it will best serve the children and the future of the state and I believe CCSU already has top quality faculty in place which can provide for a credible program. And I thank you for being patient and understanding my long-windedness.

KAREN SMITH: Thank you. I'd also like to say thank you very much to our educational leaders who are here listening to us today and I know you've heard a lot and I could say ditto, ditto, ditto, ditto, ditto.

I'm going to keep mine very brief because I'm going to take a different spin on it. I'm going to talk

about professional development and I'm going to speak as an administrator in her twelfth year as an elementary school principal and someone who has received all of her degrees at Central Connecticut State College.

SEN. GAFFEY: Your name?

KAREN SMITH: Karen Smith.

SEN. GAFFEY: Thank you.

KAREN SMITH: That's my name. And I am a principal of a 740 pupil K through five elementary school, Derenosky Elementary in Southington, on our way to being blue ribbon.

And what I would like to do is compliment those staff members who have helped me in my career. When I started out, all I wanted to do is be an elementary school teacher and I was able to accomplish that. Then I wanted to stay home and raise my children for 13 years which I did, and I was very happy and am very happy to say I had that chance to do that.

And then I started taking courses, a few at a time at Central, because it was so convenient for me to do so. And before I knew it, I had a master's degree in school counseling. And then I thought, when I really grow up I want to be a school counselor so let me go get my certification. Went back and took a few more classes and by that time my children were now in school

And before I knew it, I said, gosh, do I really want to do that, or what do I really want to do with my life. Aha! Substitute teach. Right? The perfect job for the stay home mom. Once in a while you get called. And one thing led to another and before I knew it I had a mentor and the mentor was an individual at my junior high where I happened to end up teaching math, yes, I had a minor in math and I said, oh, my gosh, maybe I could do a leadership role in a building because I had a mentor. And where did I go? Back to Central.

And had the fortunate experience of working with some of the best educational leaders around. And having been a very active principal in a wonderful State of Connecticut that is very forward thinking and networking is going on constantly, the name Tony Rigazio Digilio is a name that many of you have heard and many of you will continue to hear about once this program is accepted.

And I single out Tony because if there's one influential person that I would want to reflect on, it would be he, as well as the department. Because at that point in time, here's someone who thinks she wanted to be an elementary school teacher, she wants to be a guidance counselor, she may want to be an assistant principal and now I end up as an elementary principal. I owe that all to someone that saw something in me of leadership that I didn't see in myself.

And I've taken that now, as principal of my building, and in anticipation of coming here today I thought it might be meaningful for me to share an experience with you. We have a school improvement team. And our school improvement team consists of 32 staff members. Thirty-two staff members ranging from first year teachers going through the best program to those who are in here 35 and wondering is this the year.

And I did a real quick survey and I want to share with you that one-third of the people on my school improvement team who are beginning or intermediate type age teachers would definitely consider an advanced degree from the State University system were it to be offered.

I think the biggest challenge that Central Connecticut is going to be faced with is who's going to make it into the cohort because I think the competition is going to be extreme. And with any pilot program, the proof is in the pudding. Please give them a chance. Thank you.

SEN. GAFFEY: Thank you all very much. Is Luis Leone here?

will be contributing more to tax rolls and contributing hopefully in other ways to the state.

I understand the lateness of the hour so I'll just leave it at that. Thank you for your time.

REP. STAPLES: Thank you for coming. Appreciate your testimony. Any questions from anybody? Thank you. Go right ahead, Sir.

RICHARD SALERNO: Chairman Staples and Gaffey, members of the Education Committee, I am Richard Salerno, HB 6630 president of the Southern Connecticut State University Alumni Association. We have 6,000 active members in the State of Connecticut.

I want to speak in favor of the bill proposed by the Connecticut State University system to offer the doctoral degree in education.

As a graduate of Southern who became a teacher, vice-principal and principal, I can attest to the excellent preparation which this fine institution has provided. I can also offer the views of one who has practiced for 35 years in the schools of our state.

Graduates who enter the profession as teachers or administrators are motivated to improve their performance and sharpen their skills through higher education. These educators must work, raise a family and study. Time is valuable and the proximity of the institution is of great importance.

It is felt that the venues provided by the Connecticut State University system, provides a viable solution in that they are conveniently located to serve the needs of these graduate students.

The cost that these institutions adds to their attractiveness. The Southern Connecticut State University has the resources to take its education programs to the next level. On behalf of the Southern Connecticut State University Alumni Association, please help to address the need for

advanced training of teachers and administrators in the State of Connecticut by granting legislative authority to the Connecticut State University system to offer a doctoral program in education, specifically an Ed.D.

And I thank you for the opportunity to speak to you this afternoon. And if there are no questions, I'm going home.

REP. STAPLES: Thank you. Have a nice night.  
Gentlemen.

JAMES DONICH: Chairman Staples, distinguished members of the Education Committee. My name is James Donich and I'm a third year student at the University of Connecticut School of Law. I'm also one of two elected student trustees on the University of Connecticut Board of Trustees.

With me today is Richard Topping, also a third year student from the School of Law.

I address you today on behalf of H.B. 6630 AN ACT CONCERNING VARIOUS HIGHER EDUCATION ISSUES, specifically Section 9 of that proposed bill. The purpose of this is to change Section 10a-103 of the Connecticut General Statutes which is incorporated in this bill. It is to provide for and insure equal representation of the student body on the University of Connecticut Board of Trustees.

The University of Connecticut is one of less than 20 public universities in the United States that allow for student representation on their governing boards. This presents a unique and invaluable opportunity for members of our student body.

In the past, representation from students has varied, with student trustees serving concurrently for both the undergraduate student body and the graduate and professional schools. Over the past two years it has become apparent that Section 10a-103 as currently written does not provide for, nor does it insure equal representation. This is the first year in recent history that both student trustees are from one segment of the student

population. Specifically, both trustees are currently students at the School of Law.

I do not wish to imply either myself or my fellow student trustee, Chris Albanese who is not with us today, in any way fail to represent the students that elected us. On the contrary, we have both made great efforts to reach out to the undergraduate population at both Storrs and the regional campuses. We have both been extremely successful in implementing programs that benefit that specific group of students.

Yet we both realize that undergraduate and graduate and professional students possess unique values and perspectives. It is these very qualities that make them a priceless resource for the board when dealing with complex student issues. For this reason I come before you with the full support of the board of trustees, the administration and the student body to request that this statute be amended to allow both segments of our student population to always have a voice on the board.

The language proposed in H.B. 6630 will accomplish this by requiring that there always be a representative from each student population on the board. This concludes my testimony and I can now answer any questions of the Committee.

REP. STAPLES: Thank you very much. Any questions? Seeing none, please proceed.

RICHARD TOPPING: In the interest of time, I'm just here to answer questions.

REP. STAPLES: Thank you. I think your testimony and the proposal before us is pretty clear and self-explanatory and I congratulate you for bringing them forward.

JAMES DONICH: Thank you.

REP. STAPLES: Thank you. Anybody else to testify? Chancellor Cibes, do you want to rebut anything you heard today? (Laughter)

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EDUCATION COMMITTEE

February 9, 2001

000239

Thank you very much. This hearing is adjourned.  
(Whereupon the hearing was adjourned.)

Herzog 000246



To: The Honorable Thomas P. Gaffey, Senate Chair  
The Honorable Cameron C. Staples, House Chair  
Members of the Joint Committee on Education

From: Marc S. Herzog, Chancellor *Marc S. Herzog*

Re: Education Public Hearing

Date: February 9, 2001

Thank you for the opportunity to comment today on several legislative proposals of special interest to the Community Colleges.

**SB 516 – An Act Concerning a Reduction in the Reporting Requirements for the Community-Technical Colleges**

Within the context of accepting our responsibilities for reporting and accountability at both the federal and state levels, we always look for ways to streamline, reduce, or eliminate reporting requirements that take or increase staff resources unnecessarily. Duplicated reports, unreasonable data requests, complex formatting, poorly coordinated timing or cycling of reports, and other concerns affect all higher education units as they struggle to use their resources effectively and most directly for student programs and services.

This bill offers us the opportunity to bring together all the units of higher education to meet with the Department of Higher Education to review our collective concerns and study the feasibility of better coordinating, reducing or eliminating some reporting requirements.

**SB 1017 – An Act Concerning Scholarships for Attendance at Community-Technical Colleges**

We welcome the expansion of access to Community Colleges that this bill addresses. Based on existing Federal and State higher education financing policy, we have long supported the Federal and State partnership and a needs-based approach to financial aid that often benefits those who can least afford the costs of higher education. Thanks to the efforts of this committee and the General Assembly for increased State funding in

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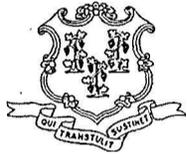
As proposed in this bill, there would be an added dimension of eligibility screening through a higher academic standard with an underlying assumption that the program can be expected to attract and keep students in Connecticut. We agree that the program has the strong potential to achieve that goal. The legislation also proposes that Community College students would be able to gain the academic eligibility requirement after earning twelve credits within a twenty-four month time period. This provision would be especially beneficial to part-time students that represent 74% of the students attending a Connecticut Community College.

We would be hopeful, that as the Committee deliberates this proposed legislation, that it would be sensitive to the population of the 40,000 community college students; most attend part-time. The majority of these students, who do not come directly to college, might not have achieved the B average criteria during high school. We would hope the establishment of the eligibility criteria would be inclusive of the population who attend community colleges and the establishment of the program would not be detrimental to other need-based student financial aid programs that are providing basic economic access to community college education.

**HB 6630 – An Act Concerning Various Higher Education Issues**

We thank you for your support of the Endowment Fund State Matching Program. It has encouraged private donations to Community Colleges during the past three years and has increased our capacity to offer scholarships, endowed professorships, and programmatic enhancements through the use of the interest earned on the endowment fund principal.

The endowment program began at a time when Community College foundations did not have the sophisticated infrastructure to mount the required fundraising campaign to fully use the available state's matching funds for the first three years. We have done better each year and feel that an expansion of the program to the year 2014 will enable us to take greater advantage of the available matching funds. Our proposal seeks only to extend the program by five years, while maintaining your current \$39.5-million funding authorization.



# STATE OF CONNECTICUT

Department of Higher Education

h-Edw 000252

TESTIMONY

BY

VALERIE F. LEWIS

COMMISSIONER OF HIGHER EDUCATION

BEFORE THE  
EDUCATION COMMITTEE  
FEBRUARY 9, 2001

S.B. 1089 – An Act Concerning the Department of Higher Education

We ask your serious consideration of our request to give the Board of Governors additional responsibility over the approval of tuition and fee increases. Under current law, the Board sets statewide policy on tuition and fees, and annually reviews and makes recommendations on tuition and fee increases. This bill would give the Board the authority to approve rate increases that exceed prevailing inflationary levels.

Our primary motivation in requesting this change is to ensure the continued affordability of our public colleges and universities. Through your generosity and foresight, our colleges were able to freeze tuition and certain fees in fiscal years 1999 and 2000. This helped stem the tide of rising student costs. However, this year average rates grew by 6.0% for commuter students and 5.1% for students living on campus at the Connecticut State University. At the University of Connecticut, commuter students were asked to pay 4.1% more and resident students 4.0% more.

We note that, with the expanded enrollments our public institutions project, there will be marginal revenue increases that will help to maintain current services. And we concur with the units that these revenues are not enough to underwrite the new ventures they wish to undertake. But such expansion ought to be a shared responsibility with direct state appropriations for programs that meet critical needs in such areas as those we have suggested, like nursing, teaching, engineering and information technology. In short, we believe Connecticut citizens deserve to have greater scrutiny of tuition changes when they rise more than the dollars carrying into their pockets.

Concerning the oversight of the private occupational schools, currently the private occupational school account pays for the Department of Higher Education's oversight expenses for these institutions. This proposal would create a base-funding amount in state statute to cover these costs and, for any subsequent year, place a cap on the amount that could be charged against the account. This change would eliminate the necessity to seek legislative approval every two years to meet the agency's expenses for this function.

The statutes governing the Minority Teacher Incentive Program provide that, for its first two years of operation, five percent of the program's appropriation is to be used for start-up and administration. This proposal seeks to reduce this amount to two percent, since the program is now operational.

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H.B. 6630 – An Act Concerning Various Higher Education Issues

We support the extension of the Higher Education Endowment Matching program to permit the Connecticut State University, Community-Technical College system, and Charter Oak State College to achieve their respective fundraising goals. This bill will extend the time frame until 2014 and allow these units to earn their maximum state grant awards as intended under the originating legislation. Obviously, as the agency that administers this program, we would have liked an opportunity to review this request before it was submitted to you, but it was not shared with us ahead of time.

H.B. 5254 – An Act Concerning the Connecticut Independent College Student Grant Program

The Connecticut Independent College Student Grant program, better known as CICGS, provides independent institutions with state support to provide student financial assistance to state residents who attend those schools. This bill would increase the statutory formula calculation for the Connecticut Independent College Student Grant formula from 17% to 25% of the average state subsidy per student at the University of Connecticut and Connecticut State University. Under this proposal, full funding of the CICGS program would approach \$28.3 million, an increase of \$9.5 million or 51% from the existing statutory level of \$19.3 million. Currently, the program is funded at \$18.8 million, or about 98% of FY 2002 full-funding levels. The Governor has recommended stable funding for this program over the next two years.

The Board of Governors recognizes that there is a tremendous need for grant aid, as evidenced by increases in student borrowing levels. And, it is always supportive of increases in state appropriations for need-based student financial aid programs. However, we ask that, as we look to increase funding, you fully fund your existing need-based programs first before committing to increasing aid to independent colleges. These programs include the Connecticut Aid to Public College program that currently is \$5.8 million shy of full funding, and the Capitol Scholarship program, which provides grants to students who attend both public and private institutions. We have asked for a \$1.1 million increase next year for Capitol Scholarships and another \$1.5 million in FY 2003 to continue the phase-in of our \$10 million funding goal.

In regard to changing the formula, there needs to be a clear rationale for change. At this time, we are unsure of the rationale for picking the 25% level as the formula target and would suggest that an evaluation of the appropriate level or percentage of state subsidy that should be set aside for students attending independent colleges be made. This should be weighed simultaneously against the need to ensure affordability and access to our public sector and would suggest also a review of the public formula. As we look to increase aid, we also should be concerned with ensuring consistency in how these funds are administered by all our colleges to ensure that Connecticut residents who come from families least able to pay for college are the primary beneficiaries of state aid programs.

000289

Testimony

Education Committee  
Friday, February 9, 2001

Presented by Merle W. Harris  
Executive Director, BSAA  
President, Charter Oak State College

I am here to speak about HB 6630, An Act Concerning Various Higher Education Issues.  
First, I want to address the proposed extensions for the Community-Technical Colleges and  
Connecticut State University concerning donations to their endowment funds. We are  
requesting that a similar amendment be added for Charter Oak State College.

The endowment fund legislation enacted in 1997 has been a key element in Charter Oak State  
College's fundraising efforts. We commend the Connecticut General Assembly for this  
thoughtful initiative. Although we are still in the minor leagues, the following figures tell the  
story:

**Endowment Fund Balances**

95-96	\$12,225
96-97	\$14,735
97-98	\$66,623
98-99	\$171,778
99-00	\$315,645 (unaudited)

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Testimony presented by Merle W. Harris

In large part, we have been able to increase the College's endowment because donors know that for every two dollars they contribute, the state will provide one dollar. These endowed funds are there to contribute to the growth of the College and assist students in earning a degree that will positively influence their lives and careers. Some funds are for named scholarships, such as the Sgt. George R. Dingwall Scholarship, other funds will continue to support our Women in Transition Program, to assist women moving from welfare to work to earn a college degree, and some such as those supporting the Bernice and Claude Rankin Chair for Information Technology will be used for the development of new IT online courses.

The current legislation (Section 10a-143a of the General Statutes) provides a match of up to \$100,000 per year through 2009. Our matches for the first three years of the program, based on funds raised in the prior calendar year are: in 1999, \$55,886; in 2000, \$52,677; and in 2001, \$56,366 (anticipated). Although we have done well, we know that it takes many years of work to build donor support. We believe that we have planted the seed and our efforts will result in additional increases to our endowment. The extension in the program for Charter Oak will help the Foundation continue to raise funds to provide financial aid, targeted scholarships and innovations in the Charter Oak program. Therefore, we hope you will consider this extension for Charter Oak State College. (Proposed Amendment is attached.)

000291

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Testimony presented by Merle W. Harris

I also want to support Section 10 of HB 6630. This eliminates the sunset legislation for the Board for State Academic Awards, recognizing that Charter Oak, although small, has a unique and important mission in Connecticut's higher education system.

Finally, I ask that when drafting scholarship legislation, please provide eligibility for Charter Oak students when appropriate. We now have authority to award federal student financial aid dollars and with this new system in place, we are providing access to students who previously could not enroll. State funds will assist us in assuring that all who can benefit from Charter Oak will have the opportunity to complete a Charter Oak degree.

Thank you.

000292

**Proposed Amendment from Charter Oak State College**

To

**Raised Bill No. 6630**

LCO No. 3371

**AN ACT CONCERNING VARIOUS HIGHER EDUCATION ISSUES.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

**Section 1. Subdivision (2) of subsection (a) of section 10a-143a of the general statutes is repealed and the following is substituted in lieu thereof:**

(2) For each of the fiscal years ending June 30, 2000, to June 30, ~~[2009]~~ 2014, inclusive, as part of the state contract with donors of endowment fund eligible gifts, the Department of Higher Education, in accordance with section 10a-8b, shall deposit in the Endowment Fund for Charter Oak State College a grant in an amount equal to half of the total amount of endowment fund eligible gifts received by or for the benefit of Charter Oak State College for the calendar year ending the December thirty-first preceding the commencement of such fiscal year, as certified by the chairperson of the Board for State Academic Awards by February fifteenth to (A) the Secretary of the Office of Policy and Management, (B) the joint standing committee of the General Assembly having cognizance of matters relating to appropriations and the budgets of state agencies, and (C) the Commissioner of Higher Education, provided such sums do not exceed the endowment fund state grant maximum commitment for the fiscal year in which the grant is made. In any such fiscal year in which the total of the eligible gifts received by Charter Oak State College exceeds the endowment fund state grant maximum commitment for such fiscal year the amount in excess of such endowment fund state grant maximum commitment shall be carried forward and be eligible for a matching state grant in any succeeding fiscal year from the fiscal year ending June 30, 2000, to the fiscal year ending June 30, ~~[2009]~~ 2014 inclusive, subject to the endowment fund state grant maximum commitment. Any endowment fund eligible gifts that are not included in the total amount of endowment fund eligible gifts certified by the chairperson of the Board for State Academic Awards pursuant to this subdivision may be carried forward and be eligible for a matching state grant in any succeeding fiscal year from the fiscal year ending June 30, 2000, to the fiscal year ending June 30, ~~[2009]~~ 2014 inclusive, subject to the endowment fund state matching grant maximum commitment for such fiscal year.

**Subsection (b) of Subsection 3 of Section 10a-143a of the general statutes is repealed and the following is substituted in lieu thereof:**

(b) For the purposes of this section: (1) "Endowment fund eligible gift" means a gift to or for the benefit of Charter Oak State College of cash or assets which may be reduced to cash or which has a value that is ascertainable by such college which the donor has specifically designated for deposit in the endowment fund or which explicitly or implicitly by the terms of the gift Charter Oak State College may and does deposit or permit to be deposited in the endowment funds. (2) "Endowment fund state grant" means moneys that are transferred by the Department of Higher Education from the fund established pursuant to section 10a-8b to the endowment fund established pursuant to this section in an aggregate amount not exceeding the endowment fund state grant maximum commitment. (3) "Endowment fund state grant maximum commitment" means an amount not exceeding one hundred thousand dollars for each fiscal year from the fiscal year ending June 30, 2000, to the fiscal year ending June 30 ~~[2009]~~ 2014, inclusive.

000293

Testimony Presented to the Education Committee  
of the Connecticut General Assembly  
on H.B. 6630 (Raised)

by  
Richard L. Judd, President  
Central Connecticut State University  
February 9, 2001

CCSU Overview

Central Connecticut State University (CCSU) is the oldest public institution of higher learning in Connecticut. When CCSU was established to prepare teachers for the common schools in 1849, it became the sixth normal school in the United States. Founder and first principal, Henry Barnard, later became the first U.S. Commissioner of Education. In 1933, the New Britain Normal School became Teachers College of Connecticut and began to offer four-year baccalaureate degrees. In 1954, a graduate school was established, and in 1959, the institution's name was changed to Central Connecticut State College (CCSC). Central Connecticut State University was established by action of the General Assembly in 1983. The proposed Doctorate of Education in Educational Leadership is a natural evolution of the traditional mission of CCSU, namely to prepare teachers and leaders for the schools of Connecticut.

The CCSU Program

The Ed.D. will be a practitioner-based degree and not a program aimed at the preparation of educational researchers. The research degree should properly remain within the province of the University of Connecticut, the state's public research institution. The program will be delivered on weekends, evenings, and during the summers. The degree:

- Is practitioner-based and will serve the needs of mid-career educational professionals in the Central Connecticut and Greater Hartford areas.
- Will benefit administrators and teachers who will assume important leadership roles in the public schools.
- Is a natural evolution of the traditional and approved mission of CCSU, i.e. of preparing teachers and educational leaders for Connecticut public schools.
- Will focus on "Educational Leadership" and will be delivered to a cohort limited to 25 students. The cohort arrangement has been demonstrated to produce very high retention and graduation rates for practicing professionals as well as being cost effective.
- Is highly innovative and will incorporate features of distance learning and web-based instruction.

The program will provide access for all students, will be affordable, and will, in accordance with the Governors goal, encourage students to stay in Connecticut.

Within the context of our mission and program, CCSU includes a model that takes into account students, teachers and principals for the 21st century and builds a model of professional development about which a national consultant stated, "...the proposal is not only of high quality, but breaks new ground ...and promises to make a significant contribution to the national conversation about preparing educational leaders."

**Need for the Program and how the Ed.D. will help Connecticut**

CCSU is a regionally focused public university having served Connecticut for over 150 years with distinction. Eighty-five percent of CCSU's 60,000 alumni live in 35 cities and towns in the surrounding New Britain area. Our students stay in Connecticut, utilize their professional abilities and skills in the communities and foster the economic, technological, professional, social, and cultural fabric of Connecticut.

The vast majority of priority school districts are within easy driving distance to CCSU. The program will provide leadership to those districts showing high need. CCSU's extremely capable faculty and a quality Ed.D. program will serve the residents of Connecticut by providing a high quality leadership program for the public schools.

A feasibility study conducted by the Educational Alliance (1998), a Boston-based consulting group, as well as focus groups conducted by CCSU faculty show that there is currently an increase in preference for advanced degrees as well as an increase in expectations of educational leaders at all levels of educational systems. For example:

- Senior administrators, such as superintendents and principals, are increasingly expected to hold a doctorate.
- Connecticut students and parents reportedly expect principals and assistant superintendents to be professional instructional leaders, not just building managers.
- The State Department of Education, regional service centers, professional and community service centers, and other educational-related organizations prefer advanced degrees for their senior managers, program coordinators, and designers and producers of continuing and professional education programs.
- Unmet doctoral demand is growing based on estimated impact of early retirement programs and projected education professional manpower statistics.
- A high percentage of Connecticut educators interviewed want an affordable, accessible, practical, action-research oriented, quality Ed.D. program in Connecticut.
- Approximately 30% of survey respondents aspire to a doctoral degree, and, of these respondents, 80% would consider CSU.
- Further, because the State of Connecticut has increased standards for students and teachers over the past 15 years, there is a higher demand than ever for educational leaders to have advanced skills and degrees.

K-12 students, teachers, and mid-career professionals will benefit from the Ed.D. program, as well as the state of Connecticut.

**The Benefits to Connecticut Include:**

- Graduates completing an advanced degree at either a master's level or a sixth-year program will have an opportunity to further enhance their leadership skills and qualify for senior leadership positions.
- The schools, regional education centers, the State Department of Education, and other educational agencies will have a larger, more diverse, and well-prepared pool of highly developed and competent leaders.
- The Ed.D. occurs at a time when there is an anticipated high turnover of administrators and when many new teachers will enter the profession.
- Connecticut will have a significant opportunity to develop its own talented leadership capacity, rather than relying on public and private universities in nearby states, e.g. Massachusetts, Rhode Island and New York.

- Many Connecticut public school educators have requested an affordable, practitioner-oriented doctorate and more accessible than those currently available at institutions in New York, Rhode Island and Massachusetts.

One of the hallmarks of CCSU is its grass roots community work and scholarly efforts in Connecticut. CCSU has developed a practitioner-oriented and applied model for learning and developing skills needed for Connecticut's Public Schools. The CCSU Ed.D. is a cutting edge program which national consultants have termed "compelling and groundbreaking."

#### Quality of Faculty

The quality of any program in higher education is contingent on who teaches the courses and advises the students. The Ed.D. program at CCSU has been planned by and will be supported by a core group of fifteen faculty chosen because of their excellent academic preparation and their track record for exemplary research and involvement in K-12 schools. The qualifications of these fifteen individuals include:

- Background: Some hold the perception that education faculty at CCSU still reflect training and qualification of the institution's normal school era. This is inaccurate. Most of the faculty who planned and will be involved in the Ed. D. program have been recruited from national searches since CCSU acquired university status and most in the past decade.
- Academic Preparation: Of the 15 core faculty, all have doctorates from prestigious, Tier-I universities including: Indiana University, Penn State University, University of Alberta, University of Connecticut, University of Illinois, University of Massachusetts, University of Michigan, University of Oregon and the University of Wisconsin, Madison.
- Experience with Doctoral Preparation and Doctoral Advising: Prior to coming to CCSU seven of the faculty have had experience teaching at the doctoral level and supervising doctoral dissertations.
- Experience in Public Schools. Of the fifteen core faculty, thirteen have taught in the public schools; seven have held administrative positions including such roles as assistant principal, director, principal, and supervisor.
- Contribution to Connecticut Schools: Over the past five years, seven of the core faculty have worked in CCSU Professional Development Schools and helped these schools with site-based school improvement projects. Collectively, key faculty have been awarded over 2 million in research and school improvement grants from the State of Connecticut, the U.S. Office of Educational Research and Improvement, school districts in Connecticut, and numerous other funding agencies such as the National Education Association and the Urban Network to Improve Teacher Education.
- Honors: Core faculty have received the following honors over the past five years: AACTE Distinguished Service Award; AAUW Gift Honoree; ACPA Esther Lloyd Jones Professional Service Award; ACPA Contribution to Knowledge Award; CCSU Excellence in Teaching Award; Fulbright Scholar Award, Iceland; Indiana University Distinguished Teaching Award; Laddie Bell Service Award; NRC Outstanding Doctoral Student Research Award; Service to New Britain Youth Award; Who's Who in the World, International (Ireland) Role of Honor; William Allen (Boeing) Endowed Chair.
- Knowledge Production/Dissemination: Currently CCSU faculty associated with the doctoral program have overall editorial responsibility for two major journals: The Dragon Lode: The Journal on Children's Literature of the International Reading Association and Multicultural Perspectives, The Journal of the National Association for Multicultural Education. In the five year period between 1995 and 2000, core Ed.D. faculty have written or contributed to 22 books and 77 articles in professional journals. They have made over 150 presentations, 15 of which were at international conferences in Budapest, Hungary;

Kyoto Japan; Tokyo, Japan; Singapore; Utrecht, The Netherlands; Bordeaux, France; Mexico City, Mexico; Pecs, Hungary; Nanyouth College, Ireland; Montego Bay, Jamaica; Montreal, Canada; Edmonton, Canada; and Iceland.

- **Accreditation:** CCSU is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). As part of this process, the faculty in the Department of Educational Leadership submitted its programs to review by the Educational Leadership Constituent Council (ELCC) and received "National Recognition" for its administrator training programs. Of the 500+ institutions that offer programs in educational administration, only 42 have received "National Recognition." CCSU has the only nationally recognized educational administration program in the State of Connecticut.

#### National Consultants

In the fall of 2000, faculty at CCSU who had developed the Ed.D. proposal submitted its work to a national and international panel of experts in the field of educational leadership and to a panel of Connecticut educators known to be concerned about the preparation needs of educational leaders in the state and of the needs of children and youth who attend public schools. Each member reviewed the proposal. Selected members spent a full day on the CCSU campus providing critique to faculty and administration. Below are selected comments by members of the national and international panel:

- "I believe the proposal is not only of high quality, but breaks new ground...and promises to make a significant contribution to the national conversation about preparing educational leaders." (Dr. Thomas Sergiovanni, Trinity University, San Antonio, Texas)
- "I am optimistic about the program proposed by CCSU. In particular, I like the strong focus on teaching and learning, a focus that mirrors the commitment of the Connecticut State Department of Education and its administrator and teacher certification processes. I believe the curriculum represents a step forward for practitioner-oriented doctoral programs. I believe that coursework includes a good balance of research, theory, and practice." (Dr. Daniel L. Duke, University of Virginia)
- "The program clearly builds on the mandate of CCSU and developing practitioner-based leadership. It is natural and timely for CCSU to use its strength in quality teacher education, to serve the leadership needs at the next levels of development of teacher leaders and administrators.... The sequence of the program and time-line is sound. The six propositions are excellent, and the five program components for a strong sequential development. There are also a number of specific features that should be lauded such as: the cohort group; the use of authentic assessment; a special kudo to the dissemination component/final summer institute to give back to the community. The inquiry seminars form an especially important component since it provides steady intellectual and personal/emotional support for getting on with the dissertation and taking it to completion." (Dr. Michael Fullen, University of Toronto)
- "I am impressed with the current plan to offer a practitioner-oriented degree. It is comprehensive and CCSU appears to have the appropriate faculty to implement this program.... The "inquiry seminars" as outlined in the proposal should provide excellent long-term support to candidates in their quest to fulfill the research component... The proposal clearly delineates in incremental steps the support that CCSU will provide." (Dr. John Darish University of Texas, El Paso)
- "The intriguing part of CCSU's proposal is the inclusion of teacher leaders and central office personnel within the umbrella of the program's design. As we move toward the teaming concept in education, this cross-pollination of ideas and personnel will provide for a more seamless operation of school systems. In addition, the design of the program focuses on the *practicing administrator* and how that administrator implements organizational change and advancement through the use of inquiry techniques and data analyses." (Dr. Carol Furtwengler, Wichita State University)

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### State Consultants

Selected representatives from the state, who are aware of training needs of educational administrators in Connecticut also provided critique to faculty and administration. Below are selected comments by members of the state consultants:

- "It is no longer sufficient for administrators to be managers. They must also be instructional leaders who can translate data regarding their schools into action plans that will improve instruction, which will lead to improved student achievement. The proposed program based on the conceptual framework...and basic beliefs will go far in providing aspiring administrators with the tools required to run a school in today's society." (Dr. Rosa Quezada, Hartford Public Schools)
- "I would like to complement the thoughtful and thorough nature of the proposal. Specifically, I believe the three major objectives...listed are excellent. They capture the need to perpetuate learning while understanding the reality of the modern workforce. The focus on practicality while studying the complexities of the current educational establishment is a welcome alternative to the more lofty research based focus of the traditional Ph.D. The understanding of the critical role that technology can and will play in the process is also a realistic view of the future." (Dr. Robert A. Lindgren, Superintendent Retired)
- The strongest arguments for an Ed.D. such as the one proposed include: "few other doctoral programs in the geographic area, a rising demand for leaders who have a strong background in educational change, large numbers of administrators retiring and dramatic changes taking place in school districts." (Dr. Linette Branham, Connecticut Education Association)
- "The focus of CCSU's proposal is outstanding. I agree that a target group consisting of public school teachers and current administrators is realistic. There are many of us out there looking for this opportunity. The timeline seems reasonable...the major components of the program offer a full range of experiences for the Ed.D. candidates....institutions such as those within the CSU system should be offering a doctorate in education. At the current time, there are limited locations within our state where an advanced degree in educational leadership can be obtained. For those of us who would be unable to commute great distances at the end of a busy day, the CSU system is geographically appropriate. The CSU has proven to produce quality educators. Many of our best teachers have come from CSU institutions. Offering a doctorate in educational administration is only an extension of an already well established preparatory program for teachers and administrators." (Ms. Karen Smith, Principal Derynoski School, Southington, CT)

### Conclusion

Connecticut has an untapped pool of potential candidates for an innovative doctorate in education. The traditional barriers presented by the current doctoral programs preclude most of our targeted teachers and administrators working full-time in school systems who intend to maintain their jobs while enrolled in our Ed.D. program. CCSU's program will be more flexible, accessible and affordable than traditional models. The Ed.D. maximizes access for full-time professionals who have career and family obligations that make it impossible to enroll in one of the current programs and reduces costs by utilizing faculty when traditional course loads are at a minimum. With the looming shortage of administrators and teachers, it is imperative that these professionals enhance their ability to educate our children so that they can obtain the knowledge and skills to assure that our state's workforce can continue to compete in the high-tech global economy.

I urge the legislature to amend the Connecticut General Statutes to allow CCSU to offer this groundbreaking doctorate in educational leadership.

*Brian Perkins* 000298

**Testimony of Dr. Brian K. Perkins, Chair  
Department of Educational Leadership – Southern Connecticut State University  
To  
State of Connecticut Legislature - Education Committee  
Senator Tom Gaffey & Representative Cam Staples, Co-Chairs**

**February 9, 2001**

000299

Good Afternoon. To The Honorable Senator Gaffey and Representative Staples and Distinguished Members of the Education Committee: I am Dr. Brian Perkins, Chair of the Department of Educational Leadership at Southern Connecticut State University. It is with great pleasure that I sit before you today on behalf of my department and Southern Connecticut State University to expand on some key points regarding the proposed doctoral program in Educational Leadership.

The mission statement of SCSU is focused upon excellence in all academic programs - baccalaureate, graduate and professional. As a full-fledged University, SCSU recognizes that it has a major responsibility to meet the needs of a large and diverse population. Clearly, graduate study is a major component of this vision for Southern Connecticut State University and the CSU system. The most recent "Strategic Plan for SCSU" presumes that "in the current and future state economy, a premium will be placed on workers who have been educated to respond flexibly and thoughtfully to change and who have mastered skills of communication, group collaboration, critical thinking, and new information technologies." The proposal to establish a doctorate program in Educational Leadership is congruent with the university's mission and its strategic plan.

With this mission in mind, allow me to expand on 3 elements of the proposed program: the objectives, the conceptual framework and the intended audience. First, the objectives - The proposed Ed.D in Educational Leadership builds and extends on SCSU's mission.

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Three major objectives will guide the program:

- To offer a program that is available to educational professionals who are employed full time and aimed at preparing them for leadership positions in schools, community colleges, and other human service organizations.
- To offer a set of innovative learning experiences that will provide leaders with knowledge, skills and dispositions to address issues of pedagogy, change, diversity and community in practical educational settings.
- To provide leaders with experiences, internships and inquiry opportunities to develop and enhance their use of technology and their dispositions toward the use of inquiry and reflection in their educational practices.

Next, the conceptual framework: The Ed.D. proposal is designed to prepare transformational and reflective leaders who understand the political, social, economic and cultural changes that will change the traditional conceptions of American society. The proposed Ed.D. is based on the premise that leadership must be an intellectual, moral, and craft practice. SCSU is committed to developing transformational and reflective practitioners whom become thinking leaders. To complete this mission the following principles serve as the base for philosophical foundation of this proposal:

- Scholarship – A respect for the application of high quality research and organization theory.
- Attitude – A disposition conducive to the leadership of change and the learning organization.
- Integrity – An ethic of respect, collegiality and honesty that fosters positive attitudes within a learning organization and the community.

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- Leadership – An implementation of vision and mission crucial to the transformation of educational organizations and learning communities.
- Service – An outlook that benefits all members of the community through effective, decision-making and action.

As the pneumonic implies, S A I L S, Scholarship, Attitudes, Integrity, Leadership and Service provide the power to move the body of the learning organization, the community and its members to a new level of function and form.

Finally, the last of three proposal elements is the intended audience. Allow me to say, unequivocally, that the proposed Ed.D. is not aimed at preparation of educational researchers. The research degree should properly remain within the domain of the University of Connecticut - the state's most comprehensive research institution. The proposed Ed.D. is a practitioner-oriented program for working professionals – a well-established strength of the Department of Educational Leadership at Southern Connecticut State University.

Professionals that provide services to Connecticut residents need knowledge about how to facilitate, and co-ordinate the work within their own agencies and between agencies. This program is designed to expand their knowledge base, and professional skills. The proposed program targets the following participants:

- Those that work in a K-12 environment that aspire to leadership positions such as assistant principal, department head, assistant superintendent and superintendent.
- Personnel from other human resource agencies such as those providing public and privately funded services to the homeless, dependent children, unemployed, and correctional agencies.

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A quick overview of the program includes the following:

The program begins with a professional seminar assessment. This seminar in leadership assessment is a 3 credit two week intensive summer experience designed to identify from a substantial pool of prospective candidates for admission to the Ed.D program those individuals with the strongest capabilities and most likely to succeed in the program. Participants are expected to include a balance of current and aspiring administrators, teacher facilitators as well as directors of organizations. Some of whom will not participate for admission to the doctoral program, but for professional development. The content of the proseminar will consist of an intensive assessment program making use of various instruments, simulations, and interactive learning activities.

Additionally, some of the proficiencies to be developed and assessed include: written and oral communication, computer literacy, decision-making and conflict resolution, appreciation of societal diversity, research methodologies, and a variety of content areas related to educational leadership. Through this process, a diagnostic profile will be developed that will form the basis for a selected student to understand his/her planned program and how that program addresses identified strengths and weaknesses.

At the conclusion of the proseminar, the faculty in the department of educational leadership will identify and select a cohort of no more than 25 candidates to be admitted on a probationary basis to the Ed.D program. These students will be judged to possess outstanding leadership potential and a strong capability to complete the Ed.D program. All participants in the proseminar receive 3 graduate academic credits. For those admitted to the Ed.D these credits count toward fulfillment of the requirements of the

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program. For those not selected or not enrolled for doctoral study these credits may be applied to any appropriate alternative course of study.

Next, matriculated students are engaged in a research core that includes experiences that highlight the application of quantitative and qualitative research. These experiences are essential to the participant to form the foundation upon which information disseminated in the program can be received and to serve as a skills component that will allow the student to complete the dissertation portion of the program. Upon completion of this area, students will engage in a series of experiences that provide a knowledge base in the area of Leadership and Organization Theory. These, too, are essential components that develop expertise and allow students to master content in the universe of relevant theory. Next, students are involved in selected experiences that allow them to explore their areas of specialization and develop further the expertise necessary to make decisions and lead effective organizations.

Further, once the background has been set and the fine-tuning has occurred – students will be involved in a structured yearlong inquiry with a significant field-based project. These projects are expected to grow from partnerships developed with school districts and organizations throughout the state to provide the real life training ground for these future leaders. Finally, students will conclude their studies with the traditional doctoral dissertation based upon an original project and field experience.

I have been deliberate in my description of this program not to emphasize the word-course. Yes-Students will be engaged in work that involves face-to-face instruction by a faculty member. Yes-Students will be expected to take examinations, write papers and complete assignments. Yes-students will receive grades and enroll in traditional

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course designations. But, the term course does not adequately describe the rich set of experiences that will accompany participation in the proposed program. Students will be involved in a course of study that includes simulations, field-based projects and a number of reflective exercises that assist in the development and extension of their individual leadership capacities.

The design of the Ed.D. proposal has been constructed and revised with input from the field. The department of Educational Leadership has an advisory committee that includes members from all areas of the educational field including Principals, Teachers, Superintendents, Educational Resource Directors and Discipline Supervisors. This advisory committee meets monthly to not only develop leadership workshops and institutes, but to give input and critique on existing and proposed program content. Their support and assistance in the doctoral proposal was essential. This program promises to be one of the leading practitioner-based programs in the region. It's innovative design pulls from the latest in leadership inquiry research as well as the lessons of similar doctoral cohorts at leading institutions such as Harvard, Columbia-Teachers College, University of Pennsylvania and others. These institutions recognize the importance of training leaders in a real-world context and so do we. This does not diminish the importance of training highly skilled research professionals in the area of education and leadership. Both domains are critically important to the success of school systems and community service organizations throughout the nation. Connecticut has long been respected as one of the education bastions of this nation. This program insures our rightful position as one of the intellectual and practical consciences of this country.

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In the past month, an informal tally of inquiries related to the proposed doctorate has yielded over 120 phone calls to our department from individuals throughout the state. We have received feedback from countless individuals who decided to go south to New York City to pursue terminal degrees because the program offerings in this state have not been, in their opinion, suitable to the needs of the educational leader. I made the decision a number of years ago, myself, to commute daily from New Haven to NYC and attend Columbia University for my doctorate. Programs in the state at that time were good programs. However, I sought a degree that would afford me experiences that lent themselves to the practical application of leadership principles.

My university work has included consultation to school districts throughout the country, including Chicago, Boston, Los Angeles, San Francisco, Dallas, Houston, Atlanta, Indianapolis and Newark on improving and redefining educational leadership. I have traveled and presented distinguished lectures at the University of Pretoria and delivered the commencement address at the East Rand College of Education in the Republic of South Africa. These experiences are indicative of the caliber of faculty member one finds within the Department of Educational Leadership at SCSU.

As a member and chair of the curriculum committee of the New Haven Board of Education, I see the immediate need for post-Master's degree, post-sixth year certificate preparation of school leaders - leaders who are equipped with this proposed preparation at all levels of the system can only proliferate to improve the outcomes for children in districts throughout the state.

A recent conversation with my former advisor at Columbia on the topic of expanding our enterprise to include offering the doctorate in educational leadership lead to a jovial

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comment that we were attempting to take back all of the Connecticut students currently enrolled in his classes. Further, he stated that on average, he had at least 2-4 students who commute from the state of Connecticut in each class. Now, given the high admission criteria, not to mention the expensive tuition of Columbia University—one can only wonder at the extrapolation of Connecticut residents who must be enrolled at the other higher education institutions including Fordham, NYU, SUNY and CUNY, to name a few, in the metropolitan NY City area.

We have a unique opportunity at this point in the history of the state to move forward all aspects of teaching, learning and leadership in leaps and bounds. The proposed doctorate from SCSU is not only timely, but also essential to the further success and growth of this state's world-class educational system. We, I, implore you to grant the CSU system the authority to grant this degree and allow us to seek approval from the Department of Higher Education to implement this program. Do this on behalf of Connecticut's citizens, Connecticut's children—Connecticut's Future.

Thank you for your time and consideration.

*Pres Adanti*

000307

**LEGISLATIVE TESTIMONY FOR A PROPOSED Ed.D**  
**At Southern Connecticut State University**  
**President Michael J. Adanti**  
**February 9, 2001**

Chairman Gaffey, Chairman Staples and members of the Committee:

I am pleased to have the opportunity to address you today on a matter of vital importance for the future of education in this state.

Namely, that the Connecticut State University system be granted the right to offer doctoral degrees. As you know, my university, Southern, and one of its sister institutions have proposed to offer doctoral degrees in educational leadership. Another CSU campus, Western Connecticut, is on the verge of doing so.

These degrees are designed to meet an obvious need: the serious shortage of qualified candidates for top administrative positions in elementary and secondary schools that we now face in Connecticut. At Southern, we would seek to fill this void by offering an Ed.D. – a 63-credit, interdisciplinary program for those aspiring to leadership roles in education.

And in contrast to research-oriented Ph.D.s offered elsewhere, it would have practical application.

Essentially, our program would provide a much-needed opportunity to apply contemporary educational theory to contemporary educational practice. The doctoral degree we are proposing to offer at Southern and our sister school Central, would be the first of its kind at a public institution in the state. And we have designed it as an affordable, accessible option for Connecticut residents who may otherwise be forced to forgo this important training or seek it out of state. For example, tuition at Southern is almost three times less than the cost of a similar program at a private university.

Our program would be taught during the summer, as well as the regular academic year. It would have night classes and weekend classes. And there would be no formal residency requirement, reflecting the fact that many of our potential students are already pursuing full-time careers.

Our educational leadership program has traditionally attracted its students from the region's large urban centers: New Haven, Bridgeport, Waterbury, Norwalk and Stamford. An Ed.D. program at Southern is perfectly placed to draw from this catchment area and attract a student population that is demographically diverse.

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Southern certainly has the academic pedigree to offer a doctoral degree. Since its founding as New Haven State Normal School in 1893, Southern has had a long and proud tradition of training teachers and educational leaders in this state. Today, we still produce more teachers than any other institution in Connecticut. We also deliver the highest number of master's degrees in education. And more 6th year certificates and superintendent certificates than any of our peers.

Our post-graduate program in Educational Leadership is one of the largest and most respected of its kind in New England. And the reputation of this program is built on an excellent core of full-time faculty, all of whom would be teaching in our new doctoral program.

The majority of our professors have doctorates and other advanced degrees from prestigious tier 1 universities. And more than 75 percent have had experience teaching and supervising at the doctoral level. But even more importantly - given the practical nature of this program - 95 percent of our faculty have worked in public schools as teachers and key administrators.

Given these factors, establishing a doctoral program in educational leadership is a logical next step for our campus. Indeed, it would reinforce our academic mission at the graduate level: namely, to prepare learners for success in their careers and in service to their communities.

As you have heard, state statutes currently charge Southern and its sister campuses with "the special responsibility for the preparation of personnel for the public schools of the state." That designation includes master's programs and other graduate study in education.

Today, I ask you to extend our responsibility one step further: to grant us the right to include doctoral programs. Authorizing the Connecticut State Universities to expand their offerings to the doctoral level can only benefit the state. It will allow Connecticut residents a broader choice of programs to meet their educational goals. It will provide increased opportunity for the state's current administrators to reach the top of their field.

A doctoral degree in education will elevate Southern to a new level of excellence, and in doing so, will elevate the state's educational system as a whole. Southern is already the leading institution for advanced education in the CSU system. It is also one of the 10 largest graduate schools - public or private - in New England. As such, it is essential that we have the full opportunity to serve Connecticut and its residents by expanding our mission in new and innovative directions.

More than a century of experience in training Connecticut's educators makes Southern Connecticut State University well qualified to offer an Ed.D. A doctoral degree with practical application that would meet an obvious and growing need, right here, in Connecticut. Thank you.

*George Springer*

00309

February 2, 2001

Senator Gaffey, Representative Staples and Members of the Education Committee of the General Assembly:

While I am unable to be present to deliver this testimony personally, I wanted to let you know of my strong support for amending the current statutes so that CSU can award EdD degrees. My name is George C. Springer and I have been involved in public education in Connecticut for almost five decades. I have had undergraduate and graduate preparation at CCSU. I have taught in Connecticut public schools for twenty years and represented teachers and school support personnel for almost thirty years. My children have received an excellent education in Connecticut's public schools and two of them are UConn graduates. I now have four grandchildren in Connecticut's public schools.

For the past twelve years, I have been a Vice President of the American Federation of Teachers, deepening my understanding of the needs of today's children and schools. It is clear to me that increasing access of teachers and administrators in the state's public schools to quality professional development is an important way of improving the ability of our schools to provide high quality education to our children. While the focus of much of the discussion has been on the state university's granting this degree, I believe we will begin benefiting long before the degree is awarded. Increasing the knowledge and informing the practice of Connecticut's teachers and administrators will increase our capacity to meet higher expectations from students.

The University has an excellent teacher preparation program and an excellent PhD program. The high quality of those programs make us all proud. These programs are available to a limited number of students and fall far short of meeting our needs in these days of increasing shortages. A majority of Connecticut's teachers are prepared in the CSU system. This system also provides high quality graduate programs. Amending the law to allow the CSU system to grant EdD degrees will exponentially expand the opportunities in Connecticut to better serve the needs of its children.

Vivid in my mind are several cohorts of teachers in New Haven that entered a program pursuing an MA degree and others pursuing a sixth year certificate. This program was planned and supported by Southern Connecticut State University, the New Haven School District and the New Haven Federation of Teachers. The graduates returned to the New Haven public schools to improve their service to children. I have been a part of gatherings of various cohorts and heard them vocalize their hopes that in the near future they would regroup to pursue a doctoral program.

From the practitioner's perspective, being able to function in your primary job and meeting your obligations as a citizen and part of a family becomes a lot more complicated when a doctoral program is pursued out of state. Eliminating travel time frees time for study and time for work, family and community. The investment made by Connecticut to better prepare its educators will yield benefits that exceed by far what we invest.

Respectfully,

*George C. Springer*

George C. Springer

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Mayor Stefano Jr.

## OFFICE OF THE MAYOR

165 CHURCH STREET • NEW HAVEN • CONNECTICUT 06510



JOHN DE STEFANO, JR.

Mayor



*The vision of New Haven's children  
is our city's greatest resource.\**

February 8, 2001

Dear Legislators:

As Mayor of New Haven, I fully support the proposed change in state statute that will allow CSU institutions – and Southern Connecticut State University, in particular – to offer a doctorate in education. I'm sure you are aware of Southern's long history of preparing teachers and administrators for work in the state's public schools.

Nowhere is the University's commitment to education more evident than in New Haven, where our city's teachers are enrolled in a unique master's degree cohort at Southern in which the curriculum focuses on the issues and concerns they face in their classrooms today. Southern's College Awareness and Preparation program (ConnCAP) helps prepare our young students to go on to higher education. As many as 75 high school students from throughout New Haven enroll in the SCSU-Hillhouse Teacher Preparation Program studying educational theory and methodology; five of those students are awarded full scholarships to Southern in exchange for a promise to teach in our schools after graduation. And the university is working with our school system to develop an undergraduate certificate program in bilingual education to train our paraprofessionals and inspiring teachers. Throughout New Haven and its surrounding communities, Southern students and faculty serve as tutors, coaches, student teachers, counselors, mentors and members of boards of education. They inspire our teachers to excel and they encourage our young people to strive for success.

Southern's innovation and commitment to improving education make it the ideal setting for an Ed.D. degree program.

The accessibility that such a program at Southern would provide is invaluable. Geographically, the nearest doctoral programs would require a New Haven area educator to brave Interstate 95 into Fairfield County or drive nearly an hour north to reach a private institution. To attend a public institution, the drive would be extended to nearly 90 minutes. None of these options are reasonable for a person working full-time as a teacher or administrator in our local schools. The cost of a doctoral program at a private institution is often prohibitive, and thus, Southern's affordable program would be a welcome choice for New Haven's future educational leaders.



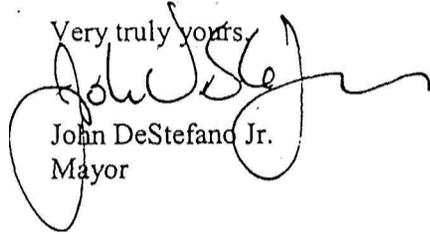
phone 203.946.8200 fax 203.946.7683

*\*This creative impression is the work of Jamie Maysonet, a student at Fair Haven Middle School.*

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Connecticut is facing a shortage of qualified administrators. Districts are often forced to look beyond state borders for capable candidates. We have the opportunity to improve education in our state by allowing the Connecticut State Universities to offer a doctorate. The potential benefits of this – more qualified local administrators and job candidates; innovative leadership training in our own backyards; and the potential to improve our public education system from the top down – cannot be discounted. I urge you to vote in favor of the CSU system and to support Southern and its sister institutions in their new role.

Very truly yours,



John DeStefano Jr.  
Mayor

000312  
Torre  
Maggione  
Holcomb

2001 Legislative Session  
PROPOSED BILL REQUEST

DATE RECEIVED \_\_\_\_\_  
DATE DELIVERED \_\_\_\_\_

SENATOR/REPRESENTATIVE \_\_\_\_\_  
DI TRICT \_\_\_\_\_

SPONSORS  
*Carlos H. Roberts*  
*Vanessa Maggione*  
*Sen. Holcomb*

DISTRICT *President: New Haven Board of Educ.*  
*Sec. Anti Region 5 - Part 1 per CABE*  
*Chair Wallingford BOE*  
*V.P. Chair Milford BOE, Chair-State relations CABE*

**SUBJECT MATTER:** An act that would grant Southern Connecticut State University and the other Connecticut State University institutions the right to offer doctoral programs.

**STATEMENT OF PURPOSE:** The Connecticut State University System, Connecticut's primary source of teachers and school administrators since the late 1800s, is seeking to offer a doctorate in education, or Ed.D. This new degree would help the state address an ongoing shortage of superintendents and other leading administrators by developing a pool of qualified candidates for these positions.

**BACKGROUND:** State statute currently grants the University of Connecticut the sole right to grant doctoral degrees among Connecticut's public institutions of higher education. Nationally, such a limitation is highly unusual. Across the country, many former teacher's colleges, such as Southern, have been granted the right to offer the Ed.D. Southern and its sister schools continue to provide the majority of the state's educators: of those who passed the teacher certification exams last year, 51 percent were CSU graduates. In addition, State statute already charges CSU with "the special responsibility for the preparation of personnel for the public schools of the state, including master's degree programs and other graduate study in education." Offering an Ed.D. would be a natural extension of this mission. It would also meet an obvious need. Now, an Ed.D. is offered at just two private institutions in Connecticut. The convenient access to an affordable doctoral program offered by Southern and its sister campuses would enable many more state residents to pursue this applied, practitioner's degree - a degree that is increasingly becoming a requirement for school administrators nationwide.

000313



University of Connecticut  
*Neag School of Education*

*Richard Schwab*

Office of the Dean

Richard L. Schwab  
*Dean*

**TESTIMONY ON HB NO. 6630**  
**AN ACT CONCERNING VARIOUS EDUCATION ISSUES**

Senator Gaffey, Representative Staples and distinguished members of the Education Committee,

My name is Richard Schwab and I am Dean of the Neag School of Education at the University of Connecticut. I have served in this position for four years. Prior to that I was Dean at Drake University in Des Moines, Iowa and a Professor at the University of New Hampshire. I am here to testify on House Bill no. 6630, specifically on sections authorizing the Connecticut State University System to offer an Education Doctorate.

In the recent *US News and World Report's* ranking of graduate schools of education, the Neag School of Education was ranked in the top 20 schools in the country for elementary and secondary education. One of the reasons we received these high rankings is because we have a long and distinguished history of preparing researchers and practitioners through our doctoral programs. Over 80% of the graduates of our doctoral programs in education are practitioners, these include distinguished school leaders such as:

- Superintendents Reginald Mayo (New Haven), Ann Clark (Bristol), Carol Harrington (Fairfield) and Robert Villanova (Farmington)
- David Clune (Wilton), recent finalist for the American Association of School Administrators' Superintendent of the Year Award
- Theodore Sergi, Connecticut's Commissioner of Education
- Jack MacDonald, Commissioner of Education in New Hampshire and later, Assistant Secretary of Education, U.S. Department of Education.

We believe that this tradition of excellence in the preparation of school leaders will continue and be enhanced through UConn's new Ed.D. program in Educational Leadership. This program was unanimously recommended by the faculty of the Neag School of Education as part of a two year overall revamping of the curricula of our programs. Our Ed.D. proposal has already been submitted to the Department of Higher Education for its consideration and approval. This is a rigorous, high quality program that is supported broadly by practicing school administrators in Connecticut. We believe that the limited market that exists for the Ed.D. would be served well through our new Ed.D. program, as well as through the existing Ed.D. programs at the University of Hartford and the University of Bridgeport.

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Storrs, Connecticut 06269-2064

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In regards to the CSU proposal to offer an Ed.D., we agree with the Department of Higher Education's Report and concur that there is, at best a limited market for the Ed.D. in Connecticut. It is important to note that the Department of Higher Education Report on the Ed.D. recommended that UConn and CSU collaborate in offering the Ed.D. While UConn was willing to explore these possibilities, CSU chose not to engage in such conversations.

Eventually, the Department of Higher Education supported CSU's change in mission statement for the purpose of offering a limited Ed.D. program that would be evaluated with respect to quality and need over a five year period. If CSU is awarded the Ed.D., it is important that these stipulations be adhered to closely. The program should be small initially and evaluated carefully with respect to quality and need by the Department of Higher Education. Furthermore, CSU has stated that new Ed.D. programs will be supported at least partially through the reallocation of existing resources. Thus, it is important to monitor where the reallocated funds for CSU's doctoral programs will come from to be sure that these new Ed.D. programs do not jeopardize the quality of existing teacher or administrator preparation programs. This is particularly important in a time when resources are limited and shortages exist in several areas of education that are not related to doctoral preparation.

If we are going to meet the challenges facing education in Connecticut, I believe we must work collaboratively and in the best interests of our state. We must make prudent decisions about where resources are allocated and what is in the best interest of the students without undue duplication of programs and dissipation of the resources available for public higher education in Connecticut.

Thank you for this opportunity to testify today. I will be happy to answer any questions you may have.

000315

Testimony of James Donich  
Before the Education Committee  
On Behalf of Bill No. 6630  
February 9, 2001

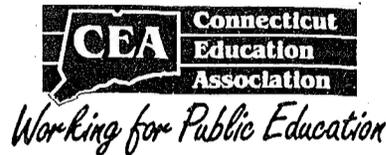
Chairman Staples and members of the Education Committee, my name is James Donich and I am a third-year student at the University Connecticut School of Law. I am also one of two elected student members of the University Connecticut Board of Trustees. With me today is Richard Topping from University of Connecticut School of Law. I address you today on behalf of Bill No. 6630. (An Act Concerning Various Higher Education Issues.)

The purpose of the change to § 10a-103 of the Connecticut General Statutes, which is incorporated in this bill, is to provide for and to ensure equal representation of the student body on the University of Connecticut Board of Trustees.

The University of Connecticut is one of less than twenty public universities in the United States that allow for student representation on their governing boards. This presents a unique and invaluable opportunity for members of our student body. In the past representation from students has varied with Student Trustees serving concurrently from both the undergraduate student body and the graduate and professional schools. Over the past two years it has become apparent that § 10a-103, as currently written, does not provide for or ensure for equal representation. This is the first year in recent history that both Student Trustees are from one segment of the student population. Specifically, both Trustees are currently students at the School of Law. I do not wish to imply that either myself or my fellow Student Trustee, Christopher Albanese, in any way fail to represent the students that elected us. On the contrary, we have both made great efforts to reach out to the undergraduate populations at both Storrs and the regional campuses. We have both been extremely successful in implementing programs that benefit that specific group of students. Yet, we both realize that undergraduate and graduate and professional students possess unique values and perspectives. It is these very qualities that make them a priceless resource on the Board when dealing with complex student issues. For this reason I come before you with the full support of the Board of Trustees, the administration and the student body to request that the statute be amended to allow both segments of our student population to always have a voice on the Board. The language proposed in Bill No. 6630 will accomplish this by requiring that there always be a representative from each student population on the Board.

This concludes my testimony. I can now answer any questions of the Committee.

Rosemary Coyle, President  
Philip Apruzzese, Vice President  
Bryan K. S. ...  
Robert Packard, Treasurer



John Yrchik 000316

Capitol Place, Suite 500, 21 Oak Street  
Hartford, CT 06106-8001  
860-525-5211 • 1-800-842-4316  
FAX 860-725-6388  
www.cea.org

Sheila Cohen, NEA Director  
Patricia Jordan, NEA Director

EXECUTIVE OFFICE  
Dr. John Yrchik, Executive Director

**Testimony before the Joint Education Committee  
February 9, 2001  
In Favor of RB No. 6630  
AN ACT CONCERNING VARIOUS HIGHER EDUCATION ISSUES  
And Raising Questions Regarding  
Committee Bill No. 447  
AN ACT CONCERNING TEACHER CERTIFICATION AND FORMER  
MILITARY PERSONNEL**

Good afternoon. My name is John Yrchik, Executive Director of the Connecticut Education association. On behalf of the association, I am testifying in favor of Raised Bill No. 6630, An Act Concerning Various Higher Education Issues.

I am speaking in support of allowing the Connecticut State University to offer a Doctor of Education degree.

From CEA's perspective, this program offers a potential benefit to its members by making doctoral studies more accessible to them. In addition, a significant percentage of CEA's members are graduates of the CSU system and it makes sense that CSU should offer the Ed.D. to provide continuity with CEA members' previous training.

From the standpoint of public policy, this program would increase the number of administrators available to fill slots in Connecticut school districts during a time of administrator shortages.

There are certainly other, more complex political considerations that come to bear on this issue. Our support is driven, however, by the concerns of our membership and our larger concerns about the system of public education in Connecticut.

Although Connecticut sets itself apart from most states in dealing with this issue by statute rather than by a program approval process, the Board of Governors of Higher Education has given its approval to the program. The Governor has given the program his support in his budget presentation. We would urge the legislature to do the same.

The second issue I would like to raise is a question concerning the proposed language in Committee Bill No. 447 An Act Concerning Teacher Certification and Former Military Personnel. The language appears to suggest that the Department of Defense program, Troops to Teachers, actually trains teachers and should be accepted as an alternate route of certification. When we studied a sampling of states participating in the TTT program,



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Connecticut Association of Boards of Education, Inc.

8 Wolcott Hill Road, Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax 571-7452 • E-Mail admin@cabe.org

*Patrice Mc Carthy*

TESTIMONY  
Before The  
Education Committee

on  
HB 6630 An Act Concerning Various Higher Education Issues  
and  
HB 6566 An Act Concerning Certain Adult Education Grants

Senator Gaffey, Representative Staples, Members of the Education Committee, I am Patrice McCarthy representing the Connecticut Association of Boards of Education. CABE supports both HB 6630 An Act Concerning Various Higher Education Issues and HB 6566 An Act Concerning Certain Adult Education Grants. Among other provisions, HB 6630 would authorize the state universities to award doctorate degrees in education. The Connecticut State University system has outlined their proposal to offer a degree in educational leadership, which is designed to provide skills and support to practitioners in education, primarily principals and superintendents. We believe that the focus on practical skills and increased accessibility of these programs will help us to address the shortage of qualified applicants for administrative positions. While there are presently enough individuals holding administrative certification, many feel they lack the skills necessary to successfully fill these demanding positions. CABE supports the efforts by the Connecticut State University system to develop the Ed.D degree in educational leadership, and urges your support for HB 6630.

CABE also supports HB 6566, which would increase the sliding scale reimbursement received by school districts for adult education programs. This is an area of continuing need expressed by school districts as adults prepare to move from welfare to the workforce, and we urge your support.

We appreciate the opportunity to address you on these issues.

000319

Anthony Russo  
Dyllis

Testimony before the General Assembly Education Subcommittee

There are three points I would like to make about the CCSU Ed.D.

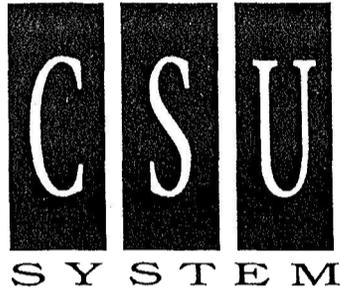
1. Our Ed.D. program is not just aimed at supporting and preparing school administrators, but also is aimed at developing teacher leaders in the areas of curriculum, instruction, assessment, and school reform. Because of our strong commitment to diversity and educational equity, we have set the entrance requirements at a post-masters level in order to provide access to a wide spectrum of Conn. educators. Further, because Central has a long history of working with priority school districts we are extremely cognizant of the issues facing urban educators. We will bring this knowledge into the Ed.D. program so that our graduates will be able to design effective learning situations for all learners, regardless of ethnic and economic backgrounds. By having more educators trained at advanced levels, the k-12 students will directly benefit by having more Ed.D. programs in the state. One study of more than 1000 school districts concluded that every additional dollar spent on more highly qualified teachers returned greater improvements in student achievement than did any other use of school resources (Ferguson, 1991).
2. As a State University, Central will equip our students to thoroughly understand and to effectively use the Connecticut's initiatives to promote school improvement, such as our Common Core of Learning, the CT. Curriculum Frameworks, the expectations of the Connecticut Mastery Tests and CAPT Test, the complexities and nuances of CT teaching and leadership standards and the assessment protocols associated with the BEST program. In out-of-state Ed.D. programs these materials do not figure prominently, at Central they will.
3. Connecticut's educators will benefit by having more institutions that offer high quality Ed.D. programs which are accessible, affordable, and applicable. This keeps Connecticut tuition dollars in CT. and simultaneously, builds institutional capacity across the state for the advanced training of Connecticut's teachers and administrators. To bring Connecticut's academic gains forward, especially during a period of massive turnover of educational personnel, a safety net of well qualified, doctorally-trained professionals at all levels of the educational system will be necessary to prevent slippage and to induct the next generation of teachers into our schools.

In this short time it's difficult to discuss all the benefits that the citizens of the state will derive from a modification of the current statutes but I am certain that given the chance to offer such a program that Central will exceed all expectations for a rigorous and successful program.

Thank you for this opportunity. I'll gladly answer any questions any member of the committee may have at this time.

Respectfully submitted by:  
Anthony J. Russo-Dyllis  
ANTHONY J. RUSSO-DYLLIS

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TESTIMONY

BY

CHANCELLOR  
WILLIAM J. CIBES, JR.

CONNECTICUT  
STATE  
UNIVERSITY  
SYSTEM

EDUCATION  
COMMITTEE  
PUBLIC  
HEARING

FEBRUARY 9, 2001

000321

Testimony  
by  
William J. Cibes, Jr.  
Chancellor, Connecticut State University System

Education Committee  
Public Hearing  
February 9, 2001

Chairman Gaffey, Chairman Staples and members of the Committee, thank you for allowing me to speak today. I am honored to be joined by President Richard Judd from Central Connecticut State University and President Michael Adanti from Southern Connecticut State University.

I am here today to ask for your support for legislation that gives the Connecticut State University System the authority to offer a doctorate in education, specifically an Ed.D. degree.

For now – and for the foreseeable future – Connecticut is facing a serious shortage of qualified applicants to be school administrators. The State Department of Education reports that the average age of current school administrators is 51 and that the attrition rate of school administrators will increase over the next decade. Additionally, in a survey conducted by CSU of Connecticut's superintendents, 85% of the 100 respondents indicated a difficulty in finding qualified candidates for school administrative positions, and 73% said that they had experienced difficulty in filling school administrative positions in the past three years. The shortage may be caused, in part, by the lack of access to academic programs designed to provide educators with the professional development they need to become school administrators. Currently, only three institutions in the state offer doctoral-level programs in educational leadership, and these programs awarded degrees to only 15 people in 1998-99.

CSU universities are poised to assist the state in addressing the shortage. At the urging of many superintendents, local boards of education and other K-12 advocacy groups, both Central Connecticut State University and Southern Connecticut State University have developed programs to offer Ed.D. degrees in educational leadership. If statutorily permitted to award these applied doctoral degrees in educational leadership, CSU institutions could have programs up and running by the summer of 2002.

Let me briefly explain that there are two types of doctoral-level study in education – the Ed.D. and the Ph.D. An Ed.D. degree in educational leadership – which is the degree Central and Southern are proposing to offer – is an applied degree designed to provide practice-based mentoring and experience to individuals who are preparing to work as administrators in the field of education, primarily as principals or superintendents. The focus of an Ed.D. degree is to provide a bridge between the research that has already been conducted and the application of that research in practical ways that improve student achievement and the administration of our schools. A Ph.D. degree in education typically prepares individuals to become university professors or researchers in education. The major emphasis in a Ph.D. program is on original research, not the practical application of research.

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You may be wondering why an Ed.D. degree program is necessary, especially since there is a surplus of teachers who are currently certified to be school administrators. One apparent reason that many of these teachers choose not to apply for administrative positions is that the jobs may appear overwhelming, even intimidating. These teachers do not yet have the extensive mentoring needed to be successful administrators. They fully understand that to be an effective administrator in today's schools they must have guided experiences in complex areas like assessment, meeting competency standards, using technology in learning, enhancing diversity, collective bargaining, human resource management, budgeting, quantitative analysis, and the politics of dealing with school boards, parents and community groups.

Central and Southern's proposed Ed.D. programs will provide the type of practical, comprehensive training needed to prepare a new generation of educational leaders. Moreover, the programs are designed to ensure that individuals have the confidence to step into administrative positions. Through a combination of innovative coursework, internships, applied research projects, and mentoring experiences, Ed.D. degree candidates will not only be able to learn about the latest and most effective approaches to the challenges facing today's schools, but they will be able to implement these approaches in a school district before graduation. Additionally, the programs will be affordable, geographically accessible and offered mainly during the summer and weekends when it is most convenient for teachers and administrators to take courses. No one will have to quit his or her job as a teacher or administrator in order to advance a career and help a school system.

There is sufficient demand for these programs – especially since we seek to fill only 25 slots a year in each. In fact, there is sufficient demand for not only our proposed programs, but also the new Ed.D. program recently proposed by the University of Connecticut that is currently awaiting approval by the Department of Higher Education. Surveys conducted by CSU this summer and fall indicate that:

- 48% of superintendents who do not hold the doctoral degree said they would participate in an Ed.D. program at a CSU University.
- 45% of the public school teachers in a random sample of 400 said that they would be very or somewhat likely to participate in a CSU Ed.D. program.
- 66% of 385 current CSU graduate students said that they would be likely participants at either institution if they offered a doctoral degree.

Some have suggested that there is not sufficient demand for the Ed.D. programs proposed by both CSU and UConn. But suggestions of this sort are misleading because they are not based on an actual needs analysis – like the surveys CSU has conducted. Instead, these suggestions have been based on the observation that there has been a decline in doctoral degrees in education in Connecticut, the Northeast and nationally. And if you look beyond the immediate trend, as the National Center for Education Statistics (NCES) has done, you will learn that the demand for doctoral degrees is expected to grow over the next decade.

Further, the suggestion of insufficient demand overlooks some potential issues regarding the decline of education doctorates in Connecticut. For instance, the decline could have occurred because existing programs may be costly and geographically inaccessible to a large part of the state's residents. They also may be unattractive to

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potential participants because of their full-time nature, which requires students to leave their jobs and relocate. The CSU proposed programs are structured to overcome these obstacles -- they will be geographically accessible and will be more attractive to women, urban residents, and those in mid-career.

Some also have suggested that CSU does not have sufficient resources to offer Ed.D. programs and that state taxpayers will need to subsidize the costs associated with the programs. That conclusion is not based on a review of the proposed budgets of the two programs developed by Central and Southern. Although each is based on a different model, the fact that each will offer a large part of its program in the summer -- which by happy circumstance is the time when prospective students are most able to enroll -- means that costs for teaching faculty under the collective bargaining contract are lower than would otherwise be the case. As a consequence, no new taxpayer support will be required; the additional costs of these programs will be supported through student tuition and fees.

I would like to assure you that CSU's Ed.D. programs will be of the highest quality led by an outstanding faculty. Central's Education School is one of only three institutions in Connecticut that has been accredited by the National Council for the Accreditation of Teacher Education (NCATE) -- a benchmark of quality in the academic community. One of Central's NCATE accredited programs for administrators -- for Intermediate Administrative Supervisor -- has been accorded "national recognition" by the Educational Leadership Constituent Council. Southern is currently seeking NCATE accreditation, and both institutions have designed their Ed.D. degrees to meet NCATE guidelines for doctoral-level study and State Department of Education guidelines for superintendent certification. Ed.D. courses will be taught predominantly by full-time, tenured faculty who have excellent academic credentials. Though our institutions have not offered doctoral programs in the past, the majority of our educational leadership faculty members have experience overseeing doctoral level study at other universities.

The quality of CSU's education programs has never been an issue. In fact, the General Assembly in 1965 recognized CSU's expertise in education and statutorily gave our institutions the "special responsibility for the preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education" (now included in C.G.S. Section 10a-149).

Offering an Ed.D. degree is the natural extension of CSU's long heritage in the field of education and teacher preparation. Established between 1849 and 1903 as teacher training "normal" schools (first under the guidance of Henry Barnard -- who later became the first United States Commissioner of Education), our institutions were founded to address Connecticut's need for trained educators. As the qualifications and standards for teachers have increased, our colleges have responded, first with bachelor's degrees, then master's and sixth-year certificates. Our educational programs have also included training and support for principals and superintendents.

CSU has not lost sight of its "special responsibility" and we continue to be Connecticut's primary teacher education institutions at the bachelor's degree level, even though we are now a system of comprehensive universities offering a broad array of degree programs to a record number of 20,557 full-time students. CSU universities are doing their part to help the state address the current teacher shortage and minority teacher shortage. Our institutions continue to train more than half of Connecticut's teachers and enrollment in our education programs is rising. Additionally, our students continue to

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score well on teacher certification exams. All four CSU universities have been working diligently to attract students of color into our teacher education programs. In fact, each university has established teacher-recruitment programs geared to K-12 students. These programs have begun to pay off: CSU students received the largest percentage of the state's minority teacher incentive scholarship funding this fall.

At the graduate level, we remain Connecticut's largest provider of advanced training for teachers and school administrators. Of the 358 sixth-year certificates in education awarded in the state in 1999, CSU universities awarded 250 or 70 percent. Moreover, of the 2,195 master's degrees in education awarded in Connecticut in 1999, CSU universities awarded 917 or 42 percent. (No other institution, public or private, awarded more than 220 or 10 percent of the master's degrees conferred in education in the state.)

You may wonder why a statutory change is needed for CSU to offer a doctoral degree since higher education institutions normally go to the Department of Higher Education to get approval to start new programs. The reason is that the state statute cited above, granting CSU the special responsibility to train the personnel of Connecticut's schools, also grants the University of Connecticut the exclusive responsibility for programs leading to doctoral degrees.

Nationally, it is highly unusual to have a statutory provision preventing certain public higher education institutions from offering doctoral degrees. In fact, Connecticut may be one of only three states in the nation with such a limitation. More than 30 of our peer institutions (e.g. other former teacher colleges) around the country are already offering education doctorate programs.

CSU opposes the joint degree program that has been suggested by some.

We believe that there are serious issues with a joint program such as a lack of accountability, efficiency, and legitimacy. In a joint program where there is more than one organization in charge, in effect there is no one held accountable. A veto can be exercised by one of the "partners" simply by refusing to meet to plan a joint program. In California, where institutions from the California State University system are permitted by statute to offer Ed.D. programs jointly with institutions from the University of California system, the situation has proved to be unworkable, which has caused the state universities to pursue a statutory change to allow them to offer the Ed.D. degree independently.

We are sensitive to the concerns of the University of Connecticut in regard to its need to preserve its role as the state's public research university. CSU believes that this concern could be addressed quite easily by a statutory change giving CSU the authority to offer only an Ed.D. degree and preserving the exclusive authority of UConn to offer Ph.D. programs. CSU institutions are not interested in offering research doctoral degrees like Ph.D.s. We believe that Ph.D. programs are the appropriate mission of the state's public research university – the University of Connecticut. We are also not interested in offering any other applied degree program. However, having the authority to offer an applied education doctorate, like an Ed.D. degree, is essential if CSU is to continue its mission of preparing the personnel for Connecticut's schools.

House Bill 6630 gives you an opportunity to positively impact the future of Connecticut's schools and address the school administrator shortage. While our proposed Ed.D.

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programs are not the total solution to the problem, we know that they will develop a new generation of highly skilled educational leaders who will bring an arsenal of talents and tenacity to deal with the challenges confronting today's schools. I urge the Committee to unequivocally support language that gives our institutions the authority to offer stand-alone Ed.D. programs. Our institutions have 150 years of expertise in the field of education and are well qualified to offer this degree. More than any other higher education institution in the state, CSU has demonstrated over the past decade a commitment to improving school administration in Connecticut and a genuine excitement about offering Ed.D. programs. Given this type of enthusiasm, you can be assured that our institutions will have innovative, rigorous programs up and running as soon as possible. None of the other alternatives available to you at this time will help you put in place the type of training Connecticut needs for its future school administrators. Please allow us to continue to do what we were created to do – meet the ever-changing educational needs of Connecticut.

CSU also strongly supports the sections of House Bill 6630 that extend our state endowment matching grant program until 2014 and allow CSU to carry forward any unmatched state grant funds from the onset of the program. This statutory change maximizes the state's commitment to our endowment program without increasing the overall cost of the program. As you may know, CSU institutions are in the process of accelerating their development activities. In 1999, the CSU Board of Trustees approved development plans for all four CSU universities that outline the need to achieve a system-wide goal of raising \$120 million for endowments to maximize state matching funds. The plans detail ambitious goals for each CSU institution, requiring Southern and Central to raise \$40 million over the initial ten-year period and Eastern and Western to raise \$20 million over the same time frame. This is the first time that this level of development has ever been launched within the CSU System. The universities have responded with great enthusiasm and are making real progress in the implementation of these plans. Efforts to ensure achievement of the target goals have been put in place including the hiring of new institutional advancement vice-presidents at both Southern and Western. Each institution is recruiting professional development staff. As part of their development planning process, CSU institutions are conducting a donor profiling and research study that will be completed this spring. With these necessary elements of fundraising beginning to fall into place, CSU will soon be poised to take full advantage of the state endowment matching grant program.

In closing, I would like to thank you for your continued support of the Connecticut State University System and for allowing me to testify today.



Connecticut State University System

*Developing a State of Minds*

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### Organizations Endorsing CSU's Ed.D. Programs

Connecticut Association of Boards of Education

Connecticut Association of Schools

Connecticut Education Association

Connecticut Federation of Educational and Professional Employees

Connecticut Advisory Council for School Administrator Professional Standards

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Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452 • www.cabe.org

November 21, 2000

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Coordinator of Finance  
and Administration

Ira Tourville  
Assistant to the Executive Director  
and Coordinator of Technology

William J. Cibes, Jr., Chancellor  
Board of Trustees for Connecticut State University  
39 Woodland Street  
Hartford, CT 06105-2337

Dear Chancellor Cibes:

At their recent Delegate Assembly, the Connecticut Association of Boards of Education adopted a resolution urging school boards, higher education institutions, the State Department of Education and the State Legislature to take action to reduce the likelihood of a shortage of candidates for administrative positions in Connecticut's public schools, including improving preparation programs and professional development opportunities for superintendents and other administrators. Based on this resolution, we plan to support the proposal from the Connecticut State University System to eliminate the statutory restrictions on the offering of doctoral programs in education, and endorse CSU's efforts to obtain the authority to offer Ed.D degree programs.

Additional, in-state doctoral programs that are geographically accessible, affordable and developed for practitioners will enhance student achievement, increase professional development opportunities and develop a qualified pool of highly trained school administrators.

We look forward to working with you on this initiative. If you have any questions please contact Patrice McCarthy.

Sincerely,

Robert Rader  
Executive Director

000328



30 Realty Drive  
Cheshire, CT 06410  
Phone: (203)250-1111  
FAX: (203)250-1345  
Home Page:  
www.casciac.org  
E-mail:  
mail@casciac.org

# THE CONNECTICUT ASSOCIATION OF SCHOOLS

• Serving Schools and Principals •

OCT 25

October 17, 2000

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**Thomas F. Galvin**  
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Assistant Executive Director

**Ann H. Malafrente**  
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**AFFILIATED WITH:**

- The National Association of Secondary School Principals
- The National Middle School Association
- The New England League of Middle Schools
- The Early Childhood Education Council

William J. Cibes, Jr.  
Chancellor  
Connecticut State University System  
39 Woodland Street  
Hartford, Connecticut 06105-2337

Dear Bill:

At its meeting on October 12, 2000, the Board of Directors of the Connecticut Association of Schools voted unanimously to support the Connecticut State University System in its efforts to secure legislative authority to offer doctoral programs. The board recognizes that additional in-state doctoral programs will increase professional development opportunities for principals and will help develop a qualified pool of highly-trained school administrators. This is particularly critical at a time when Connecticut is faced with a dramatic shortage of administrative candidates.

We wish you luck in the upcoming legislative session. Please call upon us if we can be of further assistance.

Sincerely,

  
Anthony G. Molinaro  
CAS President

Rosemary Coyle, President  
Philip Apruzzese, Vice President  
Patricia Key, Secretary  
John Packard, Treasurer



*Working for Public Education*

00 329

Capitol Plaza, Suite 500, 21 Oak Street  
Hartford, CT 06106-6001  
860-525-6641 • 1-800-842-4316  
FAX 860-725-6388  
www.cea.org

Sheila Cohen, NEA Director  
Patricia Jordan, NEA Director

GOVERNANCE

## MEMORANDUM

**TO:** William J. Cibes, Jr., Chancellor  
**From:** Rosemary Coyle, President *RC*  
**RE:** CEA Legislative Position In Support of Ed.D  
**Date:** January 30, 2001

At its October 13, 2000 meeting, the CEA Board of Directors voted to support legislation that grants the Connecticut State University system the authority to offer an Ed.D degree in Educational Leadership to assist Connecticut in improving the administration of our schools, increasing professional development opportunities for teachers, and developing a qualified pool of highly-trained school administrators.

If you have any questions, please give me a call.

000330

**CONNECTICUT ADVISORY COUNCIL FOR SCHOOL  
ADMINISTRATOR PROFESSIONAL STANDARDS**

Roch J. Girard, Chairperson  
Principal, Goodwin Elementary School  
1235 Forbes Street  
East Hartford, Connecticut 06118-2803

ACT 11

October 5, 2000

To: Dr. William Cibes  
Chancellor

From: Roch J. Girard  
Chairman

RE: Commission Support for EDD. Degree Program

Please be advised that at the September 19, 2000 meeting of the Connecticut Advisory Council for School Administrator Professional Standards the Commission voted to endorse the proposal to permit the State University System to offer a graduate level EDD degree program.

Thank you for your attention in this matter.

C: Commission Members



Endorsement for EDD Degree Program

000331

# Information Report

2000-9C/December 18, 2000

Connecticut State University • Office of Institutional Research and Planning  
Alan J. Sturtz, Director • David Nielsen, Research Associate  
39 Woodland Street • Hartford, CT 06105-860-493-0012 or -0078

## CSU Doctor of Education Degree Program Proposal: Survey Results: Public School Teachers

To determine the level of support among significant constituencies for the universities in the Connecticut State University System to offer the doctorate in education (Ed.D.), the Office of Institutional Research at the CSU System Office developed a survey of opinion regarding program need, interest in program participation, and whether the universities in the CSU system should be granted the authority to offer such a degree. The intent was to survey both potential students for the program as well as potential beneficiaries of the program.

This report presents the results of a telephone survey administered to 400 public school teacher in Connecticut. The results of the other surveys – school superintendents and graduate students at CSU – will be reported separately. A composite report on common questions also has been prepared.

Between December 5<sup>th</sup> and 7<sup>th</sup>, Finch Research administered a telephone survey to randomly selected public school teachers in the Connecticut. Potential respondents were called until 400 usable surveys were completed. The analysis below is based on those returns.

Highlighted responses are as follows:

- ◆ 89% of the respondents Strongly or Somewhat Favored new legislation to enable CSU to acquire the authority to offer an Ed.D. degree
- ◆ 99% Strongly Agree or Agree that an institution in the CSU System should offer a doctorate in education
- ◆ 45% of the respondents indicated they were likely to participate in a CSU Ed.D. program in Educational Leadership.
- ◆ 48% of the respondents expressed a Strong or Moderate preference for a practitioner's degree, like an Ed.D. in Educational Leadership.
- ◆ 80% of the respondents indicated that a doctoral program offered in a convenient location (e.g., within 30 minutes driving distance) would be an important criterion for program choice.

A copy of the survey form is appended to this report.

000332

CSU Ed.D. Program Proposal: Survey of Public School Teachers

### Survey Results

Demographics of the respondents:

- ◆ average number of years of teaching experience was 17.8
- ◆ 79% hold Masters or Sixth-year Certificates
- ◆ Almost half [47%] received their highest degree from a CSU university
- ◆ By county: Fairfield and Hartford—24% each; New Haven—19%; New London—11% Litchfield—8%; Tolland—6%; Middlesex and Windham—5% each.
- ◆ 83% live in a suburb or small town.

**Do you feel the state legislature should act to clarify state law and thereby enable CSU to acquire the authority to offer an Ed.D. degree?**

Strongly Agree or Agree 89%

**If a CSU institution were to offer a doctorate in education, would you prefer that it be a practitioner degree such as an Ed.D.?**

Strong or Moderate Preference 48%

**Respondents were asked to rate each of five criteria in terms of their sense of importance in choosing a doctoral program.**

The percentage of persons rating the following factors as Very High or High is

- ◆ Flexible Schedule (includes summer and weekends) – 89%;
- ◆ Affordability (total program cost is less than \$20,000) – 87%;
- ◆ Residency Requirement (no minimum number of semesters of full-time study) – 83%;
- ◆ Convenient Location (within 30 minutes driving distance) – 80%; and
- ◆ Online Courses Available – 49%.

**If a CSU institution offered an Ed.D. program, would you participate?**

Very or Somewhat Likely 46%

As a follow-up, teachers were also asked how interested they were in pursuing a doctorate in education sometime during their career: 51% replied Very or Somewhat interested.

**Regardless of your personal interest in participating in an Ed.D. program, what is your opinion of professional development opportunities for Connecticut's teachers?**

67% indicated that Connecticut's teachers need more professional development opportunities and an Ed.D. program at CSU institutions helps meet that need.

17% indicated that Connecticut's teachers need more professional development opportunities, but do not need an Ed.D. program at CSU institutions.

12% indicated that Connecticut's teachers already have sufficient professional development opportunities available and there is no need for an additional Ed.D. program in the state

000333

# Information Report

2000-9B/December 18, 2000

Connecticut State University • Office of Institutional Research and Planning  
Alan J. Sturtz, Director • David Nielsen, Research Associate  
39 Woodland Street • Hartford, CT 06105-860-493-0012 or -0078

## CSU Doctor of Education Degree Program Proposal: Survey Results: Graduate Students

To determine the level of support among significant constituencies for the universities in the Connecticut State University System to offer the doctorate in education (Ed.D.), the Office of Institutional Research at the CSU System Office developed a survey of opinion regarding program need, interest in program participation, and whether the universities in the CSU system should be granted the authority to offer such a degree. The intent was to survey both potential students for the program as well as potential beneficiaries of the program.

This report presents the results of the survey sent to current graduate students in education programs at CCSU and SCSU. The results of the other surveys – school superintendents and school teachers – will be reported separately. A composite report on common questions also has been prepared.

During Summer and Fall 2000, surveys were distributed to graduate students enrolled in courses in Educational Leadership at CCSU and SCSU; 385 responses were received. The analysis below is based on the number of respondents [N] answering each question.

Highlighted responses are as follows:

- ◆ 98% of the respondents Strongly Agree or Agree that the state legislature should act to enable CSU to acquire the authority to offer an Ed.D. degree
- ◆ 99% Strongly Agree or Agree that an institution in the CSU System should offer a doctorate in education
- ◆ 89% of the respondents expressed a Strong or Moderate preference for a practitioner's degree, like an Ed.D. in Educational Leadership.
- ◆ 66% of the respondents indicated they were likely to participate in a CSU Ed.D. program in Educational Leadership.

A copy of the survey form is appended to this report.

000334

CSU Ed.D. Program Proposal: Survey of Graduate Students

### Survey Results

Demographics of the respondents:

- ◆ almost 75% are school teachers
- ◆ 70% hold Masters or Sixth-year Certificates
- ◆ More than half [55%] received their highest degree from a CSU university

**Do you feel the state legislature should act to clarify state law and thereby enable CSU to acquire the authority to offer an Ed.D. degree? [N=378]**

Strongly Agree or Agree 98%

- ◆ This item had the highest level of agreement, regardless of degree earned by the respondent.

**Do you think an institution in the CSU System should offer a doctorate in education? [N = 385]**

Strongly Agree or Agree 99%

- ◆ Only three respondents disagreed with the question.

**If a CSU institution were to offer a doctorate in education, would you prefer that it be a practitioner degree such as an Ed.D.? [N=384]**

Strong or Moderate Preference 89%

**Respondents were asked to rate each of five criteria in terms of their sense of importance in choosing a doctoral program. [N=385] On average, four respondents did not answer these questions.**

The percentage of persons rating the following factors as Very High or High is

- ◆ Affordability (total program cost is less than \$20,000) – 74%;
- ◆ Flexible Schedule (includes summer and weekends) – 62%;
- ◆ Convenient Location (within 30 minutes driving distance) – 43%;
- ◆ Residency Requirement (no minimum number of semesters of full-time study) – 21%; and
- ◆ Online Courses Available – 11%.

**If a CSU institution offered an Ed.D. program, would you participate? [N=385]**

Very or Somewhat Likely 66%

000335

# Information Report

2000-9A/December 18, 2000

Connecticut State University • Office of Institutional Research and Planning  
Alan J. Sturtz, Director • David Nielsen, Research Associate  
39 Woodland Street • Hartford, CT 06105-860-493-0012 or -0078

## CSU Doctor of Education Degree Program Proposal: Survey Results: School Superintendents

To determine the level of support among significant constituencies for the universities in the Connecticut State University System to offer the doctorate in education (Ed.D.), the Office of Institutional Research at the CSU System Office developed a survey of opinion regarding program need, interest in program participation, and whether the universities in the CSU system should be granted the authority to offer such a degree. The intent was to survey both potential students for the program as well as potential beneficiaries of the program.

This report presents the results of the survey sent to school superintendents. The results of the other surveys – current graduate students in education programs and school teachers – will be reported separately. A composite report on common questions also has been prepared.

August, 2000, surveys were mailed to 156 Superintendents of Schools in Connecticut. [As of October 1,] 101 responses were received. The analysis is based on the number of respondents [N] answering each question.

Highlighted responses are as follows:

- ◆ 92% of the respondents Strongly Agree or Agree that the state legislature should act to enable CSU to acquire the authority to offer an Ed.D. degree
  - ◆ 87% Strongly Agree or Agree that an institution in the CSU System should offer a doctorate in education
  - ◆ 75% of the respondents expressed a Strong or Moderate preference for a practitioner's degree, like an Ed.D. in Educational Leadership.
- ◆ 66% Strongly Agree or Agree that a CSU Ed.D. program would help alleviate the current and future shortage of qualified candidates applying for school administrator positions.
- ◆ 66% of the respondents indicated that a doctoral program offered in a convenient location (e.g., within 30 minutes driving distance) would be an important criterion for program choice.

A copy of the survey form is appended to this report.

## CSU Ed.D. Program Proposal: Survey of School Superintendents

**Survey Results**

## Demographics of the respondents:

- ◆ 40% of the respondents hold the Ed.D. as the highest degree earned; 27% hold the Ph.D.
- ◆ 58% of the respondents are 44-55 years of age
- ◆ Almost all [93%] have 20 or more years in the profession

**Do you feel the state legislature should act to clarify state law and thereby enable CSU to acquire the authority to offer an Ed.D. degree? [N=96]**

Strongly Agree or Agree 92%

- ◆ This item had the highest level of agreement, regardless of degree earned by the respondent.

**Do you think an institution in the CSU System should offer a doctorate in education? [N = 100]**

Strongly Agree or Agree 87%

- ◆ More than half of all respondents strongly agreed that CSU should offer the doctorate: 62.5% of those holding an Ed.D. and 38.5% of those holding a Ph.D. Strongly Agreed with this statement.
- ◆ Noteworthy is that, with other Ed.D. and Ph.D. programs currently functioning [and three in Connecticut], 30 of 31 superintendents **not** holding a doctorate agreed that CSU should offer doctoral study.

**Do you think a CSU Ed.D. program would help alleviate the current and future shortage of qualified candidates applying for school administrator positions? [N=94]**

Strongly Agree or Agree 66%

**If a CSU institution were to offer a doctorate in education, would you prefer that it be a practitioner degree such as an Ed.D.? [N=100]**

Strong or Moderate Preference 75%

- ◆ Overwhelmingly [29 to 3], those respondents not holding the doctorate indicated a strong or moderate preference for the Ed.D.
- ◆ Two-thirds of the respondents holding an Ed.D. degree indicated a strong preference that CSU's degree be the Ed.D.
- ◆ 52% of PhD-holding respondents indicated a strong or moderate preference for the practitioner degree.

**How difficult is it to find qualified candidates for school administrative positions? N=100]**

Very or Moderately Difficult 85%

**How much difficulty have you experienced in filling school administrative positions in the past three years?**

Great or Moderate Difficulty 73%

No Difficulty 10%

000337

CSU Ed.D. Program Proposal: Survey of School Superintendents

**How many vacancies in school administrative positions currently exist in your district? [N=96]**

None	54%
One or more	46%

**The Ed.D. degree would be a useful alternative to other program choices for educational administration? [N=97]**

Strongly Agree or Agree 85%

- ◆ Even with the high percentage of agreement, those not holding the doctorate were more positive (strongly agree or agree) in their response rate [91%] followed by Ed.D. holders [90%] and Ph.D. holders [64%]

**Respondents were asked to rate each of five criteria in terms of their sense of importance in choosing a doctoral program.** This group of questions was answered by only 38 of the 101 respondents--predominantly by those not holding the doctorate.

The percentage of persons rating the following factors as Very High or High is

- ◆ Flexible Schedule (includes summer and weekends) – 89%;
- ◆ Affordability (total program cost is less than \$20,000) – 87%;
- ◆ Residency Requirement (no minimum number of semesters of full-time study) – 82%;
- ◆ Convenient Location (within 30 minutes driving distance) – 66%; and
- ◆ Online Courses Available – 55%.

**If a CSU institution offered an Ed.D. program, would you participate [or recommend if you already hold a doctorate]? [N=41]**

Very or Somewhat Likely 51%

- ◆ Of those holding a doctorate, 60% believed potential students would participate. No doctorate holder believed potential doctoral students were unlikely to participate.
- ◆ Of those not holding a doctorate, 48% indicated they would participate.
- ◆ 13 of 41 respondents indicated they were unlikely to participate in a CSU doctoral program—due no doubt to their seniority in the field.

## Doctoral Degrees Awarded in Education

**1994/95 - 1998/99**

INSTITUTION	PROGRAM	1994-95	1995-96	1996-97	1997-98	1998-99
University of Connecticut	Curriculum & Instruction	11	8	8	7	8
University of Connecticut (PhD)	Educational Administration	17	13	11	8	9
University of Bridgeport (EdD)	Educational Leadership	5	2	5	4	1
University of Hartford (EdD)	Educational Leadership	0	6	11	4	3
University of Connecticut	Educational Psychology	5	10	13	9	10
University of Connecticut	Educational Studies	4	5	5	3	1
University of Connecticut	Higher Education Administration	8	7	8	9	2
University of Connecticut	Instructional Media & Technology	0	0	0	0	2
University of Hartford	Music Education	0	1	0	0	0
University of Connecticut	Special Education	13	9	5	1	5
University of Connecticut	Sport, Leisure and Exercise Sciences	3	7	6	4	5
University of Connecticut	Technical & Industrial Education	1				
<b>All Doctoral Programs--Statewide</b>		<b>67</b>	<b>68</b>	<b>72</b>	<b>49</b>	<b>46</b>

13

000338

000339

**Public, Comprehensive Universities (Masters 1)  
Offering Doctorates in Education**

APPALACHIAN STATE UNIVERSITY  
ARKANSAS STATE UNIVERSITY-MAIN CAMPUS  
BOISE STATE UNIVERSITY  
CENTRAL MICHIGAN UNIVERSITY  
DELTA STATE UNIVERSITY  
EAST CAROLINA UNIVERSITY  
EAST TENNESSEE STATE UNIVERSITY  
EASTERN MICHIGAN UNIVERSITY  
GEORGIA SOUTHERN UNIVERSITY  
LAMAR UNIVERSITY-BEAUMONT  
MARSHALL UNIVERSITY  
MONTCLAIR STATE UNIVERSITY  
NORTHEAST LOUISIANA UNIVERSITY  
OAKLAND UNIVERSITY  
ROWAN UNIVERSITY  
SOUTHWEST MISSOURI STATE UNIVERSITY  
STEPHEN F. AUSIN STATE UNIVERSITY  
TEXAS A & M UNIVERSITY-CORPUS CHRISTI  
TEXAS A & M UNIVERSITY-KINGSVILLE  
UNIVERSITY OF ARKANSAS AT LITTLE ROCK  
UNIVERSITY OF MASSACHUSETTS-BOSTON  
UNIVERSITY OF NEBRASKA AT OMAHA  
UNIVERSITY OF NEVADA-LAS VEGAS  
UNIVERSITY OF NORTH FLORIDA  
UNIVERSITY OF SOUTH ALABAMA  
WESTERN CAROLINA UNIVERSITY  
YOUNGSTOWN STATE UNIVERSITY  
GRAMBLING UNIVERSITY  
JACKSON STATE UNIVERSITY  
MORGAN STATE UNIVERSITY

SOURCE: The College Board

Institutional Research and Planning  
CSU System Office  
August 2000

000340

Summary of Preparation and Qualifications of CCSU Core Ed.D. Faculty

The quality of any program in higher education is contingent on who teaches the courses and advises the students. The Ed.D. Program at CCSU has been planned by and will be supported by a core group of fifteen faculty chosen to be involved because of their excellent academic preparation and their track record for exemplary research and involvement in K-12 schools. Below the qualifications of these fifteen individuals are highlighted.

Background: Some hold the perception that education faculty at CCSU still reflect training and qualification of the institution's normal school era. This is inaccurate. Most of the faculty who planned and will be involved in the Ed. D. Program have been recruited from national searches since CCSU acquired university status; the majority of them have been appointed with the past decade.

Academic Preparation: Of the 15 core faculty, all have doctorates from prestigious, Tier-I universities including: Indiana University, Penn State University, University of Alberta, University of Connecticut, University of Illinois, University of Massachusetts, University of Michigan, University of Oregon and the University of Wisconsin, Madison.

Experience with Doctoral Preparation and Doctoral Advising: Prior to coming to CCSU seven of the faculty (Abed, Arends, Beyard, Fried, Goldstein, Hoffman, Lemma) have had experience teaching at the doctoral level and supervised doctoral dissertations.

Experience in Public Schools: Of the fifteen-core faculty, thirteen have taught in the public schools; seven have held administrative positions including such roles as: assistant principal, director, principal, and supervisor.

Contribution to Connecticut Schools: Over the past five years, seven of the core faculty have worked in CCSU Professional Development Schools and helped these schools with site-based school improvement projects. Collectively, key faculty have been awarded over 2 million in research and school improvement grants from the State of Connecticut, the U.S. Office of Educational Research and Improvement, school districts in Connecticut, and numerous other funding agencies such as the National Education Association and the Urban Network to Improve Teacher Education.

Honors: Core faculty have received the following honors over the past five years: AACTE Distinguished Service Award; AAUW Gift Honoree; ACPA Esther Lloyd Jones Professional Service Award; ACPA Contribution to Knowledge Award; CCSU Excellence in Teaching Award; Fulbright Scholar Award, Iceland; Indiana University Distinguished Teaching Award; Laddie Bell Service Award; NRC Outstanding Doctoral Student Research Award; Service to New Britain Youth Award; Who's Who in the World, International (Ireland) Role of Honor; William Allen (Boeing) Endowed Chair

Knowledge Production/Dissemination: Currently CCSU faculty associated with the doctoral program have overall editorial responsibility for two major journals: The Dragon Lode: The Journal on Children's Literature of the International Reading Association and Multicultural Perspectives. The Journal of the National Association for Multicultural Education.

In the five year period between 1995 and 2000, Core Ed.D. faculty have written or contributed to 22 books and 77 articles in professional journals. They have made over 150 presentations 15 of which were at international conferences in Budapest, Hungary; Kyoto Japan; Tokyo, Japan; Singapore; Utrecht, The Netherlands; Bordeaux, France; Mexico City, Mexico; Pecs, Hungary; Nanyouth College, Ireland; Montego Bay, Jamaica; Montreal, Canada; Edmonton, Canada; and Iceland.

Accreditation: CCSU is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). As part of this process, the faculty in the Department Educational Leadership submitted its programs to review by the Educational Leadership Constituent Council (ELCC) and received "National Recognition" for its administrator training programs. Of the 500+ institutions that offer programs in education administration, only 42 have received "National Recognition." CCSU has the only nationally recognized educational administration program in the State of Connecticut.

Ref EdD CCSU Faculty Qualifications January 29, 2001

000341

**Summary of Preparation and Qualifications of SCSU Core Ed.D. Faculty**

**Academic Preparation:** Of the 13 core faculty, all have doctorates and other advanced degrees, including some from Prestigious Tier-I universities including: Yale University, Columbia University-Teacher's College, Queen's University-Ontario, Canada, Washington State University, University of Connecticut, Fordham University, Hofstra University, and Fairfield University.

**Experience in Doctoral Preparation and Doctoral Advising:** Prior to CSU, 75% of the full-time faculty have had experience teaching and supervising at the doctoral level.

**Experience in Public Schools:** Approximately 95% of the core faculty have had experience in the public schools: Eleven have taught in the public schools; eleven have held administrative positions in public schools with nine holding the position of superintendent and one as a member of the board of education in a large urban Connecticut city district.

**Contributions to Connecticut Schools:** Over the past 5 years, the department has conducted 10 professional development symposia for practicing and future administrators; served as consultants to various districts regarding aspects of school leadership; been involved with the School of Education in the Professional Development Schools; conducted a study of diversity and inter-district programs related to desegregation.

**Honors:** Over the past 5 years, faculty have been awarded such honors as the CT Innovation Award, Yale University Distinguished Teaching Award, Southern Connecticut Conference Leadership Award and Doctoral Student Research Award, Connecticut State Superintendent of the Year.

**Knowledge Production/Dissemination:** Currently SCSU faculty associated with the doctoral program has editorial responsibility for three major journals: The International Journal of Educational Leadership; Journal of At-Risk Issues; Contemporary Issues in Educational Leadership.

In the past five years, faculty have authored three books; have contributed to four books; have authored over 50 articles; have made over 150 presentations at national, state and local, 12 of which were at international conferences, including those in the Republic of South Africa, Zimbabwe, Trinidad and Tobago, Jamaica; given 2 keynote addresses at international universities.

**Accreditation:** The Educational Leadership Department and its programs are fully accredited by the NEASC, State Department of Ed and State Department of Higher Ed and currently seeking accreditation by the NCATE.

## Minority Recruitment Activities in Teacher Education

The four CSU universities have invested significantly in recruiting minority students into teacher preparation programs and are planning to do even more in the future in collaboration with the community colleges - many of which have large numbers of minority students enrolled. To illustrate the more noteworthy initiatives currently underway, several activities by CSU institutions are described below.

### Central

CCSU, in collaboration with the Connecticut State Department of Education, has secured a U.S. Department of Education grant that awards scholarships to minority students who agree to teach in high needs schools. In 1999-2000 academic year, \$48,000 in scholarship money was awarded to 12 students. In 2000-2001 academic year, \$68,000 was awarded to 17 students. Additional scholarships will be awarded in the spring 2001.

Central also administers a Diversity in Teaching Network that provides ongoing support to its pre-professional students through the cooperative efforts of faculty and staff in the School of Education and other university departments. Faculty mentor groups of students and offer workshops on relevant topics such as Praxis I preparation, academic advising, peer tutoring, career exploration and reading strategies.

Finally, CCSU has developed effective working relationships with a number of K-12 institutions through a network of Professional Development Schools. These relationships encourage diversity in teacher education by emphasizing the preparation of students for urban schools and diverse student populations. In addition, as members of the Holmes Partnership, CCSU and New Britain Public Schools are engaged in collaborative activities and research which focuses in diversity.

### Eastern

For more than three years, hundreds of high school students from across Connecticut contemplating a career in teaching have attended Eastern Connecticut State University for the Summer Institute for Future Teachers (SIFT). Learning how to become a teacher is the primary objective of the summer institute, which teaches high school students how to prepare exciting lesson plans, integrate technology in the classroom, and teach diversity in the classroom. The program also introduces prospective college students to the ever-growing Eastern campus.

SIFT is a joint program between Eastern and the Capital Region Education Council (CREC). CREC funds the program through a grant from the State Department of Education. Students are chosen in cooperation with teachers and school guidance counselors who recommend students for the program. Many graduates of SIFT have become students at Eastern and other Connecticut State Universities now pursuing careers in the teaching profession.

Additionally, ECSU has recently partnered with Hartford Public High School to create a Teacher Cadet Program to recruit students of color into the teaching profession. The Program seeks to provide high school students with an insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools.

### Southern

Since the Fall of 1996, Southern Connecticut State University has operated a program in cooperation with teachers, guidance personnel and administrators at Hillhouse High School. The program identifies students of color with a potential interest in teaching. Nearly 300 Hillhouse students have participated in the program through the Spring of 1999. The program has been supported exclusively with Southern's operating funds.

000343

Minority Recruitment at CSU, p. 2  
SCSU, Cont.

The collaboration with Hillhouse was designed to create a comprehensive teacher preparation program to inspire and motivate students of color, prior to entering college, to pursue the teaching profession. The program includes academic tutoring, mentoring, individual, group and family counseling, college application assistance, scholarships and special offerings at Hillhouse and at Southern. During the regular school year, students in the Teacher Prep Program participate in rigorous teacher preparation courses and activities in addition to their regular coursework at Hillhouse. Students are exposed to a variety of classroom teaching experiences through field observations where they tutor area elementary and middle school students.

In addition, a limited number of qualified participating seniors are able to register for Southern's credit classes each semester. Each year, up to five qualified Hillhouse seniors are given full tuition scholarships to Southern Connecticut State University. With the projected shortage of teachers expected over the course of the next ten years and the particular need to ensure that the teaching profession is reflective of the diversity of students in our schools, this program serves as a model for teacher recruitment.

#### Western

WCSU has established a Minority Teacher Recruitment Project and has recently received a \$100,000 gift from Farooq Kathwari, CEO of Ethan Allen, for the program. The gift will be used principally as scholarships to attract area minorities into Western's teacher education programs.

WCSU also hosts a series of events to promote diversity in the teaching ranks of Danbury area schools. One such event, the Future Teachers of Connecticut Day, featured leaders in the educational community and students in a discussion on how to become a teacher, and presentations on topics such as dramatic involvement and team-building activities. The program was a collaboration of Western, the city of Danbury public schools, and Education Connection, a regional education service center. The program's goal is to inspire the desire to learn—and finally to teach—by providing rewarding educational activities for minority high school students.

000344

**Enrollment In Teacher Preparation Programs by Level**  
Connecticut State University System Fall 2000

Program Level & University	CCSU	ECSU	SCSU	WCSU	TOTAL
Baccalaureate Program	369	116	644	550	1,679
Post-Baccalaureate Certificate (Non-Degree)	303	16	264	65	648
Masters Program/Post-Masters Certificate	805	68	1,117	317	2,307
Sixth-Year Certificate Program	112	NA	464	NA	576
<b>Total Enrollment</b>	<b>1,589</b>	<b>200</b>	<b>2,025</b>	<b>932</b>	<b>4,634</b>

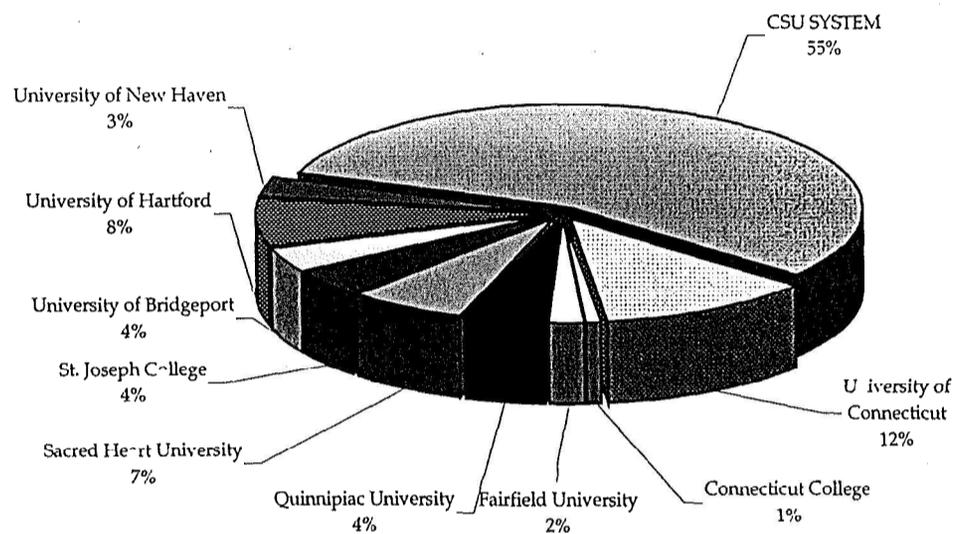
Reported by Deans of Schools of Education/Professional Studies  
January 2001

000345



Developing A State of Minds - 2001

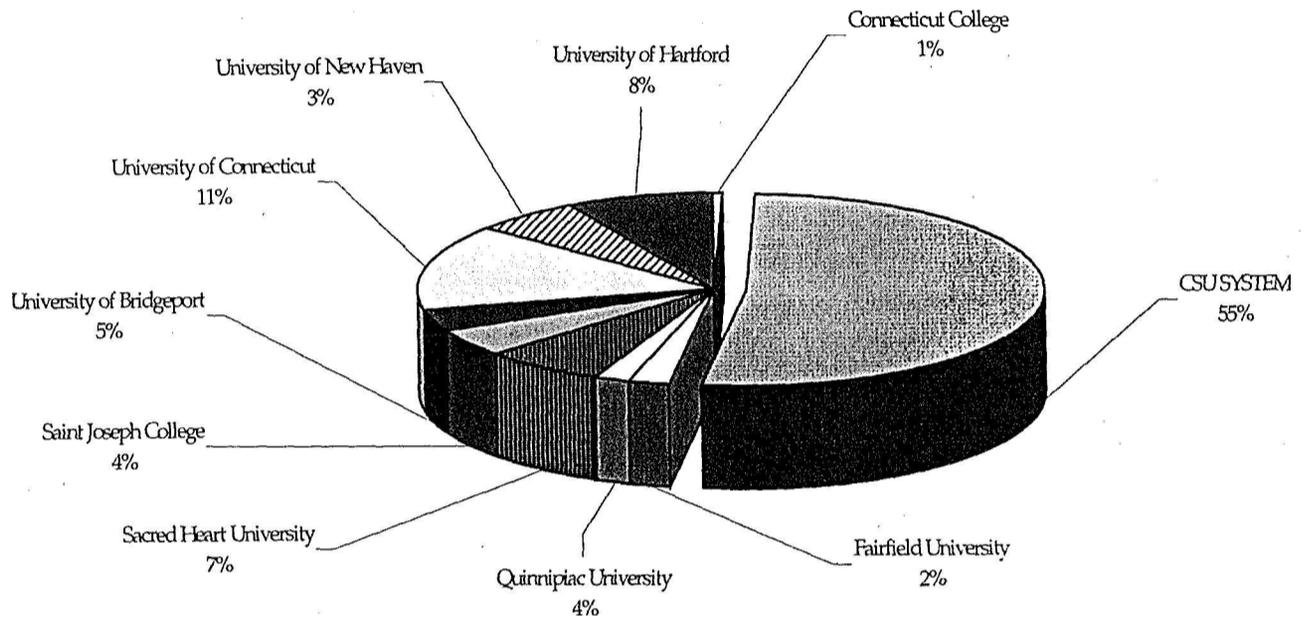
*Share of Teacher Candidates  
Passing State Mandated Writing Assessment*



No. of Students  
Who Passed Exam

CSU SYSTEM	942
University of Connecticut	205
University of New Haven	51
Sacred Heart University	115
University of Hartford	129
Saint Joseph College	69
University of Bridgeport	66
Fairfield University	36
Quinnipiac University	73
Connecticut College	13
Total	1,699

*Share of Teacher Candidates  
Passing State Mandated Reading Assessment*



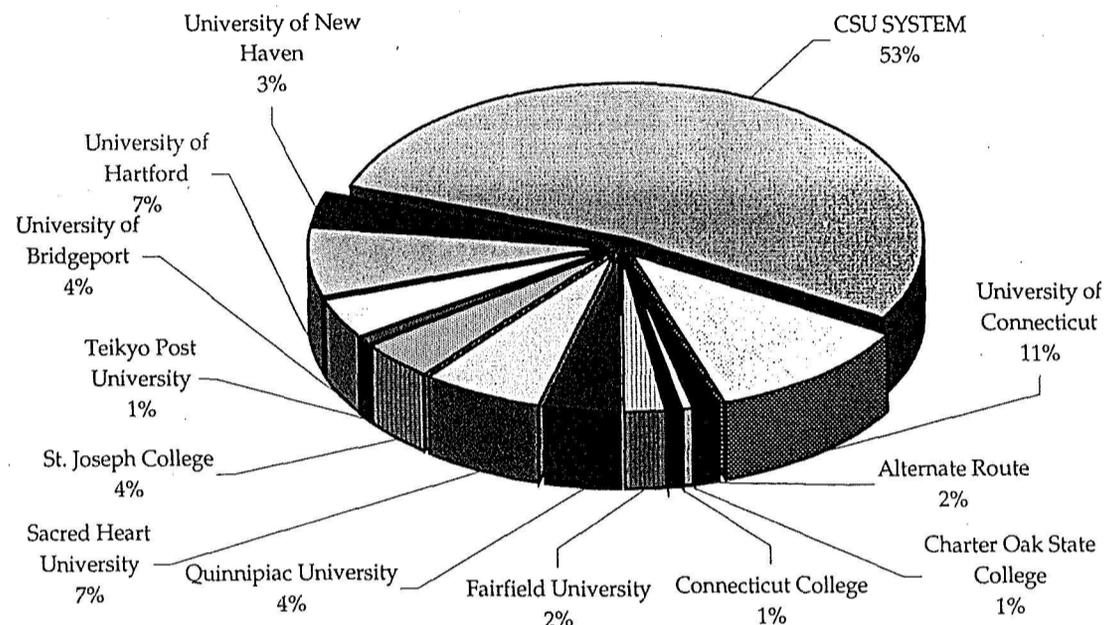
	No. of Students Who Passed Exam
CSU SYSTEM	931
University of Connecticut	192
University of New Haven	52
Sacred Heart University	111
University of Hartford	127
Saint Joseph College	68
University of Bridgeport	77
Fairfield University	37
Quinnipiac University	73
Connecticut College	11
Total	1679

000347



Developing A State of Minds - 2001

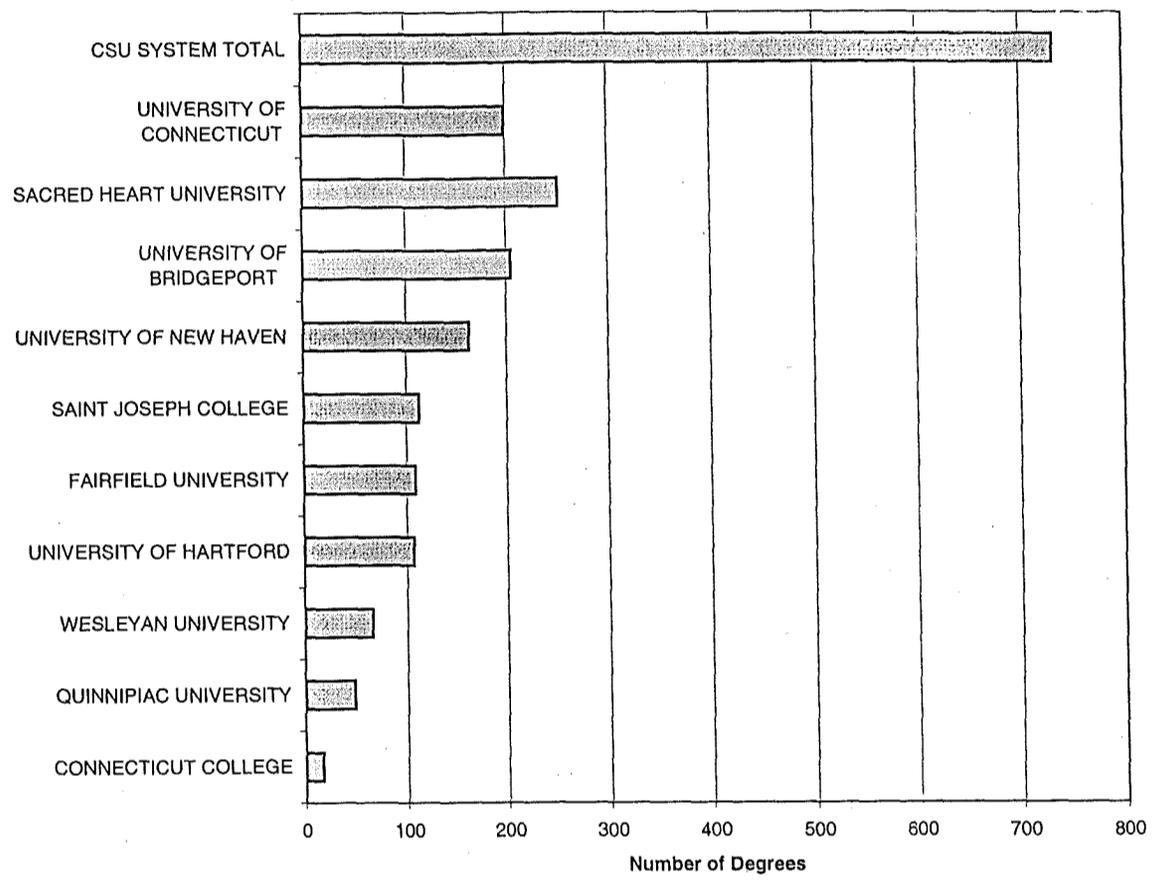
*Share of Teacher Candidates  
Passing State Mandated Mathematics Assessment*



No. of Students  
Who Passed Exam

CSU SYSTEM	920
University of Connecticut	195
University of New Haven	58
Sacred Heart University	116
University of Hartford	125
Saint Joseph College	71
University of Bridgeport	74
Fairfield University	37
Quinnipiac University	75
Alternate Route	27
Connecticut College	12
Charter Oak State College	10
Total	1,731

### Masters Degrees Awarded in Education in Connecticut



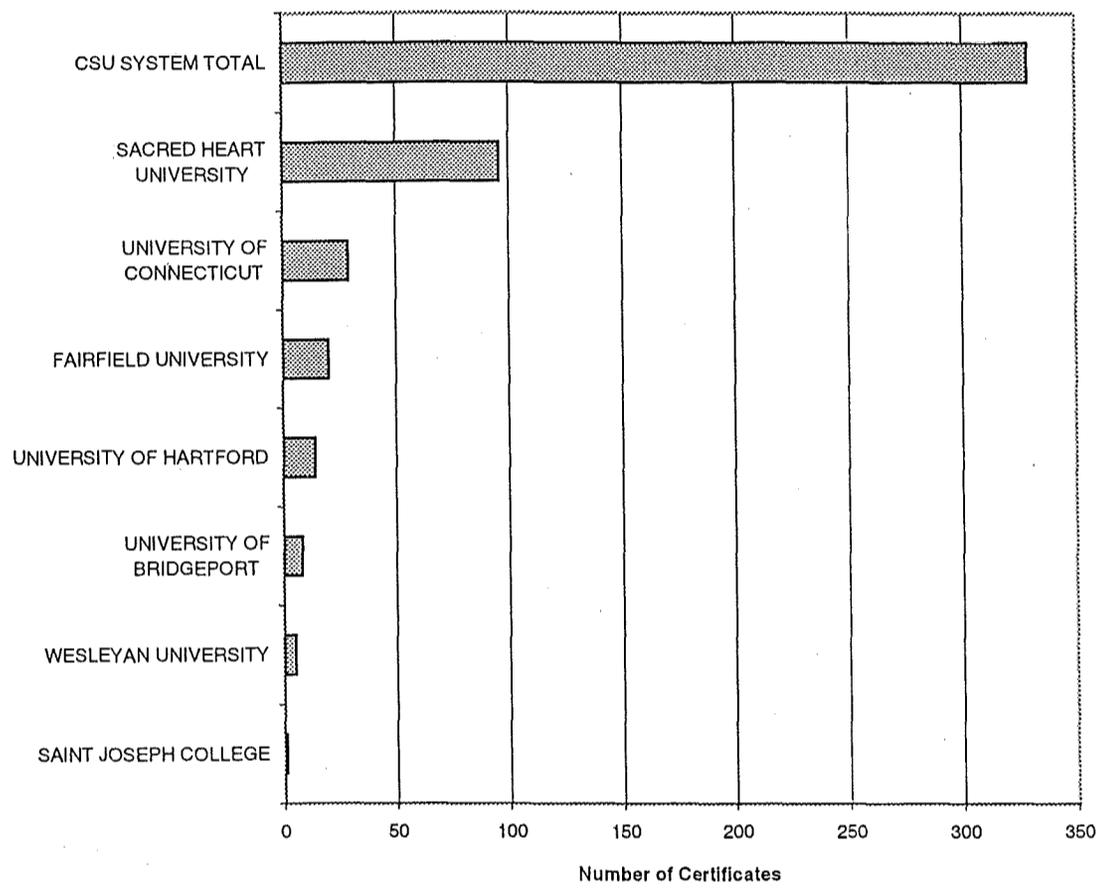
000349

### Masters Degrees Awarded in Education in Connecticut

Institution Name	1995-96	1996-97	1997-98	1998-99	1999-2000
CENTRAL CONNECTICUT STATE UNIVERSITY	240	191	235	276	179
EASTERN CONNECTICUT STATE UNIVERSITY	46	50	35	49	44
SOUTHERN CONNECTICUT STATE UNIVERSITY	306	404	419	479	409
WESTERN CONNECTICUT STATE UNIVERSITY	103	125	103	113	101
<b>CSU SYSTEM TOTAL</b>	<b>695</b>	<b>770</b>	<b>792</b>	<b>917</b>	<b>733</b>
UNIVERSITY OF CONNECTICUT	255	264	240	216	199
SACRED HEART UNIVERSITY	179	204	217	212	252
UNIVERSITY OF BRIDGEPORT	150	180	202	169	205
UNIVERSITY OF NEW HAVEN	0	165	177	182	163
SAINT JOSEPH COLLEGE	84	100	106	98	113
FAIRFIELD UNIVERSITY	114	90	108	124	109
UNIVERSITY OF HARTFORD	127	110	105	110	107
WESLEYAN UNIVERSITY	0	113	120	83	66
QUINNIPIAC UNIVERSITY	12	48	42	70	48
CONNECTICUT COLLEGE	14	15	14	14	17

000350

### Sixth-Year Certificates Awarded in Education

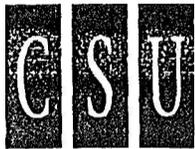


000351

### Sixth-Year Certificates Awarded in Education

Institution Name	1995-96	1996-97	1997-98	1998-99	1999-2000
CENTRAL CONNECTICUT STATE UNIVERSITY	21	23	30	28	36
SOUTHERN CONNECTICUT STATE UNIVERSITY	176	177	172	222	293
<b>CSU SYSTEM TOTAL</b>	<b>197</b>	<b>200</b>	<b>202</b>	<b>250</b>	<b>329</b>
SACRED HEART UNIVERSITY	23	18	41	39	96
UNIVERSITY OF CONNECTICUT	27	28	45	23	29
FAIRFIELD UNIVERSITY	43	14	29	17	20
UNIVERSITY OF HARTFORD	8	5	12	10	14
UNIVERSITY OF BRIDGEPORT	13	23	15	18	8
WESLEYAN UNIVERSITY	83	5	5	1	5
SAINT JOSEPH COLLEGE	3	2	2	0	1

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Connecticut State University System

SYSTEM

Developing a State of Minds



Background Information

**GOAL:**

- The Connecticut State University System is seeking the necessary statutory changes to obtain the authority to offer a doctorate in education, specifically an Ed.D. degree. By offering the degree, CSU would help Connecticut address the school administrator shortage, enhance student achievement and increase professional development opportunities for the state's educators.
- Central Connecticut State University and Southern Connecticut State University are currently poised to offer doctoral programs in education and it is anticipated that Western Connecticut State University will be in the near future.

**WHAT IS AN Ed.D.?**

- An Ed.D. degree, or any professional, applied doctorate, is designed to immerse a learner in the accepted knowledge of an academic discipline and encourage effective application of the knowledge. A Ph.D. is a doctorate in philosophy, which focuses on a particular academic discipline and original research.

Dimension	Ed.D.	Ph.D.
Distinguishing Characteristics	<u>Practitioner</u> Oriented; <u>Application</u> of Knowledge; Usually Related to a Professional Discipline	Original Research Oriented; <u>Creation</u> of Knowledge; Usually Related to Arts and Sciences Discipline
Fundamental Purpose (Outcome)	Increase supply of persons capable of <u>applying</u> research findings	Increase supply of persons capable of <u>conducting</u> original research
Societal Benefit	Improved <u>implementation</u> of education policy	Improved educational policy
Workforce Impact	Augmented supply of highly-skilled educational <u>administrators</u>	Augmented supply of highly-skilled educational <u>researchers</u>
Typical Culminating Project	Practical project linked to on-going program or problem of interest to Ed.D. student drawing on primary and secondary sources	Dissertation based on original data or information collected, analyzed and interpreted by Ph.D. student
Personal Skill Impact	Administrative and instructional leadership skills	research and administrative skills
Most Likely Market(s) for Program	K-12 teachers/staff aspiring to K-12 administrative positions; junior K-12 administrators seeking promotion to higher positions	Persons with Master's Degrees aspiring to College or University Teaching Posts; Persons desiring to produce scholarly contributions in education

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#### **NEED FOR DOCTORAL PROGRAM**

- Connecticut residents interested in pursuing Ed.D. degrees have few options other than to leave the state. The University of Hartford and the University of Bridgeport offer Ed.D. programs and the University of Connecticut offers a Ph.D. in Educational Administration, but these programs have limited spaces available.
- Surveys of current teachers and our own graduate students indicate a strong demand for the program. In fact, out of 826 students and teachers surveyed, 55% expressed interest in participating in the Ed.D program.
- Superintendents of Schools in Connecticut and elsewhere are increasingly expected to hold and earn a doctorate. 45% of superintendents nationally hold the doctorate, 67% in Connecticut, and 70% in Connecticut's metropolitan areas.
- The State Department of Education projects that the average age of current school administrators is 51 and that the attrition rate of school administrators will increase over the next decade.
- A high percentage of Connecticut educators interviewed as part of a cost/benefit analysis of Ed.D. programs offered by CSU's universities, indicated they want an affordable, accessible, practical, action-oriented, quality Ed.D. program in Connecticut.
- Additionally, the State Department of Education, regional educational service centers, community service centers, health services and private industry require advanced degrees of a number of senior managers, programs coordinators and designers and producers of continuing and professional career education programs.

#### **WHY CSU UNIVERSITIES?**

- Offering Ed.D. degrees is the natural extension of our long heritage of preparing personnel for elementary and secondary schools in Connecticut. CSU's primary mission for years was teacher preparation and our universities still educate the largest number of teachers in Connecticut.
- All four CSU institutions began as the state's two-year normal schools in the late 1800's. As qualifications and standards for teachers increased, so has the breadth of our education programs -- evolving first into four-year bachelor's programs, then growing into master's and sixth year programs. Since Connecticut's standards for teachers and school administrators are still increasing and the number of superintendents and other school administrators with doctorates has risen dramatically, it is time that Connecticut's largest public university system responds to a state-wide need for more doctoral programs in education.
- CSU's experience in producing the bulk of Connecticut's teachers provides a foundation for the Ed.D. program.
  - Of the individuals who passed the teacher certification exams last year, 51% were graduates of CSU institutions.
  - Enrollment in our education programs continues to increase. Undergraduate enrollment in education is 1,679 and graduate enrollment is 3,531.

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- Many of our peer institutions – other comprehensive, master's 1 universities -- offer doctoral programs in education, including California State University at Fresno, Boise State University, Central Michigan State University, East Tennessee State University, Georgia Southern State University, Marshall University, South Western Missouri State University, Western Carolina State University, University of Arkansas at Little Rock, and Stephen F. Austin State University.
- Since an Ed.D. degree is a professional, applied, practitioner-based degree it is well-suited to CSU's teaching-oriented mission.

#### **BENEFITS OF CSU INSTITUTIONS OFFERING AN Ed.D.**

- Having more individuals highly trained in educational leadership may lead to enhanced student achievement and better administration of Connecticut's schools.
- Since an Ed.D. offered by CSU institutions will not have a residency requirement, students enrolled in the program will not suffer the loss of continuity if they are working as teachers and administrators and will not be forced to leave their positions while pursuing their degree.
- The State of Connecticut will have a chance to develop its own talented leadership, rather than rely so heavily on universities in New York or Massachusetts.
- Connecticut residents will have access to convenient, affordable, practitioner-based doctoral programs in education.
- Connecticut's schools, education centers, state Department of Education and other professional employers will have a larger, more diverse, and well-prepared pool of competent educational leaders as they fill positions.

#### **COST**

- CSU will not be seeking an additional state appropriation to offer Ed.D. programs.

#### **NEED FOR STATUTORY CLARIFICATION**

- The Connecticut General Statutes need to be clarified to address an inconsistency that exists in regard to which public higher education institutions can offer doctoral programs in education. The statutes clearly give CSU the "special responsibility for the preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education." However, the same section of the statutes also appears to grant the University of Connecticut the exclusive responsibility for programs leading to doctoral degrees.
- Nationally, it is highly unusual to have a statutory provision limiting which public higher education institutions offer doctoral degrees. In fact, Connecticut may be one of only three states in the nation that appears to have such a limitation. It is also important to note that in California and Pennsylvania where the limitations exist, exceptions have been made to allow universities similar to CSU's institutions to offer doctorates in education.

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- This statutory provision was enacted in 1965 when CSU institutions were state colleges and not comprehensive universities. Many things have changed since then. Educational leadership is becoming more demanding and there is a real shortage of candidates for administrative positions in Connecticut. It is time for the General Assembly to take another look at this apparent inconsistency.

## CSU's Proposed Ed.D. Programs

Why does Connecticut need new Ed.D. programs?

- Connecticut is facing a serious shortage of qualified applicants to be school administrators.
- *The average age of current school administrators is 51 and that the attrition rate of school administrators will increase over the next decade.*

• A survey conducted by CSU of Connecticut's superintendents found that 85% of 100 respondents indicated a difficulty in finding qualified candidates for school administrative positions.

• *The survey also found that 73% of the state's superintendents have had experienced difficulty in filling school administrative positions in the past three years.*

• Only three institutions in the state offer doctoral-level programs in educational leadership, and these programs awarded degrees to only 15 people in 1998-99.

What is an Ed.D.?

• An Ed.D. degree in educational leadership is an applied degree designed to provide mentoring and

experience to individuals who are preparing to work as administrators in the field of education, primarily as principals or superintendents.

• *The focus of an Ed.D. degree is to provide a bridge between the research that has already been conducted and the application of that research in practical ways that improve student achievement and the administration of our schools.*

• A Ph.D. degree in education typically prepares individuals to become university professors or researchers in education.

• *The major emphasis is in a Ph.D. program is on original research, not the practical application of research.*

What is distinctive about CSU's proposed Ed.D.?

• One apparent reason that many of these teachers choose not to apply for administrative positions is that the jobs may appear overwhelming, even intimidating.

• *To be an effective administrator in today's schools you must have guided experiences in complex areas like assessment, meeting competency standards, collective bargaining, human resource management, budgeting,*

*quantitative analysis, and the politics of dealing with school boards, parents and community groups.*

• Through a combination of innovative coursework, internships, applied research projects, and mentoring experiences, Ed.D. degree candidates will learn about the latest and most effective approaches to the challenges facing today's schools, and they will be able to implement these approaches in a school district before graduation.

• *CSU's programs will be affordable, geographically accessible and offered mainly during the summer and weekends.*

• No one will have to quit his or her job as a teacher or administrator in order to advance a career and help a school system.

Is a CSU Ed.D. needed?

• There is in fact sufficient demand – especially since CSU seeks to fill only 25 slots a year in each proposed program.

• *There is sufficient demand for CSU's four proposed programs and the Ed.D. program recently proposed by the University of Connecticut.*

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• Surveys conducted by CSU this summer and fall indicate that:

- 48% of superintendents who do not hold the doctoral degree said they would participate in an Ed.D. program at a CSU University.
- 45% of the public school teachers in random sample of 400 said that they would be very or somewhat likely to participate in a CSU Ed.D. program.
- 66% of 385 current CSU graduate students said that they would be likely participants at either institution if they offered a doctoral degree.

• *There has been a decline in doctoral degrees in education in Connecticut and nationally. But the National Center for Education Statistics (NCES) predicts that this trend will be reversed during the next decade.*

• The decline in Connecticut's educational doctorates could have occurred because existing programs may be costly, geographically inaccessible to a large part of the state's residents, and unattractive to potential participants because of

their full-time nature, which requires students to leave their jobs and relocate.

Does CSU have the resources to offer Ed.D. programs?

• Although the proposed programs at Central and Southern are based on different models, each will offer a large part of its program in the summer - which is when prospective students are most able to enroll.

• *Summer courses means that costs for teaching faculty are lower than would otherwise be the case.*

• As a consequence, no new taxpayer support will be required; the additional costs of these programs will be supported through student tuition and fees.

Will CSU's Ed.D. programs be quality programs?

• CSU's Ed.D. programs will be of the highest quality led by an outstanding faculty.

• *Central's Education School is one of only three institutions in Connecticut that has been accredited by the National Council for the Accreditation of Teacher*

*Education (NCATE) - a benchmark of quality in the academic community.*

• Central's program for Intermediate Administrative Supervisor - has been accorded "national recognition" by the Educational Leadership Constituent Council.

• *Southern is currently seeking NCATE accreditation.*

• Both institutions have designed their Ed.D. degrees to meet NCATE guidelines for doctoral-level study and State Department of Education guidelines for superintendent certification.

Is CSU qualified to offer an Ed.D.?

• Offering an Ed.D. degree is the natural extension of CSU's long heritage in the field of education and teacher preparation.

• *Established between 1849 and 1903 as teacher training "normal" schools, CSU institutions were founded to address Connecticut's need for trained educators.*

• As the qualifications and standards for teachers have increased, our universities have responded, first

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with bachelor's degrees, then master's and sixth-year certificates.

•CSU educational programs have also included training and support for principals and superintendents.

•CSU has not lost sight of its "special responsibility" and continues to be Connecticut's primary teacher education institutions at the bachelor's degree level.

•CSU institutions train more than half of Connecticut's teachers and enrollment in our education programs is rising.

•All four CSU universities have been working diligently to attract students of color into our teacher education programs. In fact, each university has established teacher-recruitment programs geared to K-12 students.

•At the graduate level, CSU remains Connecticut's largest provider of advanced training for teachers and school administrators.

•Of the 358 sixth-year certificates in education awarded in the state in 1999, 250 or 70 percent were awarded by CSU universities.

•Of the 2,195 master's degrees in education awarded in Connecticut in 1999, 917 or 42 percent were awarded by CSU universities.

Why is CSU seeking a change in state law?

•The state statute granting CSU the special responsibility to train the personnel of Connecticut's schools, also grants the University of Connecticut the exclusive responsibility for programs leading to doctoral degrees.

•Nationally, it is highly unusual to have a statutory provision preventing certain public higher education institutions from offering doctoral degrees.

•In fact, Connecticut may be one of only three states in the nation with such a limitation. More than 30 of our peer institutions (e.g. other former teacher colleges) around the country are already offering education doctorate programs.

What about a joint Ed.D. program?

•CSU opposes the joint degree program.

•We believe that there are serious issues with a joint program such as a lack of accountability, efficiency, and legitimacy.

•In California, where joint Ed.D. programs are statutorily possible, offered by the California State University institutions and the University of California institutions, these issues have resulted in an unworkable situation that has caused the state universities to pursue a statutory change to allow them to offer the degree independently.

•CSU is sensitive to the concerns of the University of Connecticut in regard to its need to preserve its role as the state's public research university.

•CSU believes that this concern could be addressed quite easily by a statutory change giving CSU the authority to offer only an Ed.D. degree, and preserving the exclusive authority of UConn to offer Ph.D. programs.

•CSU institutions are not interested in offering research doctoral degrees like Ph.Ds.

CSU is not interested in offering any other applied degree program.

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# Sunday Editorial

THE HERALD PRESS

IN OUR VIEW

## Let Central offer doctorate Administrator shortage demands action

Need grows for more principals, superintendents.

It is getting harder and harder for public schools to hire superintendents and principals.

The natural candidates within the school system are increasingly happy to stay where they are. Who needs the grief of being a community lightning rod? Why trade a 10-month year for a 12-month year? And the pay, considering the responsibility and demands, is not that much better than a veteran teacher's.

The result, according to the Connecticut Association of Boards of Education, is a looming shortage of top school administrators.

It would be nice to think that the state's public education establishment would respond to this shortage quickly and with flexibility. It hasn't. Instead, a political fight is brewing in the ongoing turf battle between the Connecticut State University system and the University of Connecticut.

Over the last two years, Southern and Central Connecticut State universities have developed a well thought out training program in administrative theory and practice for new administrators in schools, nonprofit organizations or human resources. This education doctorate would complement, not compete with, the research Ph.D. in education that UConn offers.

The state's Board of Governors for Higher Education has rejected the CSU plan. The board noted a 1977 state law restricts doctorates to UConn.

In a last-minute response to CSU doctor of education programs, UConn has hastily assembled its own training program that would lead to a doctorate.

Connecticut is one of only a few states that limits doctorate degrees to a single state university. And two of the other states, California and Pennsylvania, carve out exceptions for doctoral education programs.

The proposed doctorate is entirely in keeping with mission of state universities, which have been training the bulk of Connecticut's public school teachers for the last century. The universities already offer master's and sixth year certificates as well as undergraduate degrees for education.

Southern and Central aren't asking for more money for the doctorate program. They just want to do their state-mandated job better by addressing the shortage of principals and superintendents.

Rather than get in a jurisdictional dispute between CSU and UConn, the legislature should act on this school need before it becomes a crisis.

*A New Haven Register  
Editorial*

**EDITORIAL**

## Let Southern offer doctorate

Need grows for more principals, superintendents.

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The natural candidates within the school system are increasingly happy to stay where they are. Who needs the grief of being a community lightning rod? Why trade a 10-month year for a 12-month year? And the pay, considering the responsibility and demands, is not that much better than a veteran teacher's.

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## New Haven Register

FOUNDED 1812  
INCORPORATING THE JOURNAL-COURIER, FOUNDED 1785  
A Journal Register Company Newspaper  
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Rather than get in a jurisdictional dispute between CSU and UConn, the legislature should act on this school need before it becomes a crisis.

## Community Voices

**Broadening educational leadership**

By LAWRENCE D. McHUGH

The four Connecticut State Universities have a long and proud history of training the largest number of teachers in Connecticut. I myself am a product of Southern's education program; after graduation, I served 21 years as a teacher-coach, before moving on to my present position with the Middlesex County Chamber of Commerce, where I continue to support the improvement of educational practice as an absolutely vital prerequisite to economic development.

All four CSU institutions began as teacher-preparation institutions. As qualifications and standards for teachers increased, so has the breadth of CSU's education programs — evolving from two-year education degrees into four-year bachelor's programs, then growing into master's and sixth-year programs. Our role is recognized in Connecticut's laws, which clearly give CSU the "special responsibility for the preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education." Now that Connecticut is facing a shortage of candidates for top administrative positions in elementary and secondary schools, CSU is responding by expanding its educational offerings to the doctoral level.

On July 14, CSU's Board of Trustees unanimously approved a proposal by Central Connecticut State University to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for an Ed.D. degree in educational leadership. This action was the culmination of a two-year development, originally initiated by our board member Richard Balducci, himself a former teacher and coach, as well as former Speaker of Connecticut's House of Representatives. The board formed a committee to review his suggestion, commissioned a feasibility study, and asked the faculty of our uni-

versities to investigate the possibility of offering the degree. Subsequent exploration of this addition to the curriculum found overwhelming enthusiasm among many constituencies for moving forward.

While there are several institutions in Connecticut currently offering doctoral degrees, CSU's Ed.D. degree would be distinct. An Ed.D., or any professional, applied doctorate, is designed to immerse a learner in the accepted knowledge of an academic discipline and encourage effective application of the knowledge; not only do students learn to access and create information, but they also use this information to improve practice. This degree varies from a Ph.D., which focuses on a particular academic discipline and original research. We anticipate that superintendents and other administrators who receive an Ed.D. from Central — or Southern, which will soon present its own proposal for an Ed.D. to our board — will be in a position to apply contemporary educational theory to contemporary educational practice. Teachers will benefit from the support and training that their supervisors bring to their job. And students will benefit from the best practices in educational quality translated into everyday practice.

CSU's Ed.D. will be convenient for students in its location (Central is an easy drive from many major cities in the state), scheduling (much of the work would be done in the summer), absence of a residency requirement (which would mean that students would not have to take time off from their present positions), and affordability. Convenient access to an affordable doctoral education will enable many more people in the educational field to pursue an advanced degree than is currently possible.

In order to bring the benefits of this degree to Connecticut, CSU has recognized that statutory language must be clarified to

address an inconsistency that exists. Although CSU has a special responsibility for programs in education, including those at the graduate level, another provision in the statutes (added in 1977, when our schools were still state colleges and had not attained their present university status) permits only the University of Connecticut to award doctoral degrees. Our board has accordingly directed Chancellor William Cibes to draft the required clarification and pursue its enactment.

Nationally, it is highly unusual to have a statutory limitation on which public higher education institutions can offer doctoral degrees. In fact, Connecticut is one of only three states in the nation that appears to have such a limitation. Moreover, in California and Pennsylvania — the other states, where the limitations exist — exceptions have been made to allow universities similar to CSU to offer the Ed.D. degree. We accordingly believe that it is time to change the statutes to eliminate an obsolete bar to improving education in Connecticut and permit CSU to offer the Ed.D.

CSU has received strong support from education associations, superintendents, principals, teachers and students in Connecticut for changes necessary to enable us to offer Ed.D. degrees. They understand the importance of improving educational performance in Connecticut by increasing the number of highly educated administrative practitioners. They join with me and the rest of CSU's board, who share their first-hand understanding of current need, to continue to improve our educational system in Connecticut.

*Lawrence D. McHugh is chairman of the Connecticut State University Board of Trustees and president of the Middlesex Chamber of Commerce.*

OTHER OPINION

# State Needs More Teachers With Doctorates

BRUCE E. STORM

Anyone who follows the news is well aware of the many complex issues facing Connecticut schools — safety, low performance, class size, vouchers and more. To address these issues and provide the education we want for our children's schools, towns and cities will need very skilled and highly educated leaders. But where will our superintendents, principals and other school administrators come from?

To fill these positions, Connecticut needs experienced teachers and administrators who have doctoral degrees. Parents and taxpayers can be sure that an individual with a doctorate is not only bright and experienced, but also committed to education and ready to lead schools.

Unfortunately, the state is faced with a

dwindling supply of individuals qualified to assume positions of leadership in school districts. The three universities that have doctoral programs in education — the University of Connecticut, the University of Hartford and the University of Bridgeport — awarded only 15 degrees in 1998-99 — hardly enough to address the state's current and future needs.

Moreover, with the average age of superintendents increasing and many at or near retirement age, the oft-predicted mass exodus from these vital positions is appearing more realistic with each passing year.

It is, therefore, critical that Connecticut begin implementing programs that prepare qualified individuals to take over these roles. One obvious solution is to expand the programs that produce school leaders, specifically doctoral programs at Connecticut universities.

There are two types of doctoral degrees available to educators — a Ph.D., which is re-

search-based, and an Ed.D., which provides practical training. As the holder of an Ed.D., I have a strong belief that a practical, hands-on program exposing students to the realities of leadership, challenging students, expecting results that are relevant and instilling habits of mind that are invaluable in the trenches is the sort of program that should be available to those who will lead our schools.

I also speak as a person who has come to see that the schools I was trained to lead, the schools I helped design and bring to life, are no longer the schools that Connecticut will have in years to come. Few superintendents view schools as narrowly defined institutions where learning is the fundamental activity. Clearly, schools are becoming hubs of the communities they serve, providing a broad array of services and support to the children who attend them and their families.

The changing landscape of schooling and organizations requires new leaders who

bring an arsenal of talents and tenacity to deal with the challenges confronting decision-makers today. A carefully crafted Ed.D. program will provide such an arsenal.

That is why I am supporting proposals from the Connecticut State University system to establish Ed.D. programs at Central Connecticut State University and Southern Connecticut State University. Offering these programs is a natural extension of the state universities' long heritage in the field of education and teacher preparation.

CCSU and SCSU began in the late 1800s as "normal," or teacher, schools. They now offer bachelor's degrees, master's degrees and sixth-year certificates in education. In fact, the four state universities (Eastern and Western Connecticut State universities among them) continue to serve as Connecticut's primary education institutions at the bachelor's degree level.

Currently, state law prevents the four state

universities from offering doctoral degrees. Connecticut may be one of the few states in the nation with such a limitation. This law has created an unnecessary crisis and is preventing the state universities from completing their missions to train the state's educators.

If allowed to offer doctoral degrees, the state universities will help increase the pool of well-educated and capable candidates for school administrator positions, increasing both the quality and diversity of leadership Connecticut will need.

It's time for the law to change and time for the state to address its needs for educational leaders. I encourage the General Assembly to embrace CSU's proposed Ed.D. program with urgency and excitement.

**Bruce E. Storm, who has an Ed.D. from Harvard University, is superintendent of Branford public schools.**

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Highlights Of Panel Members Who Reviewed the  
CCSU Ed.D. Proposal

Review Process

In the fall of 2000, faculty at CCSU who had developed the Ed.D. proposal submitted its work to a national and international panel of experts in the field of educational leadership and to a panel of Connecticut educators known to be concerned about the preparation needs of educational leaders in the state and of the needs of children and youth who attend public schools. Each member reviewed the proposal. Selected members spent a full day on the CCSU campus providing critique to faculty and administration. Below are the names and positions of members who served on each panel followed by selected comments made by them.

National Panel	State Panel
Dr. Daniel Duke, Distinguished Professor of Education Leadership and Director Thomas Jefferson Center for Design, University of Virginia	Dr. Linette Branham, Director of Staff Development Connecticut Education Association
Dr. John Darish, Professor of Education Administration, University of Texas, El Paso	Dr. David Larson, Executive Director Connecticut Association of Public School Superintendents.
Dr. Michael Fullen, Dean School of Education and Director Ontario Institute of Educational Studies, University of Toronto, Canada	Mr. Richard Quinn, Principal Silver Lane Elementary School, East Hartford, Connecticut
Dr. Carol Furtwengler, Professor of Educational Administration, Wichita State University	Dr. Rosa Quezada, Associate Superintendent Hartford Public Schools
Dr. Tomas Sergiovanni, Lillian Radford Distinguished Professor and Founding Director Trinity Principals' Center, Trinity University, San Antonio, Texas	Ms. Karen Smith, Principal Derynoski School, Southington, Connecticut
	Dr. Richard Lindgren, Superintendent Retired

Selected Comments by Members of the National and International Panel

"I believe the proposal is not only of high quality, but breaks new ground...and promises to make a significant contribution to the national conversation about preparing educational leaders." (Dr. Thomas Sergiovanni, Trinity University, San Antonio, Texas)

"I am optimistic about the program proposed by CCSU. In particular, I like the strong focus on teaching and learning, a focus that mirrors the commitment of the Connecticut State Department of Education and its administrator and teacher certification processes. I believe the curriculum represents a step forward for practitioner-oriented doctoral programs. I believe that coursework includes a good balance of research, theory, and practice." (Dr. Daniel L. Duke, University of Virginia)

"The program clearly builds on the mandate of CCSU and developing practitioner-based leadership. It is natural and timely for CCSU to use its strength in quality teacher education, to serve the leadership needs at the next levels of development of teacher leaders and administrators.... The sequence of the program and time-line is sound. The six propositions are excellent, and the five program components for a strong sequential development. There are also a number of specific features that should be lauded such as: the cohort group; the use of authentic assessment; a special Kudo for the dissemination component/final summer institute which will give back to the community. The inquiry seminars form an especially important component since it provides steady intellectual and personal/emotional support for getting on with the dissertation and taking it to completion." (Dr. Michael Fullen, University of Toronto)

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"I am impressed with the current plan to offer practitioner-oriented degree. It is comprehensive and CCSU appears to have the appropriate faculty to implement this program....The "inquiry seminars" as outlined in the proposal should provide excellent long-term support to candidates in their quest to fulfill the research component...The proposal clearly delineates in incremental steps the support that CCSU will provide." (Dr. John Darish, University of Texas, El Paso)

"The intriguing part of CCSU's proposal is the inclusion of teacher leaders and central office personnel within the umbrella of the program's design. As we move toward the teaming concept in education, this cross-pollination of ideas and personnel will provide for a more seamless operation of school systems. In addition, the design of the program focuses on the *practicing administrator* and how that administrator implements organizational change and advancement through the use of inquiry techniques and data analyses." (Dr. Carol Furtwengler, Wichita State University)

Selected Comments by Members of the State Panel

"It is no longer sufficient for administrators to be managers. They must also be instructional leaders who can translate data regarding their schools into action plans that will improve instruction, which will lead to improved student achievement. The proposed program based on the conceptual framework...and basic beliefs will go far in providing aspiring administrators with the tools required to run a school in today's society." (Dr. Rosa Quezada, Hartford Public Schools)

"I would like to complement the thoughtful and thorough nature of the proposal. Specifically, I believe the three major objectives...listed are excellent. They capture the need to perpetuate learning while understanding the reality of the modern workforce. The focus on practicality while studying the complexities of the current educational establishment is a welcome alternative to the more lofty research based focus of the traditional Ph.D. The understanding of the critical role that technology can and will play in the process is also a realistic view of the future." (Dr. Robert A. Lindgren, Superintendent Retired)

The strongest arguments for an Ed.D. such as the one proposed include: "few other doctoral programs in the geographic area, a rising demand for leaders who have a strong background in educational change, large numbers of administrators retiring and dramatic changes taking place in school districts." (Dr. Linette Branham, Connecticut Education Association)

"The focus of CCSU's proposal is outstanding. I agree that a target group consisting of public school teachers and current administrators is realistic. There are many of us out there looking for this opportunity. The timeline seems reasonable...The major components of the program offer a full range of experiences for the Ed.D. candidates...institutions such as those within the CSU system should be offering a doctorate in education. At the current time, there are limited locations within our state where an advanced degree in educational leadership can be obtained. For those of us who would be unable...to commute great distances at the end of a busy day, the CSU system is geographically appropriate. The CSU has proven to produce quality educators. Many of our best teachers have come from CSU institutions. Offering a doctorate in educational administration is only an extension of an already well established preparatory program for teachers and administrators. (Ms. Karen Smith, Principal Derynoski School, Southington, CT)

Arends/Revised 2/1/01



Trinity  
University

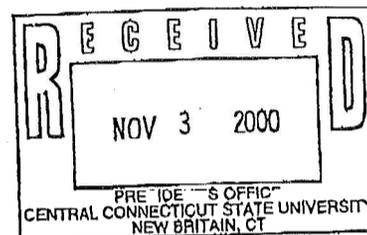
Department of Education

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715 Stadium Drive  
San Antonio, Texas 78212-7200  
210/999-7501

October 31, 2000

Dr. Richard L. Judd, President  
Dr. Richard Arends, Coordinator Ed .D. Program  
Central Connecticut State University  
1615 Stanley Street  
PO Box 4010  
New Britain, CT 06050-4010



Dear President Judd and Professor Arends:

I find the prospectus for Central Connecticut State University's proposed Ed. D. program in educational leadership to be compelling in several ways. I am particularly excited about this program's design. I believe the design breaks new ground by providing bridges between what we know from research and what we need to do in practice.

In elaborating on this point, I find it helpful to think about professions being built upon a knowledge chain comprised of at least five uses of knowledge as follows: to create new knowledge (original research); to synthesize existing knowledge by developing new understandings (applied research); to invent applications of knowledge directed to solving problems (policy development); to disseminate knowledge (teaching, writing, speaking); and to use knowledge in making decisions (practice). It strikes me that when compared with medicine and other more established professions educational leadership has not been as successful in getting new knowledge to travel through this chain to use in practice. Part of the problem is that we have not given sufficient attention to developing preparation programs that reflect all five uses of knowledge and that deliberately view synthesis, application, and dissemination as bridges to connect research with practice.

The Central Connecticut State University proposal stands out as a rare exception and if successfully implemented promises to make a significant contribution to the national conversation about preparing educational leaders. In short, professions rise or fall depending upon their ability to develop bridging capacity. Educational leadership has historically been a low bridging profession. The Central Connecticut State University program design provides the bridging we need to connect what is known about effective schooling with how to use this knowledge in practice.

Another significant strength is the key role that craft knowledge, continuous learning, and reflective practice will play in the program. In the professions, knowledge from research

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in never privileged. The purpose of knowledge is not to tell practicing professionals what to do, but to inform the decisions they make. For these reasons situated contexts and moral questions come to bear as equal partners to "what research says." Indeed in some professions even "clients" being served have important voices in making decisions about their treatment. To lead in this environment, professionals must learn how to create their practice in use. This emphasis on craft knowledge, continuous learning, and reflective practice comes through in the Central Connecticut State University proposed program mission statement, in the program's basic features and beliefs, in the course offerings, and as the framework for the inquiry seminars.

The inquiry seminars themselves represent still another breakthrough. They are designed as powerful ways to bridge the worlds of research and practice and as structured ways to teach and coach students through the dissertation preparation process. The Central Connecticut State University faculty may wish to consider the possibility of allowing students to write dissertations that share a common data pool. This would encourage students to tackle larger problems and issues in education facing Connecticut and the nation. A single general theme might be selected to focus the study of several students. A common literature review might be written. Then different aspects of the problem might be examined by different students. The work would be brought together in some coherent whole at the end. This dissertation package would be comprised of a document written in common combined with separate documents written by individuals. Together the work would represent a package of dissertations resembling a project, policy or research report with more depth than is now the case with traditional Ed. D. and Ph. D. dissertations.

You ask in your letter that I respond to several specific questions. For the record, let me say that I do indeed think Central Connecticut State University should offer the proposed doctorate in educational leadership. I believe the proposal is not only of high quality but breaks new ground. And I believe that the proposed program should help alleviate the current shortage of leaders for Connecticut schools.

I hope you find these comments helpful in your deliberations.

Sincerely,



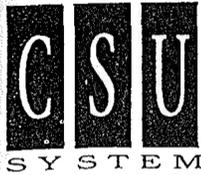
Thomas J. Sergiovanni  
Lillian Radford Professor of  
Education and Administration, and  
Senior Fellow Center for Educational Leadership

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HEARINGS

EDUCATION  
PART 9  
2591-2973

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Connecticut State University System

Education Committee  
Public Hearing

March 28, 2001

Testimony  
By  
William J. Cibes, Jr.

Thank you for the opportunity to provide written testimony on two bills currently under consideration by the Education Committee.

**House Bill 6879, An Act to Maximize Access to the Available Endowment Fund State Matching Grants.**

The Connecticut State University System opposes House bill 6879, An Act to Maximize Access to the Available Endowment Fund State Matching Grants. As you are well aware, the General Assembly created the endowment state matching grants to enable each public higher education institution in Connecticut to enhance educational excellence by increasing endowment levels. I believe House bill 6879 goes against the original intent of the General Assembly to bolster each constituent unit's endowment level by allowing a constituent unit to access another unit's unused state match.

While CSU is extremely concerned about the fact that our universities have not been fully utilizing our endowment state matching grant, we believe House bill 6630 better addresses this issue. House bill 6630 extends CSU's endowment grant matching program until 2014 and allows us to carry-forward any unmatched state grant funds from the onset of the program. Doing so will allow CSU to maximize the state's commitment without increasing the overall cost of the program.

CSU institutions are in the process of accelerating their development activities. In 1999, the CSU Board of Trustees approved development plans for all four CSU universities that outline the need to achieve a system-wide goal of raising \$120 million for endowments to maximize state matching funds. The plans detail ambitious goals for each CSU institution, requiring Southern and Central to raise \$40 million over the initial ten-year period and Eastern and Western to raise \$20 million over the same time frame. This is the first time that this level of development has ever been launched within the CSU System. The universities have responded with great enthusiasm and are making real progress in the implementation of these plans. Efforts to ensure achievement of the target goals have been put in place including hiring of new institutional advancement vice-presidents at both Southern and Western. Each institution is recruiting professional development staff. As part of their development planning process, CSU institutions are conducting a donor profiling and research study that will be completed this spring.