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STANDING
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HEARINGS

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EMPLOYMENT ADVANCEMENT
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2012
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CHAIRMEN: Senator Bye
Representative Willis

VICE CHAIRMEN: Senator LeBeau
Representative Candelaria

MEMBERS PRESENT:
SENATOR: Boucher

REPRESENTATIVES: LeGeyt, Dillon, Giegler, Haddad, Hurlburt, Janowski, Rovero, Sawyer, Sayers, Stallworth, Yaccarino

SENATOR BYE: Ranking Member, Senator LeGeyt, I know that my Co-chair Representative Willis is -- will be here. She is in a meeting, and she has asked us to begin without her.

And welcome all the other committee members and those of you here in the room. We look forward to hearing from you, as we hear two bills. We're going to hear Senate Bill 39, AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS, and House Bill 5030, AN ACT CONCERNING THE DEVELOPMENT OF A GENERAL EDUCATION CORE OF COURSES TO ALLOW FOR THE SEAMLESS TRANSFER FROM THE REGIONAL COMMUNITY-TECHNICAL COLLEGE SYSTEM TO THE CONNECTICUT STATE UNIVERSITY SYSTEM AND THE UNIVERSITY OF CONNECTICUT.

And that second bill is looking to address something that we said we're going to look very carefully at this session in the Higher Education Committee, which is college completion and supporting student college completion. And this bill is certainly a good start.

I want to thank our -- our staff for having everything ready for us this morning.

And with that, I'm going to call our first speaker, whose name is Michael Shea. So, Michael, would you please come up and identify yourself and get started?

If he's not here -- if he's not here yet, Jason Jones, and I will move Michael down the list.

Good morning, Jason; nice to see you.

JASON JONES: I knew that. Chairs -- ooh, that is better. Thank you.

Thanks for the opportunity to testify on H.B. 5030, AN ACT CONCERNING THE DEVELOPMENT OF A GENERAL EDUCATION CORE OF COURSES. I'm Jason Jones, and I am an associate professor of English at Central Connecticut State University, where I'm also the president of the local chapter of the American Association of University Professors.

I want to begin by stating plainly that the faculty of CCSU takes seriously the issue of articulation and transfer. You're going to hear later today from my colleague Tom Burkholder who will explain some of the ways we've already revised general education over the years to make it more transfer friendly.

Included in my written -- in my testimony is a link to a web site where students can already see the immediate transferability of their courses from the community colleges, from UConn, and from various other places into our program. So we've done a lot of work on this and we care about it a lot.

Personally, I care about it a lot. My father ran a community college in Virginia for many, many years, and before that he was the vice president

of -- of academic affairs and in -- in articulation. So he personally negotiated a lot of these, and so this is an issue that's important to me. We welcome any well-conceived efforts to support articulation and transfer.

You need to hear the -- the draft plan that the Board of Regents has developed as -- as poorly conceived, for three reasons. First, the Board of Regents draft plan moves too quickly. The idea that we could implement a plan for the five biggest majors, exclusive of nursing and education, by July, which really means late April, right, because you would have to get it approved by the Curriculum Committee in the Senate by the -- by the beginning of May, beggars belief. Piloting the program with the largest majors, which have many subprograms and complex accreditation demands in ten weeks or less is a recipe for disaster.

Second, the Board of Regents' draft plan violates norms of shared governance. Previous attempts at comprehensive, system-wide articulation within the CSU system, driven by Chancellor Carter in his administration, failed due to lack of buy-in from frontline teaching faculty who had not been consulted, except insofar as they were appointed by provosts. The Board of -- the current Board of Regents' plan is worse. While the Board of Regents' draft plan says that faculty will approve agreements and oversee them, work has already been done to circumvent the faculty.

First, a committee led by provost has already been formed, even though the plan hasn't been formally approved. Second -- and I know this to be true because some of the provosts have already reached out to faculty to see if they'd be interested in serving on such a committee, so this is not a -- this is not a good recipe -- second, campus administrators were instructed

not to mention this to the faculty. And I've heard this from three, from senior administrators at three campuses that they have been asked not to reveal the existence of a common-core plan to the faculty on the campuses.

I really want you to think about this. The faculty in the CSU system would have been eager to work collaboratively on a plan for articulation, and we were not -- we were far from consulted; we were -- this information was not told to us.

The Faculty Advisory Committee has even been informed by e-mail that it will only be permitted ten minutes, ten, one-zero, to comment on the draft proposal of the relevant Board of Regents' committee meeting, which has -- which is not a gesture supportive of shared governance; right? Because frontline teaching faculty has actual knowledge of the curriculum, and they get ten minutes.

Finally, the Board of Regents' draft plan fails to recognize the interdependence of general education in a major. Many departments have sophomore courses that serve both as general education courses and that play a role in the major. Other departments address similar problems, such as the need to reenforce writing beyond first-year writing in different ways; some majors are notionally similar but are quite different because it depends on whether the program seeks formal accreditation.

Lastly, I would just ask that any enabling legislation around general education specify that it be driven by elected faculty from the campuses; right? This faculty, who have been elected by their membership, will have the authority to get buy-in from the faculty and to successfully implement this important work.

Thanks, very much.

SENATOR BYE: Thank you for your testimony.

I'm -- I'm sure there are going to be some questions, so I'm going to -- I'm going to kick it off with a question.

JASON JONES: Yes.

SENATOR BYE: I don't know how much you've been following this committee, but I would say at our last --

JASON JONES: Right.

SENATOR BYE: -- meeting we said we're very impatient --

JASON JONES: Absolutely.

SENATOR BYE: -- for these changes.

JASON JONES: Absolutely.

SENATOR BYE: So how do you propose, with a faculty that's eager to work with the administration, that we have a process that's inclusive of faculty and still have something that's ready to go as soon as possible?

JASON JONES: I would immediate -- I'd urge the immediate election of faculty from the relevant campuses to -- to approve a -- a comprehensive articulation plan. You're going to hear my colleague Robert Wolff talk about the advantages of an articulation plan and over a common core.

Also, I would -- I would argue that the majors involved should be asked to -- the departments involved should be asked to elect representatives

who can speak to the accreditation issues at stake, and they could do that straightaway.

But the -- one of the issues here is about the way the faculty are chosen to serve on the committee rather than -- rather than having the population of the committee dictated from above. If it's elected, that will work better.

SENATOR BYE: Okay. Thank you for that.

I think one of the things that's hard, as the public looks at what's happening in higher education --

JASON JONES: Absolutely.

SENATOR BYE: -- is understanding this idea of shared governance --

JASON JONES: Uh-huh.

SENATOR BYE: -- with the faculty.

JASON JONES: Right.

SENATOR BYE: So it is a more complicated process --

JASON JONES: Right.

SENATOR BYE: -- than, you know, simply a -- say, a public school that says, Here's what we're going to do; we're going to -- and -- and the administrators enact that because of the way that campuses are structured.

JASON JONES: Right.

SENATOR BYE: Let me just finish --

JASON JONES: Sure.

SENATOR BYE: -- with the question. So --

JASON JONES: Uh-huh.

SENATOR BYE: -- my question is: How quickly do you think we could have a plan ready and approved that goes through the kind of processes that you, as a faculty --

JASON JONES: Uh-huh.

SENATOR BYE: -- representative would like to see it go through?

JASON JONES: I think it would be incredibly difficult to get a -- to get a plan that the faculty recognized as legitimate by, you know, in -- in eight weeks; right? I think that we could do one certainly by next year, by next -- that is by next academic, you know, for next academic year that we could have it ready. But one that was ready by the end of this semester, which is what it would take to get an approval through the Curriculum Committee and the others, is a mess.

One -- and one of the reasons for this is that we would have to be responsive to the -- like the way departments respond to NCATE for example, the teacher -- the teacher education accreditors. Some of our campuses teach Western Civ, others teach World Civ; right? And they -- they don't offer each of those -- and if you offer one, you tend not to offer the other. You're probably offering one or the other, depending on what NCATE told your campus; right?

If we're going to develop a common core and understand how that works, we are going to need to figure out how those courses are going to transfer one for the other, how they're going to be modeled in a plan that would sustain accreditation challenges; right? People worry

about that a lot.

SENATOR BYE: Oh, I understand the worry. What about --

JASON JONES: Uh-huh.

SENATOR BYE: I'm going to push you a little on the --

JASON JONES: Sure.

SENATOR BYE: -- timing, because I'm going to reiterate how --

JASON JONES: That's fine.

SENATOR BYE: -- impatient we are. And -- and I would say that the Board of Regents is definitely getting signals from this body that we want them to move quickly.

Do you think that such a plan could be ready to kick off second semester next year, so not by April but by November, so that it be ready to be in place in January?

JASON JONES: A -- a pilot plan or --

SENATOR BYE: No, a --

JASON JONES: -- you mean the -- the entire --

SENATOR BYE: Done.

JASON JONES: -- plan all together? Really. So we'd -- so in exchange for pushing back the pilot, you would, you would want the entire plan by -- by January? Possibly. Well, I mean that that -- that's -- I mean especially if the -- if the direct -- if the faculty were given support over the summer or even this is a -- this is a

possible thing, because at Central we've already done -- I mean, at -- I mean, one of the things -- I mean, I think, again, you'll hear this, et cetera, at Central we feel that we're already pretty far along on this. And so I think that we would like to be able to get with our colleagues at the other system, at the other CSU schools and help them understand and help, and work with the community colleges about ways to polish a -- polish up the remaining problems with articulation transfer. Because I don't dispute that it's a real --

SENATOR BYE: Yeah.

JASON JONES: -- a real concern.

SENATOR BYE: You know, my -- my overriding concern is from my campus visits last year. I was on all the CSU --

JASON JONES: Yeah.

SENATOR BYE: -- campuses.

JASON JONES: Yeah.

SENATOR BYE: And certainly on some campuses more than another --

JASON JONES: Right.

SENATOR BYE: -- students were reporting what was a huge challenge for them --

JASON JONES: Right.

SENATOR BYE: -- in losing classes transferring among CSUs for classes they felt matched. Now, where one campus might be more flexible, there were other campuses --

JASON JONES: Exactly.

SENATOR BYE: -- that were less flexible, and so, you know, this was a particular problem, I would say.

JASON JONES: Right.

SENATOR BYE: At Southern there was more reports of this issue than, say, at Eastern.

JASON JONES: Right.

SENATOR BYE: And so it seems like we need a -- a systemic approach so that a student that transfers from a community college or another CSU to Southern doesn't take another year to graduate, compared to that same student who transfers to Eastern. And -- and I'm now, you know, making some of this stuff.

JASON JONES: Right.

SENATOR BYE: I don't want --

JASON JONES: Yeah, right.

SENATOR BYE: I know -- I know everybody's doing their best, and faculty are trying to make sure --

JASON JONES: Right.

SENATOR BYE: -- that when students graduate, they have what they need, not that they're just passed through.

JASON JONES: That's (inaudible).

SENATOR BYE: So I think it's for good reason. But I would say I know I, as Chair of the committee, am very -- I'll say it for the third time --

JASON JONES: Right.

SENATOR BYE: -- impatient --

JASON JONES: Uh-huh.

SENATOR BYE: -- and want to see this happen.

And I've worked on campuses, so I know how long --

JASON JONES: Right.

SENATOR BYE: -- faculty processes can take, and sometimes administrative processes can --

JASON JONES: Right.

SENATOR BYE: -- take, and I know it's -- it's meant to be inclusive.

JASON JONES: Right.

SENATOR BYE: So --

JASON JONES: Well, I mean, if I could just make changes.

SENATOR BYE: Yeah.

JASON JONES: One --

SENATOR BYE: Please do.

JASON JONES: One, I absolutely agree that the role, that there -- there's a -- there's -- this needs to be a system-wide solution. If you had asked us what would be a logical consequence of reorganization, I think everybody who is on one of the campuses would say, Well, I would assume that transfer and articulation is going to get a lot better, really, you know, pretty soon,

because this is -- will -- would be one of the goals of such a thing.

But I do think that in the past one of the reasons why system-wide endeavors don't always work is if -- that there's a perception among the faculty that this is being driven from the top, that the faculty who are on the committee are hand picked by the administration to achieve a certain goal. Then there's a lot of foot dragging; the rest of the departments don't buy-in, and so forth.

If there -- you have a genuinely constituted committee, one that is elected by the faculty, I do think that people do care about this and that we -- we could get it -- we can get some interesting things done.

SENATOR BYE: I do like your suggestion about that, so the people there, people who trust their people --

JASON JONES: Right.

SENATOR BYE: -- that -- that were appointed by the faculty. I mean, you make some -- some great points, so forgive me.

And I want to ask my committee members to forgive me for my rolling questions. Representative Willis is usually --

JASON JONES: Right.

SENATOR BYE: -- more distributive, and I'm going to work on that now.

So, any questions?

My Ranking Member Representative LeGeyt.

REP. LeGEYT: Thank you, Madam Chair.

Good morning.

JASON JONES: Hi.

REP. LeGEYT: You said, a couple responses ago, that Central was quite a ways along with this. I guess you said that in comparison to the other CSU.

JASON JONES: Yes.

REP. LeGEYT: And so could you briefly give us some detail about what that means, that you've -- quite a ways along?

JASON JONES: Absolutely. Oh, yeah. I would say two -- I -- I would say two things: First, if -- there's a web site that's linked in the first, full paragraph of my testimony.

REP. LeGEYT: Uh-huh.

JASON JONES: It -- it's a web site where any student, and during the admissions' process, they can -- they can -- they can show the class -- they can input the classes they've taken. If it's from one of the community colleges, from the University of Connecticut, from University of Hartford, any of the -- the -- the schools that are -- are basic, our biggest sources for a transfer credit. They can put their courses in. They can instantly see where those courses satisfy requirements for genetic, toward the major, all of those things. And it's done -- that's done in realtime. And --

REP. LeGEYT: How long has that been in place, this web site, ccsu.edu/ctab?

JASON JONES: It's been there at least a year or two;

right? I mean it -- it --

REP. LeGEYT: A year --

JASON JONES: It --

REP. LeGEYT: -- or two?

JASON JONES: Yeah; absolutely, sir. Oh, how long?

A VOICE: I would say it been completed for at least --

JASON JONES: The --

A VOICE: -- three to four (inaudible).

JASON JONES: Right; and so -- thank you.

REP. LeGEYT: Yeah.

JASON JONES: (Inaudible.)

REP. LeGEYT: No problem.

JASON JONES: But thanks.

REP. LeGEYT: The process has been in place for --

JASON JONES: The process has been into place --

REP. LeGEYT: -- several years.

JASON JONES: -- but the -- the -- that realtime aspect of it and the focus of our Gen Ed program on that, that's been around for a while.

REP. LeGEYT: But it -- it doesn't and can't guide students from the community colleges to determine which courses they've taken that would -- would gain credit at CS -- CSU because those, those core courses haven't been developed yet at the

community college; is that your understanding?

JASON JONES: No. No, it'd mean -- it would tell the -- I mean, the students can take their courses from the community college and show and -- and put them into the -- into the web site and then see immediately what -- what things that they would transfer for; right?

REP. LeGEYT: Okay.

JASON JONES: So, there -- there is already. Well, I mean, there is a well-established path toward articulation for many of the community colleges, especially at Central, I would say.

REP. LeGEYT: Do you think that Central and the other CSU constituent units have as much to say and do in this articulation process as the community colleges?

JASON JONES: I think that -- well, as Senator Bye said, I mean, the fact that there has been disparate impact, I mean that there is such divergence in the -- in the way articulation works at the four campuses is probably an issue.

That said, if we discovered that, for example, our students were having trouble with a specific requirement or were getting -- having their courses, their premed courses or their -- or their law courses were not satisfying requirements when they went to a professional school, to a law school or -- or a medical school, we would not ask the law school or the medical school to refine, to -- to change their admission practices or to change their curriculum, we would work to -- to -- to revise our curriculum. So I think that their -- there -- there's going to need to be give and take on both sides.

REP. LeGEYT: Thank you.

JASON JONES: Sure.

SENATOR BYE: Thank you, so much, for your testimony.

And now Louise Feroe, from the Board of Regents.

Welcome, Dr. Feroe.

LOUISE FEROE: Thank you. Good morning.

Just for the record, I'm Dr. Louise Feroe, Interim Vice President for the Connecticut State Universities, of the Board of Regents for Higher Education. I'm here today to speak on behalf of our 17 institutions that comprise the Connecticut state colleges and universities.

Thank you, very much, for the opportunity to testify today on House Bill 5030. Clearly, this is an issue that has been of concern to the Legislature, to the community colleges, and to the state universities, for some time.

The pattern of student behavior has changed from the model we all have in our heads when it was assumed that one attended an institution continuously and then earned their credential and then moved on. Students move from institution to institution in pursuit of their education, and it's extraordinarily important that the Connecticut state colleges and universities become a means through which the Connecticut students can pursue their education while moving. Our programs must relate to each other; transfer must be reciprocal as well as transitive. Students do not only move from community colleges to state universities, but they also move from state universities to community colleges, and they make these movements more than once in their career.

House Bill 5030 does provide a solid, commonly accepted, lower-division core that transfers among all Connecticut public institutes of higher education. And this is critical because the numbers of students moving around are huge.

The fact of the matter is the as-is situation, there are probably 30 credits that already transfer from everywhere to everywhere and are accepted as General Ed; they simply need to be codified.

But let me give you some of the numbers to -- to let you know what's happening in our state. In the fall of 2010, 14,600 students, apparently who previously attended another institution, started at Connecticut college and university as a new transfer student. Three out of four of these entered one of our 17 institutions. Students from out of state and unknown make up about 40 percent of this group. But more than half of all of the new transfer students in our state entered a community college.

While community colleges sent 1560-about students to the -- one of the CSUs in the fall of 2010, community colleges received from the CSUs 1100 students. Aside from out-of-state institutions, the most significant source for transfer students into the community colleges is the community colleges; they transfer among those 12 community colleges a lot.

The proportion of new students who are moving from one institution to another has increased every year and is continuing to increase. In fact, the number of students transferring from a community college to a state university has increased by 43 percent since 2005.

The development of clear, transparent-to-students

pathways for them to access a university education, whether they come directly from high school or through other roots, is going to be a prerequisite for all of our institutional success and for our success in educating Connecticut citizens.

First, I'd like to bring you up to date on efforts of the newly formed Board of Regents concerning this issue, and then I'd like to bring you -- well, first I'd like to bring you up to date on what we've done. You know that we signed a transfer compact agreement in March 2007, and it has been implemented. There's an oversight committee established with representation from the community college system and the CSUs to oversee this implementation. And that committee is co-chaired by President Barbara Douglas, from Northwestern Connecticut Community College, and Jack Miller, from Central Connecticut State University.

A complete review of all the Connecticut community college common courses transferring and applying to general education requirements at all of the universities has also been completed. Those course listings are published and scheduled for periodic updates, and they are on the Web of all four universities, not just Central. A list of common courses offered -- well, I just said that.

This work has led to an identification of approximately 30 credits that might form the common core you folks are talking about and could therefore lead to the development of one, common, liberal arts associate degree at a community college that might transfer to -- in its entirety to the universities for junior status and Gen Ed credit.

But the committee is moving in that direction; they're looking at that possibility. So it's not that everybody in all of these institutions hasn't been working on this issue; we have been, and we've been making incremental progress.

But the truth is also that that incremental progress is not to date meeting the needs of our students, and we need to face that squarely. The demand on public higher education to produce a robust and appropriately educated workforce has been widely discussed throughout the nation, and I think agreement has emerged in Connecticut that it's a priority for public Higher Ed. To achieve our goal, we in the state colleges and universities must help dramatically increase the post-secondary degree and certification attainment of our population. So we have to create a wide and transparent pathway to attainment for all of our students, and this means we have to streamline the transfer process and the structures in both the colleges and the universities.

The Academic and Student Affairs Committee of the newly created Board of Regents has been meeting since this fall, and they have formulated a list of issues that they will address in their first year of operation. And I'd like to bring you up to date on that, as well.

The first among those are the academic program approval process, which, as you know, the Board of Regents inherited from DHE;

Second on the list is seamless transfer between community colleges and the state universities;

Third, reform of teacher training programs;

Fourth is the periodic review of programs;

Fifth is the student code of conduct and policies regarding reporting abuse.

So transfer, that's the topic today. We have scheduled the -- the Board of Regents' Academic and Student Affairs Committee has scheduled an open forum on March 9th for faculty, students, staff, and any other interested stakeholders to comment to the board members on a proposal that you heard something about a few minutes ago. The committee will present this proposal to the full Board of Regents on March 15th.

The broad outlines of the proposal are as follows: That there shall be transfer associate degrees of 60 to 64 credits common to all of the community colleges that will include at least 36 credits of transferrable general education, liberal arts core or liberal education program courses. Those other acronyms are what two of our universities have named their Gen Ed core. And the remaining credits will be articulated with major programs at the universities. Earning such a degree will grant its recipient junior status at each of the Connecticut state universities or Charter Oak. Successful completion of this, of such a degree will offer the student guaranteed admission and junior status at the receiving university or Charter Oak without course-by-course transfer.

We understand that the process of aligning the content of all of these courses is a hugely complicated one, and we don't need to do that to make effective transfer. So this is going to be a competency based curriculum, and the faculty committees are going to decide that these courses have met the various general education competencies and therefore will transfer as general education credits.

There is no structure for the selection of the

committees except the -- the board proposal says that the faculties of the colleges and the state universities are to agree on the transfer associate degrees with their attendant competency outcomes and majors by major articulations that will create a single pathway from any community college to any state university for every baccalaureate major and that Charter Oak will develop similar articulations with the community colleges for its concentrations.

All of these articulations are to be complete by July 1, 2013. The major program articulations will be reviewed by faculty committees from the community colleges and the universities and Charter Oak State College on a five-year cycle, continuously going forward.

Now, the timing that you heard earlier this morning is a timeline that was appended to this proposal that said that by July of this year the competencies in the general education would be agreed upon as would the -- the top five majors.

It is that timeline that we've gotten the most pushback on, and there is -- actually, the board is listening to that, and they, while they are as impatient as you are, maybe more so, they would like to have this work and be a well-organized and well-done and faculty driven proposal. So I have -- I have no doubt that there will be changes to this timeline as we hear from the people who will be charged with actually doing it.

What -- what I -- I think they don't want to let slip, which is their word, is the bottom line, the end point. By the end of the coming school year this will be complete, public, on the Web, transparent to students.

So that's what's before the Board of Regents

right now. It dovetails with your legislation. I don't know that your legislation was written in conjunction with this proposal, but they certainly aim at the same goal.

I've included as an appendix to my testimony some data about the numbers, the volume of students who are transferring in and around Connecticut, and I won't read all of that. But suffice it to say that there are a lot of students moving through multiple institutions all the time, often they are even simultaneously attained -- attending more than one institution so that the pattern of -- of attendance in Higher Ed has changed dramatically and our ability to serve these students well depends on our moving our structures and policies to be consistent with this behavior.

Thank you, very much, for the opportunity to testify this morning.

SENATOR BYE: Sure; thank you. Thank you, Dr. Feroe.

I want to start with a question about faculty representation in the -- in the project. You heard Jason Jones testify that they'd like it to be elected on the campuses versus appointed. What's your response to that?

LOUISE FEROE: My immediate response is that it's not the Board of Regents' job to determine how these committees are chosen; this -- these are institutional decisions. I think that that's a very reasonable way to choose these committees.

SENATOR BYE: Okay. Thank you.

I also want to comment that I'm so impressed with the data about transfer. I think that a year ago it would have been very difficult to do this

because of FERPA, but now with the Board of Regents bringing together the different systems, it's more transparent to you all to be able to look at how many people are coming in and out. So it's really helpful for us to have that data, as the systems have come together.

And I'm actually shocked. Even though I knew it went on a lot, I'm shocked by the high proportion of students who are moving among systems. And so it's important that we get this right, you know, and make sure the students are having a challenging -- a challenging curriculum.

Let me just go to one other point. When you said that where -- where you are now is that there's a -- you have a broad outline. And what is the process going to be for the Board of Regents to approve sort of goals, an outline, and then move sort of to the rubber meets the road or -- or has that been determined --

LOUISE FEROE: The --

SENATOR BYE: -- yet?

LOUISE FEROE: The Board of Regents is planning to approve the general policy and the outcomes and the timeline. And it -- I believe very strongly, and I think that the members of the Academic and Student Affairs Committee of the board also believes strongly, that defining a curriculum is faculty work. The Board of Regents simply says it must be done and it must be done within these parameters. It is not Board of Regents' work. It is not administrative work.

SENATOR BYE: That -- that helps to -- to clarify. So your -- your timing is that sort of beginning the two thousand -- let me see if I got this right -- 2013 --

LOUISE FEROE: It'd be done.

SENATOR BYE: The fall of 2013, this will all be done.

LOUISE FEROE: That's the timing.

Now, as I said, in the proposal that has been circulated among the institutions, there is a -- a very aggressive beginning to that timeline, that says that between March and July this piece of it will be done. There is some hesitancy among the Board of Regents' members to slow down that beginning. There is a lot of concern among faculty that it can't be done well if it's going to be done so quickly, and there is also concern that they do the competency Gen Ed work first and then do the major-by-major articulations. I've heard that from faculty, as well. Those concerns are certainly being taken into consideration.

SENATOR BYE: Okay; thank you. That's why we have public hearings, so we can -- and hear about these things.

Other committee members?

Representative Sawyer.

REP. SAWYER: Thank you, Madam Chairman -- Chairman.

Doctor, in the articulation discussions, have you had discussions about military transitioning in and how the articulation will -- how the articulation will be with those credits?

LOUISE FEROE: With the military credits? There is a national clearing house that -- that articulates military credits, and I -- I honestly don't -- I am not yet familiar with how the community colleges do it, but the universities have that all published, the -- the -- those -- those

military credits transfer according to a very clear pattern.

REP. SAWYER: Would you, when you are -- go back to the powers that be that are working on this through the different levels make sure that that is a priority? Because I want to make sure that as we work through these transitions, that that is as seamless as possible for our military.

LOUISE FEROE: Okay; will do.

REP. SAWYER: The second question I have for you, and I know this is one I've asked others, the new title for the Connecticut State Colleges and Universities, the ConnSCU, I have had a question on my mind about the nomenclature there, because the community college is not mentioned; it says "state colleges." And so many people think of our state college system as a CSU system, so now we have put together "and universities." And it's almost like the community colleges do not get the recognition in that title. So nomenclature-wise, even if you reversed the words "university" and "colleges," so that the university goes with the Connecticut State Universities, it -- it works better. So that's a grammatical issue that I've had with your new thoughts on -- on what to call yourselves.

LOUISE FEROE: Well, actually, this is borrowed from Minnesota that has exactly the same nomenclature, the abbreviation for Minnesota and then SCU, state colleges and universities.

REP. SAWYER: How nice it would be if we could be ourselves. So, when we --

LOUISE FEROE: Well, we had talked about C-squared, you know, state, state community colleges and universities. We talked about many options. Turning it around doesn't work when you use the

acronym.

REP. SAWYER: Really? Really? Okay. Okay; we'll -- we'll leave it at that, because of the acronym. You know, but it's what should be clear --

LOUISE FEROE: I hear --

REP. SAWYER: -- to the general public.

LOUISE FEROE: The general --

REP. SAWYER: I think it's --

LOUISE FEROE: -- but it is the community --

REP. SAWYER: -- first --

LOUISE FEROE: -- colleges.

REP. SAWYER: -- and foremost.

LOUISE FEROE: Yes.

REP. SAWYER: That it's the joint of the two.

LOUISE FEROE: Yes; exactly.

REP. SAWYER: So, well, we'll -- we'll discuss it with the printers, as John Adams said.

If I might also, again, if you're looking at nomenclature in your testimony, you referred to the "LAC" and the "LEP" courses. Is there a possibility that we can make that one across the system so that we have the same nomenclature? I mean, if we are talking about a seamless transition, it makes sense to me that we would have the same terminology across this. If we're going to have one Board of Regents, have the terminology that flows so that the student coming

in from one from the other looks at, knows what they're talking about now.

LOUISE FEROE: You know, we'll -- we'll certainly work on that. It is each institution has named their general education, either the liberal arts program or the liberal education program or the general education program so that it -- it's, again, a naming convention, and --

REP. SAWYER: Pick --

LOUISE FEROE: -- you know --

REP. SAWYER: -- one. The recommendation is pick one. And, you know, nobody is going to bleed one way or the other, which it's called, but it helps the average student who comes in. The labyrinth of what -- I got somebody sitting over here going like this -- the labyrinth of what you have students go through, I wish that I could have every administrator across the board, we apply for college and then have those people then try and transfer credits. And oh, by the way, then try to do graduate school. And it's some of the clumsiest -- and I'll be the first to say it, because I went through it with a family member -- one of the clumsiest systems that amazes me, in a state this size.

So it comes down to thinking streamlining, thinking as though you are the -- the student coming in under duress because they are out of work, that just returned from the military, that just gotten divorced and have got -- get back into school -- I got other people nodding like this -- they have a family member that's dying, and they're trying to get through the system. Make it easy. Make it seamless across the 17, and it comes down to something as simple as the same nomenclature. So I'm probably preaching to the choir, but if you would take that back --

LOUISE FEROE: I will take --

REP. SAWYER: -- to the --

LOUISE FEROE: -- it back.

REP. SAWYER: For I thank you, very much.

LOUISE FEROE: I will take it back.

REP. WILLIS: Good morning. I apologize --

LOUISE FEROE: Good morning --

REP. WILLIS: -- for being --

LOUISE FEROE: -- Representative.

REP. WILLIS: -- late, and I apologize, Dr. Feroe, for missing your testimony.

But I did want to make some comments, and I'll go back and read the details here. First of all, I -- I agree with Representative Sawyer. I would ask you to go back to your Board of Regents and look at your name.

LOUISE FEROE: Well --

REP. WILLIS: It's very unfortunate that that title came into being. It should be the Connecticut State Community Colleges and Universalities, and I will hope that they would reinsert "community" in that because that is very unfortunate. And I'm very unhappy to see that, very unhappy; it's very unfortunate.

Thank you, Representative Sawyer for getting me going on that; appreciate it.

I -- I do want to speak a little bit about, you

know, we've been down this road with the -- with this issue, a seamless transfer and the -- and a general -- Gen core education of -- of courses. My -- and we've made a lot of progress in many respects, but we're still not there. And other states have initiated -- and that's where this comes from -- that other states have gone across, gone ahead and mandated it.

Do you know how many states have this, that the Legislature or governing boards had to say, "This is it; this is the way it's going to be and you're going to have it done?"

LOUISE FEROE: Well, if it's Legislature and governing boards that you're lumping all together, it's about 32 states have done this.

REP. WILLIS: Okay.

LOUISE FEROE: They don't all do it via legislation; sometimes the governing boards do it, and that's what the Board of Regents was reacting to when they -- when the Academic Affairs Committee first met. They wanted to do this and set policy.

REP. WILLIS: So, would we be helpful if we said there -- are going to do this --

LOUISE FEROE: It's not --

REP. WILLIS: -- in terms of facts?

LOUISE FEROE: It's certainly not inconsistent.

REP. WILLIS: Okay. Because I think we're at the point now where -- that we really need to do something, sooner rather than later. The opportunity has been there for many years to move on this, and as I said, there has been progress being made, but it's -- it's not fast enough. And so maybe this will help light a fire under

folks to realize we're really serious about this and it's really important.

LOUISE FEROE: Well, and actually, including UConn is not in the purview of the Board of Regents, so from that perspective, legislation is helpful.

REP. WILLIS: Point well taken.

Thank you, very much.

LOUISE FEROE: Thank you.

REP. WILLIS: Any other questions?

SENATOR BYE: Representative LeGeyt.

REP. LeGEYT: Thank you, Madam Chair.

Good morning to you, Dr. Feroe.

LOUISE FEROE: Hi.

REP. LeGEYT: I have a couple questions about the courses, themselves, that are part of this transition, let's say courses at the community colleges that are intended to be part of the -- the core curriculum that would -- of 30 credits that would transfer and be accepted at the CSUs and -- and UConn. Do those courses already exist?

LOUISE FEROE: Yes.

REP. LeGEYT: And they're already being taught?

LOUISE FEROE: Yes, and many of them already transfer and carry Gen Ed credit. It's the codification, and I always like to say letting the students in on the rules of the game that
-- that we have been slow to do.

And our rules are complicated, to -- to Representative Sawyer's point. But even so, we need to tell people what the rules are.

REP. LeGEYT: Are there issues about certain courses qualifying or not?

LOUISE FEROE: Yes, there are issues about whether the -- whether if a student took course X at the community colleges, are the outcomes of that course comparable to the -- to the outcomes of the course which, you know, in whose place it's being accepted. And it's -- it's a -- it's a much more straightforward task to say can -- are the outcomes comparable; it's much more difficult to talk about all the content being exactly comparable because it -- it often isn't exactly comparable.

REP. LeGEYT: And -- and what do you mean by "outcomes?"

LOUISE FEROE: What the student can demonstrate that they can do.

REP. LeGEYT: Okay.

LOUISE FEROE: As a result of having taken the course.

REP. LeGEYT: Do all of these proposed 30 credits of courses replace or take the place of courses that are already being taught at the CSUs and UConn?

LOUISE FEROE: Well, it's my hope that they wouldn't be. I'm not sure in what sense you mean "take the place." We're not going to invent a -- a group of new courses. The idea is --

REP. LeGEYT: No, I mean courses that are already being taught at the community colleges and plan to be part of the -- the general core of transferability. Are those already -- someone

who goes to Central from day one could take the same courses that someone at the community college is taking and expecting to transfer to Central with?

LOUISE FEROE: They're not exactly identical, and I don't think they ever will be, but the -- the results, what -- what the student --

REP. LeGEYT: The outcomes --

LOUISE FEROE: -- leaves with.

REP. LeGEYT: -- are the same?

LOUISE FEROE: Yeah; it should be comparable. Yes.

REP. LeGEYT: And so are some of the questions about these courses and whether or not they can be part of the common core questions of the -- the depth of the teaching that goes on and the -- the -- the rigger of what's being taught? The -- is it about whether they, these courses at the community college make them meet the mark? Is that what's --

LOUISE FEROE: There is some of that kind of discussion, yes, that goes on, that they be -- that they actually be comparable intellectually in intellectual rigor. Yes.

REP. LeGEYT: And -- and so --

LOUISE FEROE: You know, Professor Jones used the example of a -- of prelaw or premed course that's not being accepted by a medical school or -- or a law school and that they -- they would have to revise their course to meet those folks' requirements. That -- that kind of discussion will go on in this. In particular, I can imagine it's going to happen in very content-specific areas, such as mathematics, for example. You

know, does your first-level college mathematics actually produce students who can perform at this level so that they can succeed at the second-level course? That -- that's the kind of question that has to be asked.

REP. LeGEYT: And the -- the fact that this -- this general core is going to be roughly 30 credits?

LOUISE FEROE: Well, the Board of Regents' proposal asks for 36 credits of transferable credit -- of transferable core, if the student earns the associate degree. What your -- I-- I think what you bill is proposing is a common set of -- of ten courses, ten, three-credit courses that -- that are common across the whole -- the whole system. That -- that's not what the Board of Regents is proposing, that they be identical courses. What we're proposing is that 36 credits will transfer and be accepted as general education.

REP. LeGEYT: But you're not proposing that across the community colleges, those courses would be the same or you are?

LOUISE FEROE: We're -- they would have the same outcomes across the community colleges, yes. But how one gets to those outcomes is up to the individual faculty member teaching the course.

REP. LeGEYT: The -- your testimony talks about a common core of 30 or 36 credits, 10, 12 courses, whatever. But then there -- there is talk about 60 credits and transferring in as a junior. How does that play with regard to the requirements that we're talking about in this bill?

LOUISE FEROE: Your bill would fit into the common -- to the Gen Ed part. The rest of that associate degree would have to articulate major by major. So, for example, if a student begins

their college career at a community college and wants to end up as an accountant, there probably are some sophomore-level courses in their second year that they should be taking, particular courses in mathematics or accounting that they should be taking while they're still at the community college. The departments of accounting from the various universities and colleges will have to meet. Faculty will have to meet and decide what that should look like at the sophomore level, such that that student is ready to pick up as a junior.

REP. LeGEYT: And yet this common core, 30, 36 credits --

LOUISE FEROE: That -- that -- that fits in everybody's degree.

REP. LeGEYT: And -- and that's going to be uniform throughout so that somebody who starts at Tunxis and then transfers to Northwestern Community College can be assured that when it's time to then transfer to Central -- I'm partial to Central, my alma madre --

LOUISE FEROE: Uh-huh.

REP. LeGEYT: -- that they will have the benefit of a -- of a consistent game plan, so to speak, of courses in the general core.

LOUISE FEROE: That's the idea, yes.

REP. LeGEYT: And -- and do you see any roadblocks in the way of that happening?

LOUISE FEROE: Well, I think in -- in the real world, yes. Of course there -- there will be roadblocks; it's going to be a difficult journey. There -- there are going to be a lot of hard conversations, and we're -- and we have to make

sure that it actually does happen, that it doesn't become a paper accomplishment that doesn't actually impact the way students can move from institution to institution. But the idea is that everybody is going to talk to everybody else and come to some common sense agreement of what these degree patterns should be like, in particular, the core. They should be able to take a couple of courses at Tunxis, a couple at Northwestern, a couple at Central, a couple at Capitol, and -- and they should know what those appropriate courses are such that when they get ready to move to the baccalaureate level they have accumulated the appropriate suite of courses. And that's going to be marked by this associate degree that is labeled a "transfer associate degree" in biology, business, psych, so that they'll have some of these courses, these common courses, and they'll have some lower-division, major courses or the kinds of things that that major wants their sophomores to take. You know, if you're going to be chemistry major, you got to take some more math before you move into junior level. It's that kind of discussion that has to happen across faculties.

REP. LeGEYT: But these -- this common -- this core curriculum of 30, 36 credits is considered, for lack of a better term, this is a -- these are freshmen courses?

LOUISE FEROE: Well, 36, that's too many for freshmen, but freshmen and sophomore, yeah.

REP. LeGEYT: And --

LOUISE FEROE: The first three semesters.

REP. LeGEYT: Three semesters?

LOUISE FEROE: Probably or two and a half. You know, it -- it might take you -- you might stretch them

out and mix in other courses with them, but certainly yes, the freshmen year.

REP. LeGEYT: Thank you.

LOUISE FEROE: You're welcome.

SENATOR BYE: Thank you for your -- I just have -- I have one last comment, and I'm sorry it's a comment. First of all, I really appreciate your thoughtfulness on this issue, and I -- I do think your having been a faculty member, you know, you're trying to strike that balance between administration and faculty and understanding, you know, college-based processes. But I would say that, you know, we're going to encourage a fast track here.

But I also want to say, you know, it happens in our elementary schools too, where people are paid a lot of money and a lot of expertise goes into aligning curriculum to make sure people are moving. But, you know, sometimes a kid from Oklahoma moves to West Hartford, say, and has to move from third grade in Oklahoma, with a totally different situation, to a fourth grade in West Hartford, and they don't say, Oh, sorry, you know, you can't go to fourth grade in West Hartford because we didn't get to articulate that like we want to.

I think because people are so into what they're doing as, I think, faculty members and teachers, and they want to get it right, and they want to make it seamless for kids doesn't mean it has to be perfect, because there's always going to be some step-ups and some challenges that students are going to face when they move from one class to another; it wasn't slightly as rigorous, you know, it didn't cover the exact same things. I think what we've got to -- that's where we need to look to strike a balance. It's not going to

be perfect and I think in some ways we're looking for -- we've been looking for, over the past ten years, a sort of this perfect alignment. We need to make sure we have clear goals for classes and what competencies the students are coming out with, but that doesn't mean it's going to be a perfect step into the next class. There's going to be challenges. Some things are going to be too easy and some -- some things that are going to be too hard. That's the nature of education. So I have this sort of pet peeve about articulation, and more in elementary, maybe, than others and how much time and energy we spend on that and not on supporting instruction and supporting the teachers.

We spend so much time saying, Well, if you could just make these things line up, then it'll get better for students. Well, lining it up is part of it, but supporting students with what they need when they get there is just as critical a part. So I hope as we look at this, it's going to be articulation and seamless transfer but also the needed supports in place, because it's not going to be perfect, no matter how much time the faculty spend on this, it's not going to be perfect and there are going to be bumps for students.

LOUISE FEROE: Well --

SENATOR BYE: So --

LOUISE FEROE: -- it -- it's --

SENATOR BYE: -- I just wanted --

LOUISE FEROE: It's not --

SENATOR BYE: -- to finish with that.

LOUISE FEROE: -- perfect. It -- but it -- but the --

but we can't let our aiming at the perfect be the enemy of doing anything. And the fact of the matter is we all know that students are capable of moving from community colleges to successful majors in the state universities. We just have to stop putting roadblocks in their way.

SENATOR BYE: Thank you for your testimony and your commitment to helping students get through the system with what they need, but also as seamlessly and, you know, with fewer roadblocks --

LOUISE FEROE: Thank you.

SENATOR BYE: -- as you said. So thank you for your testimony.

Next we have a Robert Wolff.

Good morning.

ROBERT WOLFF: Good morning.

Senator Bye, Representative Willis, and members of the committee, thank you for the opportunity to testify on H.B. 5030.

My name is Robert Wolff. I am currently professor of History at Central Connecticut State University, where I have taught since 1997. I am also a member of the American Association of University Professors. I have served as both department chair and as assistant to the dean. Since October 2010, I have also served on a Faculty Senate Ad Hoc Committee on General Education, tasked with the -- with proposing a revised general education program.

H.B. 5030 supports the laudable goal of facilitating the transfer of students from Connecticut's community-technical colleges to

UConn and the four CSUs. To do so, it proposes a common core model of general education that will be shared across the schools guaranteeing that students who complete a transfer program at the community colleges will be credited by the receiving institution with 30 credits toward general education.

H.B. 5030, however, can be read in different ways. If it guarantees transfer students 30 credits eligible for general education at a four-year school, I suspect it will have but a minimal effect on transfer students. In my experience as an academic advisor, students from the community colleges often bring substantial numbers of credits that already meet our general education requirements. Those credits, however, are not always applicable to the major they eventually select.

Let me briefly explain. We tend to think of general education and academic majors as separate programs, but they are intertwined because numerous majors, especially in the STEM fields and teacher education have related requirements that often overlap with general education. Careful advising in the community colleges as well as program-by-program articulation agreements with the four-year schools are the key to the seamless transfer that H.B. 5030 envisions. Mandating that the receiving schools apply 30 transfer credits to general education will not guarantee seamless transfer without careful program articulation, because students may still face related program requirements that lengthen their time to completion.

Again, program-by-program articulation is the key, not a common core. The language employed in discussions of a common core suggest a disconnect between external perspectives on general education and those of frontline teaching

faculty. As framed in H.B. 5030 and in Connecticut higher education regs, general education consists of core courses. Instead of asking what courses students should take, however, the faculty at CCSU and elsewhere now ask a more daring question, what should students learn? Instead of what math class should students take, we should ask what mathematical skills will best serve them in daily life. Instead of should they take a lab class, we should ask what do they need to understand about the nature of scientific inquiry. Instead of requiring a course in history or politics, we should ask what can we do to make sure that students become active, productive citizens.

I urge this committee to focus more upon articulation than on the common core. Do not stifle the creativity and individuality that lies at the heart of general education programs in the four-year schools. Let the four-year school maintain their own, unique identities, provided they can demonstrate clear pathways for transfer students. Let them explore the multitude of possibilities that exist for general education requirements, unencumbered by a least-common-denominator model of general education that a common core necessitates.

In short, let the marketplace of free ideas prevail. The common core model of general education as proposed in H.B. 5030 is too simple, too superficial to meet the needs of Connecticut students in the 21st Century.

My sincere thanks to the committee, for listening to my thoughts on this important issue.

SENATOR BYE: Thank you, very much, for your testimony.

Do you have examples for us of states? I

appreciate your, you know --

ROBERT WOLFF: Yeah.

SENATOR BYE: -- institution; you want to keep some institutional autonomy yet still help students move and help -- help classes articulate. I think this bill is focussed on a common core.

ROBERT WOLFF: Right.

SENATOR BYE: But I don't know that a common core means the exact same classes, you know, that would leave -- I think would lead institutional freedom.

But I wonder if you have examples of states or systems that are able to do this that we could look to.

ROBERT WOLFF: That are able to do it well? Well, we were hoping to be the state that did it or this -- the university and state that did it well. I do not have examples for you, but I do know that common core is, of course, all the rage nationwide. It has the backing of the Gates Foundation and a number of -- of very powerful educational bodies.

As someone who specializes in the history of education, I'm concerned that it's a late-20th Century model of what we should be doing. So I appreciate all of the talk I hear about "objectives," although sometimes that seems too rigid a term. I think we have to focus less on the boxes students check and more on what they walk away with, which is why when we hear -- when I hear "seamless transfer," the only way I can think of producing seamless transfer in the timeframe we're talking about is to create lists of boxes. You take X at Tunxis; it's equivalent to X at Central. We have that now; I think it

actually works fairly well, but I know that it doesn't work throughout the state.

SENATOR BYE: Okay. I'm -- I'm trying to -- I'm trying to stay with you, and I'm --

ROBERT WOLFF: Right.

SENATOR BYE: -- really looking to you for guidance, because you're on the ground, you know, making this work --

ROBERT WOLFF: Right.

SENATOR BYE: -- every day, so --

ROBERT WOLFF: And your constituent, I might add.

SENATOR BYE: Yeah. Well, that's great.

So as I'm -- as I'm listening to you --

ROBERT WOLFF: Yeah.

SENATOR BYE: -- what I'm trying to picture or envision is -- so are you saying you don't think you could have a common core where A, B, C, and D can count as A over here? You know, so maybe if you teach history, you could have U.S. History through the African American experience, U.S. --

ROBERT WOLFF: That's fine.

SENATOR BYE: -- History, Civil Rights that follows history --

ROBERT WOLFF: Right.

SENATOR BYE: -- from the beginning of time, and they would all equal U.S. History at --

ROBERT WOLFF: Okay; so that's --

SENATOR BYE: -- Southern, for example.

ROBERT WOLFF: That's close. Okay. So that's not quite what I -- I would propose.

What I would say is what do we want our students to learn about citizenship and then ask what kinds of courses they might take with what kinds of learning objectives and goals, so that it might be a course on the Civil Rights Movement of the 1960s, but it also might be a course from the philosophy of the Enlightenment. But it -- it depends.

But the -- the -- the real general education we need to provide students in a sort of globalizing world, right, is one that is flexible, not -- encourages them to pursue lifelong learning. And I guess, again, it -- it -- we want to focus on the sort of the habits of mind that they develop in college.

SENATOR BYE: No, I'm -- I'm totally with you, believe it or not, even though it's taken me a long time to articulate it. But so as you're speaking, what -- what I'm thinking of, say, the three classes I mentioned --

ROBERT WOLFF: Right.

SENATOR BYE: -- is maybe we have five goals that students who graduate, they can study the Enlightenment or they can study Civil Rights, but they come up with an ability to write an essay that meets certain guidelines that -- write a persuasive essay that meets certain guidelines, like a AP class might have.

ROBERT WOLFF: Right.

SENATOR BYE: In addition, they can analyze multiple

documents or, you know, I'm -- I'm trying to -- you can do --

ROBERT WOLFF: This is the --

SENATOR BYE: -- this much better --

ROBERT WOLFF: -- direction we --

SENATOR BYE: -- than I, but that's --

ROBERT WOLFF: No. This is the --

SENATOR BYE: That's --

ROBERT WOLFF: -- direction I -- I think Central is heading. We have been working for nearly -- well, for 18 months, certainly, on a revised general education program.

And I have an interview with the student newspaper, sometime this week, to answer the question of: Has all of this planning now gone out the window, given H.B. 5030? And I've said it's too early to tell.

SENATOR BYE: Well, I -- I don't think that's the intent of this committee.

ROBERT WOLFF: No, I'm sure --

SENATOR BYE: The intent --

ROBERT WOLFF: -- it's not.

SENATOR BYE: -- of this committee is to have a package of classes that meet a common core that might look different on different campuses but that are moving toward goals and using faculty and administrative processes to get there. I know that common core is all the rage and even in -- in our elementary, middle, and high schools.

But the way I see it playing out in our district, for example --

ROBERT WOLFF: Uh-huh.

SENATOR BYE: -- and to take us down, but I think there's a -- an analogy here is, you know, the high school reform worried me a great deal as an educator, because it was checking boxes.

ROBERT WOLFF: Uh-huh.

SENATOR BYE: You will take this; you will take that. And now that the common core is coming on and may be taking over that, in our district anyway, it's showing up as a much more flexible process when I see it presented.

So, to me, as I hear "common core," having looked at how it's being implemented on a low -- on a different level of education, but it's seeming more flexible than what high school reform did that said everyone will take four years of high school math and everyone will pass algebra, you know, which was much more restricted. So I don't know if you want to comment on that.

ROBERT WOLFF: Very quickly --

SENATOR BYE: I'm sorry --

ROBERT WOLFF: -- I --

SENATOR BYE: -- I'm not structuring the question --

ROBERT WOLFF: No, I --

SENATOR BYE: -- well.

ROBERT WOLFF: -- take your point and, yeah, I -- I know the -- the schools fairly well. I would

only add that the reason it's succeeding in that district is the kind of flexibility and leeway given to the teachers in the high schools to develop the curriculum. And I think that the pace of this process does -- and I trust others understand -- does give me some pause about how well we'll be able to do that on this timeframe.

But I'd be happy to answer any other questions.

SENATOR BYE: Yeah. And one --

ROBERT WOLFF: Thank you, very much.

SENATOR BYE: -- other, very specific question.

You heard me ask -- I'm pretty sure it's Dr. Jones --

ROBERT WOLFF: Jason Jones, yeah.

SENATOR BYE: -- Jason Jones, how long do you think it should take, given our impatience?

ROBERT WOLFF: Well, let me just tell you how long we thought it was going to take at Central, since we already had a calendar. Our goal was to present a design to the faculty this spring. Assuming that design was approved, then we were going to hand it off to a committee that was going to implement it next year. And so for us the kind of earliest timeframe would have been fall 2013.

I could see having it on-line faster with a tremendous amount of effort placed over the summer, but that would be challenging. That would be very challenging. I -- and, again, I think it's -- it's easier -- it's easy to draw the box of courses, harder than to follow up across 17 community -- 17 community colleges and state universities plus UConn to actually get objectives.

SENATOR BYE: Got it. Well, thank you.

ROBERT WOLFF: Yeah.

SENATOR BYE: Thank you for that.

And I'm sorry, I'm -- go down the committee. Well, let me give it to my Co-chair.

All right. Okay; Representative Sawyer.

REP. SAWYER: Thank you.

Thank you, Dr. Wolff, for taking your time out today to come in.

Do you envision -- I'm trying to find the best ways to help you do what you do best, and that is look at education -- do you envision that there should be some sort of a waiver or an exchange process? So if you have this type of student -- I'm sure that, you know, we -- we can discuss the difference between someone who writes short -- short essays and someone who's a poet and someone who writes novels. They're all writers and they all could exceed and they all could be --

ROBERT WOLFF: Right.

REP. SAWYER: -- phenomenal, but it's not the same kind of writing. And if I am a scientific and technical writer and you're a writer of history, they're going to be two entirely different things, but I need scientific and technical writing in my -- in my Gen Eds because I'm looking to be a bioscientist. You know what I'm saying?

ROBERT WOLFF: Yes, I do. This --

REP. SAWYER: Is there a way to -- to do this, though

for me in my interest in the bioscience, I also want to do some art because I believe that one of the things I'll be doing will be demonstrating through computer the chromagraphic differences of some sort of cell issue, that I need the art, as well. Do you see -- see that -- because I can't draw a straight line now or a curvy line -- so do you see -- do you see a way to articulate a waiver process so this common core becomes more of an individualistic core --

ROBERT WOLFF: Yes.

REP. SAWYER: -- to solve the individual learner's identifier for their curriculum, for their furtherance?

ROBERT WOLFF: Immodestly, I -- I think my committee feels that it's plan would be something that could be shared with other schools. It has two components that would be of interest to you. One is a writing across the curriculum model which proposes a sort of foundational-level writing, sort of the freshmen composition course that's, you know, somewhat revamped perhaps than what we had, once upon a time, but then progressive, additional writing focussed on the major or the minor program the student is in. And so foundational writing for all of us would be more or less the same, but for the student who is interested in technical writing, foundational writing would progress along that line. And for the historian, it would progress in a different way, then for the poet, in -- in yet a third. You could have --

REP. SAWYER: Progressed during the same semester?

ROBERT WOLFF: No, not during the same semester, across the -- across the undergraduate curriculum, across the major. So you would take a foundational writing course where you generally

learn different kinds of writing. So my understanding of our course is that it would address different kinds of writing, perhaps not all of the possibilities.

But then what we propose now is that each major program have a designated, intermediate-and-advanced-writing-across-the-discipline course that really focusses on the writing skills you need to succeed in your profession.

And as for the art, the art thing is wonderful, because that's also been our sense. When we spoke to faculty, staff, and students, the one thing we heard over and over again was, Look, there have to be certain things that are central, but there also has to be flexibility so that a student with intellectual interests and passions can pursue them without penalty. And so what we've proposed is that there be a section of credits in general education that are -- that are eligible for general education because of their goals and objectives but that are based on student choice. And so if a course meets the objective, the student could choose the course in art; the other student could choose the course in psychology.

REP. SAWYER: If I step back a few years -- more than 30 -- I can tell you that -- how angry I was at having to take certain courses that I thought were useless for the degree I was going after, and I felt resentment to the professor. I felt resentment to the whole department that that professor worked in. And I wouldn't be surprised if there are a number of people in this room that would agree with the same thing, and I was paying for this. Now -- now that sets you back a -- what kind of dummy is this? She's paying to be tortured like this, but I needed those initials after my name. So you do it but you feel like you're being held prisoner.

When you have the foundation though, that goes in the direction that I needed to go in, that was huge.

ROBERT WOLFF: Uh-huh.

REP. SAWYER: When I had the fluff on the other side, I felt that I missed out on more of the building blocks to make that foundation not just a house but something that would stand the Empire State Building on top of, something I didn't gain until I gained experience out in the workforce. And I felt not quite ready when I had jumped into the -- the field that I went into.

So I -- I was no-votes against the common core of high school because I think the time -- after they're 16 years old, people should have the ability to be able to go in directions, whether it's a liberal arts, directions in math, direction of science, direction -- if it's all languages, you know where your talents is -- talents are.

And now you go to college, and people are paying for this; give them a break. Let them make some adult decisions on the direction they want to go in. So give them that flexibility and take the rigidity out of the professor who knows best that everybody has to take my course. Well, bless you. I'm sure there's somebody that feels that way in every university, but, you know, there has to be realism here that each student as individuals. And we're sending them off into the world, because we need them to get a good job because they have to support us when we're old. They need to do the high-tech stuff that will move this country forward. They need to do the lower-tech stuff and being able to find a way to do it so efficiently that it -- if it -- it -- it works in today's workplace in America and not

overseas. So it's that kind of thinking we're hoping, I think on this committee, that we will send you off with, and we need your response back to be able to make our colleges responsive to our students and flexible for their -- our students' education and not the same class, same, exact classes that have been taught for the last 20 years, because 20 years ago doesn't fit anymore.

ROBERT WOLFF: No, it doesn't fit anymore.

REP. SAWYER: Thank you, sir.

ROBERT WOLFF: Thank you.

SENATOR BYE: Thank you, Representative Sawyer.

Senator LeBeau.

SENATOR LeBEAU: Thank you.

Thank you, Doc, for being here.

I take a little tack. The first question I want to ask, and maybe the only question; I'm not sure, is: Is there a difference between the science in humanities, the science in math and humanities, in looking at what should be learned? Like, for instance, people who transfer, I mean basically mathematics and science seem to have more of a building-block approach. You need certain, you know, there's got to be mathematics in order to do algebra and algebra to do calculus.

ROBERT WOLFF: Right.

SENATOR LeBEAU: And, you know, and then higher levels of math. And that's how far I got; I don't even know what's above calculus.

But so you have, you know, I would suspect, you

know, applicable engineering courses and whatever. So is there -- is there a difference between the humanities, on the one side, in some of the broad skills you're talking about versus the sciences and the math where you really need to have some specific learning objectives met in order to take higher-level courses?

ROBERT WOLFF: I -- I think there is a significant difference, especially as it confronts transfer students. But I will also -- should -- should of -- should footnote to say that you're also going to be hearing from my colleague Dr. Tom Burkholder, who is a professor of chemistry. He can probably answer this even better than I can.

But it seems to me that -- that when transfer students come, the -- the challenge is the sequenced programs, that if you're going to do a Bachelor of Arts in History, it's really not that hard to make the transfer. But if you're going to do the more-sequenced degree in history education, then the transfer is much more difficult.

Now we're blessed to have good articulation agreements with our feeder schools.

SENATOR LeBEAU: Could you repeat what you just said? It's -- it's about history and history education.

ROBERT WOLFF: Yeah. So the Bachelor of Arts degree in History is a liberal arts degree. It's a very open-ended, critical-inquiry degree. But the teacher education degree has courses building towards --

SENATOR LeBEAU: Yeah.

ROBERT WOLFF: -- licensure and certification.

SENATOR LeBEAU: Right; exactly.

ROBERT WOLFF: So you must take developmental education courses. You must take child psychology courses. You must take -- for history Ed, believe it or not, you must take micro and macroeconomics. You must take intro sociology and intro anthropology. So the sequence courses, if you didn't take those courses in your community college general studies program, you -- you will face hurdles. That's the best analogy I can give you, but I think in that respect we're similar to the sciences and math.

SENATOR LeBEAU: So -- well, should there be a difference between the way we're looking at this in -- in terms of transferability in -- in the -- in the development of the common --

ROBERT WOLFF: Well, I --

SENATOR LeBEAU: -- core course?

ROBERT WOLFF: I think there -- there should be, because, I mean -- and -- and, again, Dr. Burkholder has probably more amp to say on this than I do, but it seems to me that the state would need to make a significant investment in the facilities and teaching resources of the community colleges to facilitate transfer in some of the STEM fields, that there are accreditation issues that -- that may pose real challenges for programs.

SENATOR LeBEAU: Let me ask you another question. You basically did not seem to be -- well, have pretty much said you're not in favor of the common core; don't believe the common core, and I tend to come from a different place which says the common core is good, that everybody should have some knowledge about the Civil Rights Movement, everybody should have some knowledge about the Civil War, everybody should have some knowledge

about World War II and Franklin Roosevelt, post -- you know, I'm -- I'm --

ROBERT WOLFF: Yeah.

SENATOR LeBEAU: -- a history teacher, so I mean there's certain things that I --

ROBERT WOLFF: Right.

SENATOR LeBEAU: I mean, so I got my check boxes. And I think that, you know, that's -- that's part of the liberal education in terms of the general base of knowledge that everybody should have.

But I also disagree with Senator -- with Representative Sawyer. I think one of the best things that happened to me in my life, at the University of Massachusetts we had a fairly strict liberal arts program in the sense that we had to have courses in certain areas that kind of broadened us. And -- and I hated the classes, like she did, at least I hated having to take them. But in retrospect, I find that they were very valuable to me as I sit, as I go through life and have some understanding of science, have some understanding of how things grow and botany and have some understanding of astronomy and physics and understanding what's going on in the world in -- in a physical nature. I have some understanding of mathematics. All these things contributed to understanding the world as it is. So I -- I guess I'm in a different place because of --

ROBERT WOLFF: Well, let --

SENATOR LeBEAU: -- that, and I --

ROBERT WOLFF: Let me --

SENATOR LeBEAU: But I do agree that there's a common

core of knowledge that we should learn and that I've -- I think it's unfortunate that this has become, at least at a high school level, kind of a political issue, especially when you relate the North to the South and, you know. But -- but I think there are things we should know about.

ROBERT WOLFF: Let me --

SENATOR LeBEAU: That (inaudible) --

ROBERT WOLFF: -- throw two things --

SENATOR LeBEAU: That -- that the general person with a -- with a person with a BA or a BS should have as part of their -- who they are and what they've learned to get a degree from a variety of institutions.

ROBERT WOLFF: I -- I do appreciate your position, also as a history teacher.

SENATOR LeBEAU: Right.

ROBERT WOLFF: Your list is similar to my list. I should add that --

SENATOR LeBEAU: That wasn't -- that wasn't all inclusive.

ROBERT WOLFF: That we are, in our general education plan, we still require some breadth, so you can't just say, "I'm only going to take X." You still have to have some breadth; you just have more flexibility.

And the other thing that's happened in academia, I think, is that the disciplinary boundaries are no longer as rigid as they once were, and so a good course on Civil Rights, once upon a time you could only get that in certain places. Well, now you get literature of the Civil Rights; you get

sociology of the Civil Rights; you get anthropology in the Civil Rights, and so movement. So you sort of have different ways of getting at the same kind of knowledge. So our goal has been breadth and flexibility both.

SENATOR LeBEAU: Okay; appreciate your answer. Thank you.

ROBERT WOLFF: Thank you.

SENATOR BYE: Senator Boucher.

SENATOR BOUCHER: Thank you, Madam Chairman.

And thank you, so much, for your testimony. We're keeping you on a hot seat for an extra long time.

But I think it raises a lot of issues with regards to a common core. I mean, I see both sides of this issue, and you've presented some. There's some testimony we have before us by another speaker, as well, from one of our other state university systems that talks about the fact that -- the assumption that university introductory courses in any given discipline, English, math, and so forth are essentially the same and therefore interchangeable, and that might not be the case.

Let me tell you what I'm hearing --

ROBERT WOLFF: Uh-huh.

SENATOR BOUCHER: -- by those in our districts and in the state, that there's a concern that in our desire to make community college courses comparable and easily transferable, there may be a problem that's brewing or that's being encountered, and -- and that is that it's possible that some of these transfer students may

not be able to succeed at the rate that they'd like to see them succeed, not everybody but some, once they get to a state university and that in order for them to succeed, they either have to reduce the standard or change the curriculum or risk, as could happen, to reduce their graduation rates at that state university, which would be detrimental to their quality and to their statistics, which you all know how important statistics are in rankings and measuring up to each other.

So what has to happen? Should we be looking at a common core that's a prorating, looking at that and seeing if they're using the same curriculum and even to the point of the same textbook as to really make it comparable so that you're really transferring apples to apples, rather than now, there seems to be a problem, at least in some cases, not in all, but in some. So it is important for us to look at the situation, whether it becomes a common core or at least looking to make sure that there's comparable instruction that's happening and that students are -- when they are graduating and transferring those credits, we can be assured that at least in those courses
-- and it's highlighted that there's a problem both at community colleges and at state universities, both in math and in composition as having too many students that need remedial instruction. But the onus may be on the community colleges' curriculum and instruction.

I also understand there's a number of more, and that staff -- that we're being provided -- that are transferring from the state university system back at the community college level. We don't know if it's about course difficulty or if it's a financial consideration; it could be either.

Thank you, Madam Chair.

ROBERT WOLFF: Would you like my reaction to --

SENATOR BOUCHER: Absolutely.

ROBERT WOLFF: Okay. Well, I've -- I've worked with the faculty at Capitol, at Manchester, and Tunxis, and I think the students that we see coming in are generally pretty well prepared. I don't -- the thing is I don't see too many students who come in struggling at that level but they may exist.

If, however, a common core seeks comparability at the level you described, it will take resources that will boggle the mind in the Finance Committee, because when I get a -- there's a, say, an upper-level history class, I have some students who come from the community colleges, some who transferred from other schools, and a bunch who have just been at Central the whole time. And those that have been at Central the whole time have had access to Central's resources the whole time, and that's something that the community colleges can't do.

Now, I can work with those students. I can bring those students up to speed, but I don't know that even their professors at those other schools would say that it -- they could ever be exactly comparable. I mean, I have access to a database of every published book before 1800 in North America. I can have students reading them in the original; right? But I think, other than UConn, I think we're the only state school that has it.

REP. WILLIS: Well, that's a little disturbing.

ROBERT WOLFF: But --

REP. WILLIS: I -- I have a --

ROBERT WOLFF: I'd hate to leave you with the disturbing.

REP. WILLIS: Well, I -- I think that from my perspective --

ROBERT WOLFF: Right.

REP. WILLIS: -- it really is that flexibility that -- that I like to see that in -- in K through 12, as well, that teachers speak -- teach to their strength.

ROBERT WOLFF: Uh-huh.

REP. WILLIS: And -- and their level of expertise may be what they have their PhD in, whether it's a certain author or whatever, and they bring that to the table when they're teaching composition or expository writing or whatever. That's the way it should be, and that's a shame when we get -- we get away with that when, certainly with K to 12, they get hung up with teaching to the test and --

ROBERT WOLFF: Uh-huh.

REP. WILLIS: And don't get to really engage the students and the enthusiasm they may have in a particular area.

That being said, for me, that's not what this is about, because I expect that at a university, especially, to happen.

You had made a -- a comment about Gen Ed core curriculum being an old model and not progressive. So I guess I would say to you is what is the progressive model --

ROBERT WOLFF: Right.

REP. WILLIS: -- that you would enact here?

ROBERT WOLFF: Well, the -- the -- I want to be very careful about terminology, because as we all know, if we get -- start battling over the meaning of words, then things -- then things become a mess. My concern is with a core course model that suggests one course is comparable or equivalent to another; that's my concern. If the state moves in the direction of broad kind of objectives for what students walk away with, what they learn, and those are broad and flexible so that they can be tailored to the missions of the individual schools, then that seems to me the progressive answer; right?

But I do think that you want to harness the creativity -- that it is at all of the schools, whether they're two-year schools or four-year schools -- to develop what they see as the best models for the future. So as long as you can guarantee that students have clear pathways, it's a great thing if one community college experiments with a model of what students learn that's focussed on community engagement and then another school focusses on international education and second languages. That's a wonderful thing, because over time we'll sort of figure out where everyone should go.

But so -- so it's clear, Representative Willis, I -- it's -- it's the -- it's the -- it's the rigid, common core model that concerns me.

REP. WILLIS: And that's clearly -- I can speak for myself -- not where I envisioned this moving at all, and that would be really unfortunate if anyone in the audience thinks that, what we're thinking about.

Really, it comes to the issue that we hear up here from the schools, from students -- excuse me

-- who take English 101 at Tunxis Community College and Wesleyan will take that and Trinity takes it, but Central will not take that 101. Now, does Wesleyan look at Tunxis' library and says, Sorry, we're not going to take your English 101? It just does seem something's wrong with this picture. And Central, actually, is probably the one that I hear the most complaints about -- no, you know, and it may be because most people from my district go to Central -- but that's where I hear the most complaints.

So that's what we're looking at as policy, folks. Why isn't English 101, you know, why isn't algebra the same at Tunxis as Central? Why isn't biology? I mean, some of this stuff, I mean from what I hear from students, I can't even -- it's unfathomable that they can have all their courses accepted at a private school, prestigious private school but Central is not interested.

ROBERT WOLFF: That --

REP. WILLIS: Is that --

ROBERT WOLFF: That -- that is alarming; right? I mean --

REP. WILLIS: Right.

ROBERT WOLFF: -- that -- that --

REP. WILLIS: And that happens --

ROBERT WOLFF: -- is alarming.

REP. WILLIS: -- all the time.

ROBERT WOLFF: Yeah, that is very alarming. I'm not sure the common core will solve that, to be, you know, direct.

But whether it's a common core or better articulation pathways, that's clearly a problem that'll have to be solved. And I'm grateful at the moment that I'm in the History Department, not English.

REP. WILLIS: That's just come to mind. But, again, you know, if someone takes history and picks a particular field for an introductory course, I mean, to me, that's interchangeable.

ROBERT WOLFF: It is.

REP. WILLIS: And it --

ROBERT WOLFF: As -- as --

REP. WILLIS: -- should be.

ROBERT WOLFF: -- a past history chair, it is.

The only challenge that students face -- and again, it's -- it goes back to the -- this related requirements issue -- if the student starts thinking I'm going to do a Bachelor of Arts degree in history and takes a bunch of courses that just seemed interesting and then decides that -- that he or she wants to be an educator, all of a sudden a whole bunch of different requirements sort of present themselves. The licensure standard for the survey of history is World, but he student might have taken Western Civ. That poses a problem. Do you -- do you allow the student to count Western Civ in lieu of World, knowing that the licensure exam will become that much more difficult to pass for that? So it's a very delicate balance.

But, in general, I think a lot of courses do transfer. It's as -- as an advisor, it's those horror stories that -- that -- that I hear

occasionally, too, that -- that should concern all of us.

REP. WILLIS: Well, I must say, it's even within your own -- at Central -- your own departments where you have biology and microbiology. I'll have a student take Biology 101 and your department microbiology won't take their Biology 101 because they changed their major from whatever, biology to micro.

ROBERT WOLFF: Yeah.

REP. WILLIS: And, you know, they find out --

ROBERT WOLFF: Yeah. I can't --

REP. WILLIS: -- you know --

ROBERT WOLFF: -- speak to that; I'm just --

REP. WILLIS: No. No. I'm just telling you --

ROBERT WOLFF: Right.

REP. WILLIS: -- some of the -- welcome to our world as a -- yeah, you'd be --

ROBERT WOLFF: Yeah.

REP. WILLIS: -- surprised. You'd think that as Legislators we wouldn't get this level of interaction, but we do. I mean, those are the -- that's the information we -- we hear and we want to address. And -- and certainly we're trying to get at a problem that we feel shouldn't exist, and that if there's a problem with the library between Tunxis and Central, I -- I'd actually like to know more about that. You know, I don't know that many freshmen that spend that much time in the library, but I'd
be --

SENATOR BYE: Dr. Wolff, I want to thank you, and I also want to thank folks in the room. I know that it took a long time and it took a long time for you, but I think you can see how deeply the committee cares and also feel how deeply the teachers care that students are getting what they need and they have the kind of opportunities they need. This is a really important discussion that we're having, so I thank everyone in the room for their patience, and I really thank you and we hope we'll continue to hear from you as the session goes forward.

ROBERT WOLFF: Thank you, very much. It has been a pleasure.

A VOICE: (Inaudible.)

SENATOR BYE: I know.

The next person is George Kain.

GEORGE KAIN: Good morning.

Good morning, Senator Bye, Representative Willis, my own Senator, Toni Boucher, good to see you, Ms. Boucher. My name is Dr. George Kain, and I'm associate professor of Justice and Law Administration at Western Connecticut State University. My comments will be brief. I don't feel like I'm in a hot seat anymore, because I think a lot of the difficult questions were asked, but I'm sure you might have one or two for me when -- by the time we're done.

I've been teaching full time at Western since 1994. I started as an adjunct, in 1985, and actually got my undergraduate degree from Western in a program that I'm teaching in now, in 1981.

I'm here today to speak about House Bill 5030 and

its effort to transfer general education core courses from the community college system to the Connecticut state university system.

Let me start by saying that I applaud the legislative effort to streamline education in this regard, but I'm concerned that the Legislature needs to be aware of the complexity of this process -- and I think by what you've heard today, you already are -- and, of course, how to best accomplish this important effort.

Moves such as this must rely on the heavy involvement of the faculty of our educational institutions whose primary responsibility is curriculum development.

To effectuate this transfer without large input from faculty who teach these general education courses will undoubtedly set our students up to fail, and that's my concern. I would strongly urge this committee in its effort to draft this important Legislation to provide for a mechanism, perhaps and ad hoc committee, in its effort to draft this Legislation that involves, for example, at a minimum three general education faculty members from each of the four CSU -- CSU universities to provide the vital input necessary to bring about the changes needed to make this a truly seamless transfer and that this committee should report to the newly formed Board of Regents. And I was very thankful to Dr. Feroe for her thoughtful testimony here today.

This is critical to the success of this venture since it's clear that revision will need to be made both to the content of courses offered at the community college level, because the CSU system is the receiver of students educated at the community college level. Without this important mechanism, community college students may very well enter the CSU system without the

requisite knowledge to be successful in the CSU system.

It's already been mentioned, and to validate this assertion, I suggest that comparison be made to that of a law school. A law school would not change its admission criteria to fit a particular undergraduate university's curriculum offerings nor would they merely accept students based on the fact that a series of courses were completed at the undergraduate level. A potential law student must still fulfill all the admission criteria of the law school, including the rigorous LSAT exam. And although I'm not suggesting that an exam be given to students transferring to the university system, I am suggesting that we need to ensure that students at the community college level are being properly prepared for those educational demands which await them at the university level.

I would also suggest that the aggressive timeframe for implementation of this project as suggested from what I've seen, in some cases as early, like for my program, as this summer, that that's unrealistic and that an accelerated effort to effectuate these changes will also ultimately lead to confusion, and worse, student failure. The collaborative effort between the CSU system and the community colleges will be a daunting task for all of those involved, and to move this process too quickly will result in potential problems which may well delay students' success and ultimately delay their graduation. These are some of the hard conversations that we have to have that Dr. Feroe was alluding to earlier.

If our goal is to indeed increase the likelihood that our students will be more academically prepared to enter our workforce, a project which is not carefully planned out for their success will potentially destroy this effort. Students

pay enough already in their tuition and fees. If they were to fail due to a hastily formed plan, it could conceivably end up costing them more money if they fail courses at the university level and need to take them again.

Again, I'm not arguing against this proposal, this planned legislation, I'm only saying that it must be drafted in a timeframe realistic to ensure its success, that the decision making must involve the key players in general education, our faculty, and promulgated through a process implemented to ensure that sound policy decisions are made which enhance student learning so that our students don't fail.

Thank you, very much.

SENATOR BYE: Thank you.

Any questions?

Representative Candelaria.

REP. CANDELARIA: Thank you, Madam Chair.

And just a quick question. In -- in your own opinion, what -- what would that timeline look like, if we're going to make it successful?

GEORGE KAIN: Well, when -- when I read the -- the documents that have been circulated regarding how some programs -- well, all programs will be expected to be completed by January of 2013 or the following year, and that some, including mine, are to be done by this -- by this summer, I -- you know, I -- I wish -- I wish I were on the -- on the -- in the timeframe of the longer, you know, the longer programs. And I
-- I think that that's more realistic. I think to -- to push this thing through, especially with the larger programs, I think is going to be a

problem.

Now, we talked a moment ago, for example, about the difference between course outcomes and course content and how the focus should be on course outcomes. And I think that that's true, but you have to take into consideration course content in some disciplines and mine, specifically, in justice and law administration. You can't expect a student who doesn't have a firm foundation and introduction to, for example, Constitutional or criminal law processes and procedures to walk into a university level course that teaches Constitutional law; it's just not going to happen. So we need to make sure that that kind of thing happens, and I think it's going to take more time than this summer. I know it's going to take more time for us than this summer.

SENATOR BYE: Senator Boucher.

SENATOR BOUCHER: Thank you, so much, for taking the time to come here before this committee and to weigh in on this very important issue. I think you've expressed some of the concerns that I've been hearing, as well, and that is -- is the transferability of certain credits appropriate and helpful to the students' outcome and also to the rest of the university programs --

GEORGE KAIN: Yeah.

SENATOR BOUCHER: -- as well. And I -- I think that when you mentioned the issue of course content versus outcome, they should be synonymous, in a way in that we can rely on the fact that we can assure that when those courses are transferred, that the student has a high probability of being successful.

GEORGE KAIN: I agree.

SENATOR BOUCHER: And -- and so the desire to have a common core may be trying to get at the same thing. So if I'm hearing from you that there needs to be more time to access that or to compare whether the curriculum is the same, the course content is the same so that they can be assured once they're there you don't have a situation where the student just can't succeed and has to go back or go the other direction from a state university program to a community college. And is that what I'm hearing you say? Because I -- I don't like, as you mentioned, that you didn't seem opposed to the notion of a common core.

GEORGE KAIN: Not at all, no.

SENATOR BOUCHER: But the content of what was being proposed at the end of the day.

GEORGE KAIN: Well, I think, again, as you -- as you know better than I, there are two components to this whole -- whole process. There's the general education competency based curriculum which we're talking about but also then the major-by-major decisions that need to be made. And those are, in a way, apples and oranges because I think, you know, course outcomes are probably more applicable to General Ed type courses where perhaps course content, in addition to the course outcome, is more of an issue with a major-by-major type of thing, because there are certain standards that need to be met, accreditation, certification, you name it, those kind of things. So it -- it's
-- it's a difficult situation that is not going to be accomplished in a short timeframe.

Thank you.

SENATOR BYE: Other questions?

I -- I have one for you. One is you -- and it -- it's -- help -- help me understand terminology.

GEORGE KAIN: Sure.

SENATOR BYE: So you referred to "general education faculty." Is that a term or art or is that -- is that -- are there --

GEORGE KAIN: Well, the -- the --

SENATOR BYE: Are there people on campuses who are considered General Ed faculty?

GEORGE KAIN: Faculty that teach general education courses, I mean literature, western history, civilization, art, foreign language, that kind of thing, the -- the types of things that you're talking about being able to transfer from one institution to another. These are the people that teach the -- the -- the skills that are necessary for courses or for students to be prepared to take all kinds of other courses.

We heard a discussion before -- I'm sorry the Senator wasn't here -- about the -- the concern about having to take courses you don't want to take and how that -- jeez, why am I -- and I'm paying for this.

If I could tell you just one quick story, when I was an undergraduate student in justice and law administration, I had a discussion with a very, very high-ranking United States' state's attorney from the Southern District of New York, and he was asking me what I was going to do when I graduated, and I said that I wanted to work with juvenile delinquents. Well, I ended up working with adults, as a probation officer, but that's neither here nor there.

But at the time, he was asking me the courses I

was taking, and I was complaining to him that I was taking this art course and how I just don't like art and I just wasn't getting it and I was just really struggling with it, and I don't know why I had to take that course. And he turned to me and he said, "And you want to work with kids, huh?" And I said yeah. He said, "What are you going to do with the young, juvenile delinquent who comes into your office and sits down with you and starts to draw and asks for some help? How are you going to -- how are you going to establish a relationship with them? What are you going to be able to offer them?" That really got me thinking.

There are courses that sometimes we need to take that we don't realize how valuable they are, and not just by the content but how it expands our horizons and helps us to think outside the box. That's what I see general education is doing and preparing our students for.

SENATOR BYE: Thank you.

Thank you for your testimony. I really --

REP. CANDELARIA: Thank you --

SENATOR BYE: -- appreciate ---

REP. CANDELARIA: -- very much, Senator.

SENATOR BYE: -- you taking the time to come up.

Next is Thomas Burkholder. I think this is where we hear more about science; is that right?

A VOICE: (Inaudible.)

THOMAS BURKHOLDER: Senator Bye, Representative Willis, and other members of the committee, thank you for the opportunity to testify about H.B.

5030.

I'm Thomas Burkholder. I am a professor at CCSU and I've been a member of the faculty since 1992. I have been a chair of the Department of Chemistry and Biochemistry, Chair of the University Curriculum Committee, Chair of the Information Technology Committee, and currently I'm on the same committee as Dr. Wolff, working to revise general education at CCSU.

I'd like to talk a little bit about our experiences trying to effect that change and where the process had led us and -- and how long it has taken.

When we started constructing the revision, we were mindful of the fact -- we have 10,000 students at CCSU, give or take a couple hundred -- 1400 students a year transfer into CCSU; about half of those transfer in from the community colleges and the other half transfer from other four-year institutions.

When I was Chemistry Department Chair, most of the difficulties that I saw with transfer students were from -- not within the community colleges, our curriculum at -- in chemistry and math is fairly well articulated with the community colleges. The difficulties that I saw were with the -- out of private universities, especially out-of-state universities and public, out-of-state universities. The -- what we are proposing and what Dr. Wolff has mentioned before is the elective credits' feature of the general education program we're proposing will mean that more of the transfer credits that students have will count towards the general education programing.

One reason I was drafted to serve on this

committee is I -- I have collected information about the general education programs at the ten peer institutions identified by CCSU, the other CSUs, and UConn, and there's a wide variety of general education programs, even among those. Some of them are as small as 36 credits; some of them were over 50 credits. The majority of the program -- majority of these general education programs, however, require at least two courses in writing and at least one quantitative math, quantitative reasoning course.

Our current general education program requires about 43 to 46 credits in four different skill areas and four different study areas. Within that structure, students are required to take a literature class, a history class, two international classes, and a fitness/wellness class that encumber about 8 to 14 credits of our total general education program. So when we --

SENATOR BYE: Please continue.

THOMAS BURKHOLDER: So we were asked to revise the -- we were if we would -- there was an interest in the faculty and students in revising the program. We did a survey in spring of 2011 that determined that there was, in fact, interest in revising it, a tremendous interest. We were then charged with coming up with some recommendations. And to do that, we did a fairly extensive survey; 300 students and faculty responded to our survey. We've had numerous open meetings, and we have opened up a blog. And we've discussed them in a lot of different places.

And what -- what it comes down to is that we're hearing from the students and from faculty, there needs to be more flexibility in the general education program. The credits have to count. You know, you can't say you have to take a literature class, you have to take a history

class, you have to take a PE class, because that's really where the problem with transferring general education credits comes; it's when you say, okay, you took a literature class at Tunxis, but it wasn't a 200-level literature class, so it doesn't count for our literature requirement, and that's where the -- the problems begin.

So what we proposed was a lot simpler, two foundational courses, one in writing, one in critical inquiry, six credits minimum in four other categories, and then the remainder of -- of the credits in general education would be fulfilled by electives. Students would take courses that they want. We get to teach the courses that they want. They get to take them, and that's a much happier situation then -- than as was suggested earlier, when you have somebody in the room who doesn't want to be there.

The students have been remarkably onboard and engaged in this process. Eric Bergenn, who is our Student Government Association President, surprised us the other week when he actually proposed his own general education program, which was extremely thoughtful and well put together. And we've been very happy with the -- with the response from the students.

But I really wanted to share this information with you guys so that you'd understand how much effort and time and thought we've put in, our students have put into making our general education program meet the needs of our students going forward.

Thank you for your time.

SENATOR BYE: Thank you, Dr. Burkholder. I really appreciate that.

I have a -- a couple quick questions.

THOMAS BURKHOLDER: Sure.

SENATOR BYE: I just want to make sure I understand what you're proposing, and -- and it seems like you did a very inclusive process at -- at Central in -- in how to make this work.

So what you're proposing is that sort of to meet the goals of this, you know, to be able to transfer among institutions, that it's going to take more flexibility in what's accepted. So versus being rigid, you're saying we need to be more flexible.

THOMAS BURKHOLDER: Absolutely, I think. If you -- and as Dr. Wolff said before, we're more interested in the outcomes of the general education courses than the specific content.

Now, when you asked me about math and science, that's a different issue with the majors, you know, pretty -- you have to have a certain background in chemistry or you're not going to be successful in the next course; the same thing with the math classes. But in the general education program, we envision that somebody can put together a program that will fulfill their interests, by and large, without making a system of boxes that you have to check off.

SENATOR BYE: You know, I -- I really appreciate that, that perspective.

One -- one other, quick, sort of a pragmatic question --

THOMAS BURKHOLDER: Uh-huh.

SENATOR BYE: -- is, you know, I've heard from faculty at different colleges that a lot of faculty get course release time with this articulation

process that's been going on. Do you know -- do -- like, do you know if faculty get course release time and thus aren't teaching because they're spending time on articulation?

THOMAS BURKHOLDER: Well, I was involved in the last round of articulation among the CSUs, as chair. They asked us to come up with common numbers that would be used internally at -- at CSU for the chemistry courses, and we didn't receive release time for that, we just, you know, started e-mailing each other and figured it out. It did not take a tremendous amount of effort in chemistry. I mean, by and large, our chemistry courses align with each other.

We left a lot of things unresolved. And now with the community colleges involved in the mix, that's something else that we would have to go back. Although the community colleges already have a common numbering system, it made my job as chair a lot easier. I know what a Chem 111 is. I know what a, you know, a Chem 121, 122; I know what those are, coming in, and I know how to -- that -- what they count for. By and large, that's transparent to the student.

SENATOR BYE: Well, I -- I thank you for the time and attention that -- that you've given it.

Other questions from committee members?

Senator Boucher.

SENATOR BOUCHER: Thank you, Madam Chair.

And thank you, again, for being here and your --

THOMAS BURKHOLDER: Okay.

SENATOR BOUCHER: -- testimony.

I -- I haven't asked this question to anyone before, but what -- how do you feel -- I mean, on one end of the spectrum you could make the courses completely identical to each other for easy transfer, such as same curriculum, same textbook, same -- or you can go the other end of the extreme an say but what if the student places out of any of those courses and those credits are accepted as if they passed; in other words, a placement test replacing an actual course transfer credit to get and -- and apply that credit. I mean where do you -- where do you fall in on that?

THOMAS BURKHOLDER: Well, it's a little bit out of my -- out of my job description. But the problem -- we don't have a problem with, for example, AP classes. AP classes, when students take an AP chemistry class, we know what -- what score is required and what that transfers in. So if they transfer, if they get a three on the AP chemistry test, they get credit for both general chemistries, and they're on their way to taking organic.

The -- the foreign language programs, that's another place where there's a lot of proficiency differences, and I know that faculty, they actively work to place students in the best -- best situation. We have a foreign language requirement right now that amounts to three years of high school -- a high school language. And if that, if a student comes in but is proficient in a foreign language but doesn't have the three-year background, they can go and get tested and get the credit for the general education program right now. That is time consuming to do that for, you know, thousands of students, and not every student bothers; they just take the class and they're done with it, and I think that's the source of a lot of the -- a lot -- lot of the

problems, that sometimes the students don't even know to ask. And I think that's something that we need to work on, as a faculty.

SENATOR BOUCHER: Madam Chair, thank you.

And you're saying that in addition to a high school student being able to place out because you have test scores that --

THOMAS BURKHOLDER: Uh-huh.

SENATOR BOUCHER: -- you're accustomed to, could a community college student do the same?

THOMAS BURKHOLDER: Well, certainly within -- when we have -- where we have placement exams that are meaningful, math is -- mathematics has gone through a whole series of placement exams in the past. We've used Accuplacer. We've used an in-house placement exam, and what they found was that SAT scores work better than either of those placements could; yeah. The correlation between students' success in particular courses and the SAT scores is much stronger than -- and Accuplacer was not. The foreign language is another place.

We don't have those for English. We don't have those for history. Except maybe at the very remedial level for English, but we don't have the ability to place students out of a history class or place students out of a sociology class. They may exist, but I don't know that we have that expertise and I don't know how you would -- I don't know that anybody has that expertise.

SENATOR BYE: Thank you.

Thank you, very much. I would just say in terms of the expertise in those classes, I think it is developed and, you know, high school teachers who

teach AP have a very specific rubric to say whether or not students are ready.

But your comments to the SATs and -- and predicting outcomes is really interesting, because as a committee, it's another issue we're looking at. But you're on the ground and you're -- and you're seeing, you know, what's working for students. And some high schools have moved to requiring every student to take the PSAT --

THOMAS BURKHOLDER: Uh-huh.

SENATOR BYE: -- which might meet something, some of what we're concerned about, which is some kind of early indicator in high school that this student is going to struggle if they enter college. So even though that wasn't why you're here, I think that gives us an important -- that's an important thing for us to know.

THOMAS BURKHOLDER: Yeah. I know Bristol has implemented that. Every --

SENATOR BYE: Right.

THOMAS BURKHOLDER: Every sophomore is now taking the PSAT. So, yeah, that -- that is -- that is a good indication, because it does translate fairly well into what their SAT scores are without any intervention in the meantime.

SENATOR BYE: Exactly.

THOMAS BURKHOLDER: Thank you.

SENATOR BYE: Well, I really thank you for taking the time to come up, and feel free to contact us with other information and --

THOMAS BURKHOLDER: Okay.

MICHAEL SHEA: -- wasn't here at my slot.

So good afternoon, Senator Bye, Representative Willis, and members of the committee. Thank you for this time to comment on H.B. No. 5030.

This is -- takes -- just goes over three minutes, but if it's about five minutes, I apologize.

My name is Mike Shea. I am president of the AAUP chapter at Southern Connecticut State University and Chair of the English Department. I have taught at Southern since 1985, and as both instructor and chair, I have encountered numerous transfer students either taking our general education courses or asking for waivers or credits for them. I therefore --

SENATOR BYE: Excuse me.

MICHAEL SHEA: -- have considerable --

SENATOR BYE: I'm -- I'm sorry to interrupt. I just want to know, do we have a copy of your testimony?

MICHAEL SHEA: Yes, you do.

SENATOR BYE: Okay; thank you. I'm very sorry.

MICHAEL SHEA: No, that's okay. Do you want to make -- I'm going to skip a few parts of the part that I gave you to -- to save time, but it -- it goes in the basic order.

I therefore have considerable experience with transfer students moving to Southern from various institutions. One thing that's not in the testimony is I was also a -- kind of a print -- a major architect of our new general education program, which we refer to as the "LEP" or the liberal education program.

I think you will find that Southern's faculty supports the seamless transfer for students -- I was actually supposed to testify earlier, maybe that's why you might have trouble finding it. Okay.

Again, I think you will find Southern's transfer -- Southern's faculty supports the seamless transfer for students proposed in this bill. I just want to caution you that unless it is carefully crafted, this bill could end up hurting students more than it helps them.

How could that be? Well, let me give you just one example of what is likely to happen under a hastily composed bill. By way of background, though, I -- before we get to the example, I have to tell you that a large number of Southern's upper-division courses in all disciplines are reading and writing intensive. In fact, to graduate from Southern, students must take at least three of these reading and writing intensive courses -- we call them "W-courses" -- usually one or two of them in the student's major area of study.

We have this graduation requirement, and we've had it for years, since 1981, because as a university we are committed to the national model for learning, known as "Writing Across the Curriculum," with the unfortunate acronym WAC.

We know from national longitudinal studies that students read and write better if their university has a WAC program. So we created a WAC program for the benefit of our students' education.

By now, you're probably thinking, "That's interesting, but so what?" Well, here's the rub. Southern's general education requirement for

first-year composition is English 112, entitled "Writing Academic Arguments," designed to help students read and write academic arguments in a variety of disciplines. We constructed this course as our first-year writing requirement because it prepares students for their upper-division W-courses in the west way we can. Yet many of new, sister institutions in the nascent, Connecticut Higher Ed system -- whose acronym we've been discussing here today -- have other writing courses as their general education requirement. A common one is entitled "Composition and Literature." For years, Southern hasn't let this course transfer in as our writing requirement, because it does not adequately prepare our students for the upper-division
W-courses they will need to take. In fact, I was surprised. I -- and Representative Willis was talking about Central being a problem with English; I know Southern is too, but it's probably, as you say, because you don't live in the district, but -- but this is common complaint from students but because we don't take it.

Instead of -- but these courses, instead of focussing on reading and writing academic courses -- academic arguments from a variety of disciplines, this course, the one called "Composition and Literature" that we don't take focusses on reading and writing about literature. Composition and Literature is neither fish nor fowl. It doesn't teach reading and writing academic arguments well, and it gives short shrift to literature. Students come away with neither a full introduction to literature nor extensive experience reading and writing academic arguments.

As we all know, if a student isn't at skill level for an upper-division course, either the student fails the course or the instructor lowers her

standards for that student; neither is a desirable outcome for high-quality education.

A bill like this, however, could require us to accept whatever first-year writing course the transfer student has taken at our sister institutions. This arrangement might sound like a good idea to the students and their parents, but it will only -- it will only help them in the short run; indeed, it might even sound good to us at Southern. It would be easier for us. It would be cheaper for us, but it would be detrimental to our students, to their learning, and to their education.

So here's one problem I see with this bill: It assumes that all university introductory courses in any give discipline, English, math, history, world languages, et cetera, are essentially the same and are therefore interchangeable. That is not necessarily true, because the faculty designs some introductory courses for the upper-division curriculum at their particular institution.

In the interest of time, I have given but one example to illustrate the -- that the bill assumes that a first-year composition course at one institution cannot be very different from a first-year composition course at another institution and therefore that any first-year composition course can fulfill the university writing requirement at all institutions. But we have just seen how these courses can very easily be quite different and serve quite different ends, and that imbalance is also true in other disciplines other than mine. But I'll let professors in those other disciplines address that issue.

So let me just say and close by saying regarding seamless transfer, faculty are on board; we are simply trying to provide the -- the -- the best

education we can for our students, for your constituents. And each intuition is doing so in a way that works best for their students. In trying to create
30-some credits of interchangeability, you might end up helping transfer students more quickly -- or it help -- it might help students transfer more quickly and easily, while inadvertently setting them up for failure to graduate.

Thank you, again, for your efforts on behalf of all our current and future students. I know you have their best interest at heart.

Please contact me if you want more information on ways to help students achieve seamless transfer across all state higher education institutions and still receive a high-quality education in a timely manner, at a bargain price.

SENATOR BYE: Thank you, Professor Shea.

For me, this is so beautifully written; it's clear that you are an English teacher. It's so nice. The -- the language is so beautiful in the --

MICHAEL SHEA: Well, we try to get all our students to be able to do the same thing.

SENATOR BYE: Yeah. You constructed it -- it beautifully.

I want to just address something and maybe ask your reaction and help us to figure this out, because I don't think that there's anybody on this committee that thinks that having a, sort of a core group of classes that transfer means that everybody takes the same classes, that the idea is that there are skills and objectives that are met and that students are transferring with the skills they need across institutions. But that

doesn't mean that they took the same class.

Like I -- I was a psychology major and my wife was a history major. Our writing is actually pretty similar, and we took totally different --

MICHAEL SHEA: Yeah.

SENATOR BYE: -- groups of classes. So, you know, help me.

I want to make sure, first of all, you understand. Nobody here is saying we want students to take the same classes, but, you know --

MICHAEL SHEA: Well, I --

SENATOR BYE: -- maybe we're not -- maybe we're not expressing an understanding of that.

MICHAEL SHEA: I understand that. Ironically, though, what would work is if every student did take the same class, but you just can't do that. But -- but I mean -- okay. So -- so you can't do that.

So then you have this other about how -- I think outcomes is what's key; right? I mean, and the problem with the composition and literature outcomes is that it focuses on a different set of outcomes than, let's say, our course called "Writing Arguments" does. So -- so they look -- you know, you just call it -- generically, everybody says, well, that's just freshmen English; it should transfer. These are only introductory courses, after all. But the irony is it's the introductory courses that aren't only introductory courses; they're the most fundamental. They're the most basic. They're the hardest ones to teach.

You -- you asked about the General Ed faculty before. That's a very complicated term because the general education courses are often to people in their discipline, in a way, the least attractive many times, because it's going over the basic stuff every semester with the students who -- I told you this last semester; I've been telling you every semester. But you have a new student, they haven't heard it yet. And it -- it does get to be --

So -- so if you're -- at our institutions, at all four of our institutions, I think everybody is asked, unlike at a place like UConn, everybody is asked to teach general education. That's part of what is good about our institutions is that the -- the students run into full professors in their freshmen classrooms. However, we don't have enough faculty and we have too many students for everyone to be always doing general education.

So at most of our intuitions, at least in English, math, and world languages, you're -- you're going to have a general education faculty of part-timers. It's kind of an abuse of the part-time clause in the contract. You know, an adjunct faculty member should be, let's say somebody, you know, who's a practicing lawyer for an upper-division, you know, political science course where it's -- or -- or perhaps it's a practicing psychologist for a psychology department where they need a therapist in. That should be what adjuncts do. They should be these specialized people who come in and help.

But across the country, we've created adjuncts' cadres who, semester after semester, keep getting rehired to teach these basic courses. And, again, this happens at places like our schools, because we don't have PhD programs. And -- and in a research one institution, it's going to be graduate students that do a lot of that work. In

both cases, students aren't necessarily running into the full-time faculty.

Now, the graduate students at the -- the -- of -- at the research one institutions and the part-time faculty at our institutions are good. They're very good and they do a good job, but they become a kind of cadre of people who teach general education a lot, whereas the full-time faculty teach it not, not as often.

I'm -- I don't know if that answers your question about this.

SENATOR BYE: No.

MICHAEL SHEA: It's a very complicated --

SENATOR BYE: It does.

MICHAEL SHEA: -- question.

SENATOR BYE: Well, it is really complicated. And I'm thinking about -- I always go back to what I know, which is in high school -- if our AP teachers are teaching how to write a persuasive essay as part of AP, well, those essays are shared, first of all, among teachers within a school and then across schools to make sure all teachers are grading similarly, even if -- even with different topics.

MICHAEL SHEA: Yes.

SENATOR BYE: Is there anything like that that goes on --

MICHAEL SHEA: Yes.

SENATOR BYE: -- at the college?

MICHAEL SHEA: There's a -- there's oftentimes -- this

is, again, where this gets very complicated.

We have what we call "norming sessions" where you try to agree that, you know, people are, you know, you're never going to get a hundred percent agreement, but you try to get into a -- a set of criteria that work in a very general framework for what would be an A-paper versus a -- a C, versus a -- an F-paper. Sometimes there's widely divergent, you know, but it's usually between a few outliers, generally. So you -- you do try to do some norming sessions so you get that agreement.

One of the problems we have, though, is that in -- in my English department -- I think this is true at Central -- we have 30 full-time, tenure-track faculty, but we have 41 adjuncts to help us teach the sophomore courses, the sophomore literature courses and the writing courses that are part of the Gen Ed curriculum. It's very hard to ask those people and -- and, first of all, by contract, we can't require it -- but it's very hard to ask them to sacrifice their time to come in and do those norming sessions. In other words, it's not technically part of their job; they're just supposed to be in the classroom and meet with the students and help the students learn.

So -- so there are procedures for which you can set up some -- some uniformity, but it -- it -- it certainly doesn't work well in the departments that have a lot of adjuncts. And a lot of the good -- and a lot of the adjuncts are -- are -- are willing to contribute their time to do those kind of norming sessions, but they're not paid for it and they're not required.

SENATOR BYE: So do you think that would be a good idea? Because everyone here talking is saying we can't offer the exact same classes nor do we want

to, but -- but everybody is concerned about outcomes for students, and it's not like high school where you have the CAP tests; you know?

MICHAEL SHEA: Right.

SENATOR BYE: I mean, do you think there'd be a way to build into this process some kind of norming session, if you will, like -- or -- or now that we have electronics, some kind of norming post --

MICHAEL SHEA: Well, remember --

SENATOR BYE: -- into a --

MICHAEL SHEA: -- that I'm --

SENATOR BYE: -- writing class?

MICHAEL SHEA: -- just talking about English right now. I mean this -- this problem that I'm talking about, I'm -- I'm talking about in the interest of time, and because I know about the English, I'm explaining that.

But it's true in math. It's true in -- I mean, we've had different math courses for our different -- in, you know, a freshmen math course for different students, depending on what they're going to study.

We also have different -- we have a first-year experience course for our students who come in, which is to introduce them to college, because we've discovered that students were -- were not understanding necessarily how to -- how to -- how to move through, what, what's required for college-level work.

These are the kinds of courses that -- that a common core would miss. And -- and the students

would come in and they'd think, oh, this is great, because I can transfer in, but they will not have had some of the things that -- that -- that the students who started at our school got. And the curriculum is sort of built around the -- those students. So I don't know if you could -- if you could have testing.

Oh, well, let me say one other thing. This general education curriculum, which is often -- it's not the same thing as the common core but it's the stuff where the common core is going to be lodging; right? It's -- it's -- it's the general education courses where that happens. At -- at our, at Southern, we've created a -- a -- a general education program that's built on competencies rather than seat time. So, in a sense, there will be tests. There will be ways in which students need to demonstrate more than just a grade from the teacher, that they can do the things that that course sets them up to do.

It would be very hard, though, to -- to -- to ask transfer students to come in and take a battery of tests to make sure they can do those skills. Does -- am I?

SENATOR BYE: Yeah.

MICHAEL SHEA: I mean I'm --

SENATOR BYE: No.

MICHAEL SHEA: -- sorry --

SENATOR BYE: No.

MICHAEL SHEA: -- it's so --

SENATOR BYE: No.

MICHAEL SHEA: -- complicated.

SENATOR BYE: Well, I think the committee is definitely hearing -- hearing the complexity.

Because I can tell you; I've taught many classes. I've taught at at least four institutions around here, and I can't say that I've ever been observed or that anyone's ever looked at my students' final project. I mean, and these were counting for core career competency classes. So --

MICHAEL SHEA: Yeah.

SENATOR BYE: -- I do think there are some shortcomings in the current system that -- that need to be -- that need to be addressed, and -- and you're just playing out some of --

Did -- does anyone else have a question?

Senator Boucher.

SENATOR BOUCHER: Thank you, Madam Chairman.

And -- and I, too, enjoyed reading your testimony very much. (Inaudible) --

MICHAEL SHEA: I appreciate you quoting me earlier.

SENATOR BOUCHER: Oh, yes. In fact, and -- and it points out to the concerns that there's issues of remediation, particularly in the area of math, which is more easily measured as far as having one of the major components that we need to have for those courses to be compatible and to transfer. So the issue here is all about compatibility of courses, the ease of transfer, the requirement to accept transfer credits, but yet the overarching concern I think that's been expressed is whether these students will succeed at a four-year college and whether they will be

able to graduate from a four-year college rather than having to transfer back. So the --

MICHAEL SHEA: Or -- or --

SENATOR BOUCHER: -- issue --

MICHAEL SHEA: -- or -- or just take a lot longer, because they have to make up some up core -- yeah, but there's --

SENATOR BOUCHER: Exactly.

MICHAEL SHEA: -- different -- yes. Right.

SENATOR BOUCHER: But that does affect the reputation, quality, and so forth of your, the institution, for example.

And you're -- you're discussing at length about how difficult it is. It's easier to be able to access a -- a math or science course because the components are more easily measurable, but it's much more difficult for composition or English.

Would there not be, though, some basics in composition, and so forth, that all students should be able to do in order to write and to comprehend and so that there could be some measurable way to reach a common set of standards across those institutions?

MICHAEL SHEA: Absolutely. Not -- and not -- not, again, not uniformly. See, there'll be -- well, there will always be, because humans, they're looking and making these judgements. It -- there's always going to be difference.

But we are proposing through -- I'm, and I'm -- maybe I wasn't clear about this -- but at Southern, for instance, under the, this new liberal education program, when the students get

done with their composition course, it's not just going to be their grade that lets them move on to take other courses that require those skills. There's also going to be this, what we call a "competency demonstration," which will not be judged just by the teacher of that course -- this goes back to Senator Bye's concern about having never been observed -- and -- and there won't be a kind of -- students get passing grades for all sorts of reasons. It's not always because their work meets the level of what they need to do.

Teachers are human beings and they -- they have compassion. And then -- and you can help your student get through your course and get a passing grade without necessarily having them get the skills they need to have, because they can -- they can -- they can do -- they can show it in a -- and they can demonstrate it in -- in the restricted area of your course, but -- but -- but some students are learning it and can do it and can carry it on, and some students can only do it right there, for that course.

So -- so, I'm sorry; I'm wandering. But what this comes back down to is that the students need to show this competency demonstration. It -- it's not fully in place yet; we're just starting this, but for that very reason, so that there would be a sense that the person not only got a passing grade and in -- in the English but they showed that they could do the outcomes of the clear writing, persuasive writing, critical thinking. The things we want them to get from that course, they will have demonstrated that. And those that didn't will need some sort of -- and, again, this is all expensive, unfortunately, but that's what education is for students. It's -- it's -- I mean, to educate students well is expensive and -- and inefficient, I'm afraid. That's a horrible truth of -- of -- of Higher Ed.

But it is possible. Yeah, I think it would be possible to have such a -- such a -- such a competencies' demonstration. The problem is it would be hard to ask for every transfer student to do that when they came to Southern. So then that means you have to go with your other model, which you've said before, which is the unrealistic one of all of the 17 institutions doing the same thing in their -- in their freshmen comp course and then having a competency demonstration.

SENATOR BOUCHER: More -- more to the point of having your community college curriculum be the same, comparing apples to apples and having similar textbooks would make the whole transfer issue a little easier.

MICHAEL SHEA: Yes, but then you have a much bigger problem on your hands. And, you know, yeah; right? Because teachers are good at -- you can't have every teacher teach every syllabus exactly the same. It just -- it's just not the way. Teaching is an art as much as it is a science, and so people -- people get to -- get to outcomes for students by different means; that's one of the essences of -- of academic freedom is that when I teach my freshmen comp course, for instance, I make sure that they -- each week they're reading the New York Times and the editorial page and -- and -- and the Op Ed page. They can't read that. They can't understand it at the beginning of the semester. But by repeated work at -- on it and by the end of the semester they can. But somebody else wouldn't want to do it that way. They might want to do it, so with essays of other types. So --

SENATOR BOUCHER: Thank you, very much.

And just as a parting thought, we had struggled with the same concern in creating a test at the

high school level on Connecticut Masteries with exactly the same thing.

MICHAEL SHEA: I bet.

SENATOR BOUCHER: It was the English component, and then later a writing component was put in there that was very troubling and difficult to test and to -- and to grade, so to speak. But they, we still now do have that component to -- to our tenth grade tests, I think at this point.

MICHAEL SHEA: Okay.

SENATOR BOUCHER: Thank you, Madam Chairman.

SENATOR BYE: Thank you, Senator Boucher.

And I think that work was worth it because there's been such more emphasis on writing and the components of good writing in high school that that's really made a difference.

Are there other questions?

Thank you, so much, for coming and sharing your perspective. And we'll look --

MICHAEL SHEA: Thank you.

SENATOR BYE: -- forward to hearing more from you.

MICHAEL SHEA: Yep. Thank you, very much.

SENATOR BYE: Steven LaRocco.

Claudia Reuter.

Hi, Claudia.

CLAUDIA REUTER: Hi.

college students building up to six portfolios simultaneously, just because that's the needs of their program. And the software, you know, essentially allows them to do an unlimited number.

SENATOR BYE: Oh, that explains the lab school connection, so --

CLAUDIA REUTER: Yeah.

SENATOR BYE: All right.

Seeing no other questions, thank you, very much, for coming --

CLAUDIA REUTER: Thank you.

SENATOR BYE: -- today.

Next we have Eric Bergenn, to be followed by a Julian Madison.

SENATOR BYE: Welcome.

ERIC BERGENN: Thank you.

So thanks for having me in, Chairperson Bye, and members of the committee. My name is Eric Bergenn. I live and vote in West Hartford, House District 20 and Senate District 5.

I'm a student at Central Connecticut State --

SENATOR BYE: A student --

ERIC BERGENN: -- University.

SENATOR BYE: -- heard from; that's great. Welcome.

ERIC BERGENN: I'm also the president of the student body at Central Connecticut State University, and

HB5030

I'm here, basically, to speak against House Bill 5030.

I guess I'd like to start by saying that a lot of what I heard before from professors from around the state university system, I agree with, especially with a lot of Dr. Burkholder's testimony from earlier, especially as it relates to flexibility being, I think, the best answer to the problem of being able to transfer credits from community colleges to universities or any combination of changing.

So there was a lot of talk during the restructuring of higher education system last year about the impact it would have on Connecticut State Universities and the Connecticut -- Connecticut community colleges. The two main concerns that were raised from students were the new structure affecting everyday life of students, and the colleges and universities maintaining their individuality.

We were told at the time by Mr. Miotti, Governor Malloy, and various Legislators that there's nothing to worry about. It was also around this time that the new committee chairperson, Senator Bye, came to our campus to learn more about the university and to meet with students and faculty about what makes CCSU different from the other universities. I really appreciate that day, and the reason I'm bringing it up now is because I think that this bill is the first step in losing that individuality that -- that we spoke of back then.

The Connecticut Board of Regents of Higher Education has recently laid out an outline that establishes a common core of courses within the general education curricula for the Connecticut community colleges and state universities. I think this is obviously dangerous to the

individuality of the colleges and university, and it couldn't happen without this bill passing.

What's most unfortunate, as I see it, is that it will give students attending community colleges a false sense of security that they will be able to transfer into upper-division of their choice, at the university of their choice, and graduate in just two more years. I know that -- how hard it is, and in some of the programs at -- at Central to graduate in four years, even with starting there. So I don't want anyone to think that they can get an associate's degree and then just come to a state university and graduate with a baccalaureate degree in just two more.

I understand this need for some sort of reform in order to make it easier to transfer from colleges and universities and, you know, in any other direction. I can give you ways to do that without impacting the individuality of the universities, and I think that it might be a good idea to come meet with students and faculties and revise some of the changes that this bill is trying to make.

If this committee has the best interest of Connecticut higher education in mind, I think that it's very important to work with the faculty and the students in -- in trying to figure out what the problem is and getting to the bottom of it.

I had drafted a plan for the reformation of general education curriculum at CCSU and so had the ad hoc committee, which two members of spoke here about, of the faculty senate. And I believe that both plans had this specific problem in mind, about keeping the CCSU stamp on the university.

So I'd urge the members of the community -- of

the committee to please not recommend it to the General Assembly and instead be aware of its impact. Please consider doing the necessary research to protect the quality and individuality of higher education facilities in Connecticut.

And also please consider this an invitation at any time to come to CCSU and -- and meet with us. You know, last time was a pleasure; next time would be as well. Because I think that there's some of the details of this plan that can be approved to make it work; I really do think it can.

So I -- thanks for the time and consideration, and I also guess I want to give you guys an opportunity to throw any questions you might have at a student.

SENATOR BYE: Thank you. Thank you, Eric.

I -- I'm so glad you came, really. It shows -- it shows a lot of commitment to go to CCSU and tell all of your fellow students that, that you've come up today. And I'll -- if you just call my office and I'd be happy to come down and meet with you guys again, because it taught me a lot.

And I would say one of the things I did hear was students who couldn't get the classes they need to graduate was as big a problem as transfer and articulation. And --

ERIC BERGENN: Uh-huh.

SENATOR BYE: -- it was our hope, and -- and we're still hoping -- but now there have been further cutbacks -- that -- that some of the savings in Central Office, we were told by the President of the Board of Regents that that could translate into 50 additional faculty to help with this

problem of graduation. Now where that sits right now with the recisions, I don't know. But I -- I heard you loud and clear.

But there was definitely some -- some concerns -- you might remember -- when I asked a question, how many had transferred. It was more than half the room, I think, had --

ERIC BERGENN: Yeah.

SENATOR BYE: -- either come from somewhere else or were going somewhere else. So -- so it's definitely an issue at Central.

So you're concerned. You say you're concerned about individuality?

ERIC BERGENN: Yes.

SENATOR BYE: So how can we, from your point of view, address the issue of, you know, students, if you will, wasting time, say taking Intro to Writing at Southern that might not be accepted at Central when they transfer? How can we help students with -- with that problem and that expense and the slow-down from them entering the economy?

ERIC BERGENN: Well, I think the most recent example given from -- I'm sorry; I forget the gentleman's name -- the professor from Southern who teaches English was pointing out the problem that even in the most basic, intro-level classes, there's serious differences between what you're setting the student up to do.

I -- I know that there are -- I actually suggested in a plan to the ad hoc committee to our Faculty Senate for General Education Reform something along the lines of what a few of you were talking about earlier, of some sort of standard of testing, be it either in or out of

certain levels of some of the Gen Ed classes.

I think that what the concern should be is not in coming up with an overarching policy that all -- all the universities and colleges will be following the same, basic core curriculum but instead coming up with a policy that -- well, first, I think, relaxes the standards of the general education curriculum. As the state mandate has it now, the statute of the 40 requirements in certain courses, and then at the same time instead of trying to find a common core, instead charging the schools and the faculty at the schools with the ability to make decisions on when a student has fulfilled the general education requirements at one school to find a way to make that work into their program there. And if it doesn't work at that level, I don't believe that having a -- a -- a core sample of courses is going to better help the students in the -- in their first few years of the school into the upper-division courses and in the major that they're trying to get to.

As the professor had said before, from Southern, if -- if that course is setting students up for the upper-division that -- that they're getting into at Southern and they take that there and then come to Central, if there's something else that they need to be learning at Central, then teaching the same basic curriculum isn't going to solve either of their problems. It's actually going to just create the problem across the board, because you can't teach everything in one class. It's -- it's impossible. It's a three-credit class; you take it for, you know, eight weeks and -- and you're done or 15 weeks and you're done.

And if -- if you're trying to learn how to write a persuasive essay or write an argument and at the same time learn how to do research and at the

same time learn how to write fluently and at the same time learn how to articulate, you know, whether it be an argument or a study or interpret data, and -- and -- and these are the different types of things that people are doing in a freshmen composition class, then by trying to create one freshmen composition class that encompasses all of those different skills, all -- all it's doing is creating the need for another composition class.

So I -- I think that it's -- it's kind of opening up a bit of can of worms to try to creat a general core curriculum that's going to work for every school.

SENATOR BYE: So what I hear you saying is you think that the individual campuses should have a core curriculum that might be different across campuses but that could transfer among campuses. Is that -- is that --

ERIC BERGENN: Yeah.

SENATOR BYE: -- what you're saying?

ERIC BERGENN: And -- and I understand that some of the skills that a lot of the universities want to see might not be fulfilled completely, but one thing that I heard a lot of talk over earlier this morning was the idea of having these different named programs for the general education. And I think that having, basically just having the words "general" and "program," they don't belong in the same acronym. A program is a specific set but general is broad. And to try to create a core set of courses that is going to work for everyone -- and I know that we're not looking at specific courses -- but to -- to try to create a -- a core set of even study areas, I think -- I think that's about as -- as specific as -- as anything should get.

And not to -- to obviously take down -- downgrade the positions that you guys hold, but I'm not sure that a lawmaker or a lawyer is best fit to determine what the best courses are for a student to take in higher education. I think that might be best left up to the faculty at higher education.

SENATOR BYE: I think the faculty would -- would agree with you, and I don't think this committee wants to prescribe any classes.

But -- but I will say that, you know, I have two in college now and a third going next year, and every one of them has to take a core curriculum.

ERIC BERGENN: Absolutely.

SENATOR BYE: And even though they're all different colleges. And they have many, many choices of classes to take and some that are unique to their college to meet that core curriculum. And that's certainly more in line with what my vision is, is that as a state we establish that there's a core curriculum that's part of a liberal arts' study or even a professional degree study that -- that people have to take.

But within that, there are many choices that could really differ by campus. Like Central has the engineering program, so my guess is there are a lot more options for students in the STEM areas at Central for meeting their requirements because there's that program. Or maybe they're limited to people in the Engineering Department but -- that you can say to me.

But, I mean, different colleges have different professors with different expertise, and so there may be an African-American History class at Central that's not offered at Southern but that

might meet that requirement because one of the professors is a specialist in that area and has developed that. And -- and I don't think we perceive changing that, but we do see some core objectives in a core curriculum, and we would like those cores to talk across campuses.

I'm speaking for myself; I don't know. Other committee members are free to speak up.

Senator Boucher.

SENATOR BOUCHER: As always, thank you, Madam Chairman.

You know, this legislation is, I think, really written for the community colleges, because it talks about a common core from the community colleges that would transfer to the state university system and UConn. And it's interesting this morning or afternoon, I should say, that so many have weighed in from our state university system and we haven't heard very much about this impact at the community college level. It seems like the onus would be on them to be -- make sure that those that are designated common core would be taken there, and it probably is very important for the state university system and UConn, as well, to weigh in on what the content of that should be, because it's going to impact their teaching and their curriculum, their reputation, their ability to make sure that they have good graduation completion numbers at that level. So it is maybe good then that the state university system is here, weighing in on this.

Thank you.

SENATOR BYE: Yeah. Thank you, Senator Boucher.

And I think we definitely heard -- I mean, you raise a really important point from Dr. Feroe

today that really this transfer is going on back and forth and among and between a lot of different systems, so we need to make sure this legislation reflects the many ways that students are moving across and among.

But I will say my guess is the reason UConn is not here is that the community colleges and UConn have really worked this out. I mean, as I understand it, talking to students at UConn and -- and professors from the community college, there is a -- that students have to be told on the way in -- but there is a core system that if students at the community colleges take these, they're guaranteed transfer into UConn, not just in but into a major, whereas at the CSUs you could be a business major and graduate with all A's and you're not guaranteed entrance into a business program within a CSU program.

So, you know, I think it's -- it is interesting that the CSUs are here, if we can still refer to them as that, because nobody likes the other name that -- that we're -- we're hearing today. But that's part of the issue, so I -- I (inaudible).

REP. WILLIS: I think that's a -- an interesting point that she raises and I think your input has been very helpful in terms of clarifying some of the issues.

I think for me, here today, I -- is the light has gone on, and maybe English 101 at Southern does not need to be the same as English 101, you know, at Tunxis. And if Southern wants to have a different English course, then that's their choice. Yeah.

Okay; thank you.

ERIC BERGENN: Thank you.

SENATOR BYE: Okay.

Next is a Bob Fernandez -- oh no, I'm sorry -- a Julian Madison. I -- I apologize. Julian graciously gave his spot up earlier to Professor Shea, and I don't want to then skip you again.

JULIAN MADISON: Thank you, Senator Bye, Representative Willis, and members of the committee. I appreciate the opportunity to speak to you about House Bill 5030.

I am Julian Madison, Associate Professor of History at Southern Connecticut State University, and I'm council member of Southern Connecticut's AAUP, and it's a pleasure to be here today. So, again -- again, thank you very much, for the opportunity to speak.

I -- I did not prepare anything specifically, simply because of the fact I had a feeling that I would just repeat what everyone else had to say, and I don't want to waste your time with that. But I just wanted to emphasize something that Mike Shea pointed out and basically dealt with writing.

In the History Department, I have -- we get students from everywhere, and -- and so -- and it's always a pleasure, but one of the things, though, is that -- but right from the beginning I do my job as an educator to not really to -- to really point things out as a lecturer; I teach. I teach students how to think. And one of the things we try to do is develop leaders.

And so with all that then, I try to get my students to think and think critically; therefore, there's a lot of writing, a lot of writing. And so -- and there's a matter of what the major is. I mean one of the nice things about it is the fact that I've had -- I have

business majors tell me they've never had a writing course before, which makes it what I do. And so -- and -- and they found that it sort of -- it may -- and I point out to them it will help you as a business major because business majors do not write, and writing is so important.

But my students typically write four, 5-page papers per semester plus a 15-page term paper, plus two exams. And -- and I found myself being part history professor and part English professor. And so everything is done with regard to grammar, with regard to how things are phrased, and what have you, even on the exams, themselves. And so that's an important component of the -- of -- of -- of the grade, itself. And I am typical in that, in -- in my department.

One of my concerns here, one of the things I want to make a point to point out here is the fact that I will like to make sure that those students who are coming in from other schools -- I don't care if they're community colleges or where, or other schools from other, the parts of the state -- make sure that they understand that they're going to write and they have to write well.

And so as a result of that, when I'm -- when we start out at the freshmen level -- and I used to -- I used to get involved in the first-year experience that Mike Shea talked about -- almost from the beginning, they understand that they're going to do a lot writing, so that by the time they get to their junior years, they have pretty much things pretty much set up.

By the time they're seniors, we have a capstone course, and so everyone is required to take this course. And -- and if they're a history major, that is -- and so as a result of that, they've -- they've put -- basically they have four years of

experience or how long they've been at Southern into play here with regard to what they've learned, how to write about it. And as a result of all that, this course is graded at the end of the academic year.

And so I've found out that the capstone courses come very important here, especially when you consider the one -- the fact -- one other thing here. We don't really just train people for jobs; we train people for careers. And we -- we try to get -- help people with flexibility so that if, you know, we -- we, you know -- you know, we've seen in the last few years, especially. But -- but it -- to make this point, I would guess that by the year, in the year 2025, over half the jobs, maybe 60 percent of the jobs that they'll have in 2025 do not exist yet. And many jobs that exist today will not exist then. So I want my students to be flexible, to be able to think about -- think outside, let's say the box, if you will.

Well, one last thing; I'll make a point here, and that is that those -- many -- and -- and it's sort of like (inaudible) in a change of -- of our culture. Where the United States has always been a -- a place of destination for people looking for work and a job and making a -- want to make a living, people are leaving the United States now. Thousands of people are moving to China to get a job now.

And so -- so one of the things I do with my course, one of things we try to do in history is make sure that our students understand that they're competing against the world, and they will keep -- put yourself in a position where you may have to go from one place to another. And so one of the things that, no matter what the background of the student, I make them understand that that's what we're trying to do at Southern

Connecticut State University.

Thank you, very much.

SENATOR BYE: Okay. Thank you, very much, for your testimony.

Any questions?

Senator Boucher.

SENATOR BOUCHER: And, Chairman, just a comment to say how right-on you are.

And just recently an individual that had been in a position for many, many years had to change and do something differently, and they just couldn't. They couldn't be flexible, and as a result, they lost a job that they could have kept if they were able to switch gears a little bit --

JULIAN MADISON: Uh-huh.

SENATOR BOUCHER: -- be flexible. Particularly as downsizing has occurred, that there are fewer people to do the myriad of jobs that maybe exist either in an office or a business, and they're required to do that.

And you saw that on TV ads, where they had that one person going through a business, putting on different hats, and he was the same person doing the copying who was doing the mail room and doing the selling; it was the same person.

So that kind of flexibility is critical, and the fact that you're -- you're doing that, I applaud you for that and particularly also in writing, which is hard, believe it or not, for many of us. And it took that one, special teacher that really made the point and made us have to do it even and walk through the difficult process of actually

being able to write and write well.

So thank you for your testimony, for being here, and for doing the things that are really critical in today's economy.

JULIAN MADISON: Thank you.

SENATOR BOUCHER: Appreciate it.

JULIAN MADISON: Thank you, very much.

SENATOR BYE: Thank you.

And I also want to thank you for your work in making students write. I think that's the key; it makes your job much harder, but I think that it really teaches students to think. So thanks for pressing on that.

JULIAN MADISON: And I want to thank you for support for higher education.

SENATOR BYE: Sure.

JULIAN MADISON: I really appreciate that.

SENATOR BYE: Okay.

JULIAN MADISON: Thank you, very much.

SENATOR BYE: All right. Have a good afternoon.

Now a Bob Fernandez -- I teased last time -- followed by Steve Cohen.

ROBERT FERNANDEZ: Good afternoon, members.

Senator Bye, Representative Willis, members of the Higher Education Committee, my name is Bob Fernandez; I'm the Legislative Director of the Congress of -- of Connecticut Community Colleges,

and we are here to support H.B. 5030.

Over the past 15 years, I have served as an academic advisor, program coordinator for high-risk youth, chair of our academic council, outgoing-chair of our Curriculum and Instruction and Planning committee, adjunct in history, political science, and currently serve as the Director of Financial Aid Services for Quinebaug Valley Community College.

We agree that seamless transition between the community college students entering the state university system is needed in order to facilitate our students' needs, the community college students' needs, to complete their baccalaureate degree in a timely manner.

The general education core is an important part of the overall goal in receiving a well-balanced, higher eduction, and statute now shares that goal by mandating students to attempt specific courses -- excuse me -- in math, science, humanities, English, and social sciences. Successful models of articulation between community colleges and state universities already exist.

Number one, Quinebaug for several years, as long as Manchester Community College and Three Rivers Community College have had strong articulation agreements with Eastern Connecticut State Universities, to the point that we have a liberal arts and science degree that fulfills all the general education cores of the community college system and what the state university considers their liberal art core. In that program, I served on the statewide committee for articulation between Eastern and the community college system, and that model has currently been going for about four-and-a-half years to five years now.

Strong articulation agreements between Manchester, Three Rivers, and Quinebaug have allowed those students to easily facilitate and enter Eastern Connecticut State University's LAS core and then proceed on to their required -- their required career.

Most of our courses now, that need to be reviewed by the Eastern Connecticut State University Faculty Committee, our liberal arts committee, are submitted if they do not meet those specific requirements in order for -- for Eastern Connecticut State's LAC requirements. So those interactions between those three colleges, in particular, and the state university system have -- have grown and fostered into specific programming with Hartford High School students that are high-risk students, Manchester Community College students, this year -- I mean Manchester High School students -- pardon me -- entering the college setting. So that bridge already exists; we don't have to reinvent the wheel.

So H.B. -- H.B. 5030 will play a vital role in allowing the community college students to enter and complete the goal of a university education. As a Director of Financial Aid, I could tell you that Pell changes, on the federal level, requiring students to complete a higher education degree in six years in order to maintain their Pell eligibility will take effect for the fall semester of this year.

So I will be happy to answer any and all questions the committee might have, but it is a very important role and a very important law for community college students in order to ensure that their first two years of college count towards a degree.

SENATOR BYE: Okay. Well, thank you. That was --

that was really helpful.

And so you're here to say it can work and it has worked --

ROBERT FERNANDEZ: Absolutely.

SENATOR BYE: -- among a sampling of community colleges, and in particular with Eastern Connecticut State University.

ROBERT FERNANDEZ: Absolutely.

SENATOR BYE: And I have a couple of questions related to that. Because it sounds like you've been involved with the community colleges a long time and we're -- we're trying to help students move through the system, do you have a sense of the scale of this issue? What percentage of community college students actually reach the BA entry point who start in community college?

ROBERT FERNANDEZ: Well that, it's like your -- and complicated. I do not have the, let's say factual stats or anything else. I can speak to anecdotal aspects of my academic advising career, which encompasses 12 years, predominately at the Willimantic Center, which is predominately a minority, majority campus, low-income type area of the state.

The vast majority of the students that graduate with an LAS degree from Quinebaug Valley Community College are recognized juniors at Eastern, the vast majority. That relationship had -- that specific relationship of why that occurred has helped Quinebaug, in particular, and Eastern forge a relationship with many programs.

We have to talk about specific things, and we -- we heard the universities' professors' points of views, but let's -- let's bring up the -- the

English 102 issue that the English professor brought up. English 102 at the community colleges is a higher level English course; it's not the fundamental English course. English 101, our English composition, with its outcome of researched-based, academic writing, which is universally accepted throughout the United States of America, is the foundation English course.

At the time of completion of the English 101 course, a student would then have to require by statute to take a secondary English course. One would be an English and composition course, our English 102 or an English 110, which is a literature course; that, I could see the differences. There, in that aspect of it, I could see that there's no universality there.

But English composition or research composition courses, regardless of what state you are in the United States of America, there's -- in articulation and transfer, there's the 80 percent rule. As long as the course description of that receiving college and that course is 80 percent the equivalent to what you have as your outcomes, those courses are accepted by institutions on a nationwide basis. English 101 is English 101 whether I take it at Manchester Community College or Central Connecticut State University. The -- the outcomes might be a little different, but the research requirement of academic writing are the same. And President Cohen, and Steve Cohen, who is an English professor who is going to follow me, can speak to that much more than I can.

SENATOR BYE: Well -- well, that's really helpful.

One of the reasons I asked a question about the percentage of community college students that get to BA entry is, you know, if we're going to structure something, you know, let's, you know,

let --

ROBERT FERNANDEZ: Uh-huh.

SENATOR BYE: I'm hoping that we'll structure it in a way that supports the students most likely to go on to matriculate to BA, which might be very different than students who are moving toward a certificate.

ROBERT FERNANDEZ: Correct.

SENATOR BYE: And so I think, you know, we have to -- we have to look at that.

And I also think it's interesting, what you raised about the Pell Grant and the six years. So you're saying you can do this?

ROBERT FERNANDEZ: Yeah.

SENATOR BYE: It's being done --

ROBERT FERNANDEZ: Correct.

SENATOR BYE: -- places? And it has to be done collaboratively, but -- but it's not -- not so, so -- it's not impossible.

ROBERT FERNANDEZ: It -- it is not impossible. The relationships that, like I've said, I -- I could speak to the Eastern half of the state because I've been involved with Eastern for -- for many times, for many, many years now.

I -- I did their program coordination with the Hartford High School initiative, which was to take ten kids from inner-city, inner-city Hartford who otherwise would have not gone into college, started them at Quinebaug, got their developmental education and aspects at Quinebaug and moved them on to Eastern. As a matter of

fact, the four-year class; this program started four years ago. The -- the -- the group of kids that started in year four will graduate this May from Eastern Connecticut State University.

So the issue is the articulation and the -- the relationships between the community colleges and the state university have to be forged, absolutely. That has taken a lot of work for Quinebaug, Manchester, and Three Rivers Community College to work with the faculty at -- at Eastern Connecticut State University, and we had buy-in from both the administration, the faculties on both, of both systems.

SENATOR BYE: And so -- so we really need to work on getting faculty buy-in as well, which is --

ROBERT FERNANDEZ: Oh --

SENATOR BYE: -- you know --

ROBERT FERNANDEZ: -- absolutely.

SENATOR BYE: -- critical for success. Okay. Well that's, that's very helpful.

Are there --

REP. WILLIS: No, I just -- I just want to thank you for bringing up -- reminding us about the Pell Grant graduation rate.

And it's very interesting that the CSU people seem to not see this as an issue that we need to address. That's a huge one.

ROBERT FERNANDEZ: Oh, absolutely.

REP. WILLIS: That's absolutely huge.

ROBERT FERNANDEZ: Because the --

REP. WILLIS: So I (inaudible) --

ROBERT FERNANDEZ: -- clock, you know, Representative --

REP. WILLIS: The clock --

ROBERT FERNANDEZ: -- Willis --

REP. WILLIS: -- is ticking.

ROBERT FERNANDEZ: The clock is ticking now on these students, the -- the Pell eligibility at six years at whatever level of higher education that you will take. So that -- that also encounts -- the -- the community college (inaudible).

A VOICE: Uh-huh.

REP. WILLIS: Thank you, for --

ROBERT FERNANDEZ: You're --

REP. WILLIS: -- for putting that on our radar screen.

ROBERT FERNANDEZ: -- very welcome.

SENATOR BYE: Thank you, so much, for your testimony.

ROBERT FERNANDEZ: Thank you, Senator.

SENATOR BYE: Steve Cohen.

STEVEN COHEN: Good afternoon, Co-chairs Willis and Bye, and other members of the committee.

My name is Steven Cohen. I've been a faculty member at Norwalk Community College, since 1988, where I teach all levels of English and reading, as well. I'm also President of the Congress of Connecticut Community Colleges -- excuse me --

and I want to speak with you in support of the goals of Bill 5030.

I want to see a common, transferrable, General Ed core that provides breadths, that allows student choice, and avoids the kind of course repetition we're all familiar with.

And let me personalize that, very briefly. I had a colleague at Norwalk afford me the highest kind of personal and professional compliment; he sent two of his own children into my English 102 course, over time, and both of them, as it turned out in the fullness of time graduated and -- excuse me, again -- interestingly, they both ended up transferring to Southern.

And I listened attentively to Dr. Shea talk about the fact that my 102 didn't transfer, which I was already well aware of. And I understand why now, because I understand the goals that he's presented. But what you're hearing in that argument is, in effect, the -- the Higher Ed version of something you're familiar with in the political realm, local control.

And in given our druthers in Higher Ed, all of us would create our own world in the way that we feel it would best serve our own students. And -- and that's our professional training and that's arguably the way we would all love to be able to do things. But we live in a unified environment now, and what we need to do is think about what's best for the students as they try to progress from the community colleges to the CSU institutions and to UConn, as well.

We need to focus on student need and we need to have the will to do what's good for the students. In the community college system, as you know, we developed common course numbering. It wasn't something that was in the DNA of faculty; right?

It's not the way we normally do business, but over time, we have these courses that are 80 percent consonant with one another, so we know that English 101 is pretty much the same across all the 12 institutions of the community college system; ditto for all the other kinds of courses that have common numbers.

We can do that in the community colleges and it can be done in the CSU. We can have that kind of transfer articulation available for a common core, and it's a function primarily of will. And so if we focus on common, General Ed core, on the competencies we need for students to develop on their learning, on outcomes and accessing those outcomes and avoid taking the parochial view, I think we can all achieve the goals which we're in favor of.

And just as another little tidbit, I noted that Dr. Shea mentioned that he had 31 full-timers and 40 part-timers in his department. In my department, we have 11 full-timers, only 10 of whom are on tenure track, one is a special appointee; we have roughly 45 part-timers. And yet we have outcome assessments in the form of portfolios. Those part-timers come in, okay, they are put through some special training so that they're all reading appropriately, and we have other faculty besides the teacher of the individual course reading those portfolios.

The system has changed and evolved a bit over time so that we have the sense that we're all on the same page. It's not impossible to do. And, by the way, those people aren't paid to do it; okay? They do it because they understand its importance in the sense of condition of what they do. And I'm speaking as a union person here when I tell you they're not getting paid for it; okay? So, you know, if we have the will, we can do these things if we put the student need first and

if we have the will to help them succeed.

I thank you for your time and I'm prepared to respond to any questions you might have.

SENATOR BYE: A question: Where did the pressure to make this work at your institution with Eastern come from?

STEVEN COHEN: With --

SENATOR BYE: The pressure for this articulation for the common core to pass. Was that -- where'd the pressure come from; what was the pressure point to make it happen?

STEVEN COHEN: Well, I think we have different articulation agreements, program by program, so our program coordinators dealing with their counterparts at various institutions wanted to facilitate transferability. And so to the extent there was pressure, it was our own people saying I have a need to have my students get into these other four-year institutions, be they public or private -- and obviously we're talking about the public ones here -- so I need to facilitate that transfer. I'm going to work with my colleagues to get those articulation agreements done.

SENATOR BYE: Well, I like your can-do attitude, and I -- I appreciate your testimony.

Are there other questions?

Well, thank you so much for waiting and for your testimony.

STEVEN COHEN: Thank you.

SENATOR BYE: Next is Kathy Queen.

KATHY QUEEN: Senator Bye, the members of the

SB 39

Jason Jones
Line 2 page 1

To: Senator Bye, Representative Willis, and Members of the Higher Education and Employment Advancement Committee.

Thank you for the opportunity to testify on HB 5030: An Act Concerning the Development of a General Education Core of Courses.

My name is Jason B. Jones, and I am an associate professor of English at Central Connecticut State University, where I am also the president of the local chapter of the American Association of University Professors.

I want to begin by stating plainly that the faculty of CCSU take seriously the issue of articulation and transfer. You will hear today from my colleague Tom Burkholder, who will speak to some of the ways that we have revised general education--and are currently developing a further revision--in ways that provide clear guidance for transfers. (You can see some of this work at https://webapps.ccsu.edu/CTAB/CCSU_TransCourses.aspx, a site that allows applicants to instantly see how their courses will transfer.)

We welcome any well-conceived efforts to support articulation and transfer. There are three ways, however, in which the Board of Regents current plan is poorly conceived:

1. **The Board of Regents plan moves too quickly.** The idea that we could implement a plan for the five biggest majors (exclusive of nursing and education) by July (which is really by late April) beggars belief. Piloting the program with the largest majors--which have many sub-programs and complex accreditation demands--in 10 weeks is a recipe for disaster.
2. **The Board of Regents plan violates norms of shared governance.** Previous attempts at comprehensive system-wide articulation have failed due to lack of buy-in from front-line teaching faculty, who have not been consulted, except as a fig leaf. The Board of Regents plan is even worse. While the BOR draft plan says that faculty will approve the agreements and oversee them, much work has been done to circumvent the faculty. First, a provost-led committee has already been formed, even though the plan hasn't been formally approved. Second, the campus administrators were instructed not to mention this to the faculty. (Consider! Instead of trying to build support, which would not have been hard to do, this Board decided to spring it on the faculty, causing storms of protest on every campus.) The Faculty Advisory Committee has been informed by e-mail that it will only be permitted ten minutes to comment on this draft proposal at the relevant committee meeting, which is a gesture of contempt for those people with actual experience of the curriculum, and of the effects of transfer.
3. **The Board of Regents plan fails to recognize the interdependence of general education and the major.** Many departments have sophomore courses that serve both as general education courses and that play a role in the major. Other departments address similar problems (the need to reinforce writing beyond first-year

writing) in different ways. Majors that seem notionally similar (such as Chemistry) are often quite different, depending on whether the program is accredited. On many campuses, the major has been adjusted in response to specific NCATE accreditation demands--and those demands have not always been consistent. In many cases, hiring decisions have been driven by those accreditation requirements. As drafted, the current plan appears to make it possible that departments' attempts to revise their majors will be held hostage by other schools.

Improved transfer and articulation is an important goal, and should surely be one of the benefits of reorganization. However, the Board of Regents' plan, by virtue of excluding the faculty and by its unreasonably hasty timelines, will not improve the education of Connecticut's students.

The best way to achieve the goals of improved transfer is to have the enabling legislation specify that any committees tasked with implementing the policy **be elected from the faculty of the affected campuses**. Campus and system administrators should properly play a facilitating role, but should not have a vote, an approach consistent with the national standard for governance practice, the AAUP *Policy Documents and Reports.* Similarly, the committee should be given adequate recourses--including support for summer work, or in-semester reassigned time--to perform a job of this importance.

CONNECTICUT STATE COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Testimony by Dr. Louise Feroe
Board of Regents for Higher Education
ConnSCU
Before the Higher Education and Employment Advancement Committee
February 14, 2012

Good morning, Senator Bye, Representative Willis and members of the Higher Education and Employment Advancement Committee. For the record, I am Dr. Louise Feroe, Interim Vice President for the Connecticut State Universities of the Board of Regents (BOR) for Higher Education. I am here today to speak on behalf of the 17 institutions that comprise the Connecticut State Colleges and Universities (ConnSCU) System. Thank you very much for the opportunity to testify today on House Bill 5030, *An Act Concerning the Development of a General Education Core of Courses to Allow for the Seamless Transfer from the Regional Community-Technical College System to the Connecticut State University System and the University of Connecticut.*

Clearly, this is an issue that has been of concern to the legislature, to the Community Colleges and to the State Universities for some time. The pattern of student behavior has clearly changed from our static model when it was assumed that one attended an institution continuously and earned a credential from that institution. Students move from institution to institution in pursuit of an education, and it is extraordinarily important that the Connecticut State Colleges and Universities become a means through which Connecticut students can pursue their education while moving from institution to institution. Our programs must relate to each other and transfer must be reciprocal as well as transitive. Students do not only move from community college to state university, but also from state university to community college – and they make these movements repeatedly. H.B. 5030 provides a solid, commonly accepted lower division core that transfers among all Connecticut public institutes of higher education. This is critical because the numbers are so overwhelming.

- 14,577 students who previously attended another institution entered CT colleges and universities as new transfer students in fall 2010. Three out of four (73.5%) of these students (10,698) entered a ConnSCU institution in fall 2010.
- Students from out-of-state (and unknown) institutions (5,728) account for about 40% of all the transfer students in the state.
- More than half (51.9%) of all of the new transfer students (7,548) in the state entered a community college in fall 2010.
- While community colleges sent 1,558 students to the CSUs in fall 2010, community colleges received 1,109 transfer students from the CSUs.
- Aside from out-of-state institutions, the most significant source for transfer students into the community colleges is the community colleges themselves. Almost one out of three (29%) of transfer students into community colleges came from other community colleges in the state.

The proportion of new students who are moving from one institution to another is increasing every year. In fact, the number of students transferring from Connecticut Community Colleges to our Connecticut State Universities has increased 43% since 2005. The development of clear, transparent pathways for students to access a university education – whether directly from high school or through other routes – will be a prerequisite for our success as a system in educating Connecticut citizens.

I would like to bring you up to date on the efforts of the newly formed Board of Regents concerning this important issue. First, let me bring you up to date on what our state universities and the community colleges have been working on since the adoption of Special Act 07-7, which addressed many of these same important issues. These include a review of the status and content of transfer and articulation agreements.

Transfer and Articulation Agreements with the Connecticut Community Colleges (CCC's)
Dual Admission Program

- A Transfer Compact agreement was signed in March 2007 and has, since then, been implemented. An oversight committee has been established with representation from the Connecticut Community College (CCC) System and the Connecticut State University (CSU) to oversee implementation and further streamline the transfer process from CCC to CSU. The Committee is co-chaired by President Barbara Douglass from Northwestern Connecticut Community College and President Jack Miller from Central Connecticut State University.
- A complete review of all Connecticut Community College common courses transferring and applying to the general education requirements at each university has been completed. Course listings are published and are scheduled for periodic updates.
- A list of common courses at the CCC that are offered by all colleges and are accepted by all CSU universities has been created and is available to students on the university websites.
- This work has led to identification of approximately 30 credits that could form a common general education core, and could therefore lead to development of one common liberal arts associate degree at the Community Colleges that would transfer in its entirety to the universities for automatic junior status and general education credit. The committee is moving in this direction.

So, progress has been made, but no sweeping changes were forthcoming. It is clear that such incremental change is not effectively meeting the needs of our students.

The demand on public higher education to produce a robust and appropriately educated workforce has been widely discussed throughout our nation, and agreement has emerged in Connecticut that this is a priority goal for public higher education. To achieve our goal, we, in the Connecticut State Colleges and Universities, must help dramatically increase the post-secondary degree and certification attainment of our population. We must create a wide and transparent pathway to attainment for all of our students, and that means we must streamline the transfer processes and structures in our state colleges and universities.

The Academic and Student Affairs Committee of the newly created Board of Regents has been meeting and formulating the list of issues that it will address in its first year of operation. Among the topics identified for immediate attention were:

- Academic Program Approval Process
- Seamless transfer between Connecticut Community Colleges and the Connecticut State Universities
- Reform of teacher training programs
- The periodic review of academic programs
- Student Code of Conduct and policies regarding reporting abuse

With respect to transfer, the committee is hearing comments on the adoption of a transfer policy for all of the ConnSCU institutions. We have scheduled an open forum on March 9 for faculty, students, staff and any other interested stakeholders to comment to the Board members. The committee will present its proposal to the full Board of Regents at its March 15 meeting.

The broad outlines of the current draft of the proposal are as follows:
There shall be transfer associate degrees of 60-64 credits common to all of the Connecticut Community Colleges that shall include at least 36 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses, and the remaining credits will be articulated with major programs at the Connecticut State Universities. Earning such a transfer degree will grant its recipients junior status at each of the Connecticut State Universities and Charter Oak State College. Successful completion of a transfer associate degree will offer the student **guaranteed admission and junior status at the receiving university or Charter Oak State College without 'course by course' transfer.**

Students who complete the transfer associate degrees at a Connecticut Community College will be admitted to a Connecticut State University or Charter Oak State College as a junior. To complete a baccalaureate degree in a major articulated with the CCC associate degree at a State University, students will be required to complete no more than half of the requirements for the baccalaureate degree. These additional university requirements will be clearly spelled out and included in the degree by degree articulations.

The faculties of the Connecticut Community Colleges and the Connecticut State Universities will agree on the transfer associate degree with its attendant competency outcomes and major by major articulations that will create a single pathway from any Connecticut Community College to a Connecticut State University for every baccalaureate major. Charter Oak State College will develop similar articulations with Connecticut Community Colleges for it concentrations/majors. These articulations will be completed for all majors by July 1, 2013. The major program articulations will be reviewed by faculty committees from the community colleges and the universities and Charter Oak State College on a five year cycle, beginning in the fall of 2013.

Thank you for giving me the opportunity to speak today and I would be happy to answer any questions you may have.

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

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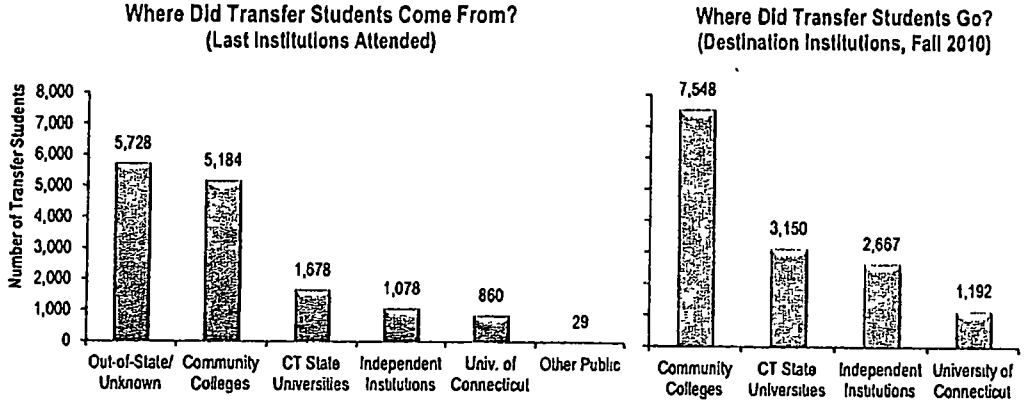
Robert A. Kennedy
President

Undergraduate Transfer Activity among Connecticut Colleges and Universities (Fall 2010)

Student transfer at the undergraduate level is typically considered in terms of movement from 2-year institutions to 4-year institutions as students progress through their course of study to reach higher degree levels. While almost 3,000 students entered 4-year colleges in fall 2010 as transfer students from Connecticut's community colleges, in fact the community colleges as a sector represented the largest destination for transfer students, with 5,184 students entering one of the community colleges in the fall, having previously attended another institution. In effect, more students transferred into the community colleges than transferred out of them.

Connecticut's colleges and universities indicated in their fall 2010 enrollment reports that 14,557 undergraduate students entered their institutions as new students having previously attended another college or university in Connecticut or outside the State. Of these students, just over half (51.9%) entered the State's community colleges, just over a fifth (21.6%) entered one of the Connecticut State Universities, just under a fifth (18.3%) entered one of twenty independent colleges or universities in the state, and 8.2% entered the University of Connecticut.



Students who last attended out-of-state and unknown institutions represented 33.5% and 5.9% of the students entering Connecticut institutions as new transfer students in fall 2101. Just over third (35.6%) of transfer students last attended a Connecticut Community College, although just under half of these students were transferring from one community college to another. About one out of nine (11.5%) of transfer students originated from the Connecticut State Universities; 7.3% last attended one of the State's independent institutions, and 5.9% last attended a University of Connecticut campus.

Institutional Migration of Undergraduate Students by Sector (Fall 2010)

Receiving Institution	Sending Institution: Univ. of Connecticut, All Campuses	Connecticut State Universities	Connecticut Community Colleges	Other Public	Connecticut Independent Institutions	Out-of-State Institutions	Unknown Institutions	Grand Total	
University of Connecticut	17	156	393	3	54	565	4	1,192	8.2%
Connecticut State Universities	178	187	1,558	3	217	905	102	3,150	21.6%
Connecticut Community Colleges*	567	1,109	2,209	19	625	2,386	633	7,548	51.9%
Other Public**	--	--	--	--	--	--	--	--	--
Connecticut Independent Institutions	98	226	1,024	4	182	1,017	116	2,667	18 3%
Grand Total	860	1,678	5,184	29	1,078	4,873	855	14,557	100 0%
	5.9%	11.5%	35.6%	0.2%	7.3%	33.5%	5 9%	100.0%	

* Community Colleges determined prior college and university attendance of new students in this report based on National Student Clearinghouse records, even if students indicated on the application that they were first-time students ** For 2010, Charter Oak State College did not report the origin of new transfer students and the U.S. Coast Guard Academy reported no transfer students. Students classified as "transfers" in this table should not be assumed to have been continuously enrolled from spring 2010 or summer 2010 into fall 2010. Data Source: Fall enrollment reports (state supplementary tables to IPEDS).

To place these figures in context, the four Connecticut State Universities received 1,558 transfer students from the community colleges, but for every four students they received, almost three transferred to from the CSUs to the community colleges. A total of 393 students who last attended one of the state's community colleges transferred into the University of Connecticut, but 567 students who last attended a University of Connecticut campus transferred to one of the community colleges. Among the 5,728 students who last attended out-of-state or unknown institutions (presumably most of these are not in Connecticut as well), more than half (52.7%) of them transferred into one of the state's community colleges.

It is important to recognize in this analysis that sending institutions simply represent the last institution attended and the amount of time elapsed since the last date of enrollment at that institution could have been substantial. Nevertheless, the pattern of migration still highlights the need for credits to transfer seamlessly not just from 2-year institutions to 4-year institutions but also the other direction from 4-year institutions to 2-year institutions as well as to acknowledge the significant movement from 2-year college to a different 2-year college. Efforts to widen the pathways for students to transfer among institutions should take into account these patterns that indicate undergraduate students in their transfer patterns would benefit not only from an improved avenue to 4-year institutions but would be even better served by a wider and smoothly paved two-way street allowing movement from 2-year to 4-year institutions but also from 4-year to 2-year institutions and from 2-year to other 2-year institutions.

Prepared by the Office of Policy and Research
February 12, 2012

Robert Wolff
Line 23 page 4

Testimony to the Higher Education and Employment Advancement Committee
Re: HB 5030 [February 2012]

Dr. Robert S. Wolff
Professor, Department of History
Central Connecticut State University
wolffr@ccsu.edu

Senator Bye, Representative Willis, and Members of the Committee. Thank you for this opportunity to testify about HB 5030, AN ACT CONCERNING THE DEVELOPMENT OF A GENERAL EDUCATION CORE OF COURSES.

My name is Robert Wolff. I am currently Professor of History at Central Connecticut State University, where I have taught since 1997. I am also a member of the American Association of University Professors. I have served as both department chair and assistant to the dean. Since October 2010, I have also served on a Faculty Senate Ad Hoc Committee on General Education, tasked with proposing a revised general education program.

HB 5030 supports the laudable goal of facilitating the transfer of students from Connecticut's Community-Technical Colleges to UCONN and the four Connecticut State Universities. To do so it proposes a "common core" model of general education that would be shared across the schools, guaranteeing that students who complete a "transfer program" at the community colleges will be credited by the receiving institution with thirty credits toward general education.

HB 5030, however, can be read in different ways. If it guarantees transfer students thirty credits *eligible* for general education at a four-year school, I suspect it will have but a minimal effect on transfer students. In my experience as an academic advisor, students from the community colleges often bring substantial numbers of credits that already meet general education requirements at CCSU. Those credits, however, are not always *applicable* to the major programs they eventually select. Let me briefly explain.

We tend to think of general education and academic majors as separate programs but they are intertwined because numerous majors (especially in the STEM fields and teacher education) have related requirements that often overlap with general education. Careful advising in the community colleges as well as program-by-program articulation agreements with the four-year schools are the key to the "seamless transfer" that HB 5030 envisions. Mandating that the receiving schools *apply* thirty transfer credits to general education will not guarantee "seamless transfer" without careful program articulation, because students may still face related program requirements that lengthen their time to completion. Program by program articulation is the key, not a common core.

The language employed in discussions of a common core suggests a disconnect between external perspectives on general education and those of front-line teaching faculty. As framed in HB 5030 and in the Connecticut higher education regulations (see http://www.ctdhe.org/regs/RegsAcad.htm), general education consists of "core courses." Instead of asking what courses students should take, however, the faculty at CCSU and elsewhere now ask a more daring question: *what should students learn?* Instead of "what math class should students take," we

should ask, "what mathematical skills will best serve them in daily life?" Instead of, "should they take a lab class," we should ask "what do they need to understand about the nature of scientific inquiry?" Instead of requiring a course in history or politics, we should ask, "what can we do to make sure that students become active, productive citizens?"

I urge this Committee to focus upon articulation rather than a common core. Do not stifle the creativity and individuality that lies at the heart of general education programs in the four-year schools. Let the four-year schools maintain their own unique identities provided they can demonstrate clear pathways for transfer students. Let them explore the multitude of possibilities that exist for general education requirements, unencumbered by a least-common-denominator model of general education that a common core necessitates. In short, let the marketplace of free ideas prevail. The common core model of general education as proposed in HB 5030 is too simple, too superficial, to meet the needs of Connecticut students in the 21st century.

My sincere thanks to the Committee for listening to my thoughts on this important issue.

Senator Bye, Representative Willis and distinguished members of the Higher Education Consolidation Oversight Committee. My name is Dr. George Kain, and I am an associate professor of Justice and Law Administration at Western CT State University; I am also the AAUP Grievance Officer for the local chapter of our AAUP at WCSU. I am here today to speak about H.B. 5030 and its effort to transfer General Education core courses from the community college system to the CT State University system. Let me start by saying that I applaud the legislative effort to streamline education in this regard, but I am concerned that the legislature needs to be aware of the complexity of this process, and how to best accomplish this important effort. Moves such as these MUST rely on the heavy involvement of the faculty of our educational institutions, whose primary responsibility is curriculum development. To effectuate this transfer without having large input from faculty who teach these general education courses will undoubtedly set our students up to fail. I would strongly urge this committee in its effort to draft this important legislation, to provide for a mechanism- perhaps an ad hoc committee that involves for example, at a minimum, 3 general education faculty members from each of the 4 CSU universities, to provide the vital input necessary to bring about the changes needed to make this a truly "seamless" transfer- and that this committee should report to the newly formed Board of Regents. This is critical to the success of this venture, since it is clear that revisions will need to be made to the content of courses offered at the community college level, because the CSU system is the receiver of students educated at the community college level. Without this important mechanism, community college students may very well enter the CSU system without the requisite knowledge to be successful in the CSU system. To validate this assertion, I suggest the comparison be made that a law school would not change its admission criteria to fit a particular undergraduate university's curriculum offerings nor would they merely accept students based on the fact that a series of courses were completed at the undergraduate level. A potential law student must still fulfill all the admission criteria, including a rigorous LSAT exam. Although I'm not suggesting that an exam be given to students transferring to the university system, I am suggesting that we need to insure that students at the community college level are being properly prepared for those educational demands which await them at the university level.

I would also suggest that the aggressive time frame for implementation of this project- as suggested from what I have seen, in some cases as early as this summer- is unrealistic and that an accelerated effort to effectuate these changes will also ultimately lead to confusion and worse, student failure. The collaborative effort between the CSU system and the community colleges will be a daunting task for all involved, and to move this process too quickly will result in potential problems which may well delay student success and ultimately, delay their graduation. If our goal is to indeed increase the likelihood that our students will be more academically prepared to enter our workforce, a project not carefully planned out for their success will potentially destroy this effort. Students pay enough already for their tuition and fees. If they were to fail due to a hastily formed plan, it could conceivably end up costing them more money if they fail courses at the university level and need to take them again.

Again, I am not arguing against this proposed plan and legislation- I am only saying that it must be drafted in a time frame realistic to insure its success; that the decision making must involve the key players in general education-our faculty; and promulgated through a process implemented to insure that sound policy decisions are made which enhance student learning so that our students don't fail.

Thank you for the opportunity to address you on this important issue.

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Thomas Burkholder
Line 15 page 7

Testimony to the Higher Education and Employment Advancement Committee
Re: HB 5030

Dr. Thomas R. Burkholder
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Senator Bye, Representative Willis, and Members of the Committee, thank you for this opportunity to testify about HB 5030, AN ACT CONCERNING THE DEVELOPMENT OF A GENERAL EDUCATION CORE OF COURSES.

I am Dr. Thomas Burkholder, a professor and a member of the CCSU faculty since 1992. In my time there, I have served as department chair of Chemistry and Biochemistry and as chair of the university curriculum committee. I am also currently on a committee charged by the Faculty Senate in October, 2010 to determine if there were a need and/or desire to modify general education at CCSU[1] and if there were such a desire, to design a new program. I would like to talk about our experiences in changing the general education program at CCSU.

When the committee began constructing a proposed revision to general education, we were mindful of the needs of not only the 10,000 undergraduates at CCSU but also the 1400 transfer students, about half of whom come from the Community Colleges and half come from other four-year institutions in and out of state. Most of the difficulties I saw with transfer students as department chair were not with the community colleges, with whom we have clear articulation, but with other four-year private and out-of-state public universities. The elective credits we are proposing in general education and broader categories mean that transfer credits are more likely to fulfill requirements.

One reason I was drafted to serve on this committee was that I had collected information about the General Education programs at our ten peer institutions[2] as well as the other CSU's and UCONN. Although these programs varied from 36 to more than 50 credits, an overwhelming majority of the programs required two courses focused on writing and one or more quantitative reasoning course, such as math or statistics.

CCSU's current program requires 43-46 credits in four skill areas and four study areas. Within that structure the students are required to take a literature course, history course, two international courses and a fitness/wellness course encumbering 8-14 credits of the program. The committee conducted a series of open meetings and a survey in Fall 2010 and determined in Spring 2011 that there was indeed a desire to modify general education at CCSU

The committee then moved on to determining what faculty and students thought General Education should look like. We looked at our peer institutions and resources from the American Association of Colleges and Universities[3] and the Regulations for Licensure and Accreditation

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[1] CCSU Faculty Senate Bill 10.11 007B http://www.ccsu.edu/page.cfm?p=7764 approved and signed by President Miller on October 19, 2010

[2] List of Peer Institutions approved by CSU System Office,and the Connecticut Department of Higher Education to compare performance in a wide range of areas. http://www.ccsu.edu/page.cfm?p=4332

[3] http://www.aacu.org/resources/generaleducation/index.cfm

of Institutions and Programs of Higher Learning promulgated by the Board of Governors[4] (then DHE) which outline the requirements for general education.

We then conducted a survey to which over 300 students and faculty responded in Spring 2011[5]. The committee started a blog,[6] drafted four possible designs[7] and held a series of four open meetings to discuss them. The designs all presupposed that the minimum number of credits necessary would be 44, based on the 130 credits required in B.S.Ed. and some other B.S. programs such as engineering[8]. The designs ranged from minor changes to the existing program to major revisions including foreign language proficiency, calculus requirement and a course abroad requirement to better meet CCSU's identified Element of Distinction, International Education[9].

Feedback from open meetings led the committee to its current draft[10] which proposes a much simplified program requiring

Two foundational courses in writing and critical inquiry and
6 credits minimum in: Arts & Culture, Self & Society, Physical & Natural Worlds and, Mathematical & Statistical Understanding
The remainder of General Education may be fulfilled by electives in the four areas.

We also conducted a separate survey of the students; preliminary results look very similar to those of the survey conducted last Spring. The student newspaper, *The Recorder*, has sent a reporter to our committee meetings and published several articles[11 & 12]. Students have posted thoughtful comments[13] and articles[14] on the blog. There was good student attendance at the open meetings and at our most recent meeting, there was even a proposal for general education design from the Student Government president, whose proposal[15] was more flexible than what we had proposed in December. This student response was heartening since the changes we propose will have little direct effect on them.

Our current proposal, subject to final committee approval, will go to the Faculty Senate and

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[4] http://www.ctdhe.org/regs/RegsAcad.htm Sections 10a-34-15(b) and 10a-34-17(e)

[5] http://you.ccsu.edu/gened/2011/05/16/summary-of-results-of-general-education-survey-available/

[6] http://you.ccsu.edu/gened

[7] http://you.ccsu.edu/gened/files/2011/10/Ad-Hoc-Gen-Ed-Report-for-Faculty-Senate_24Oct2011.pdf

[8] This interpretation may not be correct. It may be that the minimum is 40 credits. See DHE regs above.

[9] CCSU identifies the following as among its elements of distinction within the Connecticut State University system of four constituent universities:
International Education
Workforce and State Economic Development
Community Engagement
Interdisciplinary Studies and Cross-Cultural Initiatives

[10] http://you.ccsu.edu/gened/files/2011/12/Ad-Hoc-Gen-Ed-Report-for-Faculty-Senate_5Dec2011.pdf

[11] http://centralrecorder.com/2011/05/11/general-education-blog-will-allow-campus-input/

[12] http://centralrecorder.com/2012/01/29/sga-president-brings-proposal-to-gen-ed-meeting/

[13] http://you.ccsu.edu/gened/2011/10/24/initial-ideas-from-the-ad-hoc-gen-ed-committee/#comment-19

[14] http://you.ccsu.edu/gened/2011/05/06/a-call-for-relevant-general-education/

[15] http://you.ccsu.edu/gened/2012/01/26/sga-proposal/

University Curriculum committee in early March. If the design is approved, a second committee will be appointed by the Faculty Senate to implement the design.

I wanted to share this information with you so that you'll appreciate how much time and attention the entire CCSU community, including faculty and students, has put into revising our General Education program. CCSU faculty are actively making revisions in order to give students the skills and background they'll need to be successful in their careers.

Thank you very much for your time.

Testimony for Public Hearing on H.B. No.5030
AN ACT CONCERNING THE DEVELOPMENT OF A GENERAL EDUCATION CORE OF COURSES TO ALLOW FOR THE SEAMLESS TRANSFER FROM THE REGIONAL COMMUNITY-TECHNICAL COLLEGE SYSTEM TO THE CONNECTICUT STATE UNIVERSITY SYSTEM AND THE UNIVERSITY OF CONNECTICUT.

Good afternoon, Senator Bye, Representative Willis, and members of the committee. Thank you for this time to comment on H.B. No.5030.

My name is Mike Shea. I am President of the AAUP chapter at Southern Connecticut State University and c hair of the English Department; I have taught at Southern since 1985, and as both instructor and chair I have encountered numerous transfer students either taking our general education English courses or asking for waivers or transfer credits for them. I therefore have considerable experience with transfer students moving to Southern from various institutions. I am also the former chair of the University-Wide Impact Committee (UWIC), a subcommittee of Southern's University Curriculum Forum (UCF); UCF is the university's curriculum body that approves all undergraduate courses, and UWIC is the main arbitrator of the university-wide undergraduate curriculum on our campus, most notably general education.

I think you will find that Southern's faculty supports the "seamless transfer" for students proposed in H.B. No. 5030. I just want to caution you that, unless it is carefully crafted, this bill could end up hurting students more than it helps them.

How can that be? Well, let me give you just one example of what is likely to happen under a hastily composed bill.

By way of background, I have to tell you that a large number of Southern's upper-division courses, in all disciplines, are reading- and writing-intensive; in fact, to graduate from Southern, students must take at least three of these reading- and writing-intensive courses (we call them W-courses), usually one or two of them in the student's major area of study. We have this graduation requirement (and have had it for years—since 1981) because, as a university, we are committed to the national model for learning known as Writing Across the Curriculum (with the unfortunate acronym WAC). We know from national longitudinal studies that students read and write better if their university has a WAC program. So we created a WAC program—for the benefit of our students' education.

By now you're probably thinking, "That's interesting, but so what?" Well, here's the rub. Southern's general education requirement for first-year composition is ENG 112, entitled "Writing Academic Arguments," designed to help students read and write academic arguments in a variety of disciplines. We constructed this course as our first-year writing requirement because it prepares students for their upper-division W-courses in the best way we can. Yet many of our new sister institutions in the nascent Connecticut higher ed system have other writing courses as their general education requirement. A common one is entitled "Composition and Literature." For years Southern hasn't let this course transfer in as our writing requirement because it does not adequately prepare our students for the upper-division W-courses they will need to take. Instead of focusing on reading and writing academic arguments from a variety of disciplines, this course focuses on reading and writing about

literature. "Composition and Literature" is neither fish nor fowl—it doesn't teach reading and writing academic arguments well, and it gives short shrift to literature. Students come away with neither a full introduction to literature nor extensive experience reading and writing academic arguments.

As we all know, if a student isn't at skill-level for an upper-division course, either the student fails the course or the instructor lowers her standards for that student. Neither is a desirable outcome for high quality education.

A bill like this, however, could require us to accept whatever first-year writing course the transfer student has taken at our sister institutions. This arrangement might sound good to students and their parents, but it will help them only in the short run. Indeed, it might even sound good to us at Southern—it would be easier for us; it would be cheaper for us; but it would be detrimental to our students, to their learning and to their education. .

So here's one problem with this bill. It assumes that all university introductory courses in any given discipline—English, math, history, world languages, etc.—are essentially the same and are therefore interchangeable; that is not necessarily true, because the faculty design some introductory courses for the upper-division curriculum at their institution.

In the interests of time, I have given but one example to illustrate that the bill assumes that a first-year composition course at one institution cannot be very different from a first-year composition course at another institution, and therefore that ANY first-year composition course can fulfill the introductory writing requirement at all institutions. But we have just seen how these courses can very easily be quite different, and serve quite different ends. And that imbalance is also true in disciplines other than mine.

I'll let professors in those other disciplines address that issue, except to say that we also have a first-year experience course, INQ 101, entitled "Introduction to Critical Inquiry," required for all freshmen. For reasons too complex to explain in 3-minute testimony, if we accept transfers who haven't had this course and can't be required to take it, they will be at a disadvantage in Southern's student population.

Regarding "seamless transfer," faculty are not dragging our feet, despite what you may have been told. We are simply trying to provide the best education we can for our students—for your constituents. And each institution is doing so in the way that works best for their students. In trying to create 30-some credits of interchangeability, you might end up helping students transfer more quickly and easily while inadvertently setting them up for failure to graduate.

Thank you again for your efforts on behalf of all our current and future students—I know you have their best interests at heart. Please contact me if you want more information on ways to help students achieve "seamless transfer" across all state higher ed institutions and still receive a high-quality education in a timely manner at a bargain price.

Michael Shea, Ph.D.
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For the record

University of Connecticut

Higher Education and Employment Advancement Committee

February 14, 2012

Public Hearing

Testimony

By

Peter Nicholls
Provost
University of Connecticut

Co-Chairs, Ranking Members, and Members of the Higher Education and Employment Advancement Committee, thank you for allowing me to submit written testimony on Raised Bill 5030, *An Act Concerning the Development of a General Education Core of Course to Allow for the Seamless Transfer from the Regional Community-Technical College System to the Connecticut State University System and the University of Connecticut.*

The University of Connecticut has long been committed to ensuring the seamless transfer of students from Connecticut's Community Colleges to our campuses. Our Guaranteed Admissions Program (GAP) started as a pilot program in 2004 with three community colleges -- Manchester, Three Rivers and Quinnebaug Valley – extending upon previous existing articulation agreements with the Community Colleges that had been in place beginning in the mid-1990's. In 2008, UConn's Guaranteed Admissions Program was expanded to all 12 Community Colleges and included 50 majors offered by the College of Liberal Arts and Sciences, and the College of Agriculture and Natural Resources. In 2010, UConn extended GAP to include our School of Business. The Program ensures that qualified community college students in their first year have a guaranteed placement at the University of Connecticut provided they complete specified academic conditions including their associate's degree before matriculating in Storrs.

In addition to academic excellence, community college students bring unique experiences and backgrounds that enrich our campus both in the classroom and beyond. Since GAP began in 2008, over 400 Connecticut

community college students have been admitted into the program. As of Spring 2012, 90 GAP students are currently enrolled in degree programs at UConn and as of December 2012, 40 GAP students have graduated from UConn.

What has made UConn's GAP program so successful is the time and effort our faculty have invested in developing a challenging and engaging general education requirements program We believe the University's general education requirements (which are uniquely tailored to each of our schools and colleges) form a model curriculum that should be emulated at the other public colleges and universities across Connecticut Our general education requirements represent a close collaboration with our colleagues at the Community Colleges and provide a strong foundation in the competencies our students need to succeed at UConn and in life. Our transfer admissions website (http //transfer.uconn edu/clas_requirements.html) enables all Community College students and others who seek to transfer to the University to efficiently identify the types of courses they need to have a seamless transition to UConn.

While the University strongly supports the intent of the legislation, we are concerned that the bill mandates that UConn automatically accept 30 academic credits toward our general education core curriculum requirements for all transfers This type of requirement may not be a problem for GAP students following a clearly articulated plan of study, but may be problematic for Community College students in specific areas of study who will have to take additional general education courses to graduate from a four year institution. Additionally, other transfer students, who may not have taken the appropriate courses at their initial university, may also be required to take some UConn general education courses in order to have the background to complete their degrees. It is for this reason that we request that the last sentence of the bill be deleted. While seamless transfer is important it should not come at the risk of a student graduating without the necessary competencies in their field of study.

As always, thank you for your continued support of the University of Connecticut Please do not hesitate to contact me if you have any questions or require additional information.

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School of Health & Human Services
Departments of Communication Disorders • Marriage & FamilyTherapy
Nursing • Public Health • Recreation & Leisure Studies • Social Work

Testimony for Public Hearing on H.B. No.5030
AN ACT CONCERNING THE DEVELOPMENT OF A GENERAL EDUCATION CORE OF COURSES TO ALLOW FOR THE SEAMLESS TRANSFER FROM THE REGIONAL COMMUNITY-TECHNICAL COLLEGE SYSTEM TO THE CONNECTICUT STATE UNIVERSITY SYSTEM AND THE UNIVERSITY OF CONNECTICUT.

I am a faculty member in the Department of Social Work at Southern Connecticut State University. Approximately one half of the students who are accepted into our BSW program are transfer students, and most of those students are from other public Connecticut colleges and universities. I am also the chair of the University Wide Impact Committee, a subcommittee of Southern's University Curriculum Forum, which guides and approves courses and university-wide curriculum on our campus. I am thus quite familiar with transfer student experiences moving from one school to another.

Given that experience, I support the intent of the proposed bill, to "allow for the seamless transfer" but I want to contextualize it in three related topics to raise other options for achieving the stated intent:

1. Emphasis on competencies, not lists of courses. In my experience, students who do not have a "seamless transfer" are those who either switch their majors/career paths or have not successfully completed some of the core liberal arts skills courses that are required for higher level study, particularly composition and mathematics. At Southern, we have implemented a developmentally based Liberal Education Program (LEP) where students cannot move on to study certain areas of knowledge until they demonstrate the ability to perform critical thinking tasks, engage in quantitative reasoning, and communicate effectively in writing. The LEP is a competency-based general education program, not a list of courses. The LEP understands that these core skills are what students need to participate in a changing and challenging workforce environment. Simply focusing on a list of general education courses will move us backwards and away from the primary concern of higher education today: preparing our graduates to be productive and effective citizens who can flexibly adapt to emerging and shifting job opportunities.

2. Advising and Communication processes. I provide "pre-advising" for prospective transfer students who plan to transfer from a community college to Southern's undergraduate social work program. In addition, our university academic advisors meet personally with students in the COMPACT agreement each semester. These contacts inform students about the university and major-specific requirements at Southern, and guide student choices regarding the courses they take at the community college. Students then come to Southern able to complete their degree in a timely manner. My point here is that many students are already experiencing a "seamless transfer" when they have signed the COMPACT agreement or when they have met with me to

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discuss the social work requirements (and I am confident that similar contacts are happening for students in other majors as well). Would it be more useful to explore these options instead of a general education core?

3. Developmental preparation in local school districts. Increasingly, students attending community colleges and CSU's are placing in remedial courses, particularly for mathematics and composition. Students are therefore using financial aid and accumulating college credits for preparation that needs to come prior to college. Some school districts are offering remedial mathematics and compositions courses in local high schools (post graduation) to help students become "college ready" before they begin taking courses at a community college. I urge this committee to consider ways in which you could support this cost-saving and "seamless transfer" approach to higher education.

Thank you for your time. Please contact me if you need additional information.

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JOINT
STANDING
COMMITTEE
HEARINGS

HIGHER EDUCATION
AND
EMPLOYMENT ADVANCEMENT
PART 2
369 - 735

2012

STEVE COHEN: It's a pleasure, Chair Willis and other members of the Committee. Appreciate your time this afternoon. I am Steve Cohen. I'm president of the Congress of Connecticut Community Colleges. To my right is Bob Fernandez who is the political director of the Congress and he is also the director of financial aid at Quinebaug Valley Community College and I think you're familiar with him as well.

Just by way of quick introduction, the Congress of Connecticut Community Colleges, otherwise known as the 4C's, represents the professional staff and faculty of all 12 of our community colleges in Connecticut and our bargaining unit includes 800 full-time and 2,000 part-time teaching faculty and 800 full-time and 400 part-time professional administrators, counselors, librarians.

I'm here to talk to you very briefly about Senate Bill 42, An Act Concerning the Selection Process for Members of the Faculty Advisory Committee to the Board of Regents for Higher Education and the language of concern is in Section 1 which proposes limiting representation to teaching faculty.

Our professional staff members in the 4C's are creative and are professional and they have something to offer. And in fact two weeks ago when the Committee was entertaining testimony concerning Bill 5030, I testified as part of a virtual conga line of teaching faculty so I have something to say about that bill. But it was the gentleman to my right, Bob Fernandez, in his capacity as director of financial aid, who brought forth the issue of the changes in Pell grant language and the timelines for Pell grants

being limited now to six years.

That's the -- an example of the kind of expertise that our non-teaching professionals bring to the floor and all we ask is that those folks be allowed to be represented if they are selected and elected to serve. And that's the big concern for our membership and that's what we ask.

REP. WILLIS: Thank you.

STEVE COHEN: If I can respond to any questions I'd be happy to.

REP. WILLIS: Thank you. Thank you, Steve.

STEVE COHEN: Got it under three minutes.

REP. WILLIS: Wow that's not bad. You can tell you come here frequently.

STEVE COHEN: Um it's getting to be a habit.

REP. WILLIS: Well always (inaudible) to see you.

STEVE COHEN: Thank you. Appreciate the time.

Dennis Bogusky.

DENNIS BOGUSKY: Good afternoon, Representative Willis, members of the Committee.

I'm Dennis Bogusky. I'm the president of the Federation of Technical College Teaches, the other professional union at the community technical colleges. I'm one of the people that was instrumental in architecting the election that is one of the -- of the Board of Regents Advisory Committee so I'm here to speak to Senate Bill 42.

H – 1125

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Have all members voted? Please check the board to see that your vote has been properly cast. The machine will be locked, and the Clerk will prepare the tally. The Clerk will announce the tally.

THE CLERK:

House Bill 5315.

Total number voting	140
Necessary for adoption	71
Those voting Yea	140
Those voting Nay	0
Those absent and not voting	11

DEPUTY SPEAKER KIRKLEY-BEY:

The bill is passed.

Will the Clerk please call Calendar Number 47?

THE CLERK:

On page 6, Calendar 47, Substitute for House Bill Number 5030, AN ACT CONCERNING THE DEVELOPMENT OF A GENERAL EDUCATION CORE OF COURSES TO ALLOW FOR THE SEAMLESS TRANSFER AMONG PUBLIC INSTITUTIONS OF HIGHER EDUCATION, favorable report by the Higher Education Department.

DEPUTY SPEAKER KIRKLEY-BEY:

Representative Willis, you have the floor, ma'am.

REP. WILLIS (64th):

Thank you very much, Madam Speaker. Nice to see you up there today.

Madam Speaker, I move for the acceptance of the Joint Committee's favorable report and passage of the bill.

DEPUTY SPEAKER KIRKLEY-BEY:

The question before us is acceptance of the Joint Committee's favorable report and passage of the bill.

Will you remark further, ma'am?

REP. WILLIS (64th):

Yes. Thank you, Madam Speaker.

The purpose of this legislation is to require the development of general education core of courses to allow for the seamless transfer of college credits of at least 30 credits.

The issue has long been high on the list of priorities for higher education in Connecticut and across the nation, concerns regarding the efficient use of state higher education resources, student tuition costs, their financial aid dollars, their student mobility and the ease of transfer. Reducing the loss of credits when they transfer and increasing college completion levels are significant factors that surrounded this transfer initiative.

Transferring credits from one institution to another can present many challenges for college students. Presently students can take courses, but they do not transfer at all or they end up in college longer if they had not transferred, thereby negating any cost savings they may have incurred by enrolling first at a community college.

But the problem is not only transfers at two-year community colleges to our four-year state universities. The problem can occur vertically and horizontally, whether transferring from a community college to another community college, or for one state university to another. Progress has been made in recent years on transfer and articulation agreements with community colleges and the board of regents. They recently voted to approve this policy at their March meeting.

Madam Speaker, the Clerk has an amendment, LCO 2871. I move that the reading of the amendment be waived and I be allowed to summarize.

DEPUTY SPEAKER KIRKLEY-BEY:

Will the Clerk please call LCO 2871?

Will you care to summarize, Representative Willis?

REP. WILLIS (64th):

Yes. This amendment strikes UConn. The reason for that is UConn has already developed and implemented a comprehensive set --

DEPUTY SPEAKER KIRKLEY-BEY:

Please, I have to let the Clerk call the --

REP. WILLIS (64th):

Oh, I'm sorry, madam.

DEPUTY SPEAKER KIRKLEY-BEY:

My fault.

THE CLERK: LCO 2871, House "A," offered by

Representatives Willis, et al.

DEPUTY SPEAKER KIRKLEY-BEY:

Please continue.

REP. WILLIS (64th):

Thank you, Madam Speaker.

This amendment strikes UConn for the bill. And the reason for that, UConn has already developed and implemented a comprehensive set of general education core requirements by their faculty, and it is working very well at the university. Their general education core requirements, particularly their guaranteed admissions program with the community colleges have been a success.

The guaranteed admission program started as a pilot program in 2004 with three community colleges, and now it is expanded to all 12 community colleges in Connecticut. So we are very pleased that this has happened. And I thank you, Madam Speaker.

DEPUTY SPEAKER KIRKLEY-BEY:

Thank you.

Will you remark further?

Representative LeGeyt, you have the floor, sir.

REP. LeGEYT (17th):

Thank you, Madam Speaker.

I rise this morning -- this afternoon -- this morning in support of this amendment. It makes no sense to require UConn to engage in a process that they've already taken care of and a process that's already working well with the community colleges. And so I'm in support of this amendment.

Thank you.

DEPUTY SPEAKER KIRKLEY-BEY:

Thank you.

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

Representative Willis, for what reason do you stand?

Thank you.

Staff and guests, please come to the well --

REP. O'NEILL (69th):

Madam Speaker?

DEPUTY SPEAKER KIRKLEY-BEY:

Representative Willis, did you ask for adoption?

REP. WILLIS (64th):

Yes, I did move for adoption. I probably said it too softly. I apologize.

DEPUTY SPEAKER KIRKLEY-BEY:

Thank you.

Representative O'Neill, you have the floor, sir.

REP. O'NEILL (69th):

Yes. Thank you, Madam Speaker. Just a quick question.

Since the University of Connecticut is being removed from this and doesn't have to do this development of this new core courses program, I was just wondering, is there any kind of savings? Is there a fiscal note on the amendment that shows perhaps that it's going to save us a little bit of money if they don't have to do this?

Through you, Madam Speaker.

DEPUTY SPEAKER KIRKLEY-BEY:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker.

No, there is not.

DEPUTY SPEAKER KIRKLEY-BEY:

Representative O'Neill.

REP. O'NEILL (69th):

That's too bad.

Thank you, Madam Speaker.

DEPUTY SPEAKER KIRKLEY-BEY:

Will you remark? Will you remark further on the bill that is before us?

We will now vote on House Amendment "A." All those in favor please indicate by saying aye.

REPRESENTATIVES:

Aye.

DEPUTY SPEAKER KIRKLEY-BEY:

Those opposed, nay.

The ayes have it. The amendment is adopted.

Will you remark further on the bill as amended? If not, staff and guests please come to the well --

Representative Sawyer.

REP. SAWYER (55th):

Thank you, Madam Speaker, and thank you for

allowing me to sneak in.

In trying to coordinate all of the community colleges, state universities -- four of them, our online university college -- not university, college, my apologies, and the University of Connecticut, it has been a multiyear process. With the passage of this, we will now put together a coordinated package for those students who are going to be moving back and forth.

As Representative Willis -- who carefully has crafted this language, it will save students repeating classes. It will save students from having to go through the stress of having to find a way to coordinate between one university and a college, or a college to university, or college to college, some of the courses that are very basic and general and even some of the advanced courses.

So I would like to thank her for all of her work on this. And thank you very much, Madam Speaker. I lend my full support.

DEPUTY SPEAKER KIRKLEY-BEY:

Thank you, Representative.

Will you remark further on the bill that is before us? Will you remark further? No.

Staff and guests please come to the well. Members take your seat. The machine will be locked, and the Clerk will prepare the tally.

THE CLERK:

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

DEPUTY SPEAKER KIRKLEY-BEY:

The machine will be open.

Deputy Speaker Ryan in the Chair.

DEPUTY SPEAKER RYAN:

Have all members voted? Have all members voted? Will the members please check the board to determine if their vote is properly cast. If all members have voted, the machine will be locked and the Clerk will take the tally. The Clerk will please announce the tally.

THE CLERK:

House Bill 5030 as amended by House "A."

Total number voting	142
Necessary for adoption	72
Those voting Yea	142

Those voting Nay 0

Those absent and not voting 9

DEPUTY SPEAKER RYAN:

The bill as amended is passed.

Representative Abercrombie of the 83rd.

REP. ABERCROMBIE (83rd):

Thank you, Mr. Speaker.

I rise for an introduction.

DEPUTY SPEAKER RYAN:

Please proceed, ma'am.

REP. ABERCROMBIE (83rd):

Thank you, Mr. Speaker.

I like to take this opportunity to thank all my colleagues that came upstairs to enjoy Autism Day today. I really do appreciate it, and I know more so the families appreciate you being here and coming up and saying hello.

I would like to introduce someone in the well of the House. Every year we try to give an award to a work program that has individuals on the spectrum, part of their program. And this year we were very lucky to have Lake Compounce. And in the well of the House, if my colleagues would join me in giving him a warm welcome, Jerry Brick.

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Thank you, Madam President.

Also, Madam President, under matters returned, calendar page 29, Calendar 334, Senate Bill 427, I move to refer this item to the Judiciary Committee.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, in addition to the items placed on our consent calendar earlier, thanks to the cooperation of the minority we have several more to add. I will begin those, Madam President.

First, is on calendar page 3, Calendar 235, House Bill 5030. Madam President, move to place that item on the consent calendar.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

Thank you, Madam President.

On calendar page 9, Calendar 363, House Bill 5073, Madam President, move to place that item on the consent calendar.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, on calendar page 10, Calendar 377, House Bill 5346, move to place this item on the consent calendar.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

Thank you, Madam President.

And a final item is on calendar page 25, Calendar 112, Senate Bill 61, move to place that item on the consent calendar.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, if the Clerk would now read the items on the consent calendar, both these just added and the ones placed on it earlier today, and then if we might move to a vote on the consent calendar.

THE CHAIR:

Absolutely.

Mr. Clerk, will you please call the calendar first, the consent calendar.

THE CLERK:

On calendar page 1, Calendar 106, Senate Bill 316; page 3, Calendar 235, House Bill 5030; on page 6, Calendar 315, Senate Bill 367; on page 9, Calendar 363, House Bill 5073; on page 10, Calendar 377, House Bill 5346; on page 11, Calendar 39, House Bill 5318; on page 13, Calendar 400, House Bill 5515; and on page 14, Calendar 407, House Bill 5484.

On page 15, Calendar 409, House Bill 5498; page 25, Calendar 178, Senate Bill 384. On page 25, Calendar 112, Senate Bill 61; page 26, Calendar 202,

Senate Bill 383; page 27, Calendar 280, Senate Bill 345. And on page 29, Calendar 352, Senate Bill 353.

THE CHAIR:

Okay. All right.

Mr. Clerk, will you please call for a roll call vote on the consent calendar, and the machine will be open.

THE CLERK:

Immediate roll call has been ordered in the Senate. Senators please return to the Chamber. Immediate roll call has been ordered in the Senate.

THE CHAIR:

Have all members voted?

If all members voted, the machine will be locked.

Mr. Clerk, will you call the tally.

THE CLERK:

On today's consent calendar.

Total Number voting	36
Necessary for passage	19
Those voting Yea	36
Those voting Nay	0
Those absent and not voting	0

THE CHAIR:

The consent calendar passes.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

First of all, of the matters referred to committee earlier, would move that those items be immediately