



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – September 10, 2021

9:30 a.m. – Conducted via Remote Participation

MINUTES

Regents Present: Aviva Budd, Merle Harris, Holly Howery, Colena Sesanker

Staff Present: Jane Gates, Alison Buckley, Kevin Corcoran, Greg DeSantis, Pam Heleen, Ken Klucznik, Pat Ryiz, Noreen Wilson

Other Attendees: Missy Alexander (WCSU), Brad Baker (NVCC), Michelle Brown (WCSU), Nicole DeRonck (WCSU), Marianne Fallon (CCSU), David Ferreira (COSC), Teresa Foley (ACC), Stephen Hegedus (SCSU), Kimberly Kostelis (CCSU), Ray Leite (NVCC), Beth Merenstein (CCSU), H. Justin Moore (NVCC), Joan Palladino (WCSU), Robert Prezant (SCSU), Bill Salka (ECSU), Fatma Salman (MCC), Kari Sassu (SCSU), Jay Whitaker (NCCC), Stacey Williams (NCCC)

The meeting was called to order at 9:30 a.m. by Chair Merle Harris.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and the responses were as follows:

- Chair Merle Harris – Present
- Regent Aviva Budd – Present
- Regent Holly Howery – Present
- Regent Colena Sesanker (ex officio) – Present

A quorum was declared.

Chair Merle Harris announced some membership changes on the BOR Academic and Student Affairs Committee. Regent Naomi Cohen's term has expired. Governor Lamont appointed Richard Porth to serve on the Board of Regents. Regent Porth will be a member of the BOR Academic and Student Affairs Committee and will attend his first meeting of the Committee in October.

Chair Harris welcomed the participants to the start of the new Academic Year 2021-2022 and stated that the BOR appreciates the efforts and hard work of all faculty, staff, and students in these challenging times.

1. Approval of Minutes

a. June 11, 2021

On a motion by H. Howery and seconded by A. Budd, a vote was taken and the minutes from the June 11, 2021, BOR ASA Committee meeting were approved unanimously.

2. Consent Items

a. Discontinuations

- i. Social Sciences – BS – Central CT State University
- ii. Education – MS – Southern CT State University
- iii. Earth and Planetary Sciences – MA – Western CT State University
- iv. English – MA – Western CT State University
- v. Visual and Performing Arts – Digital Design – AA – Naugatuck Valley Community College
- vi. Digital Arts Technology-Multimedia/Web Authoring - AA – Naugatuck Valley Community College
- vii. Digital Arts Technology-Graphics/Animation - AA – Naugatuck Valley Community College
- viii. Digital Arts Technology-Audio/Video Option - AA – Naugatuck Valley Community College

b. Correction of Degree Title – Digital Media Production – Middlesex CC – Modification - Board Resolution – BR 21-079 FROM: Associate of Science (AS), TO: Associate of Applied Science (AAS)

c. Correction of Program Name – Gateway CC – New Program - Board Resolution – BR 21-054 FROM: Business Management: Sport Management Option, TO: Business Administration: Sport Management Option

On a motion by A. Budd and seconded by H. Howery a vote was taken, and the consent items were approved unanimously

3. Action Items

a. Modifications

i. Counselor Education – MS – Western CT State University [Change in Modality]

Chair Harris called for a motion to approve the modification to the Western CT State University Master of Science in Counselor Education, namely the change from an on-ground instructional modality to a hybrid instructional modality. The motion was moved by H. Howery and seconded by A. Budd.

Provost Missy Alexander, Dr. Joan Palladino, Interim Dean, School of Professional Studies, Dr. Nicole DeRonck, Associate Professor and Coordinator, MS Counselor Education Program, presented the program modification, which is a change in instructional modality, from on-ground to hybrid. As a result of this change in modality, the MS in Counselor Education will be the only hybrid graduate program in counseling in the CSCU system. The modality change was made because of the pandemic and the change will allow students to manage their diverse responsibilities at home and at school. **Chair Harris called for a vote to approve the motion and the vote was unanimous.**

- ii. Graphics and Animation – C2 Certificate - Naugatuck Valley Community College
[Name Change]

Chair Harris called for a motion to approve the modification of the Naugatuck Valley Community College Graphics and Animation C2 Certificate, specifically a name change to “Digital Graphics for Print and Screen”. The motion was moved by H. Howery and seconded by A. Budd.

- iii. Multimedia/Web Authoring – C2 Certificate - Naugatuck Valley Community College
[Name Change]

Chair Harris called for a motion to approve the modification of the Naugatuck Valley Community College Multimedia/Web Authoring C2 Certificate, specifically a name change to “Emerging Media”. The motion was moved by H. Howery and seconded by A. Budd.

The two programs were presented by Dr. H. Justin Moore, Interim Dean of Academic Affairs, Professor Ray Leite, Program Coordinator Digital Arts Technology, and Brad Baker, Associate Dean of the Liberal Arts and Behavioral and Social Sciences (LABSS) Division. The modifications to these two programs and the program discontinuations in Section 2.a. relate to the overall revision of the Digital Arts Technology program at NVCC. The modifications will provide students with a more flexible format and an easier transition to a career in the Digital Arts or a transfer to a graduate program. As a result of a thorough review of the Digital Arts program, NVCC eliminated program options within the AS program and created a single parent program with new certificates to coincide with the discontinued program options in Section 2.a. This program revision allows students to specialize rather than completing multiple degree options under the AS degree. The certificates are stackable.

Chair Harris called for a vote to approve the motion to modify the Naugatuck Valley Community College Graphics and Animation C2 Certificate, specifically a name change to “Digital Graphics for Print and Screen”, and the vote was unanimous.

Chair Harris called for a vote to approve the motion to modify the Naugatuck Valley Community College Multimedia/Web Authoring C2 Certificate, specifically a name change to “Emerging Media”, and the vote was unanimous.

- b. New Programs

- i. Animation and Motion Graphics - C2 Certificate - Naugatuck Valley Community College

Chair Harris called for a motion to approve the licensure of a program in Animation and Motion Graphics leading to a C2 Certificate at Naugatuck Valley Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by A. Budd and seconded by H. Howery.

This new C2 Certificate in Animation and Motion Graphics replaces the discontinued certificate options in Section 2.a. and gives students a stackable credential under the Digital Arts Technology parent program.

Chair Harris called for a vote to approve the new Naugatuck Valley Community College Animation and Motion Graphics C2 Certificate and the vote was unanimous.

ii. Business Intelligence – AS – Northwestern CT Community College

Chair Harris called for a motion to approve the licensure of a program in Business Intelligence leading to an Associate of Science at Northwestern Connecticut Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by A. Budd and seconded by H. Howery.

Dr. Jay Whitaker, Interim Dean of Academic and Student Affairs, and, Professor Stacey Williams, Business, presented this new program, the first of its kind in the CT Community Colleges. It's an innovative and rare program at the Associate of Science level. It combines traditional business theory with innovative data technology to create critical thinkers and well-rounded business professionals. The positions for which graduates with an AS in Business Intelligence can qualify are business analysts which are in short supply especially in the insurance industry in CT.

Questions/Recommendations from the Committee included:

- a) *To which BS degree does the AS in Business Intelligence transfer?* Response: The BS in Management Information Systems (MIS).
- b) *Is the BS in MIS an IT or a Business degree?* Response: It can be both.
- c) *Would an AS be sufficient for graduates to get business analyst jobs?* Response: Yes. *Is this because companies pay less for an AS degree than a BS degree?* Response: There aren't enough qualified people for data analyst jobs. *Chair Harris noted that graduates should be encouraged to go on for a BS degree. Right now, there's a shortage; but, eventually, there could be an oversupply of applicants to jobs.* Response: Professor Williams noted that some companies will hire candidates with AS degrees; but they will eventually have to get a BS degree. Many companies will help students financially to get their BS degrees.
- d) *Is this a hybrid degree? Is it the institution's intention to continue the online course after COVID?* Response: Yes. This is a hybrid degree and it is NCCC's intention to continue online courses after the pandemic.

Chair Harris called for a vote to approve the new Northwestern CT Community College AS in Business Intelligence and the vote was unanimous.

iii. REVISED – Bachelor of General Studies – BGS – Central CT State University

Chair Harris provided background on the revised new BGS program proposed by Central CT State University (CCSU). Chair Harris stated that CCSU presented the proposal for their new BGS program at the June 11, 2021 meeting of the BOR Academic and Student Affairs Committee. At that meeting, the Committee tabled the motion for the proposed new BGS program at CCSU. The Committee requested that CCSU work with Charter Oak State College (COSC), Connecticut's online institution, on its BGS program. CCSU and COSC created a partnership agreement (See below) on the BGS program.

The Resolution for the action was changed to include the terms of the partnership agreement between CCSU and COSC. CCSU must work within that partnership agreement.

Chair Harris read the substitute motion:

That the Board of Regents for Higher Education approve the licensure of a program in General Studies leading to a Bachelor of General Studies at Central Connecticut State University, and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. This approval includes the accompanying Partnership Agreement with Charter Oak State College which may lead to some students completing and being awarded the degree at Charter Oak; the application for continued licensure and accreditation to be submitted in the seventh semester of the program will include information on the partnership.

The motion was moved by A. Budd and seconded by H. Howery.

Central Connecticut State University
Charter Oak State College

This Agreement, hereinafter called "Agreement," is made by and between Central Connecticut State University, hereinafter called "CCSU," and the Charter Oak State College, hereinafter called "Charter Oak", to clearly identify the roles and responsibilities of each party as they relate to the coordinated efforts to support the articulated collaborative between the two institutions known as "Bachelor's of General Studies" or "BGS".

I. PURPOSE, SCOPE, AND PARTNERSHIP GOALS

1. CCSU wishes to offer a Bachelor's of General Studies to help bring back students who have stopped out to complete their degree.
2. CCSU students who have obtained at least 75 credits, are in good academic standing, and have been stopped out for approximately 1-3 years will be contacted (phone, email, text) to see if they would be interested in expediting their path toward degree completion by obtaining a Bachelor's in General Studies.
3. The goal is to create a scenario that is a win-win for CCSU and Charter Oak, but ultimately for the students. The focus is to obtain more completers from those students who are close to graduation (defined as 75 credits or more completed).

II. CCSU RESPONSIBILITIES UNDER THIS AGREEMENT

CCSU shall:

1. Develop a system to identify and re-admit students who would like to complete their degree on-ground.
2. Determine if students have significant work or life experience and refer to Charter Oak to examine and award PLA credits, as appropriate to help complete their degree.
3. Determine pre-approval process to ensure credits completed at Charter Oak would be transferred back to CCSU and applied to the degree.

4. Provide a dedicated program liaison to coordinate the Bachelor's of General Studies.
5. Provide a dedicated academic advisor to participating CCSU students.

III. CHARTER OAK'S RESPONSIBILITIES UNDER THIS AGREEMENT

Charter Oak shall:

1. Develop an application to admit students who would like to complete their degree online.
2. Waive applications fees for the CCSU Bachelor's of General Studies initiative.
3. Develop criteria to identify students as either a visiting student (who are taking online classes to transfer back to CCSU) or as part of Charter Oak's General Studies degree based on credits completed at the time of outreach and if completing degree on-ground or online.
4. Determine if students participating in the BGS program for both CCSU and Charter Oak have significant work or life experience and if the experience can be used for PLA credits to help complete their degree.
5. Provide a dedicated program liaison to coordinate the Bachelor's of General Studies.
6. Provide a dedicated academic advisor to participating students.

IV. MUTUAL RESPONSIBILITIES UNDER THIS AGREEMENT:

The parties shall collaborate to:

1. Create an objective selection process to identify and retain students for participation in the Bachelor's of General Studies.
2. Identify CCSU students who have obtained at least 75 credits, are in good academic standing, and have been stopped out for approximately 1-3 years.
3. Coordinate outreach efforts to contact eligible students to see if they would be interested in expediting their path to completion by obtaining a Bachelor's in General Studies.
4. Develop an application and admission process for students who want to complete their degree both on-ground and online so that they may attend both CCSU and Charter Oak. Charter Oak will waive the application fee and allow students to attend as visiting students. CCSU will grant the student a CCSU General Studies Degree upon completion.
5. Create a yearly summary to be distributed to CCSU, Charter Oak, and the BOR.

The program was presented by Dr. Kimberly Kostelis, Interim Provost & Vice President for Academic Affairs, Dr. Marianne Fallon, AVP for Academic Affairs, Planning and Resources, Dr. Beth Merenstein, Professor, Sociology, and Dr. David Ferreira, Provost, Charter Oak State College. The Bachelor of General Studies (BGS) degree is a pathway to degree completion for a variety of students including incoming transfer students, adult learners, students stalled in a professional program, and/or veterans who have accumulated credits at other institutions. The agreement between CCSU and COSC provides increased flexibility and options for students to complete the BGS degree at either CCSU or COSC.

Questions/Recommendations from the Committee included:

- a) *Is there a requirement to complete on-ground course work at CCSU? Is a student required to complete 75 credits to qualify for the BGS program?* Response: A student must have completed 75 credits to complete the BGS at or take online courses towards the BGS degree at COSC. Students can complete the BGS on ground at CCSU or take some online classes towards the BGS degree at COSC and transfer them back to CCSU. The goal is to remove barriers for the students and give them the flexibility to complete their BGS degrees.
- b) *Is the degree from COSC a BGS or a BA?* Response: Students can attain the BGS degree at COSC or another baccalaureate degree in Health Care or Business, for example. BGS students can shift into a traditional bachelor's degree program at COSC.
- c) *Is a traditional BS/BA degree more desirable than a BGS degree in the workplace? Is there specific data on the usefulness of a BGS degree? What is the career path for a student who graduates with a BGS degree vs. a specialized BS/BA degree?* Response: There are no specific jobs for a candidate with a BGS degree vs. other bachelor's degrees. The benefit of a BGS degree, according to CCSU's graduates, are they can advance in their current jobs. They are held back from promotion by not having a bachelor's degree in any discipline. Though the BGS is not a specialized degree, it does lead to career advancement for graduates. *Do students understand this when they enter the BGS program, that the BGS is not a traditional degree leading to a career path?*

Chair Harris reiterated that the BGS degree is important for students who are already employed and can't advance without a bachelor's degree. People who have stopped out of a traditional bachelor's program and complete a BGS degree for career advancement often go on to attain an MA or MS degree. Provost Ferreira stated that students in the military must have a bachelor's degree to become an officer. The bachelor's degree can be a BGS or in any discipline.

Advising will be a key part of the conversation with students who are in the BGS program or are interested in a traditional bachelor's program. Chair Harris noted that the partnership between CCSU and COSC is a good example of how CSCU colleges and universities can work together.

Chair Harris called for a vote on the substitute motion to approve the new CCSU Bachelor of General Studies (BGS) degree which includes the accompanying Partnership Agreement with Charter Oak State College. A vote was taken and the vote was unanimous.

d. CSCU Centers and Institutes

- i. Center for Teaching and Learning – Southern CT State University [New Center]
Item 3.d. was presented/discussed before Item 3.c.

Chair Harris called for a motion to establish the Center for Teaching and Learning at Southern Connecticut State University until December 31, 2028, with an interim progress report to be provided by September 1, 2025. The motion was moved by H. Howery and seconded by A. Budd.

Provost Robert Prezant, Dr. Stephen Hegedus, Dean, College of Education, and, Dr. Kari Sassu, Center of Excellence on Autism Spectrum Disorders, presented the proposed new Center. SCSU is proposing a Center that combines recent strategic hiring and

programmatic initiatives in the College of Education, with faculty from the Colleges of Arts and Sciences, Health and Human Services, and the School of Business, as well as with collaborators across the SCSU campus. The Center will support educational innovation through research, professional development and policy study work and will collaborate with local school districts, state agencies, industry, national and international institutions. Locally, the Center will support and enhance the pedagogical skills of teaching faculty at SCSU through workshops and seminars committed to diversity and inclusion and best practice.

Dr. Gates mentioned a letter, which is attached to these minutes, from the State Board of Education Commissioner, Dr. Charlene M. Russell-Tucker. The letter strongly supports the proposed new Center for Teaching and Learning at Southern CT State University.

Dr. Hegedus read and elaborated on the Four Pillars of Work from the graphic included in the documentation for the proposed new Center:

1. Improving Teaching and Learning
2. Conducting Research and Innovation
3. Developing Multidisciplinary Communities
4. Creating Innovative Spaces

Questions/Recommendations from the Committee included:

- a) *The budget expenditures for 2024-2025 increase materially and then the Center runs at a deficit based on the projection of revenue.* Response: Years 1-3 are the start-up years. In years 3-4, we will hire a Center Manager. The Center will not run at a deficit in 2024-2025, it will be self-sustaining.
- b) *The proposed SCSU Center for Teaching and Learning will add value to the entire CSCU system. The work you are doing to improve teaching at SCSU could extend to other campuses. Have you thought about this?* Response: One example that is already in motion is in the initiative to affect change due to inequities in the Early Childhood space. We are partnering with all the CSUs and many of the community colleges. We are collaborating with other institutions to unpack and revise state regulations.
- c) *The proposal for the Center has a section on Global Education Services. Can you elaborate on what services are provided globally?* Response: One example is that we worked with 6-7 countries to translate material on autism spectrum disorders into other languages to make them accessible to educators in those countries. Another example is that a team from SCSU visited the UN to present work to ambassadors from Sub-Saharan countries.

Chair Harris called for a vote to approve the establishment of the Center for Teaching and Learning at Southern Connecticut State University and the vote was unanimous.

c. BOR Academic Program/Low Completer Review Process Amendment

Chair Harris called for a motion to approve the revised Academic Program/Low Completer Review Process. The motion was moved by A. Budd and seconded by H. Howery.

Dr. Ken Klucznik, VP of Academic Affairs, presented. The Office of Academic and Student Affairs is requesting a modification to the Academic Program Low Completer Process to reflect the current practice of the submission of Academic Program Review (APR) Form 2 Low Completers by each institution. The ASA Office aggregates the institutional Low

Completer Reports into a single Low Completer Report Summary and submits it to the BOR Academic and Student Affairs Committee and the BOR. Originally, all institutions scanned all their programs to produce the APR report. Since then, the submission of the reports follows the APR sequence. What was not in the original policy was the process of submitting the Low Completer Report. The report that was submitted to the ASA Committee by the ASA Office was an aggregation of the institutional Low Completer Reports submitted in the institutions' annual Academic Program Review Reporting. This is a technical change to ensure that the Low Completer Process reflects the actual practice.

Questions/Recommendations from the Committee included:

- i. *The problem is that there is not enough detail regarding low completer programs that the institution decides to continue and not terminate. Will this process revision address this problem?* Response: No. This policy revision will not address this problem. We will have to talk with the ASAC Committee to understand what kind of detail is necessary for low completer programs that are continued and not discontinued. *We need to see the details about why an institution decides to continue a low completer program. Then, the Committee can ask for more information if necessary. We need the details regarding the decision to continue the program sooner than the next review.*

Dr. Klucznik stated that the Low Completer Report is only submitted with the APR every seven years. The form itself can be made clearer. For each of the four choices, the institution will be required to include sufficient detail to support the choice and why it was made.

Provost Gates stated that she supports the modification of the form. Chair Harris stated that a revised form will be helpful, then Committee members can ask for more information.

Chair Harris called for a vote to approve the revised Academic Program/Low Completer Review Process. A vote was taken and it was unanimous.

Chair Harris thanked Provost Gates and Dr. Ken Klucznik for their service to CSCU over the last six months. Dr. Gates served as both Interim CSCU President and in her current role as Provost and SVP of Academic and Student Affairs. Dr. Klucznik assumed many of the responsibilities of the role of Provost of Academic and Student Affairs.

4. Informational Items/Other Business

a. Below Threshold

- i. Accelerated Accounting Pathway – Concentration - BS to MS Accounting – Central CT State University [New Academic Offering]
- ii. Accelerated Accounting Pathway – Concentration - BS to MBA Accounting – Central CT State University [New Academic Offering]
- iii. Accelerated Finance Pathway – Concentration - BS Finance to MBA – Central CT State University [New Academic Offering]
- iv. Healthcare Administration – Graduate Certificate – Southern CT State University [New Academic Offering]
- v. Digital Arts Technology – AS – Naugatuck Valley Community College [Program Modification]
- vi. Audio/Video Production – C2 Certificate – Naugatuck Valley Community College [Program Modification]
- vii. Electronic Music and Audio Production - C2 Certificate – Naugatuck Valley Community College [Program Modification]

b. CSCU Online Programs Update – Kevin Corcoran, Executive Director, Digital Learning
Director Corcoran presented an update on CSCU Online Programs discussing broad considerations regarding online programs specifically at the undergraduate level. He began by discussing concerns expressed by the CSCU institutions, primarily at the undergraduate level, regarding providing all required Gen Ed. and all necessary electives in an online model. Other concerns included whether institutions have experienced faculty who can teach in an online modality and the necessary services and support for students and if the expansion of online courses will negatively impact on-ground courses.

Director Corcoran discussed possible approaches used by other state systems. These included: restrictive offerings, seat/course exchange, prioritized seating for fully online students, a centralized catalogue of online courses across the system, and the use of consortial agreements among institutions.

Director Corcoran discussed key considerations when developing online programming. Among these are quality assurance, regulatory issues at all governmental levels, faculty/student supports, making logistics and transferability seamless for students, fair revenue sharing, and reporting/tracking.

The CSCU Online Learning Council was charged by Provost Gates and is accepting applications for membership. The first meeting of the Council will take place in November, and it will report to and make recommendations to the CSCU Academic Council. Regent Howery will serve on the CSCU Online Learning Council and will be a link between the Council and the ASAC.

Chair Harris stated that CT is behind other states in online learning. She expressed the need to develop an approach that works for CT and that expands our online offerings. The CSCU Online Learning Council will be a big step in helping that to happen.

c. BOR Policy: Recognition and Naming of Facilities and Academic Programs, Pam Heleen, Associate Director of Board Affairs

This revised policy will go to the BOR Finance Committee before being presented to the BOR. Director Heleen is presenting the revised policy to the BOR ASAC today to solicit comments. This project was under way in October 2019 under review by the Naming Policy Review Workgroup which has not met since 2019. The Community College policy is 15 years old and the CSU policy is 12 years old. The new policy streamlines the former policy and provides flexibility and ownership for donor development under the CSUs, Regional Presidents and Campus CEOs.

Director Heleen noted that there is a 30-day review period before the full October BOR Meeting. The policy will include a timeline for procedural development.

Questions/Recommendations from the Committee included:

- i. *In the “Regent Recognition” Section, if we want to bestow an honorary degree on a regent, does this request come from CSCU or do we have to go through the campus process? Would this request override campus policy?* Response: No, it would be in addition to. It is at the discretion of the BOR. I will make sure the policy is specific on this issue.
- ii. *Generally, we name buildings/centers because of a large monetary donation. This policy doesn’t give any priority to that. How do we encourage monetary donations to happen more frequently?* Response: The intent is that in the campus donor development strategic plan, campuses will have identified and developed potential donors. *We should honor people who have done a lot for the institution; but there’s*

also a need for money. Building naming allows for the setup of endowed funds.

Response: Are we opting for non-monetary recognition in lieu of another donor or taking a donor off the table for future donations? *We must be careful about naming opportunities without financial contributions. This is traditionally how we get large endowments.* Response: We will make sure that the “Non-Financial Donor Recognition” section will include this.

- d. Emeriti
 - i. SCSU

On a motion by H. Howery and seconded by A. Budd, the Committee voted unanimously to adjourn the meeting of the September 10, 2021, BOR Academic and Student Affairs Committee at 10:52 a.m.



STATE OF CONNECTICUT BOARD OF EDUCATION



Good morning Chair Harris and members of the Academic Affairs Committee.

On behalf of the Connecticut State Department of Education (CSDE), it gives me great pleasure to acknowledge the work of the College of Education at Southern Connecticut State University (SCSU) in the establishment of the Center for Teaching and Learning.

SCSU has been a leader in educator preparation for over 125 years, and is one of the largest producers of educators within the state.

The Center for Teaching and Learning is an example of SCSU's visionary work which seeks to focus on improving the work of higher education and its direct impact on school improvement and learners' achievements in Connecticut. This has been and remains a goal of the CT State Board of Education and the CSDE.

As outlined, the Center will work with local school districts, state agencies, industry and national institutions to accomplish the following:

- Improve teaching and learning;
- Conduct research and innovation in the Art and Science of Teaching;
- Develop multidisciplinary communities of educators; and
- Create incubation clinics, offices and develop new initiatives.

The work of the center will provide a robust body of research and professional development that can be utilized by educators to enhance the efforts of the larger educational community in Connecticut and beyond.

Again, the CSDE applauds your vision and implementation of a resource which will benefit educators, students, families and all those who seek to improve the quality of education in the State of Connecticut for years to come.

Respectfully submitted,

Charlene Russell-Tucker
Commissioner-Designate
CT State Department of Education