



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

2015 Legislative Summary

July 13, 2015

MEMO

TO: Dr. Gregory Gray, President, Board of Regents for Higher Education
Members of the Board of Regents for Higher Education
CSCU Presidents
CSCU Legislative Liaisons
BOR Executive Staff Members

FROM: Kyle Thomas, Legislative Program Manager

DATE: July 13, 2015

SUBJECT: Summary of the 2015 Legislative Session

The 2015 Regular Session of the General Assembly adjourned on June 3, 2015, with an additional Special Session held on June 29, to allow for passage of modifications to the budget and other legislative business deemed critical. The following is a summary of bills that passed during the 2015 session and that impact the Connecticut State Colleges and Universities (CSCU) and the Board of Regents for Higher Education (BOR) or may be of interest. These bill summaries were taken from the text of the Public Acts, as well as reports prepared by the Offices of Legislative Research and Fiscal Analysis and adapted for BOR purposes.

As not all legislation passed in the June 29 Special Session has been finalized as a Public Act, an addendum may be issued.

These summaries are not authoritative, and the text of the Act should always be consulted prior to taking action regarding any summarized item. If you have any questions regarding any of the material in this document, please give me a call at 860-723-0017.

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Academic Affairs

SENATE BILL 694 ([SPECIAL ACT 15-1](#)) – AN ACT CONCERNING SERVICES AVAILABLE TO VETERANS ON STATE COLLEGE AND UNIVERSITY CAMPUSES

HOUSE PASSED 143-0, SENATE PASSED 35-0

The Act requires the Board of Regents for Higher Education to conduct a study to 1) evaluate and assess programming at Operation Academic Support for Incoming Service Members (OASIS) centers at public institutions of higher education; and 2) identify successful programming at such centers. The results of the study must be formally reported to the Higher Education and Veterans Committees not later than January 15, 2016.

EFFECTIVE: IMMEDIATELY

HOUSE BILL 6959 ([SPECIAL ACT 15-9](#)) – AN ACT ESTABLISHING A TASK FORCE TO DEVELOP A PILOT EARN AND LEARN PROGRAM

HOUSE PASSED 146-0, SENATE PASSED 36-0

The Act establishes a task force to develop an ‘Earn and Learn’ program, aimed at providing opportunities for students to engage in applied, work-based learning while earning money to pay for higher education, providing incentives for institutions to develop curricula and structures designed to support work-based learning, encouraging employers to provide opportunities, and identifying ways in which work-based learning can be fiscally viable for institutions and employers.

Several BOR officials will be appointed: By the Speaker, a chief academic officer of a state university; by the Senate President Pro Tempore, a chief academic officer of a community college; by the House majority leader, a chief academic officer of a community college; and by the Senate majority leader, a faculty member with experience teaching in a work-based learning program.

The task force must issue a report by January 1, 2016.

EFFECTIVE: IMMEDIATELY

HOUSE BILL 6117 ([SPECIAL ACT 15-18](#)) – AN ACT CONCERNING THE USE OF DIGITAL OPEN-SOURCE TEXTBOOKS IN HIGHER EDUCATION

HOUSE PASSED 144-0, SENATE PASSED 36-0

The Board of Regents and the University of Connecticut shall (separately) establish pilot programs to 1) assess the use of high-quality digital open-source textbooks, and 2) promote the use of and access to open-source textbooks, consisting of seminars and workshops for faculty and administrators. The work of the CTDLC at Charter Oak State College meets the criteria of the pilot. The BOR shall report by July 1, 2016, regarding the pilot program, including 1) an analysis of the potential cost savings to students for courses using an open-source textbook in

lieu of a traditional college-level textbook, and 2) the identification of any barriers to the effective use of open source textbooks by students and faculty.

EFFECTIVE: JULY 1, 2015

The Act also establishes a task force to study best practices with regard to open educational resources. The task force shall consider the development of an incentive program. The following BOR staff will serve on the task force: A faculty member of the CC system (Senate president), an administrator of the CC system (Senate president), an administrator of COSC (House majority leader), a faculty member of COSC (Senate majority leader), a faculty member of the CSU system (House minority leader), an administrator of the CSU system (House minority leader), the president of the BOR or his designee, and the Provost of the BOR or her designee. The task force must submit a report by October 1, 2016.

EFFECTIVE: IMMEDIATELY

SENATE BILL 898 ([PUBLIC ACT 15-37](#)) – AN ACT CONCERNING PROFESSIONAL DOCTORAL DEGREE PROGRAMS

HOUSE PASSED 147-0, SENATE PASSED 33-0

The Act allows the Board to approve professional doctoral degree programs (that is, any non-Ph.D. doctorates with the exception of M.D., J.D., and D.M.D. degrees) for offer at state universities. In examining such programs for approval, the Board must consider 1) the effect of the proposed program on institutional budgets, 2) whether expertise in the proposed program subject matter exists at the offering institutions, 3) current and projected accreditation standards governing the proposed program, and 4) current and projected professional standards in the occupational fields for which students completing the proposed program may qualify for employment.

EFFECTIVE: JULY 1, 2015

SENATE BILL 319 ([PA 15-138](#)) – AN ACT CONCERNING FINANCIAL LITERACY EDUCATION

HOUSE PASSED 144-2, SENATE PASSED 33-0

Section 2 of the act enumerates certain concepts that must be included in any plan to provide students of a constituent unit with financial literacy education. Such a plan may be created at the discretion of the BOR, SDE, and UConn in consultation with the Department of Banking.

EFFECTIVE: OCTOBER 1, 2015

Budget

HOUSE BILL 6919 ([SPECIAL ACT 15-20](#)) – AN ACT ESTABLISHING A TASK FORCE CONCERNING OUTCOMES-BASED FINANCING

HOUSE PASSED 140-5, SENATE PASSED 36-0

The Act establishes a task force to develop a performance funding model aligned with the goals and benchmarks of the Planning Commission for Higher Education. The task force must consider

1) Rewarding public and independent institutions of higher education for A) increasing the number of degrees awarded to residents of the state, including, but not limited to, degrees awarded i) in areas with workforce shortages, and ii) to students from underrepresented populations, and B) increasing business activity in the state through research; and 2) rewarding public institutions of higher education for improving their productivity, which may be measured in part by decreasing the cost of earning a degree. The following BOR staff are members of the task force: Two CSU faculty (House speaker), two CC faculty (Senate president), one CC union representative (Senate majority leader), one COSC faculty member (House minority leader), the BOR president or his designee, a CSU representative (BOR president), a CC representative (BOR president), the president of COSC or his designee.

The task force is required to report to the General Assembly by January 1, 2016.

EFFECTIVE: IMMEDIATELY

HOUSE BILL 7061 ([PUBLIC ACT 15-244](#)) – AN ACT CONCERNING THE STATE BUDGET FOR THE BIENNIUM ENDING JUNE 30, 2017, AND MAKING APPROPRIATIONS THEREFOR, AND OTHER PROVISIONS RELATED TO REVENUE, DEFICIENCY APPROPRIATIONS AND TAX FAIRNESS AND ECONOMIC DEVELOPMENT

HOUSE PASSED 72-68, SENATE PASSED 19-17

Section 49 of the Act caps, for the duration of the biennium, expenditures for institutional administration, defined as system office, executive management, fiscal operations and general administration, exclusive of expenditures for logistical services, administrative computing and development, at 7.25% of the annual General Fund appropriation and operating fund expenditures, exclusive of capital bond and fringe benefit funds.

Paragraph ‘N’ of section 75 of the Act requires the collection of tax on the sale of parking permits for lots exceeding 30 spaces.

EFFECTIVE: JULY 1, 2015

Continuing Education

HOUSE BILL 5913 ([PUBLIC ACT 15-11](#)) – AN ACT CONCERNING PERSONS WHO DECONTAMINATE REUSABLE MEDICAL INSTRUMENTS OR DEVICES

HOUSE PASSED 144-1, SENATE PASSED 35-0

Subsection (c) of the Act requires central service technicians, to complete a minimum of ten hours of continuing education annually, in areas related to the functions of the technician.

Subsection (f) requires ten hours of continuing education in areas related to infection control and the decontamination and sterilization of reusable medical equipment, instruments, and devices, for any hospital staff specially trained, deemed competent, and listed as authorized to act as a central service technician, though not certified as such.

EFFECTIVE: JANUARY 1, 2016

HOUSE BILL 6773 ([PUBLIC ACT 15-98](#)) – AN ACT CONCERNING LICENSURE REQUIREMENTS FOR REAL ESTATE BROKERS

HOUSE PASSED 143-3, SENATE PASSED 32-0

The Act changes the education requirements for an initial real estate broker license, requiring a license applicant to successfully complete a 15-hour course in real estate legal compliance and a 15-hour course in real estate brokerage principles and practices, instead of a 30-hour course in real estate appraisal and another 30-hour course prescribed by the Real Estate Commission. The Act requires an applicant to also complete two 15-hour elective courses prescribed by the Commission.

EFFECTIVE: JULY 1, 2016

SENATE BILL 631 ([PUBLIC ACT 15-210](#)) – AN ACT REQUIRING INTERIOR DESIGNERS TO OBTAIN CONTINUING EDUCATION RELATED TO THE STATE BUILDING CODE AND FIRE SAFETY CODE

HOUSE PASSED 129-16, SENATE PASSED 34-0

The Act establishes continuing education requirements for registered interior designers. It requires them to complete at least four hours of continuing education, every three years, in areas related to the application of the state building and fire safety codes.

EFFECTIVE: OCTOBER 1, 2015

Financial Aid

HOUSE BILL 6915 ([PUBLIC ACT 15-162](#)) – AN ACT CONCERNING A STUDENT LOAN BILL OF RIGHTS

HOUSE PASSED 144-0, SENATE PASSED 36-0

Section 1 of the Act creates the position of Student Loan Ombudsman, housed within the Department of banking, tasked with the following duties:

- Receive and review complaints from borrowers;
- Attempt to resolve the complaints, including doing so in collaboration with institutions of higher education, loan servicers, and any other participants in student loan lending, including the University of Connecticut, Board of Regents for Higher Education, Office of Higher Education, or Connecticut Higher Education Supplemental Loan Authority;
- Compile and analyze complaint data;
- Help borrowers understand their rights and responsibilities under the terms of student education loans;
- Provide information to the public, agencies, legislators, and others about borrowers' problems and concerns and make recommendations for resolving those problems and concerns;
- Analyze and monitor the development and implementation of federal, state, and local laws, regulations, and policies on borrowers and recommend necessary changes;

- Review the loan history for borrowers who give written consent;
- Disseminate information about his or her availability to help those with servicing concerns, such as borrowers, potential borrowers, state higher education institutions, and loan servicers.

EFFECTIVE: OCTOBER 1, 2015

HOUSE BILL 6907 ([PUBLIC ACT 15-200](#)) – AN ACT CONCERNING THE DUTIES AND AUTHORITY OF THE CONNECTICUT HIGHER EDUCATION SUPPLEMENTAL LOAN AUTHORITY

HOUSE PASSED 141-0, SENATE PASSED 36-0

Section 2 of the Act allows CHESLA to issue loans to certain borrowers to refinance existing student loans.

EFFECTIVE: JULY 1, 2015

SENATE BILL 393 ([PUBLIC ACT 15-231](#)) – AN ACT REQUIRING A REPORT CONCERNING INSTITUTIONAL FINANCIAL AID FROM THE UNIVERSITY OF CONNECTICUT AND THE BOARD OF REGENTS FOR HIGHER EDUCATION

HOUSE PASSED 143-0, SENATE PASSED 36-0

The Act requires BOR to submit a report to the Higher Education Committee annually, by November 1, describing how institutional financial aid was awarded to its undergraduate students during the previous academic year. Such report shall include, but need not be limited to, a separate description for in-state and out-of-state students of the aggregate amount of institutional 1) financial aid funding available, 2) need-based financial aid awarded, and 3) merit-based financial aid awarded.

EFFECTIVE: JULY 1, 2015

Facilities

SENATE BILL 1501 ([PUBLIC ACT 15-1, JUNE SPECIAL SESSION](#)) – AN ACT AUTHORIZING AND ADJUSTING BONDS OF THE STATE FOR CAPITAL IMPROVEMENTS, TRANSPORTATION AND OTHER PURPOSES

HOUSE PASSED 138-9, SENATE PASSED 24-12

The Act authorizes bonds for construction as follows:

Project	FY 16	FY 17
All colleges and universities: New and replacement instruction, research, or laboratory equipment	\$16,000,000	\$12,000,000
All colleges and universities: Consolidation and upgrade of student and financial information technology systems	20,000,000	40,000,000
All colleges and universities: Advanced manufacturing and emerging technology programs	2,500,000	2,625,000

All community colleges: Deferred maintenance, code compliance, and infrastructure improvements	15,500,000	10,000,000
All universities: Deferred maintenance, code compliance, and infrastructure improvements	10,000,000	12,000,000
Norwalk Community College: Implementation of Phase III of the Master Plan	28,800,000	0
Norwalk Community College: Alterations, renovations, and improvements to the B wing building	0	5,190,000
Capital Community College: Alterations, renovations, and improvements to optimize space utilization	5,000,000	0
Tunxis Community College: Implementation of Phase III of the Master Plan	3,000,000	0
Asnuntuck Community College: Alterations, renovations, and improvements to expand library and student services	0	3,800,000

Additionally, Section 62 of the Act retroactively amends a 2008 MOU approved by the State Bond Commission to allow for increased bond allocations approved by the General Assembly for the BOR in 2014.

EFFECTIVE: JULY 1, 2015, EXCEPT FY 2017 BONDS ARE EFFECTIVE JULY 1, 2016.

Governance

HOUSE BILL 7007 ([PUBLIC ACT 15-75](#)) – AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE PLANNING COMMISSION FOR HIGHER EDUCATION

HOUSE PASSED 146-0, SENATE PASSED 36-0

The Act requires the BOR to align its policies with the three goals of the Planning Commission for Higher Education, which are:

- To increase the state's adult population education levels by January 1, 2025, with a target of at least (1) 40% of adults having earned a bachelor's degree and (2) 30% of adults having earned an associate degree or sub-baccalaureate certificate. The purpose of this goal is to ensure that the state's workforce has the skills to achieve and sustain a competitive economy through (1) reducing socioeconomic disparities and the achievement gap between whites and minorities, (2) improving the lives of residents in the state's most urbanized areas, and (3) ensuring improvement in the quality of postsecondary education.
- To develop a globally competitive workforce and economy in Connecticut by cultivating an environment that attracts and retains a highly educated, diverse population. The bill lists various means to accomplish this goal, including:
 - Aligning postsecondary degree attainment with Connecticut employers' workforce needs;

- Contributing to the expansion and diversification of the state's economy through research and innovation;
- Establishing partnerships among institutions of higher education and business, civic, and cultural leaders in the state; and
- Increasing the number of students engaged in community service, internships, and other workplace-based learning experiences.
- To ensure that higher education is affordable for Connecticut residents by:
 - Narrowing the gap between the cost of attendance at an institution of higher education and family income;
 - Reducing the average student loan to the national average by January 1, 2025; and
 - Increasing by 5%, by January 1, 2025, the number of recent Connecticut high school graduates who enroll in Connecticut institutions of higher education.

The Act further revises the BOR’s obligations in Sec. 10a-6 as follows:

<i>Previous Statute</i>	<i>Act</i>
Review and make recommendations on plans received from BOR institution boards of trustees for development and utilization of state public higher education resources	Review and make recommendations on plans received from BOR institutions to implement Planning Commission strategic master plan goals
Appoint advisory committees to help define and suggest solutions for higher education's problems and needs Establish a higher education advisory council of public and private institutions to study methods to coordinate institutional efforts, including ways to improve educational opportunities through alternative and nontraditional approaches	Appoint advisory committees to study methods and proposals to coordinate efforts of BOR's public higher education institutions, along with UConn and private colleges and universities, to implement Planning Commission strategic master plan goals through alternative and nontraditional approaches such as external degrees and credit by examination
N/A	Evaluate (1) the means of implementing Planning Commission goals and (2) recommendations made by the commission in implementing the strategic master plan
Coordinate programs and services throughout public higher education and between public and independent institutions	Coordinate programs and services among BOR institutions
N/A	Assess opportunities for collaboration with UConn and private colleges and universities to implement Planning Commission strategic master plan goals

The Act further requires the Higher Education Coordinating Council utilize the goals of the Planning Commission and any other factors it deems relevant in setting accountability measures. It also changes the dates of HECC reporting to align better to BOR needs, by requiring campuses

to report to the BOR by December 1 in a given year, and the BOR to consolidate and deliver a formal report by February 1 of the following year.

EFFECTIVE: JULY 1, 2015

HOUSE BILL 6812 ([PUBLIC ACT 15-228](#)) – AN ACT PERMITTING FACULTY TO ATTEND EXECUTIVE SESSIONS OF THE BOARD OF REGENTS FOR HIGHER EDUCATION UPON INVITATION
HOUSE VOTE 125-18, SENATE VOTE 36-0

The Act allows the chairperson and vice-chairperson of the FAC to attend BOR executive sessions only at the BOR chairperson's invitation. It removes the prohibition against their attendance in such sessions.

EFFECTIVE: JULY 1, 2015

SENATE BILL 1091 ([PUBLIC ACT 15-248](#)) – AN ACT CONCERNING THE STUDENT ADVISORY COMMITTEE TO THE BOARD OF REGENTS FOR HIGHER EDUCATION
HOUSE PASSED 145-0, SENATE PASSED 34-0

The Act staggers the terms of SAC members by requiring six CC and two CSU members to serve only one year for the term beginning July 1, 2015. For the term beginning July 1, 2016 and every term thereafter, these eight members must serve two-year terms. The remaining nine student members continue to serve two-year terms.

The Act also requires leadership elections be held by the SAC each year, and allows the student representative from Charter Oak to stand for election to the position of chair or vice-chair in the same year as CSU representatives.

EFFECTIVE: JULY 1, 2015

Human Resources

SENATE BILL 426 ([PUBLIC ACT 15-6](#)) – AN ACT CONCERNING EMPLOYEE ONLINE PRIVACY
HOUSE PASSED 135-14, SENATE PASSED 35-1

The Act prohibits employers, including state agencies, from requesting or requiring an employee or job applicant to 1) provide the employer with a user name, password, or other way to access the employee's or applicant's personal online account, 2) authenticate or access such an account in front of the employer; or 3) invite, or accept an invitation from, the employer to join a group affiliated with such an account. The Act also bars disciplinary action against a current employee for refusing to provide access to the same.

Employers are not prohibited from requiring employees to provide credentials for accounts used for business purposes or for devices supplied or paid for in whole or in part by the employer.

EFFECTIVE OCTOBER 1, 2015

Institutional Research

SENATE BILL 949 ([PUBLIC ACT 15-142](#)) – AN ACT IMPROVING DATA SECURITY AND AGENCY EFFECTIVENESS

HOUSE PASSED 145-0, SENATE PASSED 36-0

Section 4 of the Act requires the OPM secretary to 1) develop a program to access, link, analyze, and share data maintained by executive agencies, including the BOR and its institutions, and 2) respond to queries from state agencies, private entities, or others that would otherwise require access to data maintained by two or more executive agencies.

The bill requires the OPM secretary to establish policies and procedures to:

- Review and respond to queries to ensure that (a) a response is permitted under state and federal law, (b) the privacy and confidentiality of protected data can be assured, and (c) the query is based on sound research design principles and
- Protect and ensure the security, privacy, confidentiality, and administrative value of data collected and maintained by executive agencies.

The OPM secretary must request from, and execute a memorandum of agreement with the BOR detailing data-sharing between BOR and OPM. The agreement must 1) authorize OPM to act on behalf of the BOR for purposes of data access, matching, and sharing and 2) include provisions to ensure the proper use, security, and confidentiality of the shared data. BOR is required to execute the agreement.

The OPM secretary must notify BOR when data in its custody is requested.

EFFECTIVE: JULY 1, 2015

Student Affairs

SENATE BILL 864 ([SPECIAL ACT 15-5](#)) – AN ACT REQUIRING A STUDY OF THE USE OF MEDICAID TO COVER THE COST OF HEALTH INSURANCE FOR COLLEGE STUDENTS

HOUSE PASSED 126-17, SENATE PASSED 34-0

The Act requires DSS to study the effectiveness of requiring state Medicaid to 1) pay the cost of premiums for health insurance sponsored by an institution of higher education and 2) provide supplemental health insurance for students not covered by a) any other health plan and b) eligible for Medicaid. The Department must collaborate with the Board (presumably to collect information from institutions). The results of the study must be formally reported to the Higher Education committee not later than January 1, 2016.

EFFECTIVE: JULY 1, 2015

SENATE BILL 445 ([SPECIAL ACT 15-11](#)) – AN ACT CONCERNING A PLAN FOR THE CONNECTICORPS PROGRAM

HOUSE PASSED 131-14, SENATE PASSED 35-0

The Act requires the Labor Department, in collaboration with the BOR (amongst other agencies) to develop a plan to establish a program to capitalize on the skills of students enrolled in public institutions of higher education. The plan must assess the feasibility of such a program, identify potential job sites for students, research the availability of stipends, housing and health care, and design a coordination and oversight mechanism. The report shall be issued by January 1, 2017.

EFFECTIVE: IMMEDIATELY

SENATE BILL 428 ([PUBLIC ACT 15-56](#)) – AN ACT PROTECTING INTERNS FROM WORKPLACE HARASSMENT AND DISCRIMINATION

HOUSE PASSED 146-0, SENATE PASSED 33-0

The Act prohibits employers from discriminating against or sexually harassing interns, granting protections similar to those of paid employees, and provides interns avenues with the Commission on Human Rights and Opportunities and superior courts in filing discrimination claims.

EFFECTIVE: OCTOBER 1, 2015

HOUSE BILL 6844 ([PUBLIC ACT 15-82](#)) – AN ACT CONCERNING IN-STATE TUITION ELIGIBILITY

HOUSE PASSED 78-70, SENATE PASSED 19-13

The Act decreases from four to two the number of years an undocumented student must attend a Connecticut high school in order to be eligible for in-state tuition rates. In addition to this requirement, the student must reside in Connecticut, have graduated from a Connecticut high school, enroll at an institution, and file an affidavit with the student's chosen institution stating he or she has filed an application to legalize his or her immigration status, or will file such an application as soon as he or she is eligible to do so.

Additionally, the Act allows students with federal T and U visas (issued to certain victims of human trafficking or other victims of crimes suffering substantial mental or physical abuse) to qualify for in-state tuition provided they meet the above requirements.

EFFECTIVE: JULY 1, 2015

Teacher Preparation

SENATE BILL 1054 ([PUBLIC ACT 15-97](#)) – AN ACT CONCERNING STUDENTS WITH DYSLEXIA

HOUSE PASSED 143-0, SENATE PASSED 35-0

Section 2 of the Act requires teacher preparation programs to include not fewer than twelve clock hours of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.

EFFECTIVE: JULY 1, 2015

SENATE BILL 1098 ([PUBLIC ACT 15-108](#)) – AN ACT CONCERNING TEACHER CERTIFICATION REQUIREMENTS FOR SHORTAGE AREAS, INTERSTATE AGREEMENTS FOR TEACHER

CERTIFICATION RECIPROCITY, MINORITY TEACHER RECRUITMENT AND RETENTION AND CULTURAL COMPETENCY INSTRUCTION

HOUSE PASSED 145-0, SENATE PASSED 36-0

Section 9 of the Act adds ‘cultural competency’ to a list of training areas a teacher candidate must complete to be awarded a teaching certificate. This requirement is contained in the same list of competencies as the 2013 social and emotional development requirement.

EFFECTIVE: JULY 1, 2015

HOUSE BILL 7020 ([PUBLIC ACT 15-134](#)) – AN ACT CONCERNING EARLY CHILDHOOD EDUCATORS AND INITIATIVES

HOUSE PASSED 138-8, SENATE PASSED 36-0

Section 8 of the Act delays by two years the onset of stricter requirements pertaining to the educational attainment of individuals in early childhood classrooms with the primary responsibility for classroom children. The section additionally grandfathered into the enhanced requirements long-time early childhood educators serving in the same location, provided they have a minimum of an associate’s degree with twelve credits in early childhood education or child development.

The Act modifies the requirements of the bill colloquially known as the “50/50 bill,” originally Public Act 11-54.

EFFECTIVE: IMMEDIATELY

HOUSE BILL 7021 ([PUBLIC ACT 15-243](#)) – AN ACT CONCERNING TEACHER PREPARATION PROGRAM EFFICACY

HOUSE PASSED 145-0, SENATE PASSED 36-0

Section 1 of the Act requires SDE to submit an annual report on July 1 regarding the quality of teacher preparation programs in the state. At minimum, the report must contain:

- Information and data relating to the extent to which graduates of such teacher preparation programs help their students learn, including, but not limited to, data relating to the academic achievement and progress of the students of such graduates,
- Measures for assessing the classroom teaching performance of such graduates,
- Retention rates in the teaching profession of such graduates,
- Survey results from such graduates and the employers of such graduates regarding such teacher preparation programs,
- Data relating to the employment of such graduates in a teaching position,
- Certification issuance rates, including first-time pass rates for such graduates, and
- Recommendations regarding the recruitment of minority teachers and administrators pursuant to section 10-155l of the general statutes.

EFFECTIVE: IMMEDIATELY

Section 2 of the Act requires that, beginning after July 1, 2016, the four semesters of clinical, field, or student teaching experience required in a teacher preparation program shall be divided such that it occurs in both: 1) a school district that has been categorized by the Department of Education as District Reference Group A, B, C, D or E, and 2) a school district that has been categorized by the department as District Reference Group F, G, H or I. Such clinical experience, field experience or student teaching experience may include a cooperating teacher serving as a mentor to student teachers, provided such cooperating teacher has received a performance evaluation designation of exemplary or proficient for the prior school year.

EFFECTIVE: JULY 1, 2015