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# THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

RESOLUTION

CONCERNING

## THE MISSION OF CONNECTICUT STATE UNIVERSITY

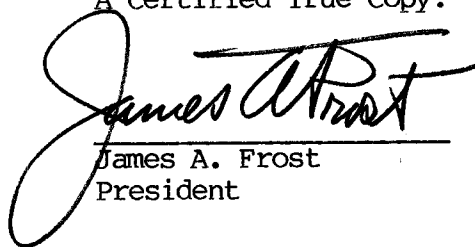
DECEMBER 7, 1984

WHEREAS, Section 10a-89 of the Connecticut General Statutes directs that the Trustees of Connecticut State University shall "develop the mission statement for the Connecticut State University which shall include but not be limited to the following elements: (A) The educational needs of and constituencies served by said university; (B) the degrees offered by said university; and (C) the role and scope of each institution within the state college system, which shall include each institution's particular strengths and specialties..." therefore, be it

RESOLVED, That the February 4, 1977 Mission document for the State Colleges approved by the Board of Trustees is hereby superseded, and be it further

RESOLVED, That the Board of Trustees adopts the Connecticut State University Mission Statement and Supporting Documents, December 1984, which is attached hereto.

A Certified True Copy:

  
James A. Frost  
President



CONNECTICUT STATE UNIVERSITY

MISSION STATEMENT

And Supporting Documents

DECEMBER 1984

...to encourage Connecticut students...to develop their full potentials so that they may contribute more effectively to our society and live richer, fuller lives as individual human beings.

Gov. William A. O'Neill  
March 3, 1983

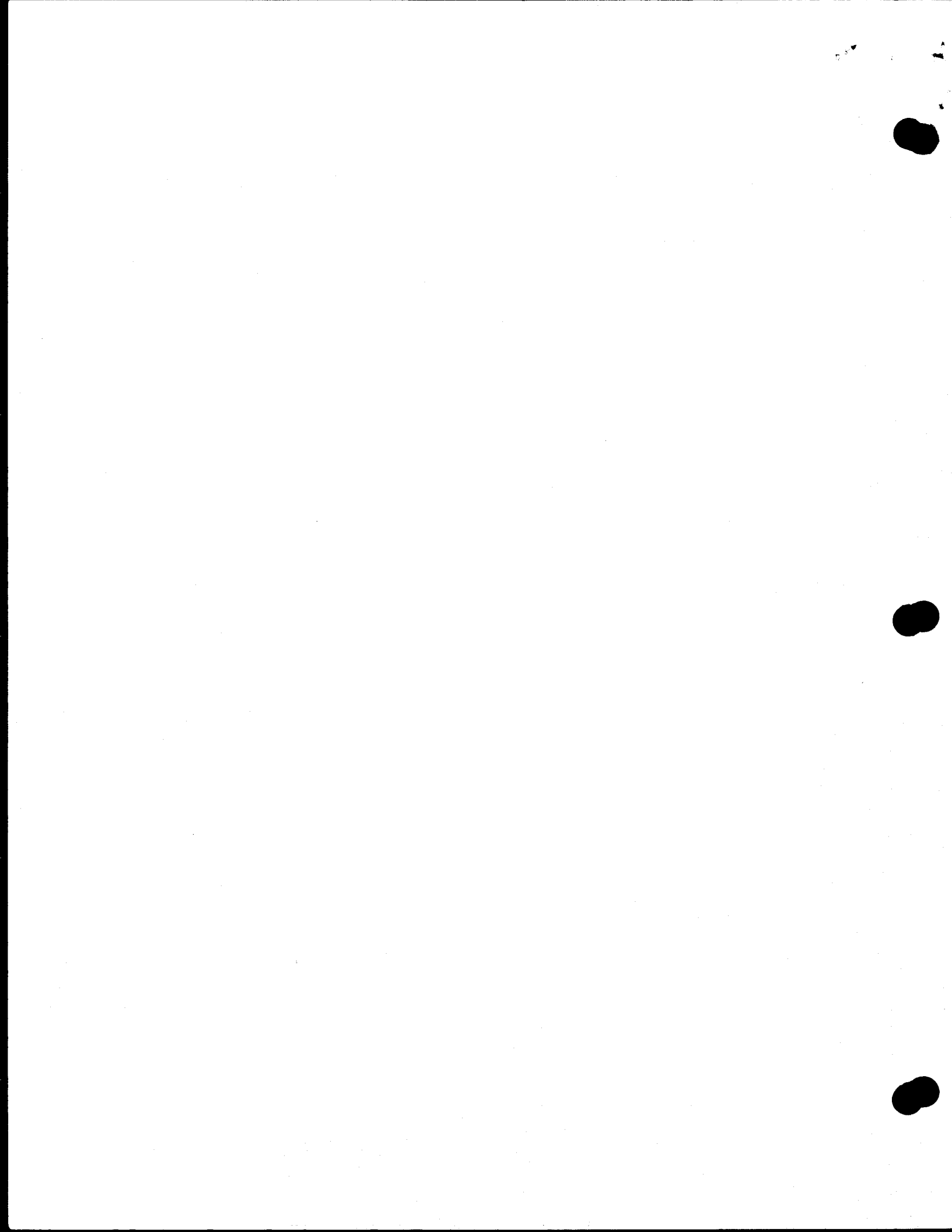


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*See  
B.R.  
for  
Revisions  
to  
Mission Statement*



CHAPTER I

OVERVIEW

In his charge to the Connecticut State University on the occasion of its attaining university status on March 3, 1983, Governor William A. O'Neill stated:

...I charge you, the Trustees, as well as the faculty and administration of the Connecticut State University, with the responsibility to pursue excellence in the preservation and advancement of knowledge, to respect freedom of speech and thought in all aspects of the academic process, to support our state's economy through instruction, research, and service, and--most important--to encourage Connecticut students of all ages, races, religions, national origins, and social conditions to develop their full potentials so that they may contribute more effectively to our society and live richer, fuller lives as individual human beings.

This charge by Governor O'Neill is regarded within the Connecticut State University as an excellent statement of the American dream of personal development and societal improvement through higher education. It is also a good summary of the university's mission.

In fulfilling this mission, and in attaining the goal of democracy which

it implies, the Connecticut State University seeks to offer a university opportunity at low cost to the student. Low cost of tuition and fees is seen as the surest way to guarantee access.

The Connecticut State University (CSU) includes four comprehensive state university campuses. The campuses are Central Connecticut State University in New Britain, founded 1849; Eastern Connecticut State University in Willimantic, founded in 1889; Southern Connecticut State University in New Haven, founded in 1892; and Western Connecticut State University in Danbury, founded in 1903.

The Connecticut State University is governed by a sixteen-member Board of Trustees, fourteen of whom are appointed by the Governor and two of whom are elected by the students. The Campus Presidents report to the President of the Connecticut State University who is responsible for the overall functioning of the University and who reports directly to the Trustees. The President of the Connecticut State University is supported by a staff which together with the President constitutes the Central Executive Office of the State University.

The Connecticut State University is a constituent unit of Connecticut's public higher education system. The other constituent units are the University of Connecticut, the Regional Community Colleges, the State Technical Colleges, and the State Board of Academic Awards. Each of these constituent units is governed by its own Board of Trustees. All are coordinated and provided overall budgetary and policy direction by the Board of Governors for Higher Education.



## CHAPTER II

### EDUCATIONAL NEEDS AND CONSTITUENCIES SERVED

The educational needs served by the Connecticut State University are those of a rapidly changing, increasingly complex society.

In a simpler era, what are now CSU campuses were single-purpose, teacher education institutions. As the pace of social and economic change quickened, students insisted on preparation for a broad range of careers, and the campuses of the Connecticut State University evolved into what the Carnegie Council on Policy Studies in Higher Education calls "comprehensive state universities."<sup>1</sup> This signifies a broad and diverse range of programs.

The life and career preparation needs of Connecticut students will continue to change in the sixteen years remaining of the twentieth century and into the twenty-first century. The Connecticut State University exists to serve the life and career preparation needs of Connecticut citizens and must change and adapt its program offerings and shift resources to meet these needs.

The Connecticut State University serves all the citizens of the state. Each campus is sometimes said to have a "regional service area" because the natural pattern is for commuting students to come from the immediately surrounding communities. However, even in the case of commuting students, some come from all corners of the state. Such enrollment reemphasizes that Connecticut State University as a whole serves individual citizens and groups in every town in the state.

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<sup>1</sup> A Classification of Institutions of Higher Education. A Report of the Carnegie Council on Policy Studies in Higher Education. Revised Edition, Berkeley, California, 1976.

Student constituencies can be summarized as follows:

1. Students from all sections of the state

Students from all 169 towns are enrolled during most semesters.

2. Students of all ages--not just the traditional college-age group, but adults and senior citizens as well

The age distribution of students in 1983-84 was:

15 - 19	24.5%
20 - 24	36.3%
25 - 29	14.0%
30 - 34	9.0%
35 - 39	6.9%
40 - 44	4.0%
45 - 59	3.6%
60+	1.6%

3. Students of both sexes

Connecticut State University campuses have a long tradition of providing opportunity to women as well as men. It is a fact that enrollment of women has usually exceeded enrollment of men on our campuses. This has been especially true at the graduate level. The current distribution is:

	<u>Women</u>	<u>Men</u>
Undergraduate	53%	47%
Graduate	69%	31%

4. Students at both the undergraduate and graduate level

For many years the Connecticut State University had the largest graduate enrollments in public higher education in the state. Fall 1983 enrollments were distributed as follows:

Undergraduate	27,158	81%
Graduate	6,503	19%

5. Full-time and part-time students

Connecticut State University has traditionally had a very large part-time enrollment. In Fall 1983, the distribution was:

Full time	19,573	58%
Part time	14,088	42%

6. Commuting students and those residing on campus

About 70% of Connecticut State University students are commuters from home or from accommodations close to campus. However, campus housing has been provided for a portion of our students since 1918 and is in growing demand today because the cost of off-campus housing has risen to the point of threatening access.

	<u>Number in Campus Housing</u>	<u>% of Full Time Undergraduates</u>
Fall 1981	4,952	27.3
Fall 1982	5,126	28.2
Fall 1983	5,377	29.0

7. Summer session students as well as those enrolling during the academic year.

Summer sessions have been offered for decades by the Connecticut State University campuses. Enrollments in recent years have totalled:

1981	11,369
1982	11,206
1983	12,027

8. Out-of-State and International Students

While the basic purpose of the Connecticut State University is to serve residents of Connecticut, a small group of out-of-state and international students add a cosmopolitan dimension to the student bodies which contributes productively to the learning environment for all students. Currently, out-of-state and international students account for about 6% of full-time enrollment.

### CHAPTER III

#### RESPONSIBILITIES IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE

##### Instruction

It is the mission of the Connecticut State University to offer a broad range of instructional programs which are responsive to the changing educational needs of the citizens and the dynamic economy of the state.

The General Assembly has authorized the Connecticut State University to offer undergraduate and graduate programs in liberal arts and career fields through the masters and sixth year levels.<sup>1</sup> Career programs are those which prepare students for productive employment in responsible positions requiring discretion and judgment. Examples of the growing range of career programs in State University curricula include but are not limited to business administration, industrial engineering technology, computer science, nursing, social work, librarianship, recreation, criminal justice, graphic arts, community psychology, family therapy, and health administration. The development of these programs responds to the Trustees' 1977 direction to the campuses:

to maintain cooperative efforts with regional business, industry, and government and to develop coordinated pre-service and in-service career programs.

<sup>1</sup>See Section 10a-149 of the Connecticut General Statutes.

Liberal arts programs encompass an extensive range of fields in the natural and physical sciences, mathematics, social and behavioral sciences, the humanities, and the fine arts. These programs seek to equip students with broad knowledge and a capacity to learn, evaluate, and adapt. They also provide preparation in depth in a specific discipline. In 1977 the Trustees directed the campuses:

to prepare students both to lead and to function effectively in a rapidly changing society, and

to provide a campus climate (physical, social, philosophical and intellectual) conducive to learning and to the development of human values and social responsibility.

In recognition of the traditional role of Connecticut State University campuses in teacher education the General Assembly has directed that the State University shall have special responsibility for preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education. In this respect the Trustees have directed the campuses:

to maintain cooperative efforts with a region's schools; provide guidance about admission for high school graduates; develop coordinated pre-service and in-service teacher education programs.

## Research

Research is an essential part of the mission of the Connecticut State University. Both basic and applied research as well as a variety of other scholarly and creative activities are included within this part of the mission.

Faculty research and creative activity within the Connecticut State University expands knowledge and develops new forms of creativity. Research and creative activities serve a number of other purposes as well. First, these activities strengthen and enliven the teaching of the faculty involved. Often students can be involved as research assistants and thus learn research techniques. In any case, the research or creative activity adds authority and credibility to the teaching of the faculty. Second, the research and creative activities maintain and extend the professional qualifications of the faculty. Third, the knowledge or esthetic product which results is normally made available in one way or another to the citizens of Connecticut. This enhances the quality of life and supports the economy of the state as directed by Governor O'Neill in his charge to the State University.

## Public Service

Public service has long been an integral part of the mission of the Connecticut State University. It reinforces or complements the instruction and research functions. Some services are provided for by direct fees to the users. Others are supported by grants or by the university budget.

Continuing education offerings through educational extension programs and summer school sessions, provided for in Section 10a-96 of the General Statutes, are the most prominent examples of public service activity. These courses, seminars, and workshops for the general public as well as specially-designed instructional offerings for specific groups are scheduled at times that make them available to the working population. An important part of this public service mission includes providing on-site, off campus courses or other instructional activity wherever this is appropriate in the state.

Faculty share their professional expertise with all the citizens of the state in a variety of ways including consulting and voluntary service in civic and professional organizations. Also, activities and facilities which are designed primarily for students can often be shared appropriately with the public. Student concerts and art exhibits, planetarium demonstrations, and intercollegiate athletic contests are examples. In some cases public participation is essential for the instructional process. The Speech and Hearing Clinic at Southern, the Weather Center at Western and student dramatic productions are examples. In other cases, such as the Polish



The logo for the Connecticut State University (CSU) is located in the top left corner. It consists of a circular seal on the left with the text 'CONNECTICUT STATE UNIVERSITY' and '1827' around the perimeter. To the right of the seal is the acronym 'CSU' in a bold, sans-serif font, with a stylized outline of the state of Connecticut below it.

# THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

## RESOLUTION

concerning

### MISSION OF CONNECTICUT STATE UNIVERSITY

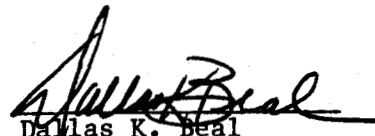
October 3, 1986

WHEREAS, The Board of Trustees of the Connecticut State University by Resolution 84-205 adopted "the Connecticut State University Mission Statement and Supporting Documents, December 1984," and

WHEREAS, In the time since the above action by the Board of Trustees the President of Connecticut State University has, in consultation with the Executive Committee of the Board of Trustees, agreed to a number of minor, primarily editorial changes in Chapters I, II, and III of the mission statement approved in Resolution 84-205, such changes having been proposed by the staff of the Department of Higher Education, therefore be it

RESOLVED, That the Board of Trustees of the Connecticut State University approves the version of Chapters I, II, and III, which is attached hereto and dated September 1986, as an amendment to "the Connecticut State University Mission Statement and Supporting Documents, December 1984."

A Certified True Copy:

A handwritten signature in black ink, appearing to read 'Dallas K. Beal', is written over a horizontal line.

Dallas K. Beal  
President



CONNECTICUT STATE UNIVERSITY

MISSION STATEMENT

SEPTEMBER 1986



## Table of Contents

Chapter I	Overview
Chapter II	Educational Needs and Constituencies Served
Chapter III	Responsibilities in Instruction, Research, and Public Service



## CHAPTER I

### OVERVIEW

Connecticut State University characterizes itself as a highly responsive public university. It is this commitment to action that permeates the implementation of its mission to engage in teaching, research, and public service in the State of Connecticut. It accepts, with enthusiasm, the mandate set forth by the Governor of the State of Connecticut in 1983, the year the university was granted university status:

"to pursue excellence in the preservation and advancement of knowledge, to respect freedom of speech and thought in all aspects of the academic process, to support our state's economy through instruction, research, and service, and--most important--to encourage Connecticut students of all ages, races, religions, national origins, and social conditions to develop their full potentials so that they may contribute more effectively to our society and live richer, fuller lives as individual human beings."

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## CHAPTER II

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The life and career preparation needs of Connecticut students will continue to change in the years remaining of the twentieth century and into the twenty-first century. The Connecticut State University exists to serve the life and career preparation needs of Connecticut citizens and must change and adapt its program offerings and shift resources to meet these needs.

The Connecticut State University enrolls students from every town in the state. Each campus is sometimes said to have a "regional service area" because the natural pattern is for commuting students to come from the immediately surrounding communities. However, even in the case of commuting students, some come from all corners of the state. Such enrollments emphasize that Connecticut State University's mission is to serve individuals and groups throughout the entire state.

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"A Classification of Institutions of Higher Education. A Report of the Carnegie Council on Policy Studies in Higher Education." Revised Edition, Berkeley, California, 1976.



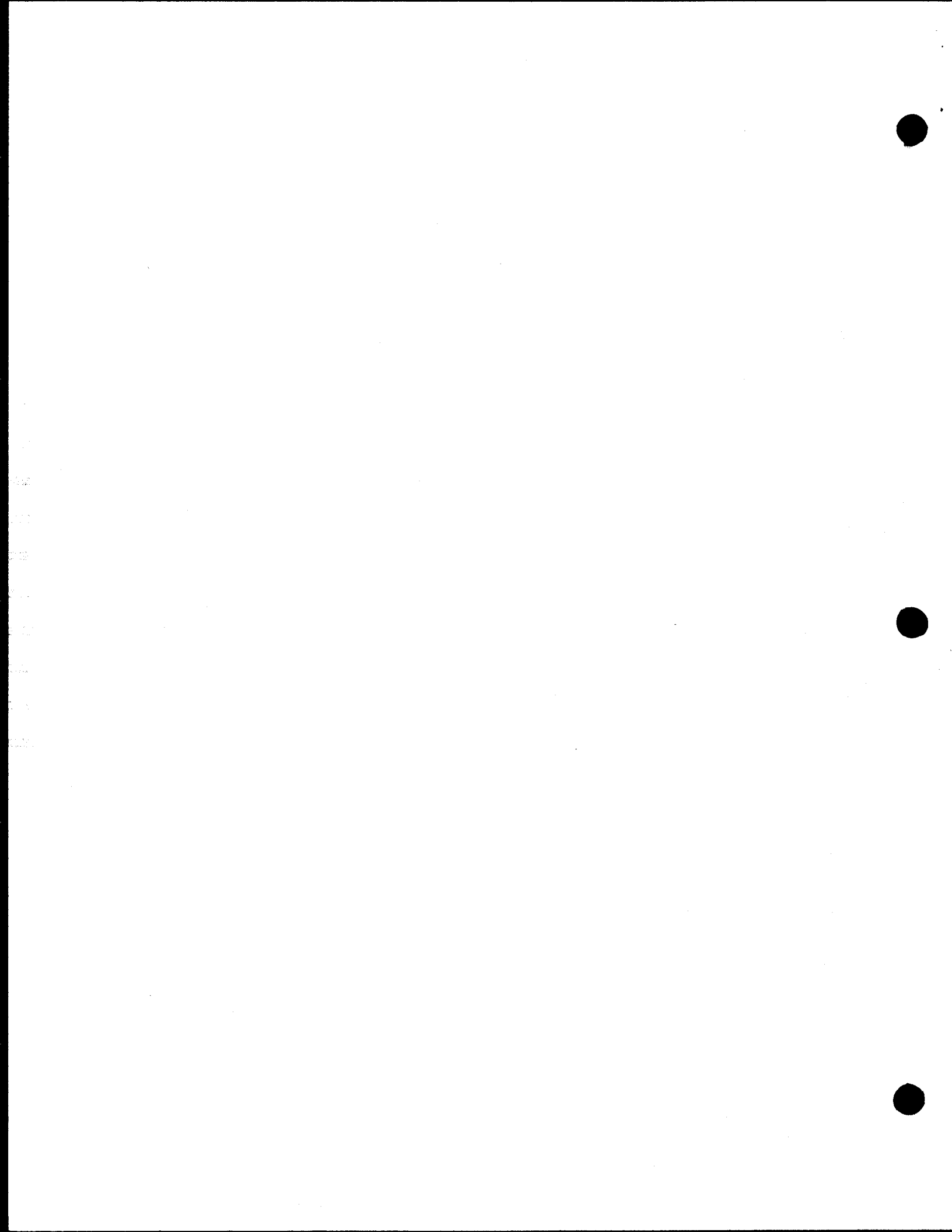
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In addition, Connecticut State University serves students of all ages, not just the traditional 18 to 24 age group, but adults and senior citizens as well. In 1983-84, more than a third of the student body was 25 years of age or older. As a significant part of its mission, Connecticut State University will continue to take initiatives to serve adult students whose primary need is for part-time instruction.

Approximately one-fifth of Connecticut State University's students are enrolled in graduate programs at the Master's and Sixth-Year levels. As with undergraduates, graduate students are offered the option of full-time or part-time study. The University values the graduate level component of its mission and is committed to its continued development.

The Connecticut State University recognizes that the extension of access to higher education for minorities and indeed for all elements of society in the state is an important aspect of its mission. The availability of on-campus housing for a portion of the undergraduate enrollment is one element of this commitment to access.

While the basic purpose of Connecticut State University is to serve residents of Connecticut, the University values the small group of out-of-state and international students who add a cosmopolitan dimension to the student bodies and who contribute productively to the learning environment for all students.



## CHAPTER III

### RESPONSIBILITIES IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE

#### Instruction

It is the mission of the Connecticut State University to offer a broad range of instructional programs which are responsive to the changing educational needs of the citizens and the dynamic economy of the state.

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to maintain cooperative efforts with regional business, industry, and government and to develop coordinated pre-service and in-service career programs.

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See Section 10a-149 of the Connecticut General Statutes.

In the foreseeable future, CSU plans to offer the B.S. in Engineering Technology at Central Connecticut State University only.





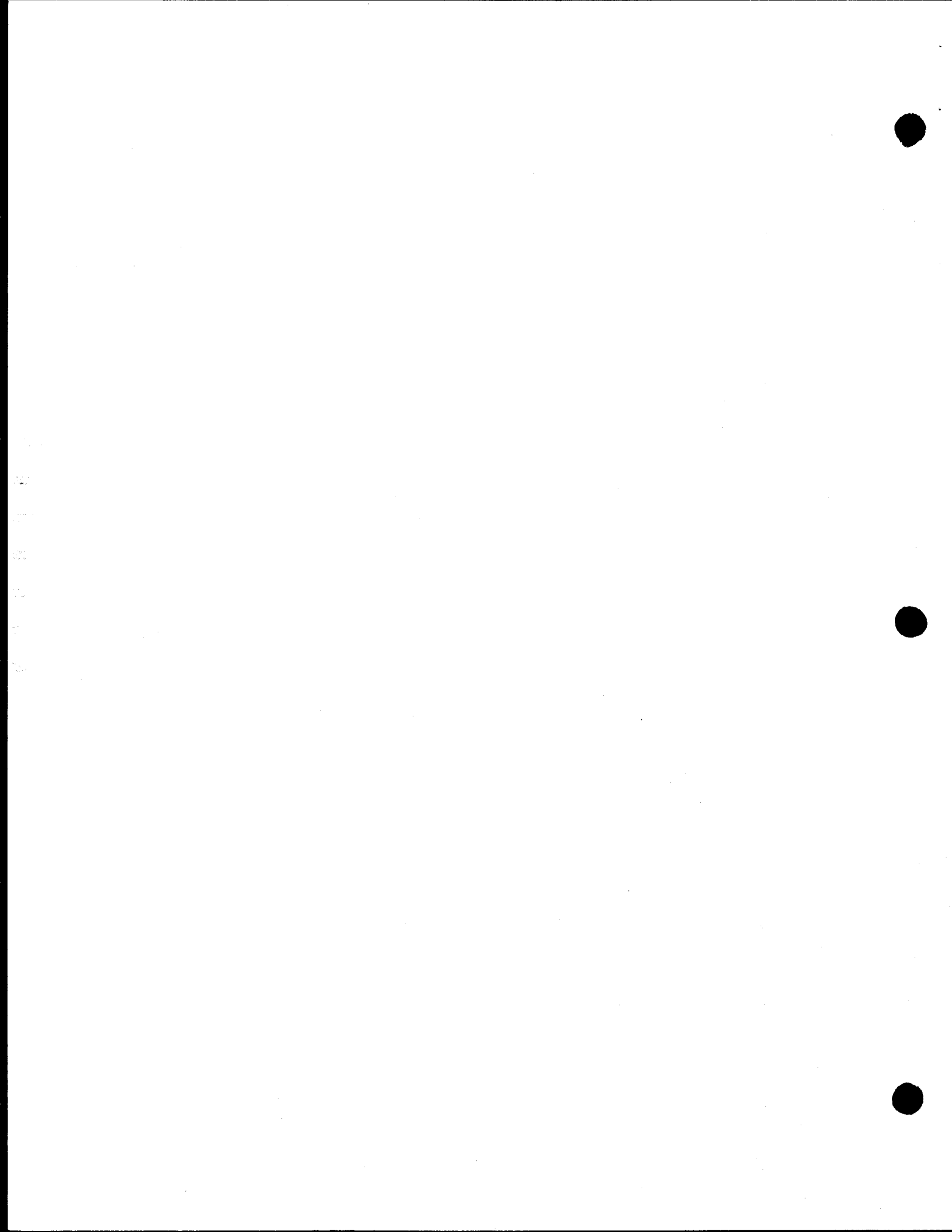
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## Research

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Faculty research and creative activity within the Connecticut State University expands knowledge and develops new forms of creativity. Research and creative activities serve a number of other purposes as well. First, these activities strengthen and enliven the teaching of the faculty. Often students can participate in faculty research projects and thus learn research techniques. In any case, the research or creative activity adds authority and credibility to the teaching of the faculty. Second, the research and creative activities maintain and extend the professional qualifications of the faculty. Third, the knowledge or esthetic product which results is normally made available in one way or another to the citizens of Connecticut.



## Public Service

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Continuing education offerings through educational extension programs and summer school sessions, provided for in Section 10a-96 of the General Statutes, are the most prominent examples of public service activity. These courses, seminars, and workshops for the general public as well as specially-designed instructional offerings for specific groups are scheduled at times that make them available to the working population. An important part of this public service mission includes providing on-site, off campus courses or other instructional activity wherever this is appropriate in the state.

Faculty share their professional expertise with all the citizens of the state in a variety of ways including consulting and voluntary service in civic and professional organizations. Also, activities and facilities which are designed primarily for students can often be shared appropriately with the public. Student concerts and art exhibits, planetarium demonstrations, and intercollegiate athletic contests are examples. In some cases public participation is essential for the instructional process. The Speech and Hearing Clinic at Southern, the Weather Center at Western and student dramatic productions are examples. In other cases, such as the Polish Studies Program at Central, the University has been designated by the General Assembly to perform a public service role. In still other cases,



such as the Center for Connecticut Studies at Eastern, the University is a logical institution to provide a culturally desirable activity.

The Trustees have had a long standing policy to make the benefits of the work of faculty as broadly available to the citizens and as productive for the economy of the state as possible. Thus, in 1977, the Trustees directed the campuses:

to serve as an educational resource center within the State and the region, and...

to aid the economic and social advancement of the institutions' surrounding region through continuing education programs, public service programs and research.





SEE BR#86-145 approved on  
10/3/86 for  
MISSION STATEMENT

CHAPTER IV  
CAMPUS ROLE STATEMENTS

Role statements for each of the four campuses of Connecticut State University are presented on the following pages.

## CHAPTER IV

### ROLE OF CENTRAL CONNECTICUT STATE UNIVERSITY

#### Overview

##### A. Institutional Identity

Central Connecticut State University, New Britain, Connecticut is one of the four campuses of the Connecticut State University. Central is an urban, multi-purpose, comprehensive state university. It was founded in 1849 and is Connecticut's oldest institution of public higher education.

##### B. General Descriptive Factors

###### 1. Primary Geographic Service Area

Central serves the economic and social advancement of the greater Hartford-New Britain area through quality academic offerings, public service efforts, continuing education programs, research projects, and cooperative community projects. It is simultaneously an institution that serves the entire state. Students from nearly all the 169 towns of Connecticut regularly enroll.

###### 2. Major Constituencies Served

Central serves approximately 13,000 full and part-time students in all the categories described in Chapter II, above. In addition, through its teaching, research, and public service activities it serves the needs of the business and industrial communities, governmental and social agencies, and elementary and secondary schools. The public also makes extensive use of Central's facilities and public programs as social and cultural resources.

3. Schools and Colleges

Central's internal organization is designed to present its programs and serve its constituencies as effectively and efficiently as possible. This organization is based on five schools: the Schools of Arts and Sciences, Business, Education and Professional Studies, Technology, and Graduate Studies. The extension program for part-time students is by long-standing tradition referred to as the Extension College.

4. Strengths and Specialties of the Institution

Among Central's assets are its teaching faculty with over fifty-six percent possessing the doctoral degree, its flexible scheduling of class offering both in the day and the evening, and the diversity of its academic programs. Central has a demonstrated ability to adjust curricula to the changing career needs of students and society, and this is one of its greatest strengths.

Central's curricular responsiveness and flexible scheduling have given it the largest part-time enrollment of any single campus in all of public higher education in Connecticut.

See Strengths and Specialties of Instruction, Research and Public Service, Infra.

## Instruction

### A. Purposes and Responsibilities

Central shares fully in the instructional mission of the Connecticut State University described in Chapter III, above.

Through its diverse group of academic majors with their related career options and projects, Central has been serving the State of Connecticut by providing a supply of well-educated professionals for businesses, industries, agencies, and schools in the state, by updating the knowledge and skills of current in-service teachers and employees, by using the unique resources of the University for training, research consultation, and public service, and by providing the students with the background necessary for entry into advanced levels of preparation for professional careers.

### B. Programs Appropriate to the Mission and Role

Central's current program inventory is found in Appendix I-B.

A summary by CIP Program Categories is also included in Appendix I-C. As a large public university located in close proximity to the seat of state government it is appropriate that Central's "role" include bachelors and master's in Public Affairs. A significant proportion of government service occupations not only require university preparation for entry, but also require in-service

education. Responding to this need would constitute logical and effective use of Central's resources. Also, Central has the largest and most mature Computer Science bachelors program in the Connecticut State University. This too is responsive to the massive computer needs of the state government, the insurance industry, and high technology firms in central Connecticut. It is appropriate for Central's role to include Computer Science at the Master's level. Central currently offers the only bachelor's program in industrial engineering technology in the Connecticut State University. It is appropriate for the status of this program to be clarified as Engineering Technology and for the role to include master's level offerings as well as bachelor's level. Health Care Administration at the Master's Level is another field which is appropriate for future development at Central. Central already has a basis in a number of disciplines on which to build such a program.

C. Undergraduate Admissions Policies

Central, as a campus of the Connecticut State University, adheres to the admissions policy stated in the October 7, 1983, Resolution (BR #83-133) of the Board of Trustees of the Connecticut State University. See Appendix I-D.

D. Remedial and Pretechnical Instructional Activities

Central uses special testing of all incoming freshmen in the areas of reading, composition, and mathematics to identify students in need of remedial activity. When identified, a number of activities are made available to

them such as appropriate non-credit courses in Reading, English, and Mathematics. Referrals to the Skill Intensification Laboratory in Mathematics and Science and/or to the Writing Center are frequently made. Students with physical handicaps or learning disabilities are assisted through the Office of Special Student Services which provides the various learning aids to make more possible their college success.

E. Transfer Policies

Transfer policies for students from the Regional Community Colleges, State Technical Colleges and the State Board of Academic Awards are governed by Board of Trustees Resolutions 72-1, 75-28, 76-55, and 81-73, which are included in Appendix I-E.

Admission from other accredited institutions is dependent upon demonstration of a satisfactory academic and personal record.

F. Nontraditional Educational Activities

Growing numbers of older students with work experience led to use of the subject matter CLEP Examinations as a substitute for a maximum of 30 semester hours of course work. Further, the unique situation of the large number of older and employed part-time students generated the establishment of an organized and staffed office to administer the Part-Time Matriculant Degree Program through which such students can earn the bachelor's degree entirely through part-time, evening attendance.

#### G. Continuing Education Activities

Each semester nearly 4,000 undergraduates and 2,000 graduate students enroll as part-time "evening" students in a wide variety of academic courses. More than half of the undergraduate and nearly all of the graduate students are employed and are seeking not only personal satisfaction, but also career advancement or career change through appropriate courses. One outstanding feature of Central's continuing education program is the fact that most courses are applicable toward a degree, and this continuing education path is being followed by increasing numbers of Connecticut residents.

#### H. Strength and Specialties of the Instructional Program

Central offers a broad range of career, liberal arts, and teacher education programs.

Programs offered by the School of Technology are unique in the Connecticut State University. These are (1) Industrial Engineering Technologies which serves students preparing for positions in industry, (2) Industrial Arts Education which prepares teachers for high schools and middle schools, and (3) Vocational-Technical Education which provides experienced craftsmen with teaching skills for teaching in the state vocational technical schools. The School of Technology also offers a variety of continuing education courses and programs for persons already in industry who wish to up-date their skills and a graduate

program option in Industrial Technical Management as part of the new MSOM degree program.

Degree programs in business serve more undergraduate majors than any other program field at Central. A new Master's program has also just been begun which, in its General Business track, is enrolled to its maximum limits. In addition, the School of Business presents bachelors and master's programs in Business Education to prepare high school teachers. This teacher education program is unique within Connecticut State University.

Another prominent career program at Central which has grown rapidly is the undergraduate major in Computer Science.

Collectively the liberal arts disciplines constitute a broad area of strength at Central. Fifty percent of each student's undergraduate program is devoted to an award-winning\* general education requirement. The undergraduate major programs in Anthropology and East Asian Studies are unique within the CSU system. Behavioral and social science programs, especially Psychology and Sociology, are heavily enrolled.

Teacher education is presented in a broad array of bachelors, master's and sixth year programs and is clearly a strength at Central. The School of Education is also heavily engaged in outreach programs serving teachers already in service.

\*AASCU's G. Theodore Mitau Award for Innovation and Change in Higher Education.



Graduate work is offered in career, liberal arts, and teacher education. Largest enrollments are in graduate Education programs, although the Master of Science in Organization and Management presented by the Schools of Business and Technology is rapidly becoming a large program.

Central has had significant success in its Cooperative Education program for undergraduates. This program has been established for over a decade and has grown to serve hundreds of students and employers each year. An honors program is also offered for undergraduates. Education abroad experiences are offered by virtue of Central's membership in the International Student Exchange Program.

## Research

### A. Description of Research Activities

Central participates fully in the research mission of the Connecticut State University described in Chapter III, above.

The Faculty and administration at Central have and will continue to participate in basic research projects in a variety of disciplines, in applied research projects which enable them to work with the business and industrial communities, outside agencies and community groups, and in

institutional research projects which analyze the university itself in relation to its role, objectives and functions.

#### B. Research Strengths and Specialties

The research strengths and specialties of an institution cannot be separated from the research interests and abilities of the faculty at any given moment in time. Institutions do not do research. Dedicated scholars, either individually or collectively, produce the research results which enable an institution to fulfill its research role. As might be expected from an institution with nearly 400 full-time teaching faculty in thirty-two different academic departments, the amount, kinds, and purposes of research activities at Central are too vast to enumerate completely in this statement. However, the following few examples convey a sense of the total research efforts.

Basic Research: (with academic department of Central faculty member)

1. "A Study of Soil Arthropods in Connecticut Forests"  
(Biology)
2. "A Study of Human Chromosome Abnormalities Using Banking Techniques" (Biology)
3. "The Irish Imagination and Early Medieval Manuscript Illumination" (English)
4. "Research in Attic Epigraphy and Prosopography" (History)
5. "The Quest for a Philosophical Jesus: Philosophy of Religion in Rousseau, Kant, Hegel, and Schelling"  
(Philosophy)

6. "Investigation into the Nature of Snowflake Aggregation in Vicinity of Melting Layer of Stratiform Clouds"  
(Physics/Earth Science)

Applied Research: (with academic department of Central faculty member)

1. "Compilation and Summarization of Computer Usages in Selected K-8 Schools in Connecticut" (Applied Math. and Computer Science)
2. "Insect Control by Repellant Planting" (Biology)
3. "Ethics of Academic Research: Balancing Responsibility Between Corporations and the Campus" (Business Administrative Science)
4. "Analysis of Book Selection and Reading Habits of Students in Connecticut Schools, Grade 4 through 12" (English)
5. "Establishment of an Alternate Energy Laboratory"  
(Industrial Technology)
6. "Accidental Hypothermia--A Cause for Concern" (Psychology)

#### Public Service

##### A. Description of Public Service Activities

Central participates fully in the public service mission of the Connecticut State University described in Chapter III, above.

Individual citizens and organized groups both seek information and analyses about issues of concern and the university responds through appropriate faculty members whose professional reputations related to the issue are widely respected. Public

service centers have also been established on-campus to provide consultative services and educational and informational programs for other persons or groups with particular needs. Among the Centers currently operating are the following: Connecticut Archaeological Survey, Center for Economic Education, Center for Free Enterprise, Copernicus Observatory and Planetarium, Polish Studies Center, and the Women's Center.

B. Public Service Strengths and Specialties

The real strength of Central's public service activities is the sincere willingness of the university community to share its resources and expertise with friends and neighbors. In so doing, the university responds to each new public service need in a manner most appropriate at a given time.

Summary Comment

In order to serve the citizens of Connecticut effectively and efficiently, Central's current and future role must have extensive scope. The role must be one which reflects favorably on the traditions of service to students and the state; one flexible enough to adjust to changing goals and aspirations of students; one diverse enough to serve the state's changing economy through career programs, public service projects, and research; one sensitive enough to serve each student through general education courses aimed at the development of individual potential; and one humane enough to provide for unique needs through remedial courses, flexible scheduling, counseling, and job placement.

This role statement recognizes that Central Connecticut State University has a dual responsibility to all students relative to academic programs. First, through general education courses and special projects, coupled with a concern for academic standards, the highest personal development of each student will be sought. Second, through a diversified range of specialized career programs, the preparation of each student for a useful life as a contributing member of society will be aided.

Finally, underlying this entire role statement is acceptance of the value-added concept of quality. Such quality is demonstrated by the ability of an institution to add to the cognitive and other related competencies of students and thereby enable them to share more fully in the good life. The thrust of Central's role is to do just that.

## ROLE OF EASTERN CONNECTICUT STATE UNIVERSITY

### Overview

#### A. Institutional Identity

Eastern Connecticut State University, Willimantic, Connecticut is one of the four campuses of the Connecticut State University. Eastern is a comprehensive multi-purpose state university. It was founded in 1889.

#### B. General Descriptive Elements

##### 1. Primary Geographic Service Area

Eastern Connecticut State University functions both as an institution involved with the educational, economic, and social development of the eastern part of the state and as an institution which serves the entire state. Students from more than 100 Connecticut towns regularly enroll.

##### 2. Major Constituencies Served

Eastern serves approximately 3,800 full-time and part-time students in all the categories described in Chapter II, above. In addition, through its teaching, research, and public service activities, Eastern serves the needs of businesses, industries, governmental and social agencies, and elementary and secondary schools.

The public also makes extensive use of Eastern's resources, programs, and facilities for social and cultural purposes.

3. Schools and Colleges

Eastern Connecticut State University is organized into three schools: The Schools of Arts and Sciences, Professional Studies (which includes graduate studies), and Continuing Education.

4. Strengths and Specialties of the Institution

Eastern has a long tradition of service to students and to society generally. Its fine reputation which accrues from this, its strong, well qualified faculty with more than sixty percent holding doctorates or other appropriate terminal degrees, its ability to develop and implement new curricula in response to changing needs of students and society, and its experience in maintaining liaison with schools, government and social agencies, business, and other community groups constitute important strengths.

Eastern is the Connecticut State University's most residential campus, i.e., a higher proportion of the students live on-campus in dormitories or apartments than on any other campus in the system. This is a strength in that it responds to a widespread preference

of Connecticut students to live on-campus and also because it affords the opportunity for a more academically focused life style.

Eastern is also the smallest of the Connecticut State University campuses and thus provides the option of a "small college atmosphere" for those students who prefer greater interpersonal contact with fellow students and faculty.

#### Instruction

A. Purposes and Responsibilities in Undergraduate and Graduate Instruction

Eastern participates fully in the instructional mission of the Connecticut State University described in Chapter III, above.

B. Programs Appropriate to the Mission and Role

Eastern's current program inventory is found in Appendix I-B. A summary by CIP Program Categories is also included in Appendix I-C.

Eastern has excellent communications facilities as well as a vigorous campus FM radio station and a student newspaper. Media Communications at the Bachelors level should thus be regarded as an appropriate part of Eastern's role.



The undergraduate Business program has become Eastern's largest undergraduate major. In light of this and of Eastern's extensive commitment to the needs of the adult learner for continuing education, a master's level program in Business should be included in Eastern's role.

A masters degree in Mathematics is appropriate for inclusion in Eastern's role. The Mathematics Department is well qualified and a masters program can be a vehicle for recruiting persons into the teaching of Mathematics in the public schools.

Both Biology and Psychology are large departments with strong undergraduate programs and should have the possibility of offering masters degrees. These degrees are appropriate to Eastern's role.

Child development has long been a special emphasis in the Education program at Eastern. Current plans call for the development of an independent program (i.e., in a CIP category distinct from Education) in child development at the bachelor's level as well as a master's program in the management of child care facilities. These should be included in Eastern's role.

#### C. Undergraduate Admissions Policies

Eastern, as a campus of the Connecticut State

University, adheres to the admissions policy stated in the October 7, 1983, resolution (BR# 83-133) of the Board of Trustees of the Connecticut State University. See Appendix I-D.

D. Remedial and Pretechnical Instructional Activities

1. The Summer Transition at Eastern Program (S.T.E.P.) is a three week residential summer session emphasizing skills development and workshops in practical issues such as decision making and establishing self discipline, and personal and academic counseling. The program is designed for students who hope to be college freshmen in the fall.
2. Math testing is undertaken for all regularly admitted students. Results are used to advise in Math placement.

E. Transfer Policies

1. Transfer policies for students from the Regional Community Colleges, State Technical Colleges and State Board of Academic Awards, are governed by Board of Trustees resolutions. See Trustees Resolutions 72-1, 75-28, 76-55, and 81-73, Appendix I-E.
2. In the case of students from other accredited institutions, admission is granted if a satisfactory academic and personal record has been achieved.

F. Nontraditional Educational Activities

Eastern Connecticut State University recognizes that significant learning occurs outside formal educational

settings. Students may receive credit for such learning when appropriately documented. All such credit must be related to subjects taught at the University and will be granted with the grade of CR.

Eastern has also made extensive use of internship in work settings to provide students with an extra dimension for learning. These internships are closely supervised by faculty.

The College Level Examination Program (CLEP) and the American College Testing Program's Proficiency Examination Program (PEP) are accepted by Eastern as a means of earning credit. Advanced standing may also be achieved through the Advanced Placement (AP) Program of the College Board.

G. Continuing Education Activities

1. Continuing education activities are a major focus of the campus. One half of the headcount enrollment at the campus is through the School of Continuing Education. Credit programs include evening, weekend, summer sessions, January intersession, off-campus courses and video courses. Growing numbers of older students who work full-time earn a bachelor's degree at Eastern through part-time attendance.
2. Non credit programming at the campus includes seminars for professionals and personal development and community

outreach activities including Elderhostel and Day for Women.

#### H. Strengths and Specialties of the Instructional Program

Eastern is committed to providing instructional programs built upon a strong arts and sciences foundation. The largely arts and sciences general education requirements comprise approximately one-third of the bachelor's degree program. This foundation includes requirements in writing, computer literacy, non western culture and interdisciplinary studies.

Eastern offers a wide range of majors in career, liberal arts and sciences, and teacher education disciplines. At present, some of the most popular programs are business administration, computer science, biology, psychology, education and sociology.

In the arts and sciences disciplines a special effort has been made to integrate arts and sciences with career preparation. One example of this integration is the rapidly growing computer and information science major which couples advanced mathematics with computer science. Another example is the Public Policy and Government major which complements instruction in political science and public administration with options in such areas as communications, economics, accounting or statistics. All liberal arts majors may achieve this integration by

participating in a variety of practica, internships, field experiences, or faculty-directed research.

Teacher education has a long tradition at Eastern. Early childhood education is a program of special interest at Eastern. The institution has received federal grants to support the training of both head start and day care personnel.

Up to this point, graduate studies at Eastern have been concentrated within teacher education. However, the institution is presently planning post baccalaureate degree programs in selected arts and sciences and career disciplines. The development of these programs will build on existing strengths and unfold on a gradual basis.

Continuing Education is organized as one of the three academic schools at Eastern and is an area which has experienced significant growth in recent years. The School of Continuing Education structure is designed to capitalize on the existing administrative support framework and to provide the academic environment needed to develop new instructional approaches responsive to the special needs of adult learners.

Eastern provides a unique opportunity for its students to have semester or year-long experiences in any of sixty-six

American colleges and universities. This opportunity is available for the same tuition and fees charged by Eastern through the institution's membership in the National Student Exchange Program.

## Research

### A. Description of Research Activities

Eastern participates fully in the research mission of the Connecticut State University described in Chapter III, above.

Eastern's faculty engage in scholarly work resulting in new or revised courses and programs as well as in basic and applied research resulting in publications, student training, or community service. Institutional research is also conducted in support of campus administration and planning.

### B. Research Strengths and Specialities

Research strengths, of course, reflect the work of individual faculty and are therefore broadly distributed throughout the curriculum.

One area of note at Eastern is Connecticut Studies. Research by Eastern's faculty and scholars from other institutions is published under the auspices of the Center for Connecticut Studies. Research is also strong in the

biological, physical, and environmental sciences and in Psychology at Eastern.

### Public Service

#### A. Description of Public Service Activities

Eastern participates fully in the public service mission of the Connecticut State University described in Chapter III, above.

Continuing education is a major public service activity at Eastern. The thrust of the continuing education program is to provide opportunities for adults to take credit courses and earn degrees. Credit programs include evening, weekend, and summer sessions, January intersessions, off-campus courses, and video courses. Non-credit activities include seminars for professional and personal development and community outreach activities such as Elderhostel and Day for Women. Seminars and non-credit programs presented by the Economics Department have received an especially good response from area business people.

Eastern offers numerous other programs which are open to the participation of the public. This includes art shows at the Akus Gallery, planetarium presentations, lectures, and athletic events. The Keelor Hall Child Development Center offers day care and an early childhood education

program to the community. The J. Eugene Smith Library is open to the community, and within the library, the Curriculum Center receives especially widespread use by teachers from surrounding school district.

B. Public Service Strengths and Specialties

The attention and support given to continuing education is reflected by the fact that it is organized as one of the three academic schools. Under the leadership of its dean this school has demonstrated a creativeness and a capacity to experiment with new approaches to instruction, such as video courses for submariners, courses in off-campus industrial sites, cooperative efforts with community colleges, and assessment of non-traditional learning for adult learners.

Summary Comment

In order to serve the citizens of Connecticut effectively and efficiently, Eastern's current and future role must have extensive scope. The role must be one which reflects favorably on the traditions of service to students and the state; one flexible enough to adjust to changing goals and aspirations of students; one diverse enough to serve the state's changing economy through career programs, public service projects, and research; one sensitive enough to serve each student through general education courses aimed at the



development of individual potential; and one humane enough to provide for unique needs through remedial courses, flexible scheduling, counseling, and job placement.

This role statement recognizes that Eastern Connecticut State University has a dual responsibility to all students relative to academic programs. First, through general education courses and special projects, coupled with a concern for academic standards, the highest personal development of each student will be sought. Second, through a diversified range of specialized career programs, the preparation of each student for a useful life as a contributing member of society will be aided.

Finally, underlying this entire role statement is acceptance of the value-added concept of quality. Such quality is demonstrated by the ability of an institution to add to the cognitive and other related competencies of students and thereby enable them to share more fully in the good life. The thrust of Eastern's role is to do just that.

## ROLE OF SOUTHERN CONNECTICUT STATE UNIVERSITY

### Overview

#### A. Institutional Identity

Southern Connecticut State University, New Haven, Connecticut, is one of the four campuses of the Connecticut State University. Southern is an urban, multi-purpose, comprehensive state university. It was founded in 1893.

#### B. General Descriptive Factors

##### 1. Primary Geographic Service Area

Southern functions both as a regionally-oriented institution involved in the economic and social development of the southern part of the state through quality academic offerings, public service efforts, continuing education programs, research and grant projects, and cooperative community projects, and as an institution that serves the entire state. Students from more than 155 Connecticut towns regularly enroll.

##### 2. Major Constituencies Served

Southern serves nearly 11,000 full-time and part-time students in all the categories described in Chapter II, above. In addition, through its teaching, research and public service activities, it serves the needs of businesses, industries, governmental and social agencies, and elementary and secondary schools. The public also makes extensive use of Southern's resources, programs, and facilities as social and cultural centers.

### 3. Schools and Colleges

Southern Connecticut State University is organized into seven major schools: The Schools of Arts and Sciences, Business Economics, Education, Library Science and Instructional Technology, Nursing, Social Work, and the School of Graduate Studies and Continuing Education.

### 4. Strengths and Specialities of the Institution

Southern is committed to establishing and maintaining programs of high quality that provide its graduates with the general knowledge and basic skills that, together, serve as a sound foundation for creative and effective participation in society and as a basis for professional and occupational specializations. Southern has a tradition of adjusting quickly to the changing educational and career needs of its students, providing flexible scheduling of its courses, both day and evening, in the summer and intersessions as well as during the academic year. One of the University's greatest strengths is its faculty, more than 60% of whom possess the doctorate or appropriate terminal degree.

Southern has evolved a number of academic programs that may be called specialties because of their uniqueness or the fact that they are not widely available elsewhere in Connecticut State University. See Instruction, Section H, infra.

## Instruction

### A. Purposes and Responsibilities

1. Southern shares fully in the instructional mission of the Connecticut State University described in Chapter III, above.
2. While the purposes of an educational institution are by necessity, constantly being redefined, Southern's philosophy of education and instruction grows out of four interrelated functions: liberal education, professional and career education, graduate study and research, and public service. The University provides its students not merely with the skills to obtain an entry level job, but the background, discipline and appreciation of life-long learning necessary for advancement in their careers.

### B. Programs Appropriate to the Mission and Role

Southern's current program inventory is found in Appendix I-B. A summary by CIP Program Categories is also included in Appendix I-C.

As a campus which serves the whole state but which also has special service obligations to the heavily populated, commercial/industrial southern region of the state, it is essential that Southern's "role" include masters programs in three areas already authorized at the baccalaureate level. These are Communications, Computer Science, and Business Administration.

C. Undergraduate Admissions Policies

Southern, as a campus of the Connecticut State University adheres to the admissions policy stated in the October 7, 1983 Resolution (BR#83-133) of the Board of Trustees of the Connecticut State University.

D. Remedial and Pretechnical Instructional Activities

Southern tests all new students in reading, writing and mathematics. Students scoring below a certain level in one or more of these areas are required to take certain non-credit remedial courses. All students are encouraged to utilize the Drop-In Writing Laboratory and the facilities of the Learning Resources Center. The University also offers special programs and services for disadvantaged and disabled students as well as international students.

E. Transfer Policies

Transfer policies for students from the Regional Community Colleges, State Technical Colleges, and the State Board of Academic Awards are governed by Board of Trustees Resolutions 72-1, 75-28, 76-55, and 81-73, which are included in Appendix I-E.

Admission from other accredited institutions is dependent upon demonstration of a satisfactory academic and personal record.

F. Nontraditional Educational Activities Southern is aware of the growing numbers of non-traditional students seeking higher education. Southern's students may waive certain requirements by passing CLEP examinations or by demonstrating competency or knowledge by passing waiver examinations designed and administered by the various departments. Students may earn credits in most departments through internships or cooperative education programs.

G. Continuing Education Activities

Southern offers part-time students the opportunity to enroll in and complete degree programs at both the undergraduate and graduate level. Furthermore, Southern makes available non-degree higher education opportunities for students seeking personal growth and enrichment through life-long learning. Each semester, several thousand students avail themselves of these opportunities.

H. Strengths and Specialties of the Instructional Program

Southern's instructional programs are distributed among career, liberal arts, and teacher education fields.

Southern offers a broad range of career programs, several of which are unique within Connecticut State University. The Master of Library Science is an example. This is the only Library Science program in Connecticut and one of only three in New England. Other career programs at Southern which are unique within the Connecticut State University

are the Master of Family Therapy, The Master of Social Work, the Bachelor of Science in Public and Community Health, the Bachelors in Journalism, and the Bachelors and Masters in Recreation.

The Bachelor of Science in Nursing is one of only two four-year undergraduate Nursing programs in Connecticut State University. Similarly the Masters in Nursing is one of only two in the CSU system.

Business Administration is the largest undergraduate program in terms of student enrollment. The major in Computer Science has grown rapidly to be the second most heavily enrolled major. Communications too has grown rapidly.

The liberal arts are collectively a strength at Southern. All undergraduate students must complete the All-University Requirements which consist of liberal arts courses. These Requirements constitute approximately one third of the total credits needed for a Bachelor's degree. A broad range of liberal arts majors are offered. Large enrollments are notable in art and the natural sciences.

Teacher education continues to be a strength at Southern. Special Education is the third largest undergraduate major on the campus in terms of enrollment. The Communications

Disorders program is a strength at both the Bachelors and Masters level. Physical Education is a well established program noted for its innovativeness.

Southern has a large graduate program which offers masters degrees and sixth-year certificates in career, liberal arts, and teacher education programs. Enrollments in Education programs are large as are those in Library Science and Counseling. The Sixth Year program in Administration and Supervision is the largest single graduate program and is unique within the Connecticut State University.

## Research

### A. Description of Research Activities

Southern participates fully in the research mission of Connecticut State University described in Chapter III, above.

Research and creative activity are important ingredients in instructional excellence and effective public service at Southern. The faculty engage in creative activity and basic and applied research which complements these other responsibilities and capitalizes on the campus' proximity to natural resources, cultural opportunities, and urban centers. The University also conducts extensive



institutional research studies as part of its planning process.

B. Research Strengths and Specialties

To describe all the various research strengths and specialties would require the inclusion of the vitae of most of the faculty to be complete. Their scholarly activities, research, publications and grant awards are both diverse and impressive. These are detailed in the various accreditation reports for which Southern and its faculty have received numerous commendations.

Public Service

A. Description of Public Service Activities

Southern participates fully in the public service mission of Connecticut State University described in Chapter III, above.

Southern has a long standing and well-known commitment to providing quality educational, cultural and social programs - for the citizens of the state. Through its library, clinics, centers, galleries, performing series, exhibitions, sporting events, faculty expertise, student volunteers, internships and placements, Southern offers programs and services that enhance its academic life and create opportunities for the public to broaden its intellectual, cultural and social life.

B. Public Service Strengths and Specialities

Southern has long been viewed as a leader in providing services, expertise and facilities that benefit many communities. Among the facilities and centers currently being operated in behalf of the University and the community at large are: Buley Library, Lyman Auditorium, Moore Fieldhouse, and Pelz Gymnasium, the Planetarium, Center, Earl Hall Art Gallery, Communication Disorders Clinic, and the Family Counseling Clinic.

Summary Comment

In order to serve the citizens of Connecticut effectively and efficiently, Southern's current and future role must have extensive scope. The role must be one which reflects favorably on the traditions of service to students and the state; one flexible enough to adjust to changing goals and aspirations of students; one diverse enough to serve the state's changing economy through career programs, public service projects, and research; one sensitive enough to serve each student through general education courses aimed at the development of individual potential; and one humane enough to provide for unique needs through remedial courses, flexible scheduling, counseling, and job placement.

This role statement recognizes that Southern Connecticut State University has a dual responsibility to all students relative to academic programs. First, through general education courses and special projects, coupled with a concern for academic standards, the

highest personal development of each student will be sought. Second, through a diversified range of specialized career programs, the preparation of each student for a useful life as a contributing member of society will be aided.

Finally, underlying this entire role statement is acceptance of the value-added concept of quality. Such quality is demonstrated by the ability of an institution to add to the cognitive and other related competencies of students and thereby enable them to share more fully in the good life. The thrust of Southern's role is to do just that.

## ROLE OF WESTERN CONNECTICUT STATE UNIVERSITY

### Overview

#### A. Institutional Identity

Western Connecticut State University, Danbury, Connecticut is one of the four campuses of the Connecticut State University. Western is an urban, multi-purpose, comprehensive, state university. It was founded in 1903.

#### B. General Descriptive Factors

##### 1. Geographical Service Area

Western serves the entire State of Connecticut by regularly enrolling students from more than 125 Connecticut cities and towns thus contributing to the economic and social advancement of the citizenry. Proximity to New York State border causes a somewhat higher percent out-of-state enrollment than average for Connecticut State University campuses. Regional impact is strong; eighty-four percent (84%) of full-time students live within a 30 mile radius of Danbury; eighty-five percent (85%) of part-time students live within the same 30 mile radius.

2. Major Constituencies Served

Western serves approximately 6,000 full and part-time students in all the categories described in Chapter II, above. In addition, through its teaching, research, and public service activities, it serves the needs of businesses, industries, governmental and social agencies, and elementary and secondary schools. The public also makes extensive use of Western's resources, programs, and facilities as social and cultural centers.

3. Schools Within Institution

Organizationally, Western serves its constituents through four schools: Arts & Sciences, the Ansell School of Business, Professional Studies, and Graduate & Extension Services.

4. Strengths and Specialties

Among Western's assets are its long and distinguished service to students and society and its fine reputation; its well-recognized faculty, with more than sixty percent holding the appropriate terminal degree; flexibility to plan, develop and implement curricula in response to changing needs of students and society; active liaison to the social service, health, education, business and corporate community in Western Connecticut and a record of responsiveness to the needs of these organizations; an active institutional advancement and fund-raising program.

## Instruction

### A. Purpose and Responsibilities of Instruction

Western shares fully in the instructional mission of the Connecticut State University described in Chapter III, above.

### B. Program Categories - Present and Appropriate

Western's current program inventory is found in Appendix I-B. A summary by CIP Program Categories is also included in Appendix I-C.

Western serves one of Connecticut's fastest growing and economically most dynamic areas. If the campus is to contribute to this dynamism and growth, a number of program categories and/or degree levels not currently offered must be included in Western's "role." These include Computer and Information Science at the Master's level and Engineering Technologies (optics) at the Bachelor's and Master's level. Psychology is another field, strong at the undergraduate level, which is appropriate for inclusion in Western's role at the Master's level.

### C. Undergraduate Admissions Policy

Western observes the admissions policies established by the Board of Trustees resolution for all Connecticut State University campuses. See Trustees Resolution 83-133 in Appendix I-D.

D. Remedial and Pretechnical Instructional Categories

Remedial and developmental laboratories in writing, mathematics, reading and study skills have been established. Students may be referred to the laboratories as a result of the skills assessment process, or may be self referred for skills improvement.

E. Transfer Policies

Transfer policies for students from the Regional Community Colleges, State Technical Colleges, and State Board of Academic Awards are governed by Board of Trustees Resolutions 72-1, 75-28, 76-55, and 81-73, which are included in Appendix I-E. In the case of transfer students from other accredited institutions, admission is generally granted if a satisfactory academic and personal record has been achieved.

F. Nontraditional Educational Activities

Cooperative Education combines formal classroom study with meaningful work experience to provide professional development, academic achievement, and personal growth. Credit by examination is also employed to serve a growing number of older and working students. A bachelor's degree may also be obtained entirely through part-time evening attendance.

#### G. Continuing Education Activities

Credit courses at the undergraduate and graduate level are offered on-campus from late afternoon into the evening. Nearly one-half of Western's head count enrollment attends in the evening on a part-time basis. Non-credit programming is offered by the University Center for personnel enrichment. Two summer sessions are also regularly scheduled.

#### Instruction

#### H. Strengths and Specialties of the Instructional Program

Western offers instruction in a broad range of career, liberal arts, and teacher education programs.

A bachelors program is offered in Justice and Law Administration to serve personnel of the federal correctional facility in Danbury as well as other justice personnel in the region and the state. This program is unique within Connecticut State University.

Business Administration programs are the largest undergraduate areas in terms of enrollment at Western. The Ancell School of Business, named after its earliest major benefactor, is located in an esthetically attractive, contemporary building on the westside campus. In addition,



the building houses the Computer Center with its large-capacity computer donated by the Perkin-Elmer Corporation and the Robert S. Young Memorial Library, which houses a business collection replicating Harvard University's core business collection. The library is also named for an individual whose family are benefactors of Western. Support from private contributors has given Western extra resources to build the excellence of a number of its programs. Computer science and information systems have, in particular, benefitted from such support.

Nursing is offered at both the Bachelors and Masters level at Western. The Bachelors program is a four-year program, and one of only two such programs in the Connecticut State University. Similarly the Master of Science in Nursing is offered at only one other campus in the CSU system.

Music is a well-established program at Western with bachelors degrees being presented in a liberal arts track, a performance track, and a teacher education track. Although officially distinct from the University, the Charles Ives Center for the Performing Arts operated by the Ives Board on the westside campus enhances the climate for music at Western.

The liberal arts and sciences are a strength at Western. A Common Core of liberal arts courses is required

of all undergraduates. This requirement consists of approximately one-third of the credits needed for the bachelor's degree. In the liberal arts and sciences, Western's Master's degree in Oceanography/Limnology is unique within Connecticut State University. Meteorological studies and research are also well developed at Western. Several major grants and research contracts sustain efforts in earth, air and marine sciences.

Teacher education is a long-standing tradition at Western with a range of programs at the Bachelors and Masters level.

Particular attention has been devoted at Western to being responsive to the needs of area businesses, public agencies, and schools. A wide range of non-credit courses as well as credit courses are designed and offered to meet these needs. A broad range of cultural programs is also offered and shared with the community.

Graduate programs are offered in career, liberal arts, and teacher education disciplines. Enrollments in Education and Business programs are large. The Master of Science in Administration is presented with concentrations in Accounting, Finance, Health Care Administration, Human Resources Management, Marketing, International Business, and Public and Non-Profit Administration. This program together with the new Master's in Nursing program, reflect Western's responsiveness to state and regional needs.

## Research

### A. Description of Research Activities

Research and other scholarly activities are fundamental to Western's mission and role. Research and creative activities are conceived and carried out by individual faculty members. Faculty research enhances the instructional process while setting an example for students and often times involves student participation, especially at the graduate level. It is also an essential element of the professional development of individual faculty members. Both basic and applied research are conducted by faculty and staff. Institutional research and instructional research, which are types of applied research focused on student learning and university administration, are also conducted. Western Connecticut State University maintains several support operations to assist and encourage faculty research activities: an Office of Institutional Research and Grants, grants newsletter, grant guides, a Research and Development Committee, a University Faculty Scholars Program, travel assistance, data-base privileges, a Faculty Honors Convocation recognizing accomplishments, a special symposia, sabbatic program, extensive computer support, and active use of the Connecticut State University Foundation.

## B. Research Strengths and Specialties

In general, activities in basic and applied research at Western in the following areas: meteorological and astronomical studies, chemical and biological sciences, aquatic and marine studies, education, humanities, social sciences, health related areas, and business. A full-time faculty of over 200, as would be expected, generates extensive research and scholarly activities. A few examples help to convey a sense of the total research effort.

1. During the past three (3) years, eight (8) National Science Foundation Grants, six (6) Fulbright Fellowships, and seven (7) grants from the National Endowment for the Humanities, have been awarded to Western Connecticut State University faculty.
2. Some recently concluded or current major research projects include:
  - a. investigation into the development of severe storms using special indices and meteorological intelligence (\$143,000)
  - b. three water related studies (\$28,000)
  - c. a NASA Funded hyades stars project (\$14,000)
  - d. weather research project for Long Island Sound (\$18,000)
  - e. learning disabilities research (\$20,000)
  - f. four Department of Energy, chemistry project (chlorines, porphyrins, and metallo-derivatives) (\$100,000)
  - g. National Marine Fisheries project (\$20,000)

## Public Service

### A. Description of Public Service Activities

Examples at Western best describe public service activities: evening courses for credit for part-time students; non-credit program offerings for career advancement or professional enrichment; cultural events such as lectures and athletic contests to which the public is invited; public participation in the instructional process in which members of the public are clients or consumers of services in which students are being trained; consulting by faculty or research by faculty focused on a problem or area of concern to the public; student operated radio and community access TV which broadcast beyond the limits of the campus; use of campus facilities for educational or other appropriate activities of community groups; and, service by faculty and staff as members and officers of professional organizations and learned societies.

### B. Public Service Strengths and Specialties

A major strength of Western is the sincere willingness of the university community to share its resources and expertise. Some examples are: efficient extension and continuing education programs which can expand or contract in response to shifting needs and interests of the community; creative non-credit programming through the University Center for Lifelong Learning; the Ives Center for the Performing Arts which provides an outstanding

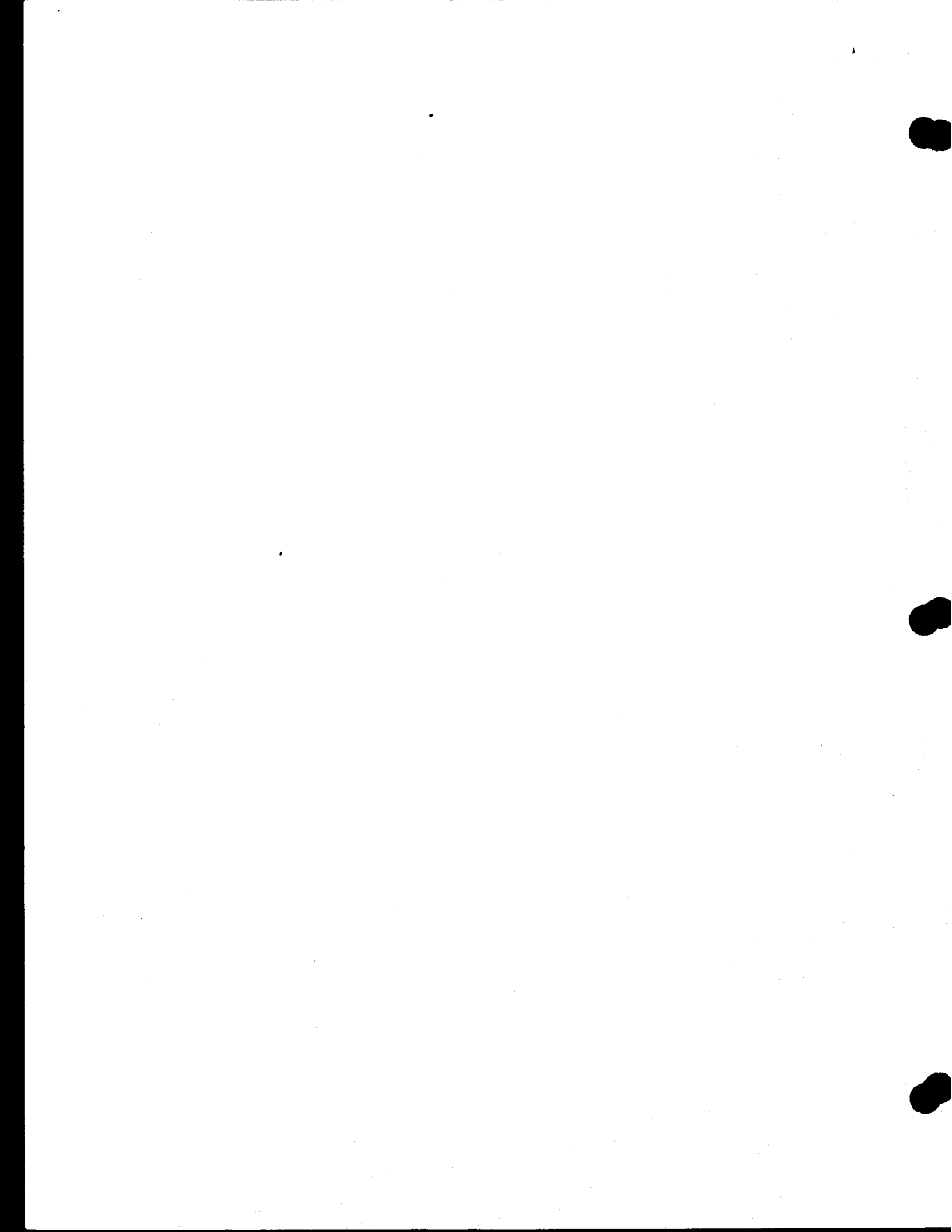
concert facility; and, special centers for educational diagnostic services, urban and regional studies, weather information, aquatic studies, and economic analysis and forecasting.

#### Summary Comment

In order to serve the citizens of Connecticut effectively and efficiently, Western's current and future role must have extensive scope. The role must be one which reflects favorably on the traditions of service to students and state; one flexible enough to adjust to changing goals and aspirations of students; one diverse enough to serve the state's changing economy through career programs, public service projects, and research; one sensitive enough to serve each student through general education courses aimed at the development of individual potential; and one humane enough to provide for unique needs through developmental courses, flexible scheduling, counseling, and job placement.

This role statement recognizes that Western Connecticut State University has a dual responsibility to all students relative to academic programs. First, through liberal education and special co-curricular activities, coupled with a concern for academic standards, the highest personal development of each student will be sought. Second, through a diversified range of specialized career programs, the preparation of each student for a useful life as a contributing member of society will be aided.

Finally, the overarching principle of this entire role and scope statement is acceptance of the value-added concept of quality. Such quality is demonstrated by the ability of an institution to add to the cognitive and other related competencies evidenced by students and thereby enable them to share more fully in the good life. The thrust of Western's role is to do just that.





APPENDIX I-C

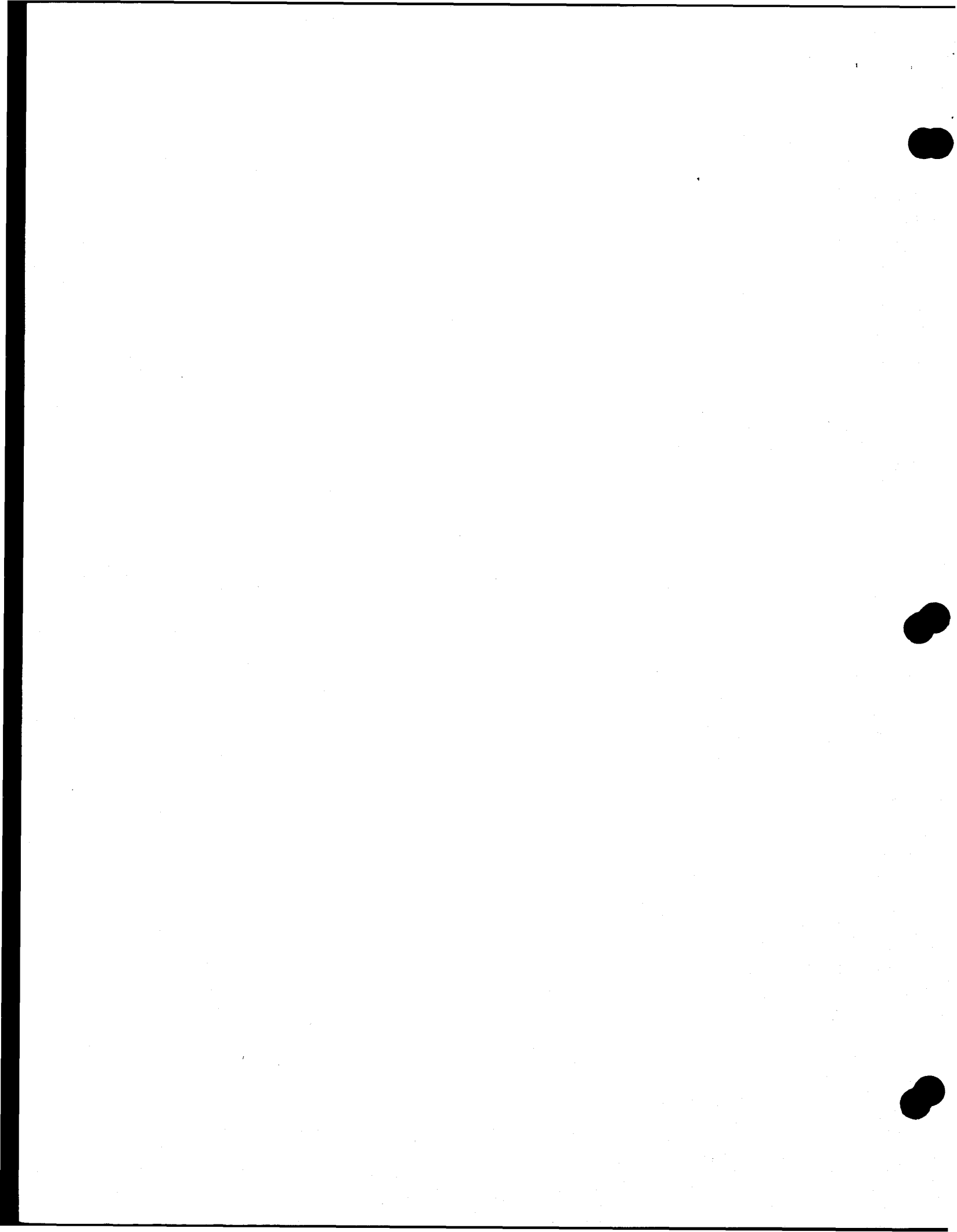


CENTRAL CONNECTICUT STATE UNIVERSITY  
New Britain, Connecticut

PROGRAM CATEGORIES*	CIP Codes	Presently Offered		Appropriate for the Future	
		B	M	B	M
Agriculture	01-03	-	-		
Architecture and Environmental Design	04	-	-		
Area and Ethnic Studies	05	X	X		
Business	06-08	X	X		
Communications	09-10	X	-		
Computer and Information Science	11	X	-		X
Consumer, Personal and Miscellaneous Services	12	-	-		
Education	13	X	X		
Engineering	14	X <sup>^</sup>	-		
Engineering Technologies	15	-	-	X	X
Foreign Languages	16	X	X		
Allied Health	17	-	-		
Health Sciences	18	X	-		X
Home Economics	19-20	-	-		
Industrial Arts	21	-	-		
Law	22	-	-		
Letters	23	X	X		
Liberal/General Studies	24	-	-		
Library and Archival Sciences	25	-	-		
Life Sciences	26	X	X		
Mathematics	27	X	X		
Military Sciences	28-29	-	-		
Multi/Interdisciplinary Studies	30	X	-		
Parks and Recreation	31	-	-		
Personal and Social Development	32	-	-		
Philosophy, Religion, and Theology	38-39	X	-		
Physical Sciences	40-41	X	X		
Psychology	42	X	X		
Public Affairs and Protective Services	43-44	-	-	X	X
Social Sciences	45	X	X		
Trade and Industrial	46-49	-	-		
Visual and Performing Arts	50	X	-		

<sup>^</sup> Engineering Transfer Program offered in conjunction with the University of Connecticut. Also, the Industrial Engineering Technologies program is currently listed in the Engineering category.

\* Source: A Classification of Instructional Programs. Washington, D.C.: National Center for Education Statistics, 1981.

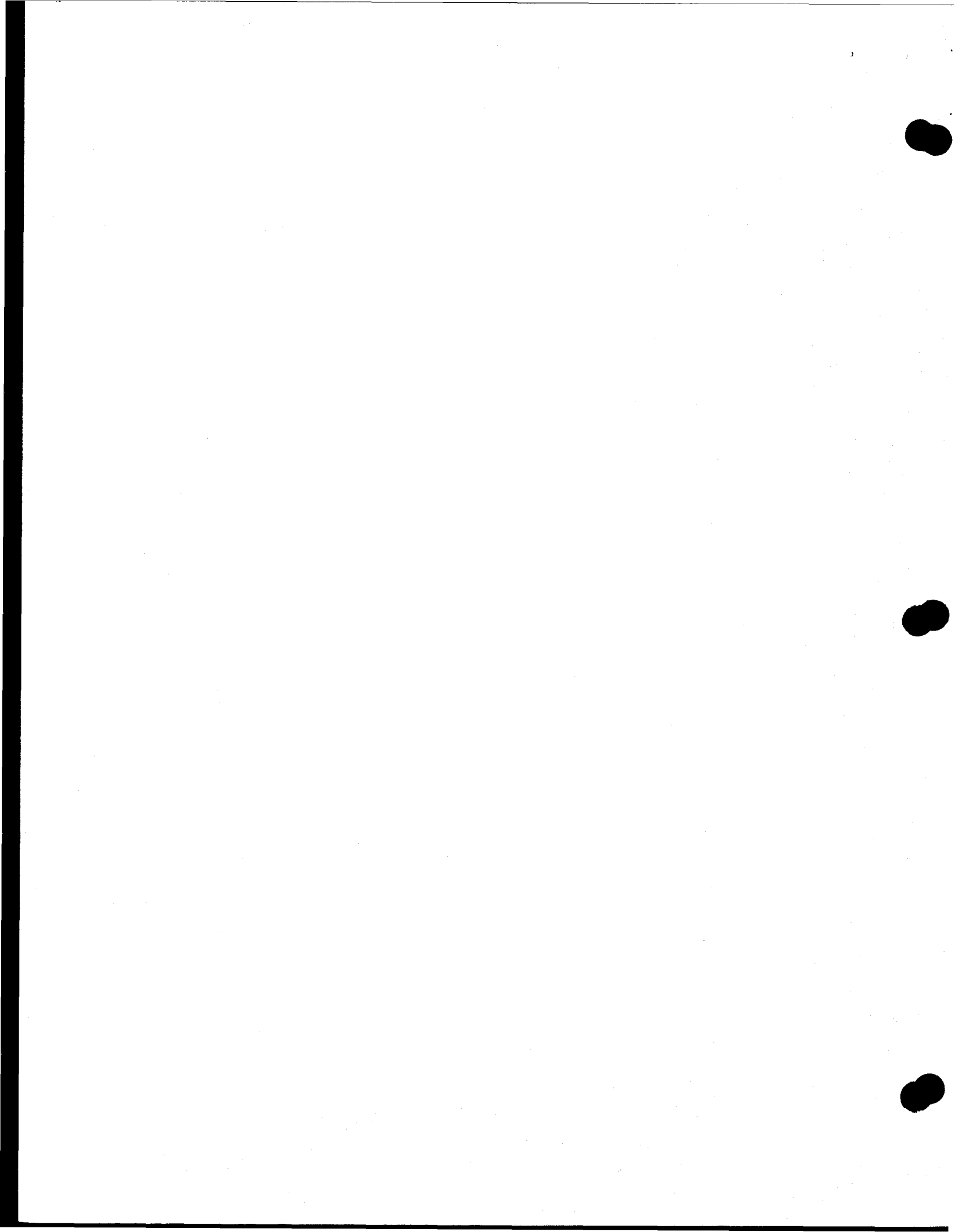


EASTERN CONNECTICUT STATE UNIVERSITY  
Willimantic, Connecticut

PROGRAM CATEGORIES*	CIP Codes	Presently Offered		Appropriate for the Future	
		B	M	B	M
Agriculture	01-03	-	-		
Architecture and Environmental Design	04	-	-		
Area and Ethnic Studies	05	-	-		
Business	06-08	X	-		X
Communications	09-10	-	-	X	
Computer and Information Science	11	X	-		
Consumer, Personal and Miscellaneous Services	12	-	-		
Education	13	X	X		
Engineering	14	-	-		
Engineering Technologies	15	-	-		
Foreign Languages	16	X	-		
Allied Health	17	-	-		
Health Sciences	18	-	-		
Home Economics	19-20	-	-	X	X <sup>^</sup>
Industrial Arts	21	-	-		
Law	22	-	-		
Letters	23	X	-		
Liberal/General Studies	24	X	-		
Library and Archival Sciences	25	-	-		
Life Sciences	26	X	-		X
Mathematics	27	X	-		X
Military Sciences	28-29	-	-		
Multi/Interdisciplinary Studies	30	X	-		
Parks and Recreation	31	-	-		
Personal and Social Development	32	-	-		
Philosophy, Religion, and Theology	38-39	-	-		
Physical Sciences	40-41	X	-		
Psychology	42	X	-		X
Public Affairs and Protective Services	43-44	X	-		
Social Sciences	45	X	-		
Trade and Industrial	46-49	-	-		
Visual and Performing Arts	50	X	-		

<sup>^</sup> Child Development (Bachelor's level) and Child Care Management (Master's Level)

\* Source: A Classification of Instructional Programs. Washington, D.C.:  
National Center for Education Statistics, 1981.



SOUTHERN CONNECTICUT STATE UNIVERSITY  
New Haven, Connecticut

PROGRAM CATEGORIES*	CIP Codes	Presently Offered		Appropriate for the Future	
		B	M	B	M
Agriculture	01-03	-	-		
Architecture and Environmental Design	04	-	-		
Area and Ethnic Studies	05	-	-		
Business	06-08	X	X		X
Communications	09-10	X	-		X
Computer and Information Science	11	X	-		X
Consumer, Personal and Miscellaneous Services	12	-	-		
Education	13	X	X		
Engineering	14	-	-		
Engineering Technologies	15	-	-		
Foreign Languages	16	X	X		
Allied Health	17	-	-		
Health Sciences	18	X	X		
Home Economics	19-20	-	-		
Industrial Arts	21	-	-		
Law	22	-	-		
Letters	23	X	X		
Liberal/General Studies	24	X	-		
Library and Archival Sciences	25	X	X		
Life Sciences	26	X	X		
Mathematics	27	X	X		
Military Sciences	28-29	-	-		
Multi/Interdisciplinary Studies	30	-	-		
Parks and Recreation	31	X	X		
Personal and Social Development	32	-	-		
Philosophy, Religion, and Theology	38-39	X	-		
Physical Sciences	40-41	X	X		
Psychology	42	X	X		
Public Affairs and Protective Services	43-44	X	X		
Social Sciences	45	X	X		
Trade and Industrial	46-49	-	-		
Visual and Performing Arts	50	X	X		

\* Source: A Classification of Instructional Programs. Washington, D.C.:  
National Center for Education Statistics, 1981.





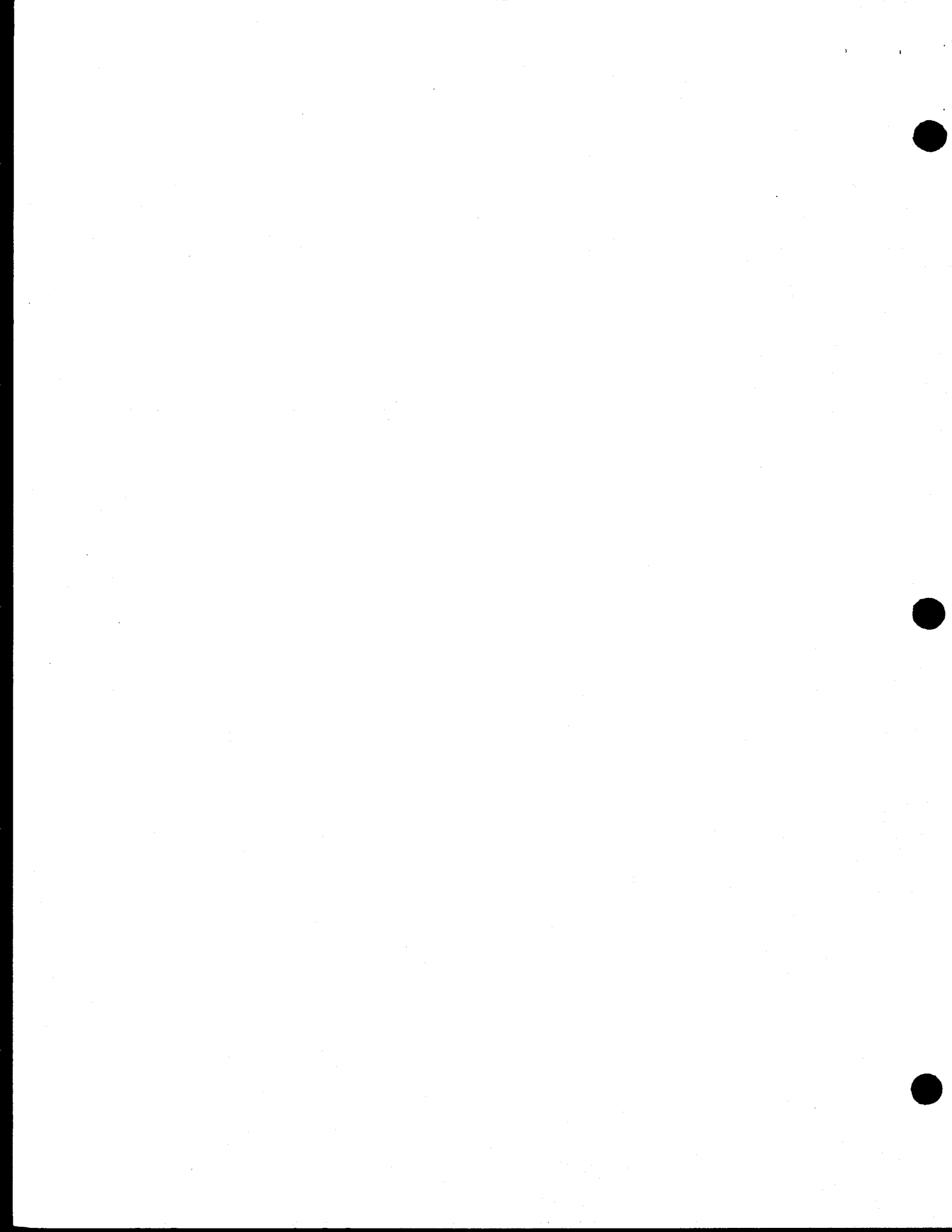
WESTERN CONNECTICUT STATE UNIVERSITY  
Danbury, Connecticut

PROGRAM CATEGORIES*	CIP Codes	Presently Offered		Appropriate for the Future	
		B	M	B	M
Agriculture	01-03	-	-		
Architecture and Environmental Design	04	-	-		
Area and Ethnic Studies	05	-	-		
Business	06-08	X	X		
Communications	09-10	X	X		
Computer and Information Science	11	X	-		X
Consumer, Personal and Miscellaneous Services	12	-	-		
Education	13	X	X		
Engineering	14	X <sup>^</sup>	-		
Engineering Technologies (optics)	15	-	-	X	X
Foreign Languages	16	X	-		
Allied Health	17	-	-		
Health Sciences	18	X	X		
Home Economics	19-20	-	-		
Industrial Arts	21	-	-		
Law	22	-	-		
Letters	23	X	X		
Liberal/General Studies	24	-	-		
Library and Archival Sciences	25	X <sup>~</sup>	-		
Life Sciences	26	X	-		
Mathematics	27	X	X		
Military Sciences	28-29	-	-		
Multi/Interdisciplinary Studies	30	-	-		
Parks and Recreation	31	-	-		
Personal and Social Development	32	-	-		
Philosophy, Religion, and Theology	38-39	-	-		
Physical Sciences	40-41	X	X		
Psychology	42	X	-		X
Public Affairs and Protective Services	43-44	X	X		
Social Sciences	45	X	X		
Trade and Industrial	46-49	-	-		
Visual and Performing Arts	50	X	-		

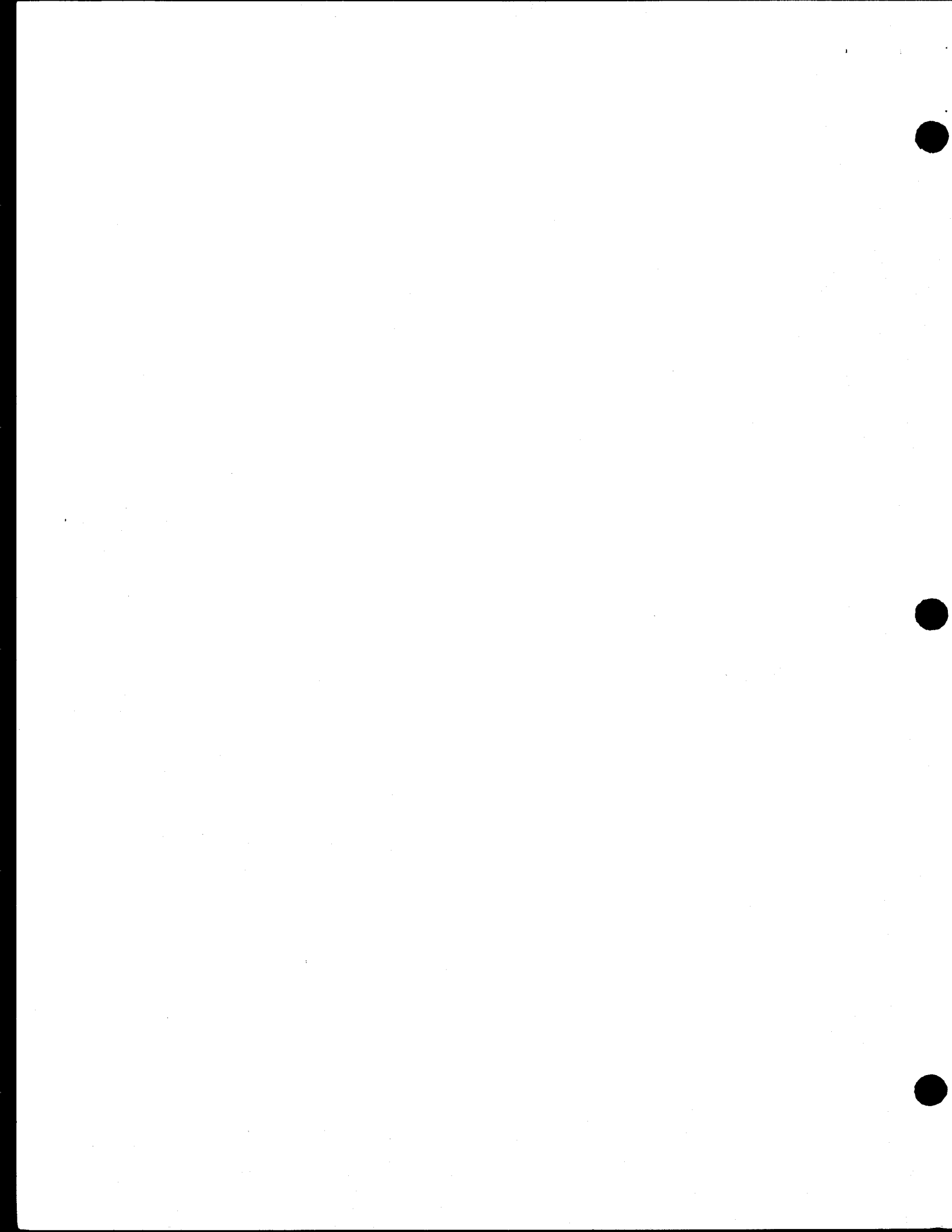
<sup>^</sup> Joint Engineering Program, offered in cooperation with University of Bridgeport

<sup>~</sup> Offered in conjunction with Southern Connecticut State University

\* Source: A Classification of Instructional Programs. Washington, D.C.: National Center for Education Statistics, 1981.



APPENDIX I-D





# THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

## RESOLUTION

concerning

Undergraduate Admissions Policy for General Fund Students  
in the  
Connecticut State University

October 7, 1983

WHEREAS, It has been the traditional policy of Connecticut State University, in fulfillment of the democratic values of our society, to extend opportunity to as many able students as possible to develop their potentials as individuals and their capacities to contribute to society, therefore be it

RESOLVED, That the Trustees of Connecticut State University direct that the following policies be observed on all campuses of the University with respect to undergraduate admissions:

- Persistent and active efforts shall be made to recruit and admit a student body which possesses a diversity of talents and cultural backgrounds.
- A policy of non-discrimination and equal opportunity for all persons regardless of race, color, religion, sex, age, national and ethnic origin or handicap status shall be observed in admissions decisions.
- Admission may be offered to qualified graduates of accredited secondary schools, to transfer students, and to holders of a State Equivalency Diploma.
- For students seeking freshman admission shortly after graduation from high school the normal guidelines for minimum preparation at the secondary level shall be:

English (four years)

Courses should emphasize writing as well as literature.

Mathematics (two to three years)

Desired sequence is Algebra I, Geometry, and Algebra II. A fourth year of mathematics consisting of Trigonometry, Analytical Geometry or Mathematical Analysis is recommended.



Science (two years)

Courses should include at least one year of lab science.

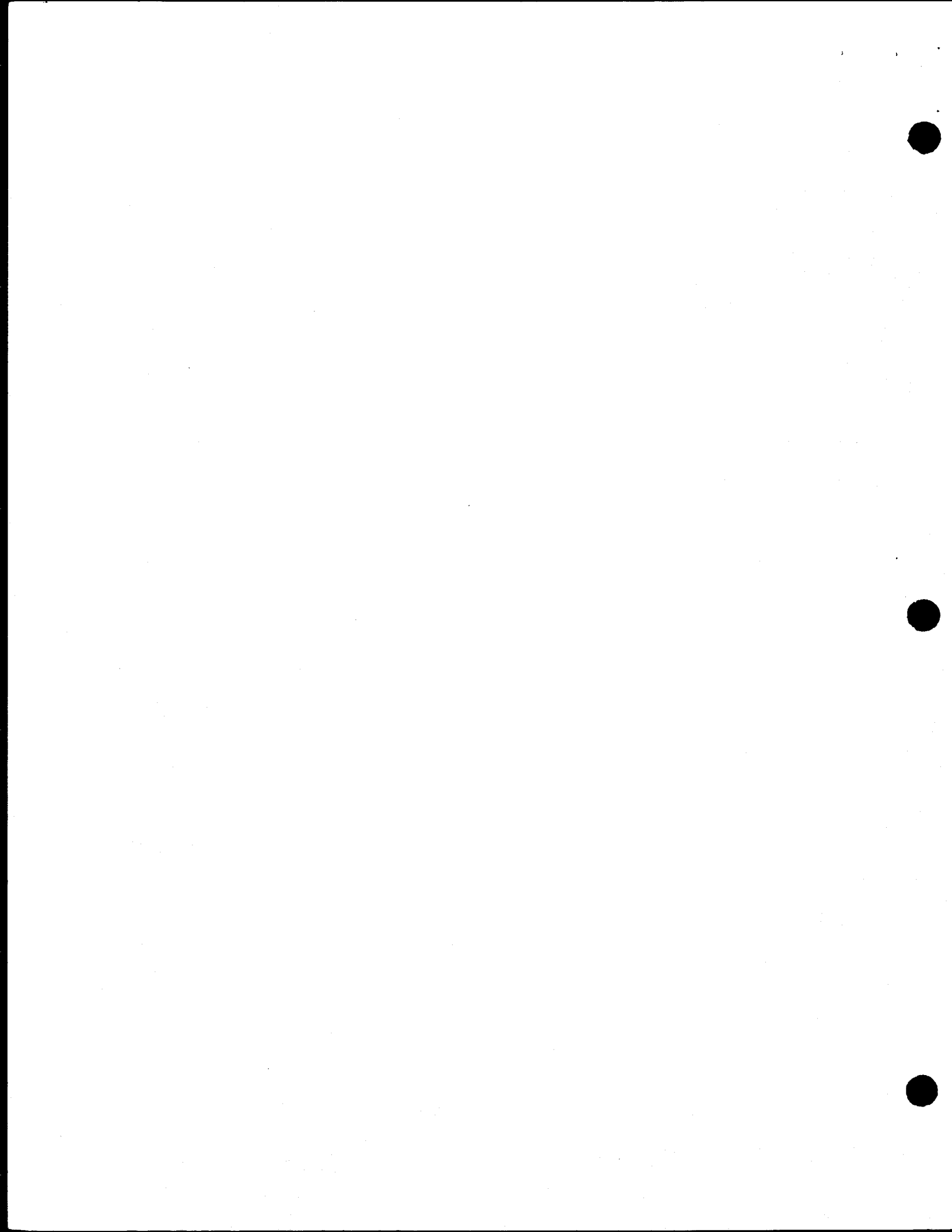
Social Science (two to three years)

Courses should include U.S. History.

Foreign Language (two years)

Courses or other experiences in the fine arts and computer science are encouraged.

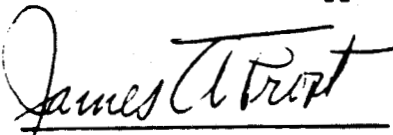
- Admissions directors shall communicate the above guidelines to high school principals and guidance counselors and shall inform them that, effective Fall 1986, the guidelines will specify a minimum of three years of Mathematics.
- Students who have followed appropriate innovative programs or non traditional curricula may also be considered for admission when there is strong evidence that they are qualified for collegiate level studies.
- An official secondary school transcript and an estimate of the applicant's rank in his/her graduating class must be submitted. A recommendation for University admission by principal, headmaster, or guidance counselor must be submitted whenever practicable.
- Applicants for freshman admission who are high school students or recent high school graduates shall be required to present results of the Scholastic Aptitude Test of the College Board (or of equivalent tests.)
- Factors which may be considered by the Director of Admissions in addition to the high school record and SAT scores include the academic competitiveness of the applicant's secondary school, motivation and maturity, extra-curricular achievements, evidence of leadership potential, special talents, and social and cultural factors.
- In the case of applicants for freshman admission who completed secondary school several years previously, the Director of Admission may consider military experience, employment, or other evidence of responsibilities successfully fulfilled.
- Applicants may request an interview with an admissions counselor as a part of the admissions decisions process.

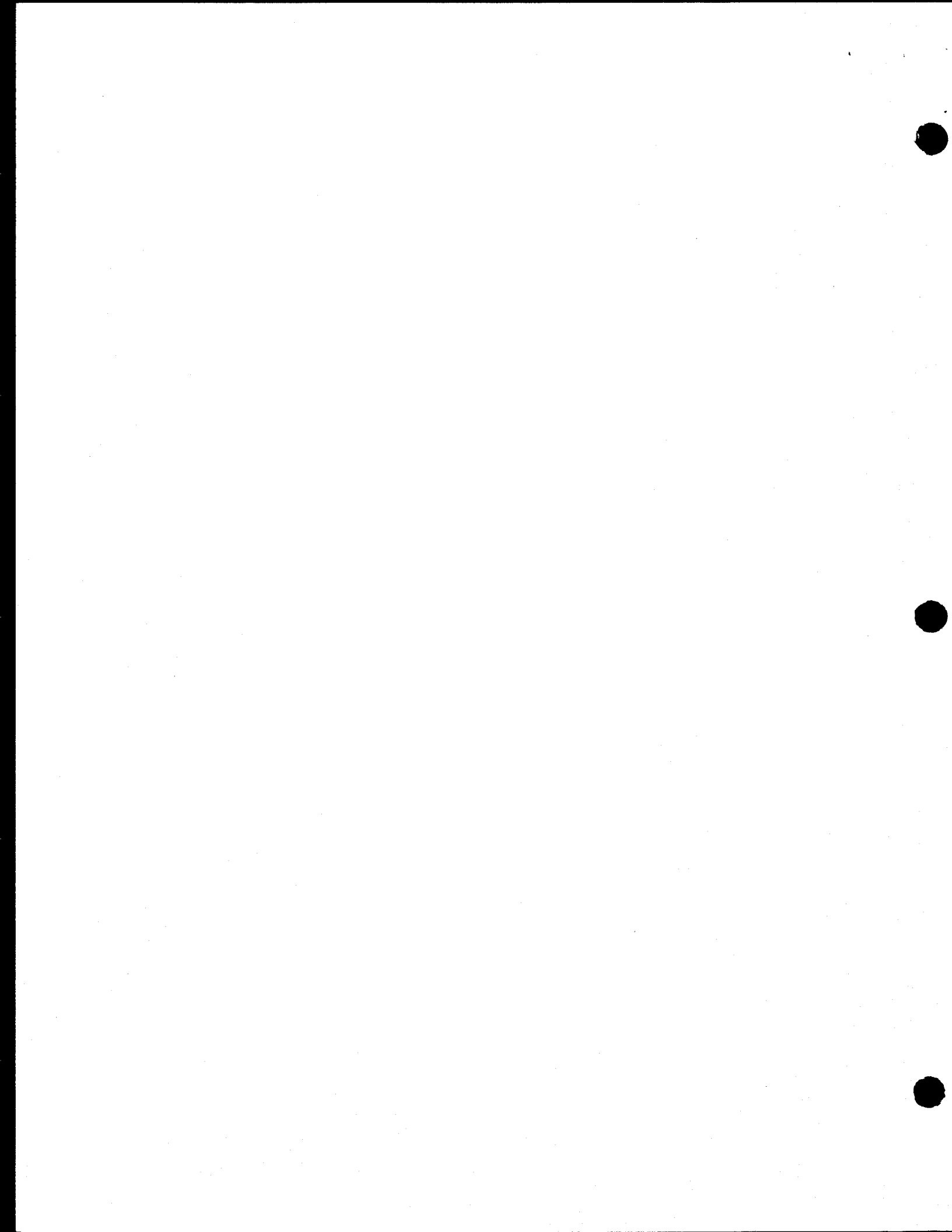




- Applicants for transfer admission must submit an official transcript from all other post-secondary institutions attended. Failure to disclose all institutions attended or to provide transcripts may be considered sufficient reason for refusal of admission or for dismissal after admission. The Director of Admissions may also require a transfer applicant to submit official transcripts of secondary school work and/or SAT scores.
- The admissions process of Connecticut State University shall be characterized by consideration of each applicant as an individual human being with strengths and weaknesses which do not necessarily fit into a uniform mold. The admissions process shall not be reduced to a mechanistic application of rigid and impersonal cut-off points in official records.
- Only those applicants for admission who in the professional judgment of the Director of Admission are deemed to be capable of completing a degree objective according to the standards of graduation determined by the University faculty shall be admitted. The final decision to admit or reject shall be that of the Admissions Director or his/her designee among the professional admissions staff.

A Certified True Copy:

  
James A. Frost  
Executive Director



APPENDIX I-E



# STATE OF CONNECTICUT

BOARD OF TRUSTEES

FOR THE STATE COLLEGES

1280 ASYLUM AVENUE HARTFORD, CONNECTICUT 06105

## RESOLUTION

Extending Existing Policy

concerning

Transfer of Students

December 13, 1972

WHEREAS, the Regional Community Colleges have established transfer curricula providing the first two years of baccalaureate study, and

WHEREAS, the State Colleges, as part of the public system of higher education in the State of Connecticut, accept the obligation to provide the opportunity for graduates of the public Community Colleges to continue their education to the baccalaureate level, be it

RESOLVED, that it is the policy of this Board that graduates of the transfer programs in the Regional Community Colleges who receive the Associate in Arts or the Associate in Science Degree be admitted to the State Colleges provided they are recommended for such admission by the President of the Regional Community College granting the Associate Degree and provided they make application for admission by a common date specified by the colleges and that they make application in the manner prescribed by the colleges, and be it further

RESOLVED, that such students be admitted to the third year of study on the same basis as sophomore students are admitted to junior standing on the campus to which the Regional Community College graduate is admitted, and be it further

RESOLVED, that such students shall be required to complete not less than two years of study at a college granting baccalaureate degrees before the bachelor's degree may be awarded, and be it further

RESOLVED, that the guarantee of admission shall be to the State College system and not to a specific campus, and be it further

RESOLVED, that the implementation of this resolution be subject to on-going studies and further, that the Trustees will review this policy by the end of 1975.

\*\*\*



# STATE OF CONNECTICUT

SCR#75-28

## BOARD OF TRUSTEES

### FOR THE STATE COLLEGES

P. O. BOX 2008

NEW BRITAIN, CONNECTICUT 06050

TEL NEW BRITAIN 203-229-1600

TEL HARTFORD 203-566-7373

RESOLUTION  
concerning  
EXTENSION OF THE PROVISIONS  
of  
EXISTING STUDENT TRANSFER POLICIES  
to  
GRADUATES OF THE STATE TECHNICAL COLLEGES

June 13, 1975

- WHEREAS, A significant number of State Technical College graduates are already pursuing baccalaureate studies, and
- WHEREAS, The State Colleges, as part of the public system of higher education in the State of Connecticut, accept the obligation to provide the opportunity for graduates of designated transfer programs in the State Technical Colleges to continue their education to the baccalaureate level, be it
- RESOLVED, That it is the policy of this Board that graduates from transfer programs of the two-year Associate Degree program in the State Technical Colleges be admitted to the State Colleges provided they are recommended for such admission by the President of the State Technical College granting the Associate Degree and provided they make application for admission by a common date specified by the Board of Trustees for State Colleges and that they make application in the manner prescribed by the Board of Trustees for State Colleges, and be it further
- RESOLVED, That such students be admitted to the third year of study on the same basis as sophomore students are admitted to junior standing on the campus to which the State Technical College graduate is admitted, and be it further
- RESOLVED, That such students shall be required to complete not less than the equivalent of two academic years of additional study at a college granting baccalaureate degrees before the bachelor's degree may be awarded, and be it further
- RESOLVED, That the guarantee of admission shall be to the State College system and not necessarily to a specific campus, and be it further
- RESOLVED, That the implementation of this resolution be subject to on-going studies and further, that the Trustees will review this policy by the end of the 1975-1976 academic year.

A Certified True Copy:

James A. Frost  
Executive Secretary

## STATE OF CONNECTICUT

BOARD OF TRUSTEES  
FOR THE STATE COLLEGESP. O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050  
TEL. NEW BRITAIN 203-229-1000 TEL. HARTFORD 203-566-7373

## RESOLUTION

concerning

EXTENDING EXISTING STUDENT TRANSFER  
POLICIES TO INCLUDE RECIPIENTS OF BOARD  
FOR STATE ACADEMIC AWARDS DEGREES

JUNE 4, 1976

- WHEREAS,** The Connecticut Board of State Academic Awards has been authorized to grant associate degrees in arts and in science, upon completion of required academic programs licensed by the State of Connecticut, and
- WHEREAS,** The Connecticut State Colleges, as part of the public system of higher education in the State of Connecticut, accept the obligation to provide an opportunity for graduates holding degrees from the aforementioned Board for State Academic Awards to continue their education to the baccalaureate level, therefore be it
- RESOLVED,** That it is the policy of the Board of Trustees for State Colleges that graduates from associate degree programs of the Connecticut Board for State Academic Awards be admitted to the state colleges provided they are recommended for such admission by the Executive Director of the Board for State Academic Awards or by the deputy to the Executive Director and provided they make application for admission by a common date each academic semester specified by the Board of Trustees for State Colleges, and that they make application in the manner prescribed by said Board, and be it further
- RESOLVED,** That such students be admitted to the third year of study on the same basis as sophomore students are admitted to junior standing on the campus to which the graduate of an associate program of the Board for State Academic Awards is admitted, and be it further
- RESOLVED,** That such students shall be provided with a transcript indicating all courses which were credited toward the degree awarded, together with an official transcript of additional courses accepted by the Board for State Academic Awards, and be it further
- RESOLVED,** That the guarantee of admission shall be to the State College system and not necessarily to a specific campus, and be it further
- RESOLVED,** That the implementation of this resolution be subject to ongoing studies and further, that the Trustees will review this policy by the end of 1976-1977 academic year.

A CERTIFIED TRUE COPY:



James A. Frost  
Executive Secretary



# STATE OF CONNECTICUT

## BOARD OF TRUSTEES FOR THE STATE COLLEGES

P. O. BOX 2008      NEW BRITAIN, CONNECTICUT 06050  
TEL NEW BRITAIN: 203-229-1607      TEL HARTFORD: 203-566-7373

### RESOLUTION

concerning

AGREEMENT BETWEEN THE BOARDS OF TRUSTEES  
of the  
CONNECTICUT STATE COLLEGES  
and the  
UNIVERSITY OF CONNECTICUT  
on  
STUDENT TRANSFER FROM TWO-YEAR  
COLLEGIATE PROGRAMS

May 22, 1981

- WHEPEAS, The Coordinating Council composed of Trustees representing the University of Connecticut and Trustees representing the Connecticut State Colleges have developed a document entitled, "A Statement Concerning Transfer From Two-Year Collegiate Programs Issued Jointly by the Boards of Trustees for the Connecticut State Colleges and the University of Connecticut," defining the respective policies of the University and the State Colleges in regard to transfer of students from two-year colleges, therefore be it
- RESOLVED, That the said statement is approved by the Board of Trustees for the Connecticut State Colleges, and be it
- RESOLVED, That, if the statement is approved also by the Board of Trustees for the University of Connecticut, it may be issued and publicized by the Coordinating Council.

A Certified True Copy:

James A. Frost  
Executive Director

A STATEMENT CONCERNING TRANSFER FROM TWO-YEAR COLLEGIATE PROGRAMS  
ISSUED JOINTLY BY THE BOARDS OF TRUSTEES FOR THE CONNECTICUT STATE COLLEGES  
AND THE UNIVERSITY OF CONNECTICUT

The Boards of Trustees for the University of Connecticut and for the Connecticut State Colleges, recognizing their responsibility to provide access to baccalaureate study for the graduates of two-year colleges when such graduates have completed appropriate programs in such two-year colleges, issue this joint statement. Taken together the policies of the College Trustees and the University Trustees provide admission to study for the bachelor's degree to every graduate of a Regional Community College, to every graduate of a State Technical College, and to every two-year graduate of Charter Oak College (State Academic Awards Board) who has received an Associate Degree in a baccalaureate parallel program and who is recommended by the President of the Regional Community College or the State Technical College.

The Trustees of the University and the Trustees of the Colleges regret that competition for limited vacancies make it impossible to guarantee that every graduate of a two-year program will be admitted to the baccalaureate program that is his or her first choice. The undergraduates of the Colleges and of the University face a similar problem in many instances. For example, it is not possible for the University or the College to guarantee that pre-medical majors or pre-law majors will be admitted to graduate study in the field of their choice.

A. Policies of the Board of Trustees for the Connecticut State Colleges.

The policies governing the Connecticut State Colleges require that persons who receive an Associate Degree (two-year degree) for a Regional



Community College, a State Technical College, or Charter Oak College and who are recommended by the president of the College from which they received the Associate degree or, in the case of the Charter Oak College, who are recommended by the Executive Director of the State Board for Academic Awards or by the Deputy to the Executive Director, shall be admitted to one of the colleges in the Connecticut State College System. The policies provide further that students making such transfer to baccalaureate study shall be accepted on the same basis as if they had completed the first two years of study on the campus of the college to which they have been admitted. The transferring student must apply for admission to one of the Connecticut State Colleges within a time frame set by the Trustees and must complete two years of baccalaureate-level study at a four-year institution in order to acquire a bachelor's degree.

The policies governing the admission of the graduates of the Regional Community Colleges, the State Technical Colleges, and Charter Oak College are stated in Connecticut State Colleges' Board of Trustees Resolution 72-1 (December 13, 1972), 75-28 (June 13, 1975), and 76-55 (June 4, 1976).

B. Policies of the Board of Trustees for the University of Connecticut.

I. Transfer Admission - General

The University does not discriminate in admissions on the basis of sex, race, color, religion, or national origin, and actively engages in an effort to provide educational opportunities for minority students, women, veterans, adults, and for the student with a less typical or traditional type of academic background.

The University subscribes to the Statement of Principles of Good Practice of the National Association of College Admissions Counselors.

The University does not enter into any quid pro quo contracts, either explicit or implicit, with admitted students. Services expected shall not be a consideration in admission.

The University gives admission consideration to transfer students as follows:

First Priority: State Residents transferring from Connecticut's Regional Community College System;

Second Priority: State Residents transferring from private two-year colleges;

Third Priority: State Residents transferring from public and private four-year institutions;

Fourth Priority: Non-resident transfers

Note: Branchfers -- i.e. students moving to Storrs directly from any of the University Branch Campuses--are not regarded as transfer students. Branchfers are continuing members of the University undergraduate student body while the transfer student is one who seeks to enroll at the University for the first time.

Admission of transfer students depends primarily upon the quality of the college record, quantity and character of courses completed, and intended field of study at The University of Connecticut.

To be considered for admission, a student must be in good standing and eligible to return to the last institution of higher learning attended.

To be in a competitive position for admission, a Connecticut resident should have at least a 2.5 (4.0 scale) grade point average for all work completed at the college level. To qualify for admission consideration as an out-of-state student, a collegiate record with at least a 3.0 cumulative grade point average should be presented. Admission of out-of-state transfer students is extremely limited since the University seeks first to accommodate qualified Connecticut residents.

## II. Transfer Admission of Community College Students

In the effort to provide opportunity for student mobility within the State system of higher education, The University of Connecticut extends priority in considering for admission qualified State residents transferring from any of Connecticut's Regional Community Colleges. Students are entitled to take advantage of this opportunity to earn the Baccalaureate degree at their State University if they:

- (1) Complete a two-year transfer program that prepares them to begin Upper Division work at the University;
- (2) Have a satisfactory cumulative grade point average (minimum 2.5) and have the recommendation of an academic counselor of the Community College;
- (3) Observe application procedures and deadlines as set forth by the Transfer Admission Office.

Clarifications:

- (1) The student need not have obtained the Associate degree to be eligible for admission consideration. It is recommended, however, that students complete a two-year transfer program before applying to the University. Exceptions are made for professional programs when it is to the student's benefit to transfer earlier to take the proper course sequence and thus not fall behind in program requirements.
- (2) It should be understood that not every qualified Community College applicant can be guaranteed his or her first choice of major because of limitations of facilities and due to the clinical nature of some programs.
- (3) Students seeking a degree in a specialized or professional field, or students changing their major field of study, may need to spend more than two years after transfer in completion of degree requirements.
- (4) Generally, students whose cumulative CPA falls below 2.5 for two years of work are not offered admission. However, occasions may arise when, upon written recommendation of the Community College transfer counselor, a student with slightly under this minimum might be accepted.
- (5) Applicants to any of the University Outlying Branch Campuses will be considered provided they have completed at least one year of full-time work with a satisfactory grade point average and provided that the Branch Campus offers courses in their designated field of study.

III. Rules for the Transfer of Credit

The University, acting in accordance with the Laws, By-Laws, Rules, and Regulations of its Board of Trustees and of the University Senate, accepts for transfer credit that work which is comparable in character, quantity, and quality to courses offered by the University. Transfer credit is not given for courses in which the student received the lowest passing mark.

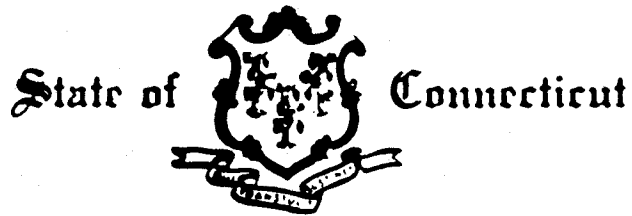
Generally, Community College curricula designated as liberal arts transfer, business transfer and general education are acceptable. Each course is evaluated on an individual basis by the University Examiner. The Examiner, when determining

if and how a course will transfer, acts on behalf of, and in conjunction with, the University faculty.

To be graduated, a student must ordinarily complete at least 30 credits in residence. In addition, all requirements of the school/college from which the degree is sought must be satisfied. It is recommended that Community College students plan to transfer after completion of 54-60 credits.

Clarifications:

- (1) Credit transfer of specialized courses, such as studio art, applied music, etc. if they are in the student's major, will be determined by faculty of the appropriate departments.
- (2) Credit for independent study courses will be considered by some departments if the student provides substantial records of the work completed. University of Connecticut standards are used as a basis for evaluation.
- (3) Courses for which credit has been awarded by means of the college's own departmental examinations will transfer.
- (4) Courses graded "P" or "CR", where credit has been earned, will be accepted provided no grade of either "D" or "F" or their equivalent appears on the transcript, and provided at least 60% of the total work is graded in the more traditional letter grade, or numerical manner.
- (5) Work completed during military service is not automatically accepted from another college's transcript, but rather evaluated according to recommendations set forth in the Guide to the Evaluation of Educational Experiences in the Armed Forces and according to University standards.
- (6) The University grants credit for only a limited number of College level Examination Program (CLEP) subject examinations, and awards no credit for the CLEP general examinations. University students registered for full-time study may take departmental examinations for course credit.
- (7) Business courses beyond the introductory level will not be accepted in a School of Business Administration program until validation examinations are satisfactorily passed.
- (8) Career program courses, remedial courses, personal development courses, CLEP general examinations, courses not offered in a University undergraduate degree program, and credit for work experience are considered non-transferable.



To The Trustees  
of  
The Connecticut State University

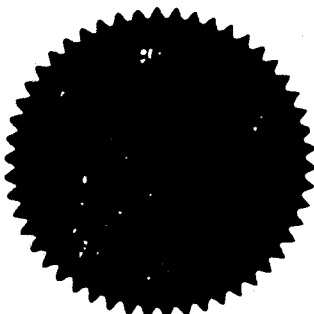


ou have served faithfully and well, contributing your time and wisdom as unpaid Trustees of the Connecticut State College system.

**I**n 1965, when the Board of Trustees was established, the State Colleges were virtually single-purpose institutions. Today, as State University campuses, they provide opportunities in a wide range of academic, professional, and career programs.

**M**embers of the Board of Trustees, I commend you for your leadership in the transformation of these campuses and in the well-deserved attainment of university status.

**L**ooking to the future, I charge you, the Trustees, as well as the faculty and administration of The Connecticut State University, with the responsibility to pursue excellence in the preservation and advancement of knowledge, to respect freedom of speech and thought in all aspects of the academic process, to support our state's economy through instruction, research, and service, and — most important — to encourage Connecticut students of all ages, races, religions, national origins, and social conditions to develop their full potentials so that they may contribute more effectively to our society and live richer, fuller lives as individual human beings.



*Given at New Britain this day,  
March 3, 1983,  
under my hand and seal*

*W. J. ...*  
Governor

State of  Connecticut

By His Excellency WILLIAM A. O'NEILL, Governor:

## OFFICIAL STATEMENT

**O**ne hundred thirty-four years ago in 1849, the General Assembly determined that a better educated citizenry would provide a sounder basis for a prosperous and democratic society. In that year, the Legislature authorized the establishment of Connecticut's first public Normal School.

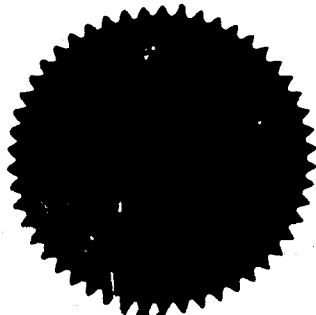
**T**he first Normal School in New Britain was so successful that others were established in Willimantic in 1889, in New Haven in 1893, and in Danbury in 1903. Over many decades, as Normal Schools and later as Teachers Colleges, these institutions made an outstanding contribution to the quality of education and the quality of life in our state.

**A**s the colleges improved and expanded their educational programs, their names were changed to reflect their new responsibilities. They evolved from Normal Schools to Teachers Colleges to State Colleges. Today the institutions that began as Normal Schools long years ago offer Bachelors, Masters, and Sixth Year programs in a wide range of fields to enable and to encourage students to develop their talents for the benefit of society.

**S**tudents have responded eagerly to these opportunities. In the 1982 fall semester 26,197 undergraduates and 6,183 graduate students, a total of 32,380 students, enrolled on the four campuses. Graduates of the four institutions are employed in large and small businesses all over the state, in hospitals, schools, non-profit agencies, and in state and local government—including many in elective office. Graduates of the State Colleges have also enrolled in many of the nation's most outstanding graduate and professional schools and are today well represented in the learned professions.

**I**n 1982, the General Assembly recognized the quality and diversity of these colleges by according them the designation "state university." By virtue of that action the State Colleges have this week become Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven, and Western Connecticut State University in Danbury. Together the four institutions form The Connecticut State University.

**I**n recognition of current and past contributions made by these public institutions to Connecticut's citizens and in full confidence that they will continue to serve future generations of our people effectively, I am proud to proclaim this day, March 3, 1983, as Connecticut State University Day.



*W. A. O'Neill*  
Governor

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# THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

December 10, 1984

Dr. Norma Foreman Glasgow  
Commissioner of Higher Education  
61 Woodland Street  
Hartford, CT 06106

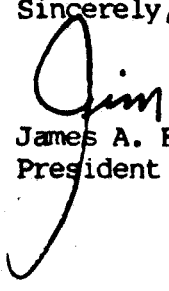
Dear Norma:

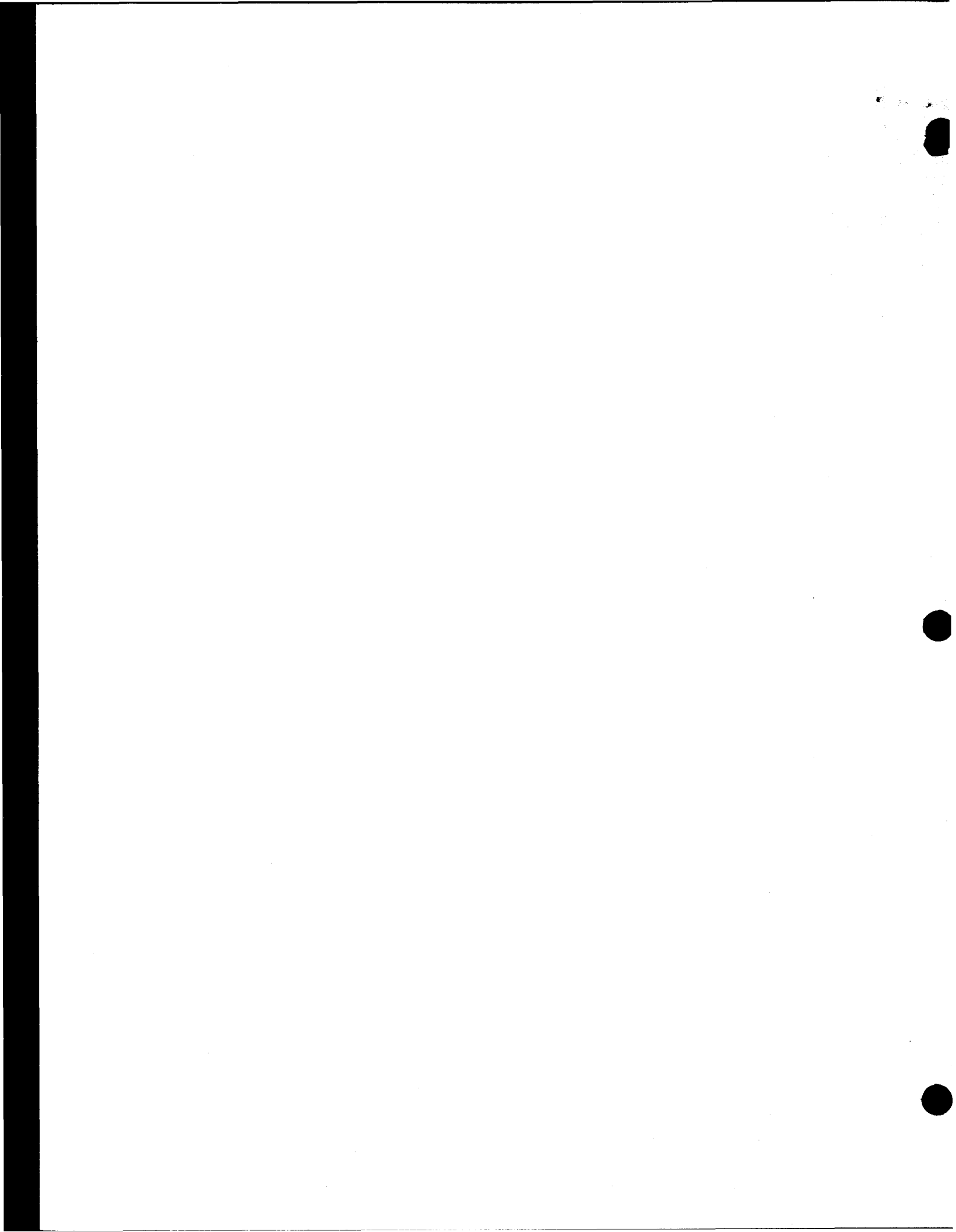
Following the meeting which Tom Porter and I had with you and Mark Johnson on October 19, 1984, we attempted to revise the Instructional Strengths and Specialties sections in each of the role statements to give a somewhat clearer picture of the campuses and their activities.

The revised mission document has now been approved by our Trustees and is submitted herewith.

I am asking Tom to inform Mark Johnson more specifically of the sections where the final version of the document differs from the draft which we shared with you earlier. I hope this will facilitate your staff review.

Thank you for your suggestions and assistance in this process.

Sincerely,  
  
James A. Frost  
President







# THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

December 10, 1984

Dr. Mark Johnson  
Assistant Commissioner for Academic Affairs  
Department of Higher Education  
61 Woodland Street  
Hartford, CT 06106

Dear Mark:

Dr. Frost has transmitted to Commissioner Glasgow the mission statement and supporting documents which were approved by the Trustees on December 7. We did not include the institutional profiles and program inventories because you already have them, and there is no change proposed.

Dr. Frost has asked me to point out the changes which have occurred since our draft was submitted in July. On the basis of a review of my notes and files, the changes are as follows:

1. Page 9, first sentence in second paragraph.
2. Page 13, second paragraph in Section 4.
3. Page 17, Section H.
4. Page 30, Section H.
5. Page 37, Section 4, paragraph 2.
6. Page 40, Section H.
7. Page 50, Section H.

We made a few other editorial changes, e.g., making verbs agree with nouns in number and correcting typos, but I don't believe that any of these change meanings.

Please let me know if you have any questions. Thanks for your help in this whole matter.

Sincerely,

Thomas A. Porter  
Vice President for  
Academic and Student Affairs

Dr. Frost

Central Connecticut State University • New Britain  
Eastern Connecticut State University • Willimantic

Southern Connecticut State University • New Haven  
Western Connecticut State University • Danbury

