



RESOLUTION

concerning

P.O. Box 2008, New Britain, Connecticut 06050  
Phone: (203) 827-7700  
Fax: (203) 827-7406

ACCEPTANCE OF CAMPUS ROLE STATEMENTS  
and  
PROCESS TO PROMOTE PROGRAM COLLABORATION  
AND SHARING OF STRENGTHS AND RESOURCES  
WITHIN THE CONNECTICUT STATE UNIVERSITY SYSTEM

July 23, 1993

WHEREAS, Section 10a-89 of the Connecticut General Statutes requires the Trustees of the Connecticut State University system to adopt a mission statement for the system as a whole and role statements for individual campuses, and

WHEREAS, The Board of Trustees of the Connecticut State University system adopted a mission statement on June 12, 1992, (Resolution 92-85), and based on that mission statement each campus has now through a process of internal consultation proposed role statements identifying programmatic emphases and purposes, and

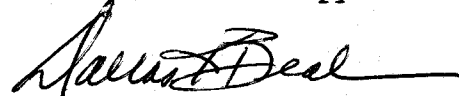
WHEREAS, The Board of Trustees of the Connecticut State University system recognizes that both local campus and system-wide review is necessary in order to achieve an integration of perspectives, enhance collaboration among the campuses, and achieve maximum resource utilization, therefore be it

RESOLVED, That the Board of Trustees of the Connecticut State University system accepts the Role Statements of Central Connecticut State University (dated July 13, 1993), Eastern Connecticut State University (dated April 6, 1993), Southern Connecticut State University (dated June 23, 1993), and Western Connecticut State University (dated May 18, 1993), and be it further

RESOLVED, That the Board of Trustees of the Connecticut State University system directs the President of the Connecticut State University system to work with the campus administrations to create a process to identify additional opportunities for intercampus cooperation and collaboration in academic programs so as to make educational offerings more widely available and to utilize resources as effectively as possible, and be it

RESOLVED, That the President of the Connecticut State University system shall report to the Board of Trustees semi-annually beginning in January 1994 on the progress of efforts to achieve such programmatic cooperation and collaboration.

A Certified True Copy

  
Dallas K. Beal  
President



An Equal  
Opportunity  
Employer

# CENTRAL CONNECTICUT STATE UNIVERSITY

## Role Statement

Central Connecticut State University is a public metropolitan university dedicated to teaching, learning, scholarship and service. The University's mission is to serve as a comprehensive intellectual resource for the people and institutions of Connecticut's capital region. The principles and values that guide our development are listed in our published mission statement and our strategic plan details the steps we will take to realize our vision for the University.

In pursuit of this mission, our primary responsibility is to provide access to academic programs of high quality for all citizens of Connecticut. Our curriculum blends an academically rich program in the liberal arts and sciences with diverse opportunities for specialized and advanced study both in the arts and sciences and in a variety of strong professional programs. This balance between liberal and professional education is a prominent feature of the University. It enables students to develop the knowledge, perspective and intellectual openness needed for continual growth; it also develops the dispositions, skills and competence required for success in a world of rapid change.

## Distinguishing Characteristics of the University

### A learner-centered university

Central Connecticut State University is a learner-centered university, dedicated to teaching and learning. At its heart is a commitment to liberal and humane learning as the foundation for enlightened and productive participation in our democratic society. While we value research and scholarship, especially because they allow new information and perspectives to be debated and shared in the classroom, teaching is our primary function. We strive to provide quality classroom instruction and to develop strong student-faculty interactions. But we define teaching not just in terms of the classroom or the laboratory. Teaching for a public university, especially a public metropolitan university, is a broader activity: It involves the transfer of knowledge from professor to student and from campus to community. This expanded view of teaching emphasizes the dissemination of knowledge and its application to the many problems which affect the social, economic, and cultural life of our community.

### A public university committed to access

The second distinctive feature of CCSU is its commitment to access. Our mission defines us as a university committed to providing a university education of substance and quality to a broad spectrum of students. We are committed to creating an environment that allows each qualified citizen to reach his or her greatest educational potential and to aspire to the highest standards of quality. Our tuition, admissions policies, and support services reflect our conviction that economic, social, or cultural factors do not bar a student from experiencing the challenge and exhilaration of learning. Accordingly, we strive to provide academic programs and a campus environment which are sensitive to the needs of all students. We bear special responsibility to be flexible, patient, and supportive of those with special problems and special needs. Above all, our mission demands that we invest an extra measure of energy and creativity in serving those with the potential for academic success who might not otherwise have the opportunity for higher education.

### A metropolitan university

Third, Central Connecticut State University is responsive to the needs of the state and, particularly, the metropolitan area which it serves. We strive to use our intellectual resources to improve the quality of

life for the citizens of Connecticut. Our graduates, most of whom remain in Connecticut, contribute in significant ways to the intellectual, economic and cultural life of the state. Our faculty, through their research and professional service in the community, also make important contributions. Our centers and institutes provide mechanisms for our faculty and students to interact closely with the organizations, businesses, schools, cities and towns of our region. The economic benefits to the area and the state are tangible and immediate; the educational benefits to our students are substantial.

CCSU has always had a special partnership with the people of New Britain. We are creative and energetic in seeking opportunities to make our academic resources accessible to the community which we serve and which has supported the University for almost 150 years. In the near future, we will dramatically enhance our relationship with the city by establishing a downtown center which will conduct some of the University's outreach and continuing education activities in the heart of New Britain.

The University is especially committed to outreach and service. Our relationship with our metropolitan area is much more complex than the traditional one that grows between a college and the community from which its students are drawn. A few examples will serve to illustrate: Our centers and institutes, along with many of our academic programs, provide many opportunities for interaction between the University and the community. Our Entrepreneurial Support Center and the Center for Industrial and Engineering Technology are mechanisms which provide opportunities for our faculty to work with area businesses to make them more competitive and help us keep abreast of current conditions and needs in the business community. The faculty members may do research on a question of importance or may serve as consultants and advisors. The Center for Social Research provides similar opportunities for faculty to work with public sector and non-profit agencies, and with local governments.

Central Connecticut State University's Education faculty and students learning to teach have worked intimately with the school systems of our area for many years. Our Cooperative Education program and the internships required by several of our departments place our students in a wide variety of business, service and governmental settings throughout the state, but especially in our metropolitan area.

### **Special Emphases**

Central Connecticut State University has been especially successful in two areas: international education and technology. Activity in these two domains has substantially enhanced the reputation of the University and has also been instrumental in attracting additional resources from grants and contracts.

#### **International education**

The state of Connecticut has identified Central Connecticut State University as a Center of Excellence in international education. For this reason, we view the entire world as our campus and laboratory, and our curriculum is being infused with an international perspective. We encourage students to engage the world in their undergraduate and graduate study. In addition, we serve as a regional and national leader in helping business and government in Connecticut understand and benefit from the challenges of our new global environment.

Our international focus has already affected many of our departments and programs and will result in new offerings in the near future. We are currently actively involved in partnerships with universities or government agencies in Poland, China, Sicily, Germany, Japan and Jamaica, and we are exploring possibilities elsewhere. All of our international efforts are undertaken to expand the horizons of our faculty and students by offering them the opportunity to work and study abroad. These activities are also providing much needed assistance to our partner institutions and agencies in Europe, the Caribbean and Asia.

## Technology

Central Connecticut State University is also recognized as a Connecticut Center of Excellence in Technology. The programs in our School of Technology have evolved in recent years from ones primarily devoted to teacher-training to new curricula that prepare students for careers in a variety of fields in industrial and engineering technology. Our faculty are very busy in the community as well, working through our Center for Industrial and Engineering Technology with Connecticut industry to help apply high-technology where it can lead to greater productivity and competitiveness. As technological change becomes ever more pervasive, our graduates will have to be able to address it intelligently. Therefore, we are committed to making knowledge of technology and its impact on our lives a part of all of our students' educations, regardless of major discipline.

## Academic Programs at Central Connecticut State University

Central Connecticut State University's academic programs are offered by academic departments organized into four Schools: Arts and Sciences, Business, Education and Professional Studies, and Technology.

In the fully accredited *School of Technology*, the most up-to-date machines and methodologies available are being applied, not only to train our undergraduates in their uses, but also to offer area industries the opportunity to upgrade the skills of their current employees. The school is also playing an increasingly important role in the University's international efforts by teaching overseas clients about the uses of technology. This is most strikingly demonstrated in the activity of the school's Center for Industrial and Engineering Technology. Central Connecticut State University has been designated as the Center of Excellence in Technology by the Board of Governors for Higher Education.

As noted above, our faculty is especially concerned with the applications of knowledge to existing societal needs. Our program in Social Work and concentrations in Criminal Justice and Public Administration in the *School of Arts and Sciences* are good examples of fields where theory is being applied in very practical and useful ways. The international emphasis will also be evident in our program in the Arts and Sciences. We have new baccalaureate programs in International Studies. In addition to our area studies emphases in Eastern Europe, Asia and the Caribbean, we are devoting more effort to cultures in Africa and the republics of the former Soviet Union. Our instructional programs in modern languages will grow, initially because of the University's foreign language requirement, but also because of the growing interest in other cultures and the steadily increasing number of opportunities the University offers students for international experiences.

Central Connecticut State University has always been deeply involved in the preparation of teachers for the primary and secondary schools. We will continue to invest in our *School of Education and Professional Studies*, especially in areas that offer professional growth for current teachers. Thus, our program in education administration will receive extra attention as will our program in special education. The Sixth-Year Certificate in Education Administration is one of our fastest growing programs. If there is currently less demand for new teachers, there is a clear demand for professional development on the part of teachers already in the field.

In the *School of Business*, Connecticut's largest, our Department of International Business will be developing baccalaureate and master's level programs in International Business. This will allow our students to add this important dimension to their education, will provide opportunities for businesspeople to expand their horizons and, perhaps, provide contacts in other countries for international expansion.

\*\*\*\*\*

**EASTERN CONNECTICUT STATE UNIVERSITY**  
**Role and Scope Statement**  
**April 6, 1993**

**I. OVERVIEW**

Eastern Connecticut State University is a comprehensive University that participates fully in the mission of the Connecticut State University system. For its diverse student body, Eastern provides an education with a strong liberal arts foundation that focuses on developing the full potential of each student. Eastern offers an exemplary undergraduate liberal arts and science curriculum, with distinctive professional and master's programs that grow out of a commitment to intellectual integrity and social responsibility.

Eastern is comprised of a diverse community of learners and provides opportunities for the pursuit of excellence at every level of academic life. The University is uniquely characterized by its student-faculty interaction and its campus residential atmosphere.

Eastern emphasizes life-long learning in a time of social and technological change. The University serves as an important resource for meeting social, economic and cultural needs of the local and regional communities.

Eastern fosters:

- \* Excellence in teaching
- \* A variety of educational opportunities, including collaborative and experiential learning
- \* Growth and development of the whole individual in a student-centered environment
- \* Diversity within the student body, faculty and staff
- \* Educational access, at a reasonable cost, for all students with academic potential
- \* The pursuit of knowledge, including student/faculty research and interdisciplinary study
- \* Scholarship, research and creative activity
- \* Public Service
- \* Co-curricular programs including cultural, recreational and athletic activities that enhance the quality of student life

Eastern enrolls approximately 4,500 full-time and part-time students from every region of the state, over half the states and 20 foreign countries. This multicultural student community thrives in Eastern's residential college atmosphere while encouraging academic talent in students with varied social, ethnic and educational backgrounds. Eastern also serves a large percentage of non-traditional students of all ages, on a full-time or part-time basis, whose interests may include expanding careers, as well as changing or starting new careers. The educational needs of all students are met by courses taught on and off-campus during the evening and weekends, as well as during the summer session and January intersession.

## II. HISTORY

Eastern has undergone a series of transformations since its establishment in 1889 as the state's second teacher preparation institution. In 1937, Willimantic Normal School became Willimantic State Teachers College offering a four-year program that included two years of general education and two years of teacher preparation. The College became known for its implementation of the educational philosophy of John Dewey, which emphasized progressive education and active learning.

Between 1959 and 1969 the College evolved from a teacher preparation school to a multi-purpose college that offered a variety of programs and changed its name from Willimantic State College to Eastern Connecticut State College. During the 1970's, Eastern established new majors and expanded both its faculty and student population. Its mission grew to include emphasis upon the liberal arts and a broader concern with social responsibility.

During the past twenty years, the University has expanded its physical facilities, increased its enrollment by 75 percent, and added new majors in business, computer science, public policy and government, physical education, and communication. In 1983, when the Connecticut State University system was created, Eastern acquired its present name and status.

## III. INSTRUCTION

At Eastern, a diverse set of academic programs at the undergraduate and graduate level provides a variety of educational opportunities for students. Quality undergraduate education is the overriding priority. To ensure such quality, the institution builds on its strengths in the following areas:

- \* A talented and energetic faculty dedicated to translating research, scholarship and public service into effective teaching.
- \* A strong liberal arts orientation throughout all undergraduate programs. Every field of study is built on the assumption that specialization must be accompanied by a thorough grounding in general knowledge, critical thinking, cultural awareness, precise communication and experience in the methods of reasoned inquiry.
- \* A full range of undergraduate majors in liberal arts and professional studies which draw from Eastern's commitment to a multicultural curriculum, state-of-the-art instructional technology, interdisciplinary and international studies.
- \* Extensive opportunities for students to become active participants in the learning process, both within and beyond the curriculum. Every academic program uses practica, internships and field experiences to help students blend practical experience with theoretical instruction.
- \* Academic support programs designed to promote the academic success of students. A wide range of support programs and services as well as extracurricular activities and cultural events broaden and enrich the undergraduate experience for students.
- \* Advanced study at the graduate level, including masters degrees and certification programs.

Eastern's instructional programs are grouped in the following organizational units, each administered by a dean: School of Arts and Sciences, School of Professional Studies, and School of Continuing Education. In addition to instruction, each of these organizational units also has research and/or public service functions.

Eastern's General Education Requirements (GER) provide exposures and experiences that cultivate literacies in all areas of inquiry. The GER prepares students for a lifetime of self-education and instills a capacity to adapt to change and to make informed and responsible choices. It stresses study in the arts and sciences and integrates knowledge of different disciplines, providing the foundation for all programs of study leading to the baccalaureate degree. Programs of study within the majors, in turn, are designed to provide opportunities for in-depth, sequential learning that will cultivate more sophisticated levels of understanding and encourage creativity and synthesis.

As a whole, courses in the GER aim to help students gain an awareness of the various methods of inquiring and knowing; to enhance their abilities to research and to communicate; to learn ways to think critically, imaginatively, and analytically; to develop an understanding of diverse cultures and societies; to appreciate the sense in which the past illuminates the present; and to respond sensitively to human achievement and creativity. Additionally, GER courses in health and physical education teach students how to attain physical and mental wellness in order to facilitate life-long learning.

Undergraduate major programs are offered across the spectrum of liberal arts and professional disciplines, including social and behavioral sciences, natural and physical sciences, mathematics and computer science, humanities, fine arts, economics, business, communication, teacher education and health and physical education. Eastern also has a commitment to offering disciplinary and interdisciplinary minor programs and concentrations in order to expand students' educational diversity. Examples of interdisciplinary programs include Women's Studies, New England Studies, American Studies, Latin American Studies, Canadian Studies, African American/Third World Studies and Management Information Systems.

In all majors, active student involvement in the learning process is critical to quality. For this reason, Eastern maintains a strong commitment to experiential learning. Not only are internships, field experiences and practica built into every academic program, but the campus has made increasing use of other experiential learning modes such as community work experiences, cooperative education, peer tutoring and advising, and collaborative student-faculty research efforts. By identifying experiential learning opportunities as one of the institution's basic academic priorities, the faculty has affirmed its continuing commitment to blending theoretical classroom instruction with practical experiences. Eastern also encourages students to expand their educational outlook by participating in national exchange programs and international study.

Eastern is deeply committed to furthering access and to offering opportunities for excellence to all students. Eastern supports excellence through its interdisciplinary University Honors Program, which challenges academically gifted students with the opportunity to develop their thinking and research skills in a series of colloquia and directed research efforts. Departmental honors programs in Biology and English complement the University Honors Program.

The University supports access through a college transition program, general studies program, individualized academic support programs and comprehensive opportunities for adults. Peer tutoring programs are available to help students through the critical initial period of social and academic adjustment to university life. Additionally, the academic intervention advisement program helps identify any problems students may have and offers possible solutions at an early stage in their education at Eastern. At any point during their stay at Eastern, students have access to specialized instruction in writing, mathematics and science. Because strong writing and communication skills are essential for all of Eastern's students, the University has developed a unique Writing Across the Curriculum program which stresses the attainment of writing proficiency in each student's chosen discipline.

Eastern's support programs also include co-curricular activities to stimulate and broaden the intellectual, social, cultural, physical and psychological development of its students. Eastern provides a caring and supportive living-learning environment for all students by offering over 300 educational, social and cultural programs each year, supporting activities of over 50 student clubs, organizations, and honor societies, and maintaining a Women's Center. Numerous recreational, intramural and athletic opportunities are available to students. Eastern counsels students on financial aid opportunities, career planning and seeking employment. Lastly, to promote student wellness, Eastern offers health education programs in addition to providing daily medical support.

Eastern will continue its comprehensive approach to education by strengthening, developing and expanding programs that exhibit unique characteristics, that meet the changing needs of today's society and that bolster the competitive position of the University. Examples of such programs include: Biology and Environmental Earth Science (which encourage experiential and interdisciplinary learning), Early Childhood (which collaborates with the on-campus day care program), Communication (which utilizes the radio and TV studios and stations), and Fine Arts (which benefits from Eastern's visual arts, theater and music facilities).

New undergraduate programs will respond to society's needs and build on Eastern's traditional strengths. Programs under consideration include Accounting, Recreational and Leisure Studies and Social Work. Programs with an interdisciplinary focus as well as individualized majors will be developed. An example will be an interdisciplinary program which combines the strengths of business, economics, political science and computer science.

Graduate programs are offered in education, with areas of specialization in Early Childhood, Elementary, Reading Language Arts and selected secondary areas. An interdisciplinary master's in Organizational Relations is also available. New graduate programs, grounded in areas of undergraduate strength, will also be developed to serve state-wide educational needs.

#### **IV. SCHOLARSHIP, RESEARCH AND CREATIVE ACTIVITY**

A basic tenet of the institution is that enhancing quality in its instructional and public service programs requires a substantial and enduring commitment to scholarship, research and creative activity. Both inside and outside the classroom, students benefit from interaction with Eastern faculty who are active scholars. Scholarship and creative activity enable Eastern faculty to stay abreast of the latest developments in their fields and, just as importantly, enable them to model for students a commitment to life-long learning. The professional expertise of the faculty serves the economic, cultural and social needs of the region and the State.

Current research efforts are broadly distributed across the academic departments of the university. Eastern's faculty encourage students to engage in research and to produce their own creative work. Students also collaborate with faculty in research and creative activities, often presenting their research at regional or national professional meetings.

The importance of research and creative activity to Eastern's faculty is reflected in the number of grants and fellowships awarded to them. Faculty receive support from the University as well as from external sources. The University awards sabbaticals, reassigned time, research, curriculum and professional development grants; it also facilitates faculty exchanges and collaborative work with faculty at other universities. External funding for research and creative activity comes from both the public and private sector. Public sources include the National Science Foundation, the National Institute of Health, the National Endowment for the Arts and various state agencies. Private funding sources include grants from individual donors, alumni and corporate foundations.



Scholarship, research and creative activity will continue to be vital to the support of quality teaching and learning at Eastern. The University's strong commitment to research as an important component of quality instruction will be supported through the active pursuit of research funding.

## V. PUBLIC SERVICE

Eastern Connecticut State University has a long tradition of meeting the educational, economic, cultural, recreational and social needs of the region and state. The University makes available to the community and region the time and expertise of faculty, staff and students, as well as use of its facilities.

Eastern enriches the educational experience of state residents through the activities sponsored by its departments and specialized centers. Educational outreach programs are coordinated through the Planetarium, the Learning Center, the Radio and TV stations, the Center for Connecticut Studies, and the School of Continuing Education. Eastern hosts conferences on social issues of local and national interest, such as the environment, transportation, energy needs and educational equity for women and minorities.

Eastern's faculty and staff advise local and regional government agencies, professional organizations, public schools and the general public on a variety of subjects. Economic and business services are offered through the David T. Chase Free Enterprise Institute, the Connecticut Small Business Development Center and the Northeast Connecticut Economic Alliance. Eastern's Center for Educational Excellence promotes the development of multicultural curricula, the ethnic diversification of professional organizations and overall faculty and staff development. Eastern's faculty offer professional advice on environmental problem-solving, recycling and wetland protection. Faculty and staff serve as advisors on local boards of businesses, non-profit organizations and public agencies. Eastern serves the scholarly community by publishing journals and newsletters, including the *Journal of Connecticut History*, the *Chlamydomonas Newsletter* and the *Connecticut Electron Microscopy Society Newsletter*. The University's commitment to public service is also exhibited by its students, who volunteer their time at various local and regional social service organizations.

Finally, Eastern provides the community with food for the mind and spirit, as well as entertainment, through programs at the Akus Art Gallery, performances at Harry Hope Theater and Shafer Auditorium, and athletic events. Eastern's cultural programs contribute to affirming the well-being of the community and to celebrating the strengths of our diversity.

# Southern Connecticut State University

## Role Statement

### Overview

Southern Connecticut State University is one of the four campuses of the Connecticut State University sharing the instructional, research and public service mission of the CSU system. Founded in 1893 as the New Haven Normal School, and while retaining its tradition of excellence in teacher preparation, Southern has developed into a comprehensive University offering a broad range of Bachelor's and Master's degree programs in the liberal arts and sciences as well as professional programs leading to baccalaureate and Master's degrees and sixth-year certification. Located in New Haven, Southern is the most urban of the CSU campuses. This setting provides our students with many programmatic opportunities and a laboratory for learning which is unique within the four-campus system.

Southern provides its graduates with basic skills, general knowledge and professional preparation to participate creatively and effectively in society. Southern has maintained the tradition of adjusting promptly to the changing educational and career needs of its students. To meet these challenges, the University continues to adjust its range of degree programs in response to social, cultural and demographic changes, and to the changing educational and economic demands of southern Connecticut's urban area and of the State.

Southern enrolls more than 13,000 full- and part-time students. The diversity among the students, who represent each of Connecticut's 169 towns as well as many other states and foreign countries, is an important component of their education at Southern. As is common in universities today, the student body is culturally, economically, ethnically, racially and religiously diverse, and consists of both traditional and non-traditional students. A significant number of Southern's undergraduates transfer to SCSU from community and technical colleges, and from other four-year institutions. About one-third of the undergraduates live in campus residence halls, a similar number live off-campus in the immediate neighborhood, and the remainder commute to the campus.

To effectively serve the students, Southern continuously strives to develop greater flexibility in program scheduling. In addition to a traditional semester schedule, the University offers courses at locations off-campus, during the evening and on weekends, as well as the summer and semester breaks. Southern also responds to students' needs by offering innovative methods of instruction, such as distance learning through televised courses.

Although Southern's primary role is to serve the South-central region of Connecticut, the University is proud of its contributions to the cultural, social and economic development of the entire State. Through instruction, research and public service activities, Southern serves the needs of industry, governmental and human service agencies, and the elementary and secondary school systems. Southern's programs and facilities also serve as social and cultural resources for the public.

Southern is firmly committed to providing both access and excellence. The University's Educational Opportunity Program recruits and provides a curriculum for students requiring intensive counseling and academic assistance in acquiring the skills necessary for success in post-secondary education. Southern also presents opportunities for those who can best realize their potential through especially challenging academic settings by offering selected undergraduates an interdisciplinary Honors College program, independent study projects that permit them to pursue interests outside the regular curriculum, and a departmental honors program through which a student prepares, presents and defends an honors thesis under the direction of a faculty member.

In addition to offering quality undergraduate programs, Southern is the largest center for graduate education in the Connecticut State University. Each semester the graduate enrollment includes about 500 full-time and 2,000 part-time students, most of whom are preparing for professional careers. The University offers some 40 graduate programs leading to Master's degrees and professional certification in the Arts and Sciences, Business, Education, Library Science, Nursing, Public Health and Social Work. Graduate programs in the School of Education qualify students for certification by the Connecticut Department of Education as teachers, administrators, school library media specialists and counselors. Programs in a number of professional fields, such as Communication Disorders, Library Science, Marriage and Family Therapy, Nursing, and Social Work are accredited by national professional accrediting agencies.

## **Instruction and Programs**

Southern's philosophy of education and instruction incorporates four related functions: liberal education, professional and career preparation, graduate study and research, and public service. Through the synergy of the university environment, these functions enhance one another and contribute to the campus community. Southern's departments are organized into six schools, each administered by a dean: Arts and Sciences, Business, Education, Library Science and Instructional Technology, Professional Studies, and Graduate Studies and Continuing Education. Our highly qualified faculty, approximately 75 percent of whom hold the doctorate or appropriate terminal degree, is dedicated to teaching and to scholarly and creative activity .

Southern emphasizes the liberal arts as the basis for undergraduate education as well as appropriately designed programs in areas of specialization. This integrated approach prepares students to enter and advance in the careers they have chosen and, at the same time, to develop the resources, discipline and an appreciation for the life-long learning that will help them become responsible citizens. All undergraduate students must complete a selection of liberal arts courses comprising approximately one-third of the credits required for a Bachelor's degree. In addition to submitting their SAT or ACT scores with their applications for admission, all entering students take placement examinations in writing and mathematics to ensure effective academic advisement, proper course placement and the development of an appropriate program of studies. To strengthen their writing skills, all students must complete several special writing-intensive courses.

Southern offers a broad range of liberal arts majors, including many in the fine and performing arts, humanities, mathematics, the natural and physical sciences, and the social and behavioral sciences. Art and the natural and physical sciences enjoy notably large enrollments. Southern also offers a variety of strong popular professional and pre-professional undergraduate majors, including Bachelor's degrees in Communication Disorders, Education, Journalism, Nursing, Physical Education and Human Performance, Public and Community Health, and Recreation and Leisure Studies. Education and Corporate Communication are the largest undergraduate programs.

Graduate professional education is a defining component of Southern's unique role within the State and the Connecticut State University system. The Master of Library Science degree is the only American Library Association-accredited program in the State and one of only three in New England. Southern's career programs leading to Master's degrees in Family Therapy, Recreation and Leisure Studies, and Social Work are unique within the CSU. The Master's in Nursing is one of two offered in the CSU. The sixth-year program in Administration and Supervision, one of the most heavily enrolled graduate programs on campus, prepares and recommends for certification building and district level administrators including the superintendency. The program for the Certification of School Superintendents has been approved since 1990 and is the only such program in the CSU system.

As a dynamic institution, Southern continuously assesses and modifies its programs so as to fulfill its mission to serve the people of Connecticut. The University offers both credit and non-credit opportunities for students to pursue academic, professional and personal goals. Southern serves the needs of its increasing population of non-traditional students by providing an array of part-time degree programs scheduled as evening and weekend classes.

Southern provides an educational experience that will assist students in developing the intellectual capacity to know, reason and judge, to analyze and synthesize, to discern and appreciate. The students' years at Southern also foster their development as persons responsive and responsible to the needs of society and the dignity of their fellow human beings, aware of the physical world and alert to the preservation of nature, and inspired with a sense of moral responsibility to themselves, the community and the nation.

### **Scholarly and Creative Activity**

Research, publication and other scholarly and creative activities are integral to Southern's role as a comprehensive university. The faculty are involved in an active and growing program of basic and applied research projects. Their scholarship and creative activity help develop new knowledge and understanding, enhance professional prestige, and contribute to effective instruction. Through example and instruction, the faculty encourage students to conduct research and produce creative work on their own, and to collaborate with the faculty in research projects. The faculty's diverse and impressive scholarship achievements, research, publications and grant awards are detailed in various accreditation reports.

To enhance instructional excellence and professional development, Southern will seek to increase resources and support for faculty scholarly and creative activity. In addition, Southern will continue to encourage collaboration among the faculty, including interdisciplinary efforts among departments on all four Connecticut State University campuses. Southern's commitment extends to the development of research programs relevant to the economic and social well-being of South-central Connecticut.

### **Public Service**

Southern participates enthusiastically in CSU's public service mission by providing quality educational, cultural and social programs for the citizens of the State. Through its facilities and cultural programs and especially through instructional programs for part-time students, Southern offers programs and services that create opportunities for Connecticut's citizens to broaden their intellectual, cultural and social interests. It also offers tuition waivers for senior citizens, attracting several hundred each semester, all of whom make a highly valued contribution to the classroom.

Student interns, volunteers, and the faculty provide important services to the University's neighbors in the South-central Connecticut region. Students and faculty work in New Haven, Bridgeport and Waterbury in a variety of outreach programs such as Community Action by Students Together (CAST), in which students from area colleges aid local communities. The Communication Disorders, Education, Journalism, Marriage and Family Therapy, Mathematics, Nursing, Public Health, Social Work and Urban Studies departments each operate outreach programs. The professional services provided by the Communication Disorders, Special Education and Family Counseling Clinics are used extensively by residents of the region.

Southern has maintained a reputation for its leadership in providing programs, services and facilities that benefit many communities. Campus facilities are frequently used for cultural programs presented by community groups, as well as for those the University offers for the community. Among the facilities providing services or presenting programs widely subscribed by the general public are the Hilton C. Buley Library, the John Lyman Center for the Performing Arts, the Planetarium and Earl Hall Art Gallery. Jess Dow Field and Moore Field House, homes to the Fighting Owls, provide sports entertainment for the many boosters of the University's intercollegiate athletic teams.

## **Future Growth**

Southern plans to remain at about its present size over the next decade. Projections indicate a gradual shift toward more diverse, non-traditional students; the University expects, however, to continue to serve an undergraduate student body predominantly of traditional age.

Southern will continue its long history of responding to the needs of the people of Connecticut by offering courses and specialized programs that focus on regional interests and career opportunities; and, by expanding its continuing education programs and increasing evening and weekend scheduling to make them more accessible to part-time students. The University will also sustain an atmosphere conducive to the development of each student's intellectual potential, aesthetic awareness, sensitivity to diversity, and sense of obligation to help serve the community.

Southern is committed to assisting in the economic development of the State and the region. The faculty is committed to apply their expertise to programs in the local municipalities, businesses and industries that might benefit from consultation, training and other support as they respond to changing economic trends.

To support these commitments, Southern Connecticut State University will continue to offer strong academic programs and to foster innovative approaches to inquiry by encouraging interdisciplinary efforts that serve students as well as the public. Southern will continue to monitor and respond to the educational needs of the people in South-central Connecticut. The campus will share resources and collaborate with CSU campuses as well as other public and independent colleges and universities. Southern looks forward to establishing innovative degree and non-degree programs to serve our students and the region. Undergraduate programs presently under study for future development are Data Information Systems, and International Studies. Master's programs being reviewed for future offerings include Business, Communications, International Studies, and Environmental and Marine Studies.

6/23/93

## WESTERN CONNECTICUT STATE UNIVERSITY

### Role and Scope Statement

#### OVERVIEW

Founded as Danbury Normal School in 1903, Western became a State Teachers' College in 1937, a State College in 1959, and gained University status in 1983. Western is a comprehensive four-year institution offering a range of undergraduate and graduate programs in liberal arts, business, and professional studies. As one of four universities comprising the Connecticut State University system, Western shares fully in the instructional, research and public service missions of the CSU. Western addresses the mission of CSU through its Schools of Arts and Sciences, Business, and Professional Studies; its Division of Graduate Studies and Continuing Education implements a commitment to lifelong learning.

The University is a leader in cooperative and career studies by preparing students through its ties to area businesses, industries, corporations, regional health, education and social service sectors. The University fulfills its public mission in part through several specialized Centers that involve faculty and students in community programs.

After four decades of growth, enrollment is being maintained at 5,800 students representative of Connecticut's diversity. Approximately 85 percent of the students live within a 35 mile radius of Danbury. The present enrollment includes 2,800 full-time undergraduate students, 2,000 part-time undergraduate students, and over 1,000 graduate students, most of whom study part-time.

Areas of distinction include Western's demonstrated ability to meet the emerging needs of students and the region and a faculty committed to excellence in instruction and scholarship. Programs at Western are supported by active institutional development and fund raising.

#### INSTRUCTION

Western's instructional program seeks to provide (a) a solid general education that will inform graduates' lives, regardless of career direction; (b) the development of intellectual, analytical, and interpersonal skills; and (c) the in-depth preparation of each student in a liberal arts or professional major.

Western's general education requirements insures that students demonstrate a proficiency in communication skills, humanities, behavioral and social sciences, natural sciences, mathematics and physical education.

Through its recently established Learning Center, the University provides instruction in study skills, reading, writing, mathematics, and computer sciences, and laboratory facilities in support of general education.

Preparation for productive participation in society, generally through work, is a key aspect of Western's mission. Western is noted for its programs at the undergraduate and graduate levels in teacher education, the health and human service professions (nursing, health education, medical technology, health administration, pre-medical studies), counseling, social services, justice and law administration, pre-law studies, the visual, performing and literary arts (fine and graphic arts, music, theatre, creative writing), and business (accounting, finance, management information systems, marketing, and management).

#### AREAS OF EMPHASIS

The Ansell School of Business prepares significant numbers of graduates in business and management. It enjoys close cooperative relationships with the business and corporate community in the greater Danbury area. The Ansell School also offers a BS in Justice and Law Administration, a graduate MHA program in Health Administration, and the CSU system's only MBA program.

In the School of Professional Studies, health and human service programs include Social Work, Nursing (BS and MS), Health Education, and a minor/concentration in Physical Education. These health programs rely on a collaborative relationship with Danbury Hospital and other regional health care providers. The historically integral baccalaureate and masters teacher education programs offered by the School continue to expand its cordial relationship with local school systems, while the Center for Developmental Studies gives teachers and students the opportunity to provide professional educational services to the community. Finally, Professional Studies programs in Music and Music Education have long enjoyed a statewide reputation. The Charles Ives Center for the Arts on the Westside campus complements programs in the performing arts.

The School of Arts and Sciences offers programs in the more traditional academic disciplines, in which it confers a large number of degrees. These programs include Art, Biology, Chemistry, Communications and Theatre Arts, Computer Science, Earth Science with an option in Astronomy, English, History, Mathematics, Meteorology, Medical Technology, Psychology, Social Sciences, and Spanish. The Weather Center has been designated a Center of Excellence. The school offers MA degrees in History, English, Mathematics, and Oceanography and Limnology.

#### AREAS OF CONTINUING DEVELOPMENT

Opportunities for inter and cross disciplinary studies among traditional disciplines continue to evolve at Western. These include a major in American Studies and options in Multicultural Studies, African-American Studies, Women's Studies and Global Studies. The Contract Major offers the opportunity to develop a coherent program in related content areas, and the Honors Program incorporates an interdisciplinary seminar. The University is exploring collaborative programs in Biotechnology, Fitness and Wellness, Earth and Planetary Sciences, and Biological and Environmental Sciences. Faculty strengths in Art, Social Sciences and Physical Education may support plans to offer graduate programs in these areas.

Well established relationships with IBM and others within the information technology fields continue to foster growth in computer sciences, teacher education and management information systems, as well as the utilization of advanced instructional technologies in all fields.

#### TEACHING AND LEARNING STRATEGIES

A commitment to access, diversity and active learning characterizes Western's programs. To assure academic success, every student's first undergraduate year includes skill building in writing and mathematics. The Individual Admissions Program (IAP) offers diagnostic and support services to students with special learning needs beginning with a five-week summer program. The Honors program challenges able students with independent study.

Technology enhances active learning across the curriculum. In partnership with IBM, Western was the first university to develop an Advanced Technology Classroom equipped for multimedia and interactive instruction. State-of-the-art technological classrooms support mediated and interactive instructional modes. Specialized laboratories support instruction in music, psychology, nursing, the social sciences, foreign languages, journalism, photography, writing, the graphic and media arts, education, computer science, mathematics, biology, chemistry, astronomy, and business.

An emphasis on diversity in all aspects of university life is a goal of Western's programs. An appreciation of diverse social, ethnic, cultural, gender, and generational values enhances teaching and learning. The University uses flexible scheduling to provide a wide range of courses and programs during the fall, spring, intersessions and summer school to match the complexity of attendance patterns exhibited by today's students. Also, Western supports an extensive cooperative education program.



## RESEARCH AND PUBLIC SERVICE

Scholarship at Western encompasses research and creative endeavor. Virtually all faculty members pursue scholarship, which enhances teaching and engages students in independent learning and organized inquiry. Several programs have obtained support that has enabled the University to expand research and instructional opportunities. For example, an emerging program in biotechnology is supported by Elias Howe High Technology grants exceeding \$275,000.

Western's community of learners extends beyond the classroom. The Weather Center, the Ives Center, the Center for Developmental Studies, the Greater Danbury Business Incubator, the International Center, the Center for Galactic Astronomy, and the Center for Collaboration provide a wide range of programs and services involving students, faculty, and the general public.

Nursing faculty and students carry out clinical work at Danbury Hospital, and other health organizations in Connecticut. Social Work students similarly gain experience in community service organizations. The Weather Center personnel provide daily information on weather and storm conditions throughout the state. Astronomy faculty furnish daily Star Watch information and open the University's observatory for public star gazing monthly, as well as for special viewings of eclipses, comets, and other celestial events.

Senate Approval:  
April 21, 1993

President's Approval:  
May 18, 1993

93-67



Connecticut  
State  
University

Central • Eastern • Southern • Western

P.O. Box 2008, New Britain, Connecticut 06050  
Phone: (203) 827-7700  
Fax: (203) 827-7406

August 2, 1993

Dr. Andrew G. DeRocco  
Commissioner of Higher Education  
61 Woodland Street  
Hartford, CT 06105

Dear Andrew,

I am pleased to transmit to you copies of the CSU Mission Statement and campus Role Statements.

The Mission Statement was developed by a system-wide faculty and staff committee in 1992. At that time it was shared informally with Mark Johnson for comment. The Trustees officially adopted the Mission Statement in June 1992.

With the adoption of the Mission Statement, each campus organized a faculty and staff advisory committee to develop Role Statements consistent with the Mission. The Role Statements were presented to the Trustees at their July 1993 meeting with the favorable recommendation of campus and system administrations.

I'll be happy to respond any questions you may have about these documents.

Sincerely,

Dallas K. Beal  
President



An Equal  
Opportunity  
Employer