



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

INTER-INSTITUTIONAL ACADEMIC PROGRAMS

November 5, 1976

WHEREAS, The Coordinating Council of the Boards of Trustees of The University of Connecticut and the Connecticut State Colleges recognizes the need to inform the citizens of the State of the many kinds of student exchange opportunities and inter-institutional academic programs offered by these five senior public higher educational institutions, now, therefore, be it

RESOLVED, That the following report be given wide dissemination to the two Boards and to the public at large.

A Certified True Copy:



James A. Frost
Executive Secretary

REPORT ON STUDENT EXCHANGE OPPORTUNITIES AND
INTER-INSTITUTIONAL ACADEMIC PROGRAMS
AMONG THE FIVE STATE FOUR-YEAR PUBLIC INSTITUTIONS

Abstract

Cooperative arrangements have been developed, principally at the initiative of one or more of the four State Colleges and the University, to permit students to enroll in programs sponsored by a governing board other than their own, and offered at a campus other than their own.

While in all cases each institution preserves its curricular identity, five programs are broadly collective in their formulation and application.

1. The Inter-Institutional Registration Program
2. The Sixth Year Cooperative Program with the University of Connecticut.
3. Transfer and Transfer Credit Programs.
4. The New England Board of Higher Education Regional Student Program.
5. Programs assisted by funding from Connecticut Public Act 140 (1972).

In addition, bilateral arrangements are in force among the four State Colleges and the University, many capitalizing on #1, above, offering student exchange opportunities and inter-institutional academic programs on a regular basis to students of both institutions involved.

The annual enrollment in these inter-institutional programs is about 150-200. The concept of the inter-institutional program has been accepted in principle and firmly established in practice for several years. The fact that it works smoothly on such a modest

scale is its best advertisement, since such arrangements are generally designed to be used only when needed.

Such offering of programs reflects the institutional mission, common to the four-year institutions, of providing - with special reference to the particular student clientele of each - opportunities for baccalaureate study at low cost but of high quality and convenient accessibility to the citizens of Connecticut. Each institution - whether public or independent - tends to serve a particular clientele, whose needs such program development has taken seriously into account. To protect that clientele, existing programs ought not to be changed casually, and future program development ought to recognize the needs of that clientele.

Study of minimum course enrollment policies and the yearly experience of shared curricular offerings each year under the Inter-Institutional Registration Program (above) provides a partial index of areas where the institutions have been able to avoid expensive duplication of resources and still serve their students well.

No single institution should be all things to all people. Nor can any single institution by itself maintain program quality and program diversification to the level required by the changing educational needs of today's students. The inter-institutional programs described in the full report increase this level of quality and diversification, avoid expensive and unnecessary duplication of programs and resources, and expand and improve educational opportunities for the citizens of Connecticut.

REPORT ON STUDENT EXCHANGE OPPORTUNITIES AND
INTER-INSTITUTIONAL ACADEMIC PROGRAMS
AMONG THE FIVE STATE FOUR-YEAR PUBLIC INSTITUTIONS

Public higher education in Connecticut is characterized by both its variety and its broad availability to the citizenry. There are remarkably few recognized fields of either baccalaureate or graduate study unavailable to the qualified student. While access to the initial stages of all such formal study may be gained at several state institutions, baccalaureate or graduate study are offered only at five: the four State Colleges and the University.

Although these five are commonly described as the "four-year institutions," such a term is misleading. To be sure, the baccalaureate, especially in the liberal arts, is for most students a four-year undertaking. But the modern public institution, if it will offer more than a closely-hedged, traditional curriculum of statistically narrow appeal, must anticipate a scale and scope of graduate and professional training rarely associated with "going to college" several years ago, but which now routinely shape the undergraduate programs as well.

The State Colleges--though prudently refraining over the years from proliferating programs into the expensive areas of graduate study--find the amount of graduate work they offer of great importance to much of their undergraduate program.

Doctoral study and advanced work in graduate and professional fields are concentrated at the University partly because of the elaborate interdependence of its professional schools and colleges, and partly to ensure that in a geographically small state expensive specialized facilities, library and staff resources and laboratories will not be unnecessarily duplicated. The University is more accurately a "five-year" or "seven-year" institution; even at the baccalaureate level its programs, like those of the four State Colleges, derive substance and character from the presence of related graduate and professional activities available to qualified baccalaureate graduates of all five.

This underpins the complex interdependence of the programs of study offered by each - and years ago caused these five institutions to seek ways of deriving benefit for their own students from the programs of the others.

Over the years this mutual inter-dependence has worked its way into those aspects of daily institutional life that are least easily illustrated in a report. Suffice it to say that these five institutions share a commonality of identity inherent in their respective missions. This goes much deeper than the cooperative formal relationships each maintains with other kinds of state institutions, some of whose students eventually enroll for baccalaureate study.

Here follows a summary of the basic elements of institutional cooperation among the four State colleges and the University. It is meant to illustrate, rather than to itemize all possible examples. Although therefore partially anecdotal, it fairly displays the chief examples of such cooperation as related to programmatic opportunities for students. It does not attempt to describe examples of faculty collaboration, or pooling of other resources which have only an indirect impact on programs of study.

in their home state. Similarly, Connecticut residents may at lower cost avail themselves of programs offered by colleges or universities in other New England states, not available in Connecticut.

5. Connecticut Public Act 140 (1972). Although by definition not limited to cooperation among the five state institutions only, this arrangement (when funded) does relieve institutions of the financial burden of establishing some course offerings on an expensive scale from time to time.

B. Programs more particularly bilateral, or which involve agreed-upon reciprocity in response to particular needs:

1. Industrial Technology Consortium: CCSC and Conn. Tech Colleges.
2. ECSC reciprocity with Manchester CC; inter-institutional cross-registration.
3. School Library Science Program: SCSC with CCSC, ECSC, WCSC.
4. Graduate Program in Education Administration and Supervision: Courses taught at WCSC; degree awarded at SCSC.
5. Engineering Transfer Program: Prescribed Freshman or Freshman/Sophomore Program at the State College guarantees continuation into Engineering Program at the University.
 - 2 years at CCSC, 2 years at the University
 - 2 years at SCSC, 2 years at the University (pending)
 - 1 year at WCSC, 3 years at the University
6. Corrections Transfer Program: CCSC and two-year institutions.
7. AROTC and AFROTC: ECSC, CCSC, SCSC, at the University.
8. In majors in Physics, Psychology, Philosophy, German and Italian: Courses taught at SCSC, toward degrees awarded at WCSC.
9. Slavic and Eastern European Center (including Polish): At the University, to involve SCSC and CCSC. Also, involves Yale University and is partially funded by USOE.
10. Summer in Poland Program: SCSC and University.
11. Chinese studies at CCSC; elected by University students.
12. Cooperative library use arrangement, particularly at University Branches, with all State public institutions.
13. Joint degree programs (MSLS and JD) in Library Science: SCSC and University Law School; for law librarians.
14. Training for student teachers in environmental studies: training at the University for ECSC students.
15. Urban studies training - for SCSC students via the University's Extension Center at New Haven.
16. MBA program offered by the University through its Stamford Branch at WCSC.
17. Advisory relationship between the University School of Social Work and SCSC (undergraduate program).
18. Cross-registration in Modern Foreign Languages: ECSC at CCSC.

C. On the subject of duplication: each of the five institutions by policy requires a minimum enrollment to justify offering a course or section thereof. It is perhaps not widely understood outside the institutions that the preregistration of continuing and incoming students, several months prior to the start of each semester, is designed principally to minimize unnecessary offerings. The Inter-Institutional Registration Program provides an index de facto of areas of study where a demand is real, but too small to justify offering a course locally.

As a general guideline it is felt that courses and programs normally falling within the Liberal Arts curriculum ought to be offered at the baccalaureate level by each of the four-year institutions. Programs in the professional areas (which include graduate study) are to be offered at the University.

The one professional area recognized as a general exception to this rule is education. Most (not all) specialized and advanced aspects of this field are centered at the University, but each of the four State Colleges also offers undergraduate and graduate programs in teacher education. It is worth noting, however, that undergraduate student enrollment in teacher education at the four State Colleges represents a sharply reduced proportion of total enrollment, in contrast to several years ago; the University's School of Education has similarly reduced its undergraduate enrollment, while increasing its graduate enrollments.

D. Program areas to be developed. The following list contains illustrative examples; the patterns for such developments are, for the most part, already in place. Others will require bilateral agreements along lines yet to be developed.

1. Television and multimedia curricular packages. As the cooperative effort between ECSC and the University in the joint use of TV facilities and personnel becomes operational, it seems clear that TV tape packages can be developed for use throughout the public higher educational system. Ultimately, all the State Colleges should be able to share in certain aspects of this joint venture with the University and ECSC.

2. Home Economics and Family Studies. There is interest in combined program here, perhaps on the model of the existing cooperative program in Engineering, wherein students could take basic courses at one of the State Colleges and then transfer for specialized work in junior and senior years in the professional school at Storrs, this work to lead toward a baccalaureate degree from the University.

3. Cooperative efforts in pre-professional areas such as Law, Medicine, and Dentistry; here the guidance of the University's Schools of Medicine, Dental Medicine, and Law will be valuable.

4. Use of unique programs and facilities on any of the State College or University campuses by students at any of the others, on a space available basis, to avoid duplication and to widen the availability of such programs and facilities. These efforts will be modeled on existing bilateral agreements now in effect. The following is by no means an exhaustive list; examples include:

- a. Early Childhood Education Program at ECSC.
- b. The several professional schools and colleges at the University.
- c. Research and academic computer facilities at the University.
- d. Industrial Technology program at CCSC.
- e. Microwave TV connections, with talkback, from the University to its branches.
- f. Marine Sciences Institute at the University's Southeastern Branch campus, and the Marine Ecology program (facilities in Bermuda) offered by ECSC.
- g. Environmental Earth Science Program at ECSC.
- h. The University's various agricultural and botanical facilities at several locations throughout the State including those at Storrs, at the Bartlett Arboretum in Stamford, in Coventry, and in Granby.

- i. Major research library holdings and services at Storrs, and certain unique special collections at each of the State College libraries.
- j. Development of bilateral agreements with the University's School of Social Work, for undergraduates.

Respectfully submitted:

Heimwarth B. Jestin
Vice President for Academic Affairs
Central Connecticut State College

Kenneth G. Wilson
Vice President for Academic Affairs
The University of Connecticut