![Connecticut State Colleges & Universities — Board of Regents for Higher Education logo]

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE - AGENDA
Friday December 7, 2012, 9:30 a.m. to 11:30 a.m.
61 Woodland St., Hartford, CT 06105
3rd Floor Board Room

1. **Approval of November 2, 2012 Minutes**

CONSENT CALENDAR
2. **Academic Program Approvals**
   a) Program Modifications
      - Physical Education (MS) – Specializations in Exercise Science and Teaching Physical Education *[Central CSU]*
      - Communication Sciences (BA) –Name Change to Communication *[University of Connecticut]*
      - Communication Sciences (BA) –Name Change to Speech, Language, and Hearing Sciences *[University of Connecticut]*
      - Communication Sciences (MA) – Name Change to Communication *[University of Connecticut]*
      - Communication Sciences and Audiology (MA) – Name Change to Speech, Language, and Hearing Sciences *[University of Connecticut]*
      - Communication Sciences (PhD) –Name Change to Communication *[University of Connecticut]*
      - Communication Sciences and Audiology (PhD) –Name Change to Speech, Language, and Hearing Sciences *[University of Connecticut]*
      - Audiology (AuD) –Name Change to Speech, Language, and Hearing Sciences *[University of Connecticut]*

ACTION ITEM
3. **Issues related to the Transfer and Articulation Policy (TAP)**

DISCUSSION ITEM
4. **Authorization to arm certified police officers at Manchester Community College**

UPDATES
5. **Progress on program review**

ITEM
Modification of a program in Physical Education leading to the Master of Science (M.S.) degree at Central Connecticut State University to include a specialization in exercise science and a specialization in teaching physical education

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Physical Education leading to the Master of Science (M.S.) degree at Central Connecticut State University to include a specialization in exercise science and a specialization in teaching physical education

BACKGROUND
Central Connecticut State University has requested to modify its currently accredited program in Physical Education leading to the Master of Science (M.S.) degree to feature two specializations: a specialization in exercise science and a specialization in teaching physical education. The M.S. degree in Physical Education was accredited in 1976. Courses for the proposed specializations already exist, and the University anticipates no new resources will be needed to offer these specializations

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited graduate programs, including the addition of concentrations or specialization of over 12 credits, require approval by the Board of Regents (10a-34-3(c)).

Management review of the modification prospectus has determined that the program remains consistent with the standards for quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

RATIONALE

The Department of Physical Education at CCSU is seeking to recognize the two proposed specializations so that students may graduate with their specialization indicated on their transcripts whereas now it recognizes only M.S. Physical Education. In 2010, the master's program core course requirements were divided into three categories from existing courses. (No new courses were added, rather just this reorganization.) The three categories included 1) pedagogy, 2) sport and 3) exercise science. Students interested in the Teaching Physical Education specialization would take courses from the pedagogy and sport categories; students interested in the Exercise Science specialization would take courses from the sport and exercise science categories.

The graduates of the proposed Exercise Science specialization are expected to enhance their knowledge and clinical skills needed for the professions of certified (State of Connecticut licensed) athletic trainers, certified strength and conditioning specialists and certified health fitness specialists. In addition to having a different professional objective from that of the specialization in Teaching Physical Education, the Exercise Science specialization has grown in the number of required courses sufficiently to need separate approval under the Board of Regents program approval regulations.   Professional accreditation is not applicable to this specialization.

At the undergraduate level, an exercise science option was established in 1978; in 1999, the athletic training option became its own degree program. Over the years, these professions have become much more specialized. The most significant historical note is that the evolution of the Athletic Training and Exercise Science offerings at CCSU has closely paralleled the evolution of the Physical Education teaching profession. This has caused the need for separate program identities in the M.S. in Physical Education: Specialization in Exercise Science and Specialization in Teaching Physical Education.

CURRICULUM

The Exercise Science specialization involves existing courses in the categories of sport and exercise science. Of the 30 semester hours required for the Master's in Physical Education: Exercise Science Specialization, 21 credits are unique to this specialization.

The Teaching Physical Education specialization involves existing courses in the categories of physical education, sport and exercise science. Of the 30 semester hours required for the Master's in Physical Education: Physical Education Specialization, 15 credits are unique to this specialization and 6 can be selected from the sport or exercise science category.

Total Credits for the MS remains as 30 credits. Both specializations may elect either the Thesis or Comprehensive Exam as the capstone requirement. Both specializations also require two research courses (PE 597 and PE 598). (See Appendix A –Plan A for Thesis and Plan B for Comprehensive Exam option). Electives complete the 30 credits for graduation.

REQUIRED COURSES

Course	Title	Credits
Core Courses, 9 credits		
PE 597	Research in Physical Education and Exercise Science I	3
PE 598	Research in Physical Education and Exercise Science II	3
PE 599	Thesis	3
Specialization in Exercise Science, 15-18 core credits, selecting from:		
EXS 507	Human Perspectives in Sport	3
EXS 515	Sport, Physical Activity and Exercise Psychology	3
EXS 519	Sport Biomechanics	3
EXS 522	Physical Activity and Health	3
EXS 523	Essentials of Sports Performance Training	3
EXS 530	Nutrition for Health, Fitness & Sport Performance	3
EXS 590	Independent Study/Topics in Exercise Science and Sports Medicine	3
EXS 592	Advanced Physiology of Sport and Exercise	3
Specialization in Teaching Physical Education, 15-18 core credits, selecting from:		
PE 500	Improving Student Learning in Physical Education	3
PE 505	Instructional Tools for Physical Education	3
PE 510	Instructional Models for Physical Education	3
PE 520	Current Issues in Physical Education	3
PE 590	Independent Study/Topics in Physical Education	3
One Exercise Science Course as approved by the adviser		3
Elective Courses in each Specialization, 3-6 credits		3-6

ITEM
Modification of a program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut to change the name of the program to Communication

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut to change the name of the program to Communication

BACKGROUND
The University of Connecticut has requested that the name of its program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree be changed to a program in Communication. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE
In August 2012, the University's Board of Trustees approved the division of the Department of Communication Sciences into the Department of Communication and the Department of Speech, Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing department were at times offered as two tracks of the same degree or were named in ways not consistent with the new department structure. This modification will make degree offerings consistent with the new organizational structure. No curricular changes accompany these name changes.

In particular, the existing BA degree has two tracks: 1) Communication and 2) Communication Sciences with a concentration in Speech, Language, and Hearing. These two specializations will become separate degree programs.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication MA in Communication PhD in Communication	BA in Speech, Language, and Hearing Sciences MA in Speech, Language, and Hearing Sciences PhD in Speech, Language, and Hearing Sciences AuD in Speech, Language, and Hearing Sciences

ITEM
Modification of a program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

BACKGROUND
The University of Connecticut has requested that the name of its program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree be changed to a program in Speech, Language, and Hearing Sciences. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE
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In particular, the existing BA degree has two tracks: 1) Communication and 2) Communication Sciences with a concentration in Speech, Language, and Hearing. These two specializations will become separate degree programs.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication MA in Communication PhD in Communication	BA in Speech, Language, and Hearing Sciences MA in Speech, Language, and Hearing Sciences PhD in Speech, Language, and Hearing Sciences AuD in Speech, Language, and Hearing Sciences

ITEM

Modification of a program in Communication Sciences leading to the Master of Arts (M.A.) degree at the University of Connecticut to change the name of the program to Communication

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences leading to the Master of Arts (M.A.) degree at the University of Connecticut to change the name of the program to Communication

BACKGROUND

The University of Connecticut has requested that the name of its program in Communication Sciences leading to the Master of Arts (M.A.) degree be changed to a program in Communication. This change is requested as a result of a reorganization that divides one department into two departments.

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Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication MA in Communication PhD in Communication	BA in Speech, Language, and Hearing Sciences MA in Speech, Language, and Hearing Sciences PhD in Speech, Language, and Hearing Sciences AuD in Speech, Language, and Hearing Sciences

ITEM
Modification of a program in Communication Sciences and Audiology leading to the Master of Arts (M.A.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences and Audiology leading to the Master of Arts (M.A.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

BACKGROUND
The University of Connecticut has requested that the name of its program in Communication Sciences and Audiology leading to the Master of Arts (M.A.) degree be changed to a program in Speech, Language, and Hearing Sciences. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE
In August 2012, the University's Board of Trustees approved the division of the Department of Communication Sciences into the Department of Communication and the Department of Speech, Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing department were at times offered as two tracks of the same degree or were named in ways not consistent with the new department structure. This modification will make degree offerings consistent with the new organizational structure. No curricular changes accompany these name changes.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication MA in Communication PhD in Communication	BA in Speech, Language, and Hearing Sciences MA in Speech, Language, and Hearing Sciences PhD in Speech, Language, and Hearing Sciences AuD in Speech, Language, and Hearing Sciences

ITEM
Modification of a program in Communication Sciences leading to the Doctor of Philosophy (Ph.D.) degree at the University of Connecticut to change the name of the program to Communication

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences leading to the Doctor of Philosophy (Ph.D.) degree at the University of Connecticut to change the name of the program to Communication

BACKGROUND
The University of Connecticut has requested that the name of its program in Communication Sciences leading to the Doctor of Philosophy (Ph.D.) degree be changed to a program in Communication. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE
In August 2012, the University's Board of Trustees approved the division of the Department of Communication Sciences into the Department of Communication and the Department of Speech, Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing department were at times offered as two tracks of the same degree or were named in ways not consistent with the new department structure. This modification will make degree offerings consistent with the new organizational structure. No curricular changes accompany these name changes.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication MA in Communication PhD in Communication	BA in Speech, Language, and Hearing Sciences MA in Speech, Language, and Hearing Sciences PhD in Speech, Language, and Hearing Sciences AuD in Speech, Language, and Hearing Sciences

ITEM
Modification of a program in Communication Sciences and Audiology leading to the Doctor of Philosophy (Ph.D.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences and Audiology leading to the Doctor of Philosophy (Ph.D.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

BACKGROUND
The University of Connecticut has requested that the name of its program in Communication Sciences and Audiology leading to the Doctor of Philosophy (Ph.D.) degree be changed to a program in Speech, Language, and Hearing Sciences. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE
In August 2012, the University's Board of Trustees approved the division of the Department of Communication Sciences into the Department of Communication and the Department of Speech, Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing department were at times offered as two tracks of the same degree or were named in ways not consistent with the new department structure. This modification will make degree offerings consistent with the new organizational structure. No curricular changes accompany these name changes.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication MA in Communication PhD in Communication	BA in Speech, Language, and Hearing Sciences MA in Speech, Language, and Hearing Sciences PhD in Speech, Language, and Hearing Sciences AuD in Speech, Language, and Hearing Sciences

ITEM
Modification of a program in Audiology leading to the Doctor of Audiology (Au.D.) degree at
the University of Connecticut to change the name of the program to Speech, Language, and
Hearing Sciences

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve modification of a
                    program in Audiology leading to the Doctor of Audiology (Au.D.) degree at the
                    University of Connecticut to change the name of the program to Speech,
                    Language, and Hearing Sciences

BACKGROUND
The University of Connecticut has requested that the name of its program in Audiology leading
to the Doctor of Audiology (Au.D.) degree be changed to a program in Speech, Language, and
Hearing Sciences. This change is requested as a result of a reorganization that divides one
department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of
Higher Learning stipulated that modification of accredited programs, including name changes,
require approval by the Board of Regents (10a-34-3(c)).

RATIONALE
In August 2012, the University's Board of Trustees approved the division of the Department of
Communication Sciences into the Department of Communication and the Department of Speech,
Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing
department were at times offered as two tracks of the same degree or were named in ways not
consistent with the new department structure. This modification will make degree offerings
consistent with the new organizational structure. No curricular changes accompany these name
changes.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication MA in Communication PhD in Communication	BA in Speech, Language, and Hearing Sciences MA in Speech, Language, and Hearing Sciences PhD in Speech, Language, and Hearing Sciences AuD in Speech, Language, and Hearing Sciences

ITEM
Consideration of issues related to the Transfer and Articulation Policy (TAP)

BACKGROUND
On March 15, 2012, the Board of Regents for Higher Education approved a Transfer and Articulation Policy (TAP). This policy and the TAP implementation plan created in spring 2012 are included in this report as background documents.

The Faculty Advisory Committee (FAC) at its joint meeting with the Board of Regents on November 15, 2012 presented eight issues for discussion, four of which related to the implementation of the TAP.

>   **1. Brief review of TAP framework, core competencies, and learning outcomes – the work of the TAP Steering Committee and Subcommittees.** Plan is endorsed by the FAC.

>   **2. Recommendation to the BOR regarding the campus role in ratifying the TAP framework.** The Faculty Advisory Committee recommends that each ConnSCU institution vote to ratify the TAP framework, competencies, and learning outcomes using established curriculum governance procedures.

>   **3. Request for resources for curriculum development for TAP GenEd framework.** At many of the institutions, and especially at the community colleges, meeting the requirements of the General Education TAP framework will require significant curricula changes, the design of new courses, and adapting some current courses to embed competencies within them. Additional resources for summer curriculum grants, faculty development support, and reassigned time would be valuable and perhaps essential to realize the required changes.

>   **4. FAC recommends that the TAP Steering Committee become a standing committee of ConnSCU.** A detailed proposal regarding the responsibilities, processes, authority, terms of service, and committee structure will be forthcoming. The FAC believes the TAP Steering Committee (whose charge currently ends in May) needs to become a standing committee to continue to review and revise the learning outcomes and core competencies, to review data and monitor processes in the TAP implementation, to review and adjudicate curricula matters relative to TAP implementation, and to insure consistency across the institutions in the interpretation of the General Education framework, the development of the major pathways, and the design of an interactive web resource for transfer students.

The TAP implementation plan proposed by the TAP Core Competencies Steering Committee indicates articulation of liberal arts and sciences programs would be implemented by fall 2014. This timetable extends beyond the July 1, 2013 date set forth in Public Act 12-31 that requires development and implementation of a "general education core of courses for which not fewer than thirty academic credits shall be offered by each such college and university as part of its

liberal arts and sciences programs and any other degree program designated as a transfer program". Included as background documents are:

- Public Act 12-31
- The TAP Steering Committee's recommended implementation plan
- Reply to ConnSCU Faculty regarding Transfer and Articulation Policy (TAP) Commentary from TAP Steering Committee (SC)
- TAP Framework with Explanatory Material

The FAC recommendation for each ConnSCU institution to vote to ratify the TAP framework, competencies, and learning outcomes using established curriculum governance procedures has been justified on the basis of paragraphs 14 and 15 of the Transfer and Articulation Policy approved by the Board:

> The faculties of the Connecticut Community Colleges, Connecticut State Universities and Charter Oak State College will agree on transfer associate degrees with attendant competency outcomes and major (or concentration) by major articulations that will create clearly defined pathways from Connecticut Community Colleges to Connecticut State Universities and Charter Oak State College for baccalaureate majors and concentrations.

> These articulations will be completed by May 31, 2013, including shared governance review and approval processes in place at each institution. The major program articulations will be reviewed by faculty committees from the community colleges and the universities and Charter Oak State College on a five year cycle, beginning in the fall of 2013, in a staggered format.

Invitations to discuss these recommendations at the December 7, 2012 meeting of the BOR Academic and Student Affairs Committee were issued to Dr. Stephan Adair, Faculty Advisory Committee Chair; Dr. Lauren Doninger, TAP Core Competencies Steering Committee Co-Chair; and Dr. Deborah Weiss, TAP Core Competencies Steering Committee Co-Chair.

RECOMMENDED ACTIONS

TAP Framework – Recommended Motion for Consideration by the Board

WHEREAS,   the Transfer and Articulation Policy Framework was prepared by faculty representing all seventeen Connecticut State Colleges and Universities who served on a Core Competencies Steering Committee and eight Subcommittees, and

WHEREAS,   the Framework outlines a core curriculum consistent with the purpose adopted by the Board of Regents, and

WHEREAS,   the Framework is consistent with the New England Association of Schools and Colleges Commission on Higher Education Standards for Accreditation 4.16-19 regarding general education, and

WHEREAS,   the Framework includes a way for at least 30 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses that address the common core competencies to be applied toward a transfer degree, and

WHEREAS,   the Framework specifies general education requirements driven by competencies, be it

RESOLVED   that the Board of Regents for Higher Education accept the Transfer and Articulation Policy Framework approved by the TAP Core Competencies Steering Committee as the primary guidance for creation of transfer associate degrees common to all of the Connecticut Community Colleges, as stipulated in the Transfer and Articulation Policy.

Campus Role in Ratifying the TAP Framework
It is recommended that action be considered following discussion at the December 7 meeting of the BOR Academic and Student Affairs Committee.

Timeline for Implementation
It is recommended that action be considered following discussion at the December 7 meeting of the BOR Academic and Student Affairs Committee.

Request for Resources
It is recommended that responsibilities for the process, control and support for curriculum development, course re-design, integration of learning outcomes and other curricular matters remain, as is current practice, under the purview of campus-level faculty and management.

FAC Recommendation that the TAP Core Competencies Steering Committee Become a Standing Committee
The ConnSCU Academic Council, consisting of chief academic officers of all 17 institutions, had a preliminary discussion at its meeting on November 14, 2012 about the issue of the TAP Steering Committee becoming a standing committee of ConnSCU. It was agreed the Council should consider this recommendation more fully at its December 12 meeting and provide input. Management recommends the Academic and Student Affairs committee defer action on the FAC recommendation until input from the Academic Council is received.

TRANSFER AND ARTICULATION POLICY (ADOPTED MARCH 15, 2012)
[Paragraph numbers have been added for ease of reference]

Transfer and Articulation Policy

1. Connecticut families deserve a system of public higher education whose primary purpose is to produce graduates who form an engaged and well-informed citizenry, as well as a robust and appropriately educated workforce. To achieve this purpose, we must demonstrate that we provide a quality education. At the same time, we must create a clearly marked pathway from admission to graduation for all students by clarifying and streamlining the degree-program structures and transfer processes in our state colleges and universities to help students complete their post-secondary certifications and degrees as efficiently as possible. The ultimate goal of this reform is that all graduating students be prepared as productive world citizens.

2. The primary characteristics of the statewide initiatives that have proven successful are the following – with thanks to "Implementing Statewide Transfer and Articulation Reform" by the Center for the Study of Community Colleges:

- *A common general education core*
- *Common lower division pre-major pathways*
- *A focus on credit applicability to degree*
- *Junior status upon transfer*
- *Guaranteed or priority university admission*
- *Associate and bachelor degree credit limits*

3. This proposal seeks to achieve Board of Regents approval to require coordination of the transfer policy from the state's community colleges to the state universities and Charter Oak State College to create pathways for students

- that are easily accessible,
- include appropriate lower division general education,
- move students toward the competencies the states employers are looking for,
- and relate to specific majors offered at the state universities.

4. We recognize that these pathways will not meet the needs of all students, and that there remains an important mission for the community colleges to provide workforce ready certificates and degrees, not designed for transfer. The state universities will also continue to provide baccalaureate and graduate education for students who begin their career at a state university or Charter Oak State College.

Resolution Concerning Common Core and Transfer
5. Each Board of Regents institution that offers an undergraduate degree program shall develop its core curriculum consistent with the purpose adopted by the Board of Regents. The purpose of a core curriculum is to enable students to gain knowledge of human cultures and the physical and natural world across all academic areas. The goal of this education is that all graduating students are prepared to be world citizens. The idea of general education in America is to give students an integrated educational experience.

6. Consistent with NEASC Standard 4, the Board of Regents expects the general education requirement to include a balance among "the arts and humanities, the sciences, including mathematics and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these primary domains of knowledge as well as their relationships to one another."

7. General education is the hallmark of American higher education and the key to a broadly-educated citizenry. Therefore, in addition to improving the *transferability* of general education, we should also focus on the *quality* of general education. Therefore, our goal is not simply transferability but an excellent preparation for all students in their first sixty hours, including their essential general education foundation.

8. The general education curricula at all ConnSCU institutions should be competency based and for transferability, students should "demonstrate competence in

- written and oral communication in English;
- the ability for scientific and quantitative reasoning,
- for critical analysis and logical thinking;
- and the capability for continuing learning, including the skills of information literacy.

They will also demonstrate knowledge and understanding of

- scientific,
- historical and
- social phenomena, and a knowledge and appreciation of the
- aesthetic and ethical dimensions of humankind." (NEASC ACCREDITATION STANDARD 4)

9. The alignment of general education requirements must be competency driven and include outcome assessments for continuing review.

10. There shall be transfer associate degrees common to all of the Connecticut Community Colleges that shall include at least 30 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses that address the common core competencies, and the remaining credits shall be articulated with degree programs at the Connecticut State Universities and Charter Oak State College. Earning a transfer associate degree will grant its recipients junior status at each of the Connecticut State Universities and at Charter Oak State College.

11. Successful completion of such a transfer associate degree will offer the student **guaranteed admission and junior status to the receiving university or Charter Oak State College without 'course by course' transfer**. Admission to particular degree programs may have additional GPA or other requirements. These requirements will be clearly spelled out in each major by major articulation.

12. Students who complete a transfer associate degree at a Connecticut Community College will be admitted to a Connecticut State University or Charter Oak State College as a junior and they will have demonstrated competency at the associate degree level in the above areas. Please note

that some programs may have GPA eligibility standards, and/or performance criteria that limit access even if defined coursework has been completed. Any additional university requirements will be clearly spelled out and included in the degree by degree articulations.

13. Transfer associate degrees will include no more than 64 credits and baccalaureate degrees will include no more than 128 credits unless by Board of Regents approved exception. The Regents expect that staff will create procedures for hearing exceptions that take into account national accreditation standards or other external professional standards that may require degrees that exceed these limits. Transfer students who have completed a prescribed transfer pathway should not have to complete more credits than students who began at a university to complete similar degrees.

14. The faculties of the Connecticut Community Colleges, Connecticut State Universities and Charter Oak State College will agree on transfer associate degrees with attendant competency outcomes and major (or concentration) by major articulations that will create clearly defined pathways from Connecticut Community Colleges to Connecticut State Universities and Charter Oak State College for baccalaureate majors and concentrations.

15. These articulations will be completed by May 31, 2013, including shared governance review and approval processes in place at each institution. The major program articulations will be reviewed by faculty committees from the community colleges and the universities and Charter Oak State College on a five year cycle, beginning in the fall of 2013, in a staggered format.

16. The Board of Regents will publicize the transfer agreements major by major and will offer students in the state an interactive web based vehicle to both access these specific degree requirements and to check on the transferability of any courses they may have already taken.

17. The Board of Regents directs the ConnSCU vice presidents with the Council of Academic Officers for the seventeen ConnSCU institutions to create a procedure for reaching the agreements on curriculum required by this policy within the prescribed timeframe. Such procedures must be consistent with the principles of shared governance.

TIMELINE:

Phase 1:

Spring, 2012 through September 30, 2012   Agree on common general education competency outcomes.

Phase 2:

Academic Year 2012-2013:   Complete alignment for all majors offered in the state universities.

Agree on assessment plans for common core competencies.

Phase 3:
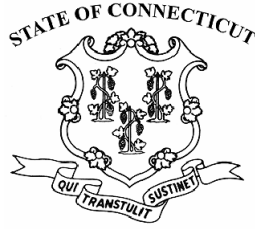
Summer 2013:   Create and mount state-wide interactive transfer website.

Phase 4:

Academic Year 2013-2014:   Begin periodic program review.

Begin assessment of impact on transfer patterns.

Substitute House Bill No. 5030

Public Act No. 12-31

AN ACT CONCERNING THE DEVELOPMENT OF A GENERAL EDUCATION CORE OF COURSES TO ALLOW FOR THE SEAMLESS TRANSFER AMONG PUBLIC INSTITUTIONS OF HIGHER EDUCATION.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) (*Effective July 1, 2012*) (a) Not later than July 1, 2013, the regional community-technical college system and the Connecticut State University System shall develop and implement a general education core of courses for which not fewer than thirty academic credits shall be offered by each such constituent unit as part of its liberal arts and sciences programs and any other degree program designated as a transfer program. A student who graduates from any such liberal arts and sciences program or transfer program or transfers from such program to another of such constituent units or to another institution within the same constituent unit shall transfer any credits earned while enrolled in such program toward the general education core curriculum requirements of the constituent unit to which such student transfers.

(b) Teaching faculty from the regional community-technical college system and the Connecticut State University System, elected pursuant to a uniform, system-wide election by the faculty senates representing

each of such constituent units, shall be included in the development and implementation of the general education core of courses.

Approved May 14, 2012

Connecticut State Colleges and Universities (ConnSCU) Transfer and Articulation Policy (TAP) Implementation Plan

Overview

The Board of Regents (BOR) for the Connecticut State Colleges and Universities (ConnSCU) recently approved policy designed to facilitate the transfer of the State's community college students into their junior year at the State universities. Among the key elements of this policy initiative are 1) the development of a common, competency-based general education core and 2) the development of common lower division pre-major pathways that include thirty credits of transferable general education credits that address the core competencies.

As presently constituted, the ConnSCU institutions are a composite of diverse institutions which, while maintaining this valued diversity, will now require a measure of system-wide curricular coherence to implement the transfer policy. The successful implementation of the policy will make significant improvements to our current transfer pathways. This document outlines a structure through which we can achieve our goals. It fosters collaboration among the 17 ConnSCU institutions and reflects the policy's timelines.

To begin the change process, the BOR has appointed a Coordinating Council, charged with formulating processes for developing common core competencies and transfer pathways across the 17 ConnSCU institutions that are responsive to demands on higher education to dramatically increase post-secondary degree and certification attainment in the state of Connecticut.

The implementation plan reflects the following principles:
1. The common general education core should be intellectually compelling and coherent.
2. The common general education core should function as an "integrated learning experience transcending traditional disciplinary boundaries while also respecting academic traditions of basic skills proficiency, intellectual rigor, and the value and methods of critical inquiry (Liberal Education Program, Southern Connecticut State University)."
3. The common general education core should be general enough to allow for significant campus level creativity in determining how to develop institutional core curricula consistent with the framework and also responsive to differing student populations and institutional missions.
4. The common general education core should facilitate student transfer among ConnSCU institutions.

5. The establishment of common competencies and transfer pathways should include the establishment of assessment measures (tools, rubrics) to guide institutions in determining if students are achieving system-wide competency expectations.

With respect to the principal components of the policy change, the Coordinating Council offers the following summary.

The Common, Competency-based Core Curriculum

Consistent with NEASC Standard 4, the BOR expects the general education requirement to include a balance among "the arts and humanities, the sciences, including mathematics and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these primary domains of knowledge as well as their relationships to one another."

Students should demonstrate competency in the following **foundational skills:**

• written and oral communication in English;

• scientific and quantitative reasoning,

• critical analysis and logical thinking;

• and the capability for continuing learning, including the skills of information literacy.

Students should also demonstrate knowledge and understanding of the following **content areas:**

• scientific,

• historical and

• social phenomena, and

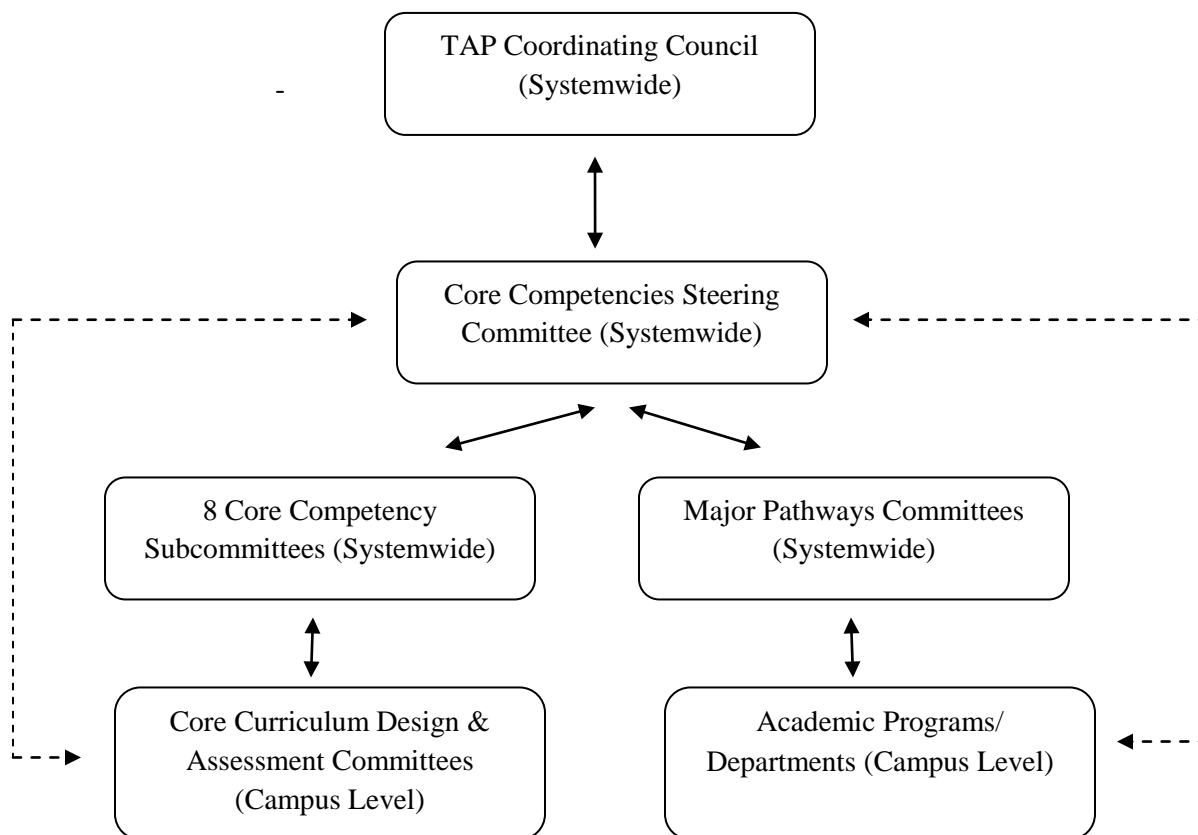• appreciation of the aesthetic and ethical dimensions of humankind." (NEASC ACCREDITATION STANDARD 4)

The BOR policy requires that the general education program be competency based and include outcome assessments for continuing program improvement.

Common Transfer Pathways

Further, the BOR policy states that there shall be transfer associate degrees common to all of the Connecticut Community Colleges that shall include at least 30 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses, and the remaining

credits shall be articulated with major programs at the Connecticut State Universities. Earning a transfer associate degree will grant its recipients junior status at each of the Connecticut State Universities and Charter Oak State College.

To implement the BOR Transfer and Articulation policy, the Coordinating Council recommends the structure depicted and described below.

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                    ┌─────────────────────────┐
                    │  TAP Coordinating Council │
     -              │      (Systemwide)         │
                    └─────────────────────────┘
                               ↕
                    ┌─────────────────────────┐
        ┌---------→ │ Core Competencies Steering│ ←---------┐
        ¦           │  Committee (Systemwide)   │           ¦
        ¦           └─────────────────────────┘           ¦
        ¦              ↙               ↘                    ¦
        ¦    ┌──────────────────┐  ┌──────────────────┐    ¦
        ¦    │ 8 Core Competency │  │ Major Pathways    │    ¦
        ¦    │ Subcommittees     │  │ Committees        │    ¦
        ¦    │ (Systemwide)      │  │ (Systemwide)      │    ¦
        ¦    └──────────────────┘  └──────────────────┘    ¦
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        └--→ │ Core Curriculum   │  │ Academic Programs/│ ←--┘
             │ Design &          │  │ Departments       │
             │ Assessment        │  │ (Campus Level)    │
             │ Committees        │  └──────────────────┘
             │ (Campus Level)    │
             └──────────────────┘
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Systemwide Transfer Policy Coordinating Council

The role of the Coordinating Council is to provide the infrastructure that supports the faculty committees that develop, implement, and assess the curriculum.

Starting date: March, 2012

Charge:

- Coordination of policy's goals and timelines
- Develop infrastructure for implementation
- Support committees as outlined in this document
- Insure appropriate technical assistance and administrative support is provided

- Provide input and feedback on project design, implementation, communication strategies, and work products of committees
- Create an electronic library of relevant literature on the following: the role of general education, the emerging knowledge and skill priorities of the 21st century, how to develop data-based expectations for a core curriculum.

Membership:

- BOR Vice Presidents of the state universities and the community colleges, Co-chairs
- BOR Faculty Advisory Committee
- Representative group of ConnSCU chief academic officers

Term: Ongoing

Systemwide Core Competencies Steering Committee

The Core Competencies Steering Committee will be responsible for identifying, from the eight specified areas in the BOR's TAP, the competencies to be addressed in the 30 credit common general education core and for formulating initial recommendations regarding learning outcomes for each competency.[1] Subcommittees of this group will work on individual competency areas and define the appropriate rising junior competency and proficiency levels

Starting date: April 2012

Charge:

- Develop timeline and periodic benchmarks for work that meets the TAP requirements
- Review relevant literature including resources offered by the Coordinating Council
- Identify parameters of the TAP policy competencies for the sub-committees
- Provide agreed-upon learning outcomes for each competency through sub-committees
- Support and serve as resource for sub-committees
- Provide input and feedback on sub-committees' progress and work products
- Coordinate sub-committees' efforts as needed
- Function as liaison between campus committees and coordinating council
- Review assessment methodologies recommended by Campus Core Curriculum Design and Assessment Committees
- Develop guidelines for determining necessary level of agreement to be reached by the Core Competency Subcommittees

Membership:

- 17 faculty members, one representative from each ConnSCU institution

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[1] The committee may wish to consider adopting the *AAC&U Essential Learning Outcomes* as the basis for its work.

- 1 alternate from each institution
- Committee will choose its own co-chairs: one from a CSU and one from a community college
-

Selection: Each campus will elect or appoint their faculty representative no later than April 20

Term: One year; intensive summer work required

Criteria: Knowledge of and experience in general education and competency assessment

Payment: $3000 stipend for period ending August 2012

Core Competency Subcommittees (Systemwide)

There will be eight competency subcommittees, one for each of the foundational skills and knowledge areas as defined in the TAP.

Starting date: May 2012

Charge:

- Operate as sub-committees of the Core Competency Steering Committee
- Review relevant literature
- Consider AAC&U Essential Learning Outcomes and VALUE rubrics
- Develop learning outcomes for sub-committee's assigned competency
- Foster consensus among all parties throughout the process
- Work with campus level committee(s) to develop assessment strategies
- Determine level of proficiency necessary in the competency for junior status

Membership:

- Each committee will consist of one faculty from each CSU, three faculty from the community colleges, and one representative from Charter Oak College
- Each committee will chose its own chair(s)

Selection: Each CSU and Charter Oak will appoint or elect its own faculty representative; the CC CAO's will select representatives from campus nominations. Final selections will be coordinated to ensure the committees have the appropriate range of expertise.

Criteria: Degree in related discipline. Knowledge of and experience in general education and competency assessment

Payment: $3000 stipend for period ending August 2012

Term: one year; intensive summer work required

Campus-level Core Curriculum Design & Assessment Committees

Starting date: September 2012

Charge:
- Ensure that existing campus curriculum approval processes are followed and completed within the required timeframe.
- Align campus core competencies and curriculum with the work of the system committees,
- Design assessment methodologies that will guide institutions in determining if students are achieving system-wide competency expectations
- Work with program faculty on mapping the curriculum to align with common core competencies
-

Membership: To be decided by each campus, preferably using existing curriculum structures

Selection: To be decided by each campus, preferably using existing curriculum structures

Criteria: To be decided by each campus, preferably using existing curriculum structures

Payment: Part of contractual duties

Term: As determined by existing campus curriculum committee structures

System-wide Major Pathways Committees

Major Pathways Committees for each university major will be responsible for developing pre-major pathways. Each campus will elect a faculty representative to each major pathways committee.

Starting date: September 2012 or earlier

Charge:
- Ensure that CC transfer degrees
  - Include 30 credits of transferable gen ed courses
  - Articulate remaining credits with intended degree program at the receiving 4-year institution
  - Clearly spell out any additional GPA or other requirements for the program
  - Allow students to be admitted to a 4-year institution with junior status
- Work with campus level academic departments

Membership:
- o 17 faculty members, one representative from each ConnSCU institution
- o Committee will chose its own co-chairs: one from a CSU and one from a community college

Selection: Each campus will elect or appoint their faculty representative

Criteria: Degree in discipline. Knowledge of and experience in transfer issues and competency assessment

Payment: Part of contractual duties

Term: Academic Year 2012-2013

Conclusion

The BOR will support the implementation plan for the Transfer Articulation Proposal by providing ongoing financial support to the TAP Coordinating Council, the Core Competencies Steering Committee, and the Core Competency Subcommittees. It will also provide ongoing administrative support to these committees, including establishing and maintaining channels of communication between them.

Members of the system and campus-based committees will participate in periodic regional faculty seminars/workshops designed to provide a forum for discussion and deliberation on topics related to the Transfer and Articulation Policy.

TAP Recommended Implementation Plan

February 15, 2013   All 17 institutions will have voted on ratification.

Assuming ratification:

Spring 2013   Each Community College will have determined how the 6 credits in Section B will be designated.

Community Colleges begin course revisions to align with competencies.

CSU and COSC begin assessing how/where in their current general education curricula the competencies are addressed. If competencies are not addressed, begin revisions.

CSUs and COSC begin the articulation process for each of the 12 CC TAP packages.

Pathways for majors begin to be developed.

Fall 2013   Liberal Arts & Sciences programs at the CCs move through governance for revision to align with the framework.

Agree on assessment plans for common core competencies.

Continued course and program revisions; movement through CC governance process.

Spring 2014   CSUs and COSC begins full articulation based on the courses that each of the CCs have ushered through governance as part of the designated transfer degree.

Summer 2014   Create and mount state-wide interactive transfer website.

Fall 2014   At a minimum, LAS degrees are implemented.

Spring 2015   Begin periodic program review.

Begin assessment of impact on transfer patterns.

Reply to ConnSCU Faculty regarding Transfer and Articulation Policy (TAP) Commentary

from TAP Steering Committee (SC)

November 12, 2012

Dear Faculty,

Thank-you for the thoughtful comments you raised during the Commentary period. In this correspondence, we would like to address some of the more common issues that were raised in the commentaries as well as provide you with the parameters under which we operated in developing the TAP Framework and Learning Outcomes.

The commentaries were broad, rather than focused in nature. In other words, there was no one issue that stood out as having been mentioned by a majority of institutions. Further, many commentaries represented differing opinions regarding the same issue. For example, some stated that the Framework should not provide six open credits and should specifically designate those six credits in Section A and eliminate Section B while others stated the opposite: that all designated credits should be embedded, eliminating Section A. In general, we noted that the commentators grappled with many of the same issues that the Steering Committee grappled with during our many hours of discussion. During our October 26 meeting, which lasted nearly 5 hours, we came to the conclusion that to change one area of the Framework to please one constituent would make another constituent unhappy. We therefore attempt in this document to answer some of the more common issues that arose so that you might see our thought processes, but decided that making major changes to the Framework at this time would result in a zero sum gain in terms of satisfied faculty. The Framework represents a compromise position of the varying viewpoints.

The TAP Framework, with several minor changes, is now being forwarded to the campuses for ratification. At its 10/26/12 meeting the Steering Committee approved the following motion with a vote of 16 in favor and one abstention. The Steering Committee has set a date of February 15 for all campuses to reply with the outcome of their ratification.

> The TAP Core Competencies Steering Committee moves that each ConnSCU institution vote to ratify the TAP framework, competencies, and learning outcomes using established curriculum governance procedures. The results will be presented to the Board of Regents.

Parameters

The document that guided our mission was the Connecticut State Colleges and Universities Transfer and Articulation Policy Implementation Plan written by the TAP Coordinating Council (comprised of BOR Vice Presidents of the state universities and the community colleges, BOR Faculty Advisory Committee and a representative group of ConnSCU chief academic officers). We suggest reading the Implementation Plan for detailed information that will be referenced throughout this document. Operating under the guidelines of the Implementation Plan limited our flexibility in a number of areas since it delineated the parameters of the competency areas and other issues. Given that the law, as well as the Implementation Plan contained a number of ambiguities, the SC spent many hours interpreting and debating these issues.

Composition of Committees and hours spent

There were nine committees in total, a Steering Committee (SC) comprised of one member of each of the 17 ConnSCU universities/colleges and eight Core Competency Subcommittees, each comprised of eight members with five from the four-year institutions and three from community colleges (64 members). At various times, committee members (and others) pointed out that either the Steering Committee was unbalanced (with stronger voting power being given to the community colleges) or that the Subcommittees were unbalanced (with stronger voting power being given to the four-year institutions). Given the stronger CC representation at the SC level and the stronger 4-year representation at the subcommittee level, we feel that a balance was achieved; we also believe that, although each constituent represented the interests of his/her facility, the committees as a whole worked cooperatively for positive outcomes that balance the needs of all institutions and serve students.

The SC met a total of 12 times over the summer. Collective meeting/preparation/travel time for the 17 members is estimated at approximately 1500 hours while collective meeting/preparation/travel time for the subcommittees is estimated at approximately 1300 hours.

Designated vs. Embedded – This was an issue that was debated for many hours of SC meeting time. Although several colleagues wished to have a greater number of competencies embedded rather than addressed in designated courses, the majority believed that designation of courses was essential in terms of better articulation across institutions, greater ease in assessing the framework and facilitation of transferability for all students.

Foreign Language (World Languages) – Some commentators express concern that foreign language was not included in the Framework. Because the TAP Implementation Plan did not include foreign language as a competency area it was not included. All of the Connecticut State Universities have a foreign language requirement as part of their core curricula and transfer students will continue to be required to meet the requirement. In some cases a foreign language will be required as a part of a designated transfer degree as is currently the case.

Social Science Courses – Concern was expressed regarding under-representation of the social sciences and about the lack of a designated behavioral science course. It was not possible in the 30 credit limit to include adequate or equal representation of all discipline areas. Under Section B of the Framework a CCC may opt to include an additional social science course (perhaps a designated behavioral science). All transfer students will complete an additional 12 to 18 general education credits at the senior institution. Each of the CSUs and COSC will make public the additional courses that will be required to complete the general education requirements at that institution. Since all five of the institutions require a behavioral science we know that study of a behavioral science will be included in the plan of study.

Rigor of Framework – Some commentaries asked whether two science or two writing courses may be too rigorous; they pointed out that this is not universally required now by all CCs or all four year institutions. Others praised the rigor of the Framework. The SC decided that it was important to design a pedagogically-sound program that would result in students acquiring the knowledge and skills that would most benefit them in the future and not utilize the "least common denominator" approach in which a lesser level was selected simply because not all institutions are currently providing the higher level. It is important to recognize that all ConnSCU students are expected to achieve the competencies. While a particular CSU might not require the exact course designations, the outcomes will still need to be taught, learned and assessed.

<u>Flexibility of Curriculum</u> – Several commentaries raised concern regarding the future of campus individuality and whether this might be lost under the TAP Framework. Under TAP, the freedom to design the curriculum for each campus will remain under the purview of that campus. Given that the Competency Areas are all outcome-based, there is a great deal of flexibility in the courses that might be utilized to meet the learning outcomes. For example, courses in anthropology, history, geography, philosophy, English, etc. could be proposed in the Historical Competency Area if they are designed to assess the learning outcomes.

<u>Swirl Students</u> – Faculty had particular concern about the impact on swirl students (those students who take courses at multiple institutions before graduating). Initially the charge to the SC was specifically to develop a framework for students who were *completing* a designated transfer degree, with no consideration of swirl students. The Steering Committee felt very strongly about the need to provide swirl students opportunities for taking courses across the ConnSCU system. The SC has been assured that the BOR will maintain an equivalency bank of courses hosted on the web site where students may find course-taking opportunities. In many cases courses that are vetted for inclusion in the Framework will be included in the bank and will be available for swirl students. In some cases there will be courses included in the Framework that do not represent equivalent requirements at the CSU of choice (e.g., a CC may select a course in oral communication in Section B and plan to transfer to a CSU that does not have a designated oral communication requirement). Consequently, those graduating from a designated transfer program will received an equivalency that may not be earned by taking a course in isolation.

<u>Outcomes</u> – Some commentators expressed concern about the number of outcomes and complexity of outcomes that are present for some of the competency areas. The outcomes were developed by the subcommittees which were comprised of content area experts, and reviewed by the Steering Committee. The feedback was forwarded to the subcommittees for review and reconsideration. Very little was changed as a result of this process as the subcommittees felt that the outcomes set an appropriately rigorous standard. As with all elements of the TAP, as we move through implementation and assessment the outcomes will likely evolve.

<u>Assessment</u> – A number of questions were raised regarding assessment. Per the Implementation Plan, each institution will be responsible for its own assessment. Rubrics that correspond with the learning outcomes will be provided by the Subcommittees; however, institutions may select alternative methods of assessment. There are many ways to accomplish this: the timeframe, frequency, and type of assessment will be up to the individual institutions to decide. There may also be a system-wide initiative that will facilitate collaboration among the institutions.

<u>Current Articulation Agreements</u> – Some inquired about whether current articulation agreements that are working for transfer students would need to be replaced with the TAP. The instructions to the Steering Committee from the Core Committee were that Public Act No. 12-31 requires a common general education core for all designated transfer degrees and the development of system wide pathways to majors. The purpose is to create a more cohesive system of public higher education in Connecticut. The expectation is that all designated transfer degree programs will include the 30 credit Framework. However, the Core Committee has assured us that there will be a method for specific transfer pathways (e.g., College of Technology) to make a case for being exempt from the TAP.

The Steering Committee and the Sub-Committees have worked diligently, collaboratively, and with integrity in an effort to develop a plan that will meet the needs of our students and diverse campuses. The gathering of data over time will be an important component in refining all components of the Framework and Learning Outcomes. We present them to you as living documents and processes that will require ongoing faculty-oversight as we perfect them over the years.

Sincerely,

For the ConnSCU TAP Steering Committee,

Lauren Doninger and Deborah Weiss – Co-chairs

Framework for Community College Designated Transfer Degree Program Requirements

Section A – (24-25 credits) Designated Competencies

- 2 courses in Written Communication (6 credits)
- 1 course in Scientific Reasoning and 1 course in Scientific Knowledge and Understanding; at least 1 of these courses must include a lab (6-7 credits)
- 1 course in Quantitative Reasoning (with a prerequisite of or placement level above intermediate algebra) (3 credits)
- 1 course in Historical Knowledge/Understanding (3 credits)
- 1 course in Social Phenomena Knowledge/Understanding (3 credits)
- 1 course in Aesthetic Dimensions (3 credits)

Section B – (6 credits) Designated Competencies - 2 courses (to be decided at the local level) selected from among the following with no more than 1 course in each competency area:

- Quantitative Reasoning (with a prerequisite of or placement level above intermediate algebra)
- Historical Knowledge/Understanding
- Social Phenomena Knowledge/Understanding
- Aesthetic Dimensions
- Oral Communication
- Continuing Learning/Information Literacy
- Critical Analysis/Logical Thinking

Section C – (0 credits) Embedded Competencies – Any competency area below that has not been addressed in Section B, must have all of its outcomes embedded in the curriculum and must be included in assessment. How these outcomes are embedded will be determined at the local level.

- Oral Communication
- Continuing Learning/Information Literacy
- Critical Analysis/Logical Thinking

Section D – (0 credits) Embedded Competencies - Must be embedded

- Written Communication (in addition to the designated courses in Section A)
- Ethical Dimensions (embedded only)

Explanatory information for the TAP Framework

The diversity found in the unique general education cores of the ConnSCU institutions is valued; therefore a homogeneous common design is not required. This framework leaves significant latitude to the discretion of faculty at the local level. Below are guidelines to assist in understanding the proposed framework:

I. Background and terminology
    a. **Competency Areas** – The competency areas transcend traditional department designation. For example, it is conceivable that a course that meets the learning outcomes for the Historical Knowledge and Understanding competency may be a course in history, anthropology, political science, etc., as designated by each institution.
        There are 11 competency areas as follow:

Competency Areas	Credits	Section A All must be Designated	Section B 2 must be designated	Section C Must be Embedded (unless Designated in Section B)	Section D Must be embedded
1. Written Communication	(6)	X			X
2. Oral Communication	(0-3)		X	X	
3. Scientific Reasoning 4. Scientific Knowledge and Understanding One course must include a lab	(6-7)	X X			
5. Quantitative Reasoning	(3-6)	X	X		
6. Critical Analysis/Logical Thinking	(0-3)		X	X	
7. Continuing Learning/Information Literacy	(0-3)		X	X	
8. Historical Knowledge/Understanding	(3-6)	X	X		
9. Social Phenomena Knowledge/Understanding	(3-6)	X	X		
10. Appreciation of Aesthetic Dimensions of Humankind	(3-6)	X	X		
11. Appreciation of Ethical Dimensions of Humankind	(0)				X

    b. **Learning Outcomes** – Each competency area has a goal and measurable learning outcomes (separate documentation). Rubrics are being developed to guide institutions in assessment.
    c. **Designated Competency course** – A course that assesses all of the learning outcomes for a competency area (Sections A and B).
    d. **Embedded Competencies/courses** – An embedded competency area is one that is addressed within a course without being the primary focus of the course. An embedded competency course will include at least one learning outcome (but may include as many as all learning outcomes) for a competency area. All of the learning outcomes of an embedded competency must be met; this means that they will typically be spread over more than 1 course. Redundancy of learning outcomes in multiple courses across the curriculum is encouraged in order to improve student learning through multiple exposures to material.

II. Explanation of Framework
   a. Section A – This section requires 24-25 credits (variability due to potential additional credits for science laboratory courses) of designated competency courses as outlined in the Framework.
   b. Section B – This section requires 6 credits of designated competency courses. Each CC will select 2 competency areas from among the 7. The designation of these 6 credits will be the same for all transfer degree programs from that institution. If an institution selects Oral Communication as 1 of the 2 competency areas, any course that meets the learning outcomes for that competency area will be accepted. This provides the latitude for a general oral communication course, business communication, etc.
   c. Section C - Oral Communication, Critical Analysis/Logical Thinking, and Continuing Learning/Information Literacy must either be selected in Section B or be embedded in Section C.
      i. Example 1 – Institution selects Oral Communication and Social Phenomena in Section B. In order to satisfy Section C, Continuing Learning/Information Literacy and Critical Analysis/Logical Thinking must be embedded.
      ii. Example 2 - Institution selects Continuing Learning/Information Literacy and Critical Analysis/Logical Thinking in Section B. In order to satisfy Section C, Oral Communication must be embedded.
   d. Section D
      i. Written Communication must be embedded in addition to being designated in two written communication courses in Section A. At minimum one Written Communication learning outcome must be addressed in one course.
      ii. Ethical Dimensions may not comprise a designated course; it must be embedded. All Ethical Dimensions learning outcomes must be met.
III. Additional important information
   a. Students at all ConnSCU institutions will demonstrate competency in the foundational skills and content areas outlined by the Board of Regents (BOR) in the Transfer and Articulation Policy (TAP) Implementation Plan, based on New England Association of Schools and Colleges (NEASC) Standard 4.
   b. All CC programs that are designated as ConnSCU transfer programs will develop *one* 30 credit transfer core based on the framework that will be utilized for all its transfer degree programs.
   c. Connecticut State Universities (CSUs) and Charter Oak State College (COSC) have 42-48 credits in their general education programs. All CSUs and COSC will accept the 30 credit cores from CC designated transfer program graduates and will apply the credits to specific requirements of their general education programs (not as open electives). The remaining 12-18 credits will be outlined so that it will be clear what remains to be completed in the general education programs. Some of these courses may be completed at the CCs.
   d. This is a work in progress. There will be many challenges along the way, but it is the assumption of the Steering Committee that all are working toward a coherent system that serves students, employers, and the citizens of the state of Connecticut.

Competency Area	Goal	ConnSCU students completing the 30 credit General Education Core will be able to:

Written Communication in English	Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.	1. Respond to Rhetorical Situations
		  • Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations.
		  • Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.
		2. Use Sources
		  • Locate and evaluate sources appropriate to the rhetorical situation.
		  • Read, comprehend, and summarize an argument from a complex piece of writing.
		  • Analyze, evaluate, and respond to an argument from a complex piece of writing.
		  • Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.
		3. Craft Logical Arguments
		  • Generate a controlling idea or thesis.
		  • Provide clear and logical evidence, support, or illustration for their assertions.
		  • Choose appropriate and effective organizing methods, employing effective transitions and signposts.
		4. Apply Language Conventions
		  • Use diction, tone, and level of formality appropriate to audience, purpose, and situation.
		  • Apply the conventions of Standard English grammar, spelling, and mechanics.
		5. Formulate Effective Writing Strategies
		  • Develop flexible strategies for generating, revising, editing, and proofreading their writing.
		  • Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.

Oral Communication in English	Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.	1. Respond to Rhetorical Situations
		  • Identify and evaluate the specific audience and purpose in different communication situations, and adapt the communication appropriately to those situations.
		  • Develop effective messages that influence attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.
		  • Recognize when others do not understand the message and then manage those misunderstandings.
		  • Listen effectively by understanding, remembering, interpreting, evaluating, and responding appropriately to the speech of others.
		2. Use Sources
		  • Locate, evaluate, use, and acknowledge sources appropriate to the communication purpose.
		  • Synthesize and integrate others' ideas purposefully and ethically into their own communication.
		  • Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.
		3. Craft Logical Arguments
		  • Select an appropriate and effective medium for communicating.
		  • Provide clear and logical evidence, support, or illustration for their assertions.
		  • Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts.
		4. Apply Language Conventions
		  • Use diction, tone, and level of formality appropriate to audience, purpose, and situation.
		  • Use pronunciation, grammar, articulation, and nonverbal behaviors appropriate for the message and designated audience.
		5. Formulate Effective Communication Strategies

		• Reflect on and explain the effectiveness of their communication choices regarding the audience, purpose, and situation. • Speak ethically by accepting responsibility for their communication practices and by communicating openly and directly. • Revise and rehearse speeches before delivery. • Work collaboratively with others, including managing discussion, tasks, and information.
Quantitative Reasoning	Quantitative: Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.	1. Represent mathematical and quantitative information symbolically, graphically, numerically, and verbally. 2. Apply quantitative methods to investigate routine and novel problems. This includes calculations/procedures, mathematical and/or statistical modeling, prediction, and evaluation. 3. Interpret mathematical and quantitative information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics. 4. Evaluate the results obtained from quantitative methods for accuracy and/or reasonableness.
Scientific Reasoning	Scientific: Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.	1. Explain the methods of scientific inquiry that lead to the acquisition of knowledge. Such methods include observations, testable hypotheses, logical inferences, experimental design, data acquisition, interpretation, and reproducible outcomes. 2. Apply scientific methods to investigate real-world phenomena, and routine and novel problems. This includes data acquisition and evaluation, and prediction. 3. Represent scientific data symbolically, graphically, numerically, and verbally. 4. Interpret scientific information and draw logical references from representations such as formulas, equations, graphs, tables, and schematics. 5. Evaluate the results obtained from scientific methods for accuracy and/or reasonableness.
Critical Analysis and Logical Thinking	Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.	1. Identifying arguments: Identify issues, evidence and reasoning processes; distinguish facts from opinion; recognize various types of arguments 2. Formulating arguments: Formulates good arguments, including a significant focus on inductive reasoning. 3. Analysis: Break subject matter into components and identify their interrelations to ascertain the defining features of the work and their contributions to the whole. 4. Evaluation: Identify assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference. 5. Synthesis: Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion.
Continuing Learning/ Information Literacy	Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.	1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions. 2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s). 3. Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work. 4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.
Scientific Knowledge/ Understanding	Students will gain a broad base of scientific knowledge and methodologies in the	1. Communicate using appropriate scientific terminology. 2. Use representations and models to communicate scientific knowledge and solve scientific problems. 3. Plan and implement data collection strategies appropriate to a particular scientific question.

	natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.	4. Articulate the reasons that scientific explanations and theories are refined or replaced. 5. Evaluate the quality of scientific information on the basis of its source and the methods used to generate it.
Historical Knowledge/ Understanding	Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.	1. Identify and differentiate types of historical sources including popular, academic, primary and secondary. 2. Recognize ever-changing interpretations of history. 3. Place the development of societies in national and/or international contexts. 4. Explain the influence and agency of social circumstances, which may include race, class, gender, and others, on historical events. 5. Describe the impact of the past on subsequent events, including the present. 6. Examine the complex, dynamic, and interrelated nature of change.
Social Phenomena Knowledge/ Understanding	Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.	1. Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups. 2. Summarize different theories and research methods used to investigate social phenomena. 3. Explain ethical issues pertaining to social contexts and phenomena. 4. Explain issues of diversity within and across cultures. 5. Apply concepts or theories of social phenomena to real world situations. (e.g., service learning, group work, clubs, organizations, civic engagement, conflict resolution, and internships).
Appreciation of the Aesthetic Dimensions of Humankind	Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.	1. Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, or other arts. 2. Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts. 3. Articulate ways in which literature, performance, the visual arts or related forms respond to and influence society and culture. 4. Actively engage with the literary, performing or visual arts or other cultural forms through experience or creative expression. 5. Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.
Appreciation of the Ethical Dimensions of Humankind	Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.	1. Recognize and reflect critically on ethical issues. 2. Apply appropriate concepts and terminology in identifying ethical problems and proposing and defending solutions to them. 3. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence. 4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

DISCUSSION ITEM
Discussion of request from Manchester Community College to arm its Police Officer Standards and Training (POST) certified police officers with firearms

BACKGROUND
Manchester Community College has requested authorization to arm its Police Officer Standards and Training (POST) certified police officers with firearms. The former governing body for the community colleges issued a weapons policy for the Central Naugatuck Valley Region Higher Education Center, and a similar policy would likely be needed to authorize police at MCC to carry firearms:

> 4.20 Weapons Policy - Central Naugatuck Valley Region Higher Education Center
> All employees at the Central Naugatuck Valley Region Higher Education Center having been trained at the Connecticut state police academy and certified as police officers, pursuant to Connecticut general statutes section 29-18,[1] are hereby empowered to carry firearms while on duty at the CNVRHEC. Adopted February 26, 1990 (Connecticut Community Colleges

In a preliminary legal determination, BOR staff observed that MCC police officers have been granted special police powers by the Commissioner of Public Safety under C.G.S, Section 29-18; these special police powers, when coupled with POST certification, should constitute the requisite authority for arming; in turn, the jurisdiction of these officers would presumably be the MCC Campus under C.G.S., Section 54-1f. This preliminary determination needs to be confirmed by BOR Counsel, as well as the Attorney General's Office.

FINANCIAL IMPACT
The College estimates that the financial impact of the proposal is negligible; costs for weapons and the qualification program will be offset by cancelling an armored car contract. No additional personnel costs are anticipated.

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[1] Sec. 29-18. Special policemen for state property. The Commissioner of Public Safety may appoint one or more persons nominated by the administrative authority of any state buildings or lands including, but not limited to, state owned and managed housing facilities, to act as special policemen in such buildings and upon such lands. Each such special policeman shall be sworn and may arrest and present before a competent authority any person for any offense committed within his precinct. (1949 Rev., S. 3660; 1969, P.A. 468; P.A. 77-614, S. 486, 610.)

   History: 1969 act specifically included state-owned and managed housing facilities as eligible to be served by special policemen; P.A. 77-614 replaced commissioner of state police with commissioner of public safety, effective January 1, 1979.
   See Sec. 4b-13(a) re enforcement of regulations concerning state-owned parking areas by special policemen.
   See Sec. 29-8a re indemnification of state policemen and State Capitol police in civil rights actions.
   See Sec. 53-39a re indemnification of state police and State Capitol police in cases where criminal charge is dismissed.
   University police have all the powers of state policemen and are entitled to all the protections afforded such policemen. 166 C. 81.
   Determination of whether special policeman under this section is considered a "policeman" for purposes of Sec. 31-275(1)(A) depends on facts in case. 60 CA 707

The College estimated one-time costs to implement its proposal as:

- Firearms Equipment and Supplies $5,000
- Officer Qualification Program including Psychological Exams $2,500

Total Initial Implementation Costs $7,500

Less: Annual savings from canceling armored car contract for bank deposits $(6,500)

Net Year 1 Cost $1,000

The college has partnered with the Manchester Police Department to provide the required ongoing training program at no cost. The cost of ammunition is already a current budget line item to qualify for P.O.S.T. Certification.

The College has provided a justification and several other supporting documents. These are included for background.

JUSTIFICATION PROVIDED BY THE COLLEGE
The Manchester Community College Police Department has primary jurisdiction on the college campus and has complete police authority to apprehend and arrest anyone involved in illegal acts on campus. They are the first responders to all incidents on campus.

The MCC Police Department personnel include a Master Sergeant and four Police Officers. (Additionally we have four Buildings and Grounds Patrol Officers, two Telecommunications Operators, and three student workers).

The Master Sergeant and police officers are P.O.S.T. certified (i.e. certified by the State of Connecticut's Police Officers Standards & Training Council) and have full powers of arrest. These are all veteran officers who have attended the P.O.S.T. Police Academy and maintain their certification by completing 60 hours of review training every three years.

MCC's police officers are required to qualify with handguns every year to maintain their P.O.S.T. certification. Current Board policy requires approval for our officers to carry arms.

If an incident involving violence and a weapon occurs on campus, MCC police officers would not be able to respond and would need to rely on the State police or the local police department – a response time that could put the college and our students in a very dangerous situation. The Chief of Police for the Manchester Police Department indicated that he is in support of arming our police department and will work with us to ensure proper training and assessment. The Chief is concerned that even if his department is responding, that our facility is complex and that our officers could not assist in identifying entrance ways, etc., putting any responding officer at additional risk.

College discussions about the possible arming of MCC's police officers began during the 2010 academic year with informational sessions with various groups including the President's Advisory Council, College Senate, Academic Senate, and Student Senate. In April 2010, a college-wide survey on arming was conducted with a majority of the responses in support of "asking the Board of Trustees for permission to arm MCC's Police Officers with firearms." Responses from a second student survey in 2012 indicated that 67% of those students responding supported the arming of MCC police officers.

COLLEGE'S ANALYSIS
Public safety and crisis preparedness are concerns at all our colleges and universities. Manchester Community College has addressed these concerns in several ways. The President's Emergency Management Team has a detailed Emergency Response Plan and has conducted a comprehensive Active Shooter Table-top drill with the Manchester Police Department ("MPD") and a college-wide Shelter-In-Place drill. A multi-disciplinary risk and threat assessment team (TABI -Threat Assessment and Behavior Intervention) has been created which meets bi-weekly. Mass notification technologies and procedures have been upgraded and expansion of these technologies is planned. There have also been improvements to the physical security on campus.

One area that must be addressed is the arming of MCC's police officers. MCC's officers are the first responders to all incidents on campus and can arrive on the scene of an emergency incident within two or three minutes. But if that incident involves violence and a weapon, there is nothing that the MCC officers can do. They cannot protect themselves and they cannot protect

others. They must wait for the MPD to be called and those armed officers to arrive and handle the situation. MCC officers cannot even assist or accompany the MPD officers without jeopardizing the MPD personnel.

If there is a violent incident on campus, MCC PD will call the MPD for assistance and MPD will dispatch officers to the campus. Depending upon MPD's manpower and case load at the time of such a call, officers will begin arriving on campus within five to twelve minutes. Additionally, other police departments and the State Police will be called by MPD and officers from surrounding jurisdictions will respond.

An armed response to the actual scene of the violence will take considerably longer because these officers will be operating under two handicaps. First, they do not know the campus and its physical layout. Second, they do not know the college community and its members.

The most direct solution to these problems is for MCC police officers to be armed. They know the campus. They know the constituency. And they can respond within minutes. Their response would identify the situation; contain it, if possible; and have MPD and its resources available to assist as needed.

Arming requires a comprehensive implementation program to ensure that all effective safeguards, policies, procedures, training, and supervision are in place. This implementation program includes new general orders on firearms and use of force; oversight and review protocols; establishment of specific requirements for authorization to be armed; acquisition of equipment; and rigorous firearms training.

MCC's police officers are fully qualified, POST-certified, experienced professionals who take their duty to protect very seriously. They should be provided with the same tools police officers nationwide have to protect themselves and others. To fail to do so place these officers and the college community they protect at risk, and places unnecessary liability for safety on the college and the Board.

Proposal: To arm MCC's Police Officers

Recent Shooting Tragedies

On campuses
    Virginia Tech (2007 and 2011)
    Northern Illinois University (2008)

In the workplace
    Hartford Distributors Inc. (2010)

By community college student
    Tucson in 2011

Actions Taken at MCC

- President's Emergency Management Team
  - Active Shooter Table-top Drill with MPD
  - College-wide Shelter-in-place drill
- Emergency Response Plan
- TABI – a multi-disciplinary risk and threat assessment team
- Mass notification technologies and procedures
- Improvements to physical security on campus

Proposed Next Step

Arm the College's Police Officers

Columbine High School – April 20, 1999

Police responded with traditional SWAT tactics – "establish outer perimeter, establish inner perimeter, make contact with perpetrators and negotiate."

Hour-long rampage

**12 students and 1 teacher killed
27 others wounded**

Police tactics have changed in response to Columbine and other school shootings

First officers on scene:
Engage and STOP the shooter

Slide 1:

August 3, 2010
Hartford Distributors, Inc.
Manchester, Connecticut

Shooter killed 8 people and wounded 2.

Police officers arrived on scene 3 minutes after first 911 call and entered the building 7 minutes later searching for the shooter.

No one died after police arrived on scene.

Slide 2:

"Given the enormous consequences of a campus shooting … coupled with the nationally recognized and proven best response requiring the first officers on the scene to neutralize the shooter aggressively, it is highly recommended that all [sworn] police officers on campus be armed and trained in the use of personal and specialized firearms."

Applied Risk Management, "Campus Violence Prevention and Response: Best Practices for Massachusetts Higher Education, Report to Massachusetts Department of Higher Education," June 2008

Slide 3:

International Association of Campus Law Enforcement Administrators (IACLEA)

Position Statement:

Arming: The decision whether or not to arm campus officers is one related to program. If the campus provides a full service law enforcement agency to members of the campus community, the officers should be armed.

Slide 4:

Connecticut Community Colleges

	Police Officers	Buildings and Grounds Patrol Officers	Contract Guards	Police Officers Armed
Asnuntuck Community College	0	0	Yes	n/a
Capital Community College	1	8	0	NO
Gateway Community College	0	0	Yes	n/a
Housatonic Community College	2	6	0	NO
Manchester Community College	5	4	Yes	NO
Middlesex Community College	0	0	Yes	n/a
Naugatuck Valley Community College	5	4	0	YES
Northwestern Community College	0	0	Yes	n/a
Norwalk Community College	0	5	0	n/a
Quinebaug Valley Community College	0	0	0	n/a
Three Rivers Community College	0	0	Yes	n/a
Tunxis Community College	0	0	Yes	n/a

Slide 5:

College/University	Police Officers	Armed
University of Connecticut	Yes	Yes
Connecticut State Universities		
Central Connecticut State University	Yes	Yes
Eastern Connecticut State University	Yes	Yes
Southern Connecticut State University	Yes	Yes
Western Connecticut State University	Yes	Yes
Connecticut Community Colleges		
Naugatuck Valley Community College	Yes	Yes
Manchester Community College	Yes	No
Housatonic Community College	Yes	No
Capital Community College	Yes	No
8 Community Colleges	No	No
Yale University	Yes	Yes
University of New Haven	Yes	Yes
U. S. Coast Guard Academy	Yes	Yes
University of Bridgeport	No	Yes
Fairfield University	No	Yes
All other private colleges and universities in CT	No	No

Slide 6:

Massachusetts

Five of the State's nine state universities have armed campus police officers. (Bridgewater State University, Fitchburg State University, Salem State University, Westfield State University, and Worcester State University)

- Framingham State is pursuing certification with the Massachusetts Police Accreditation Commission and plans to then request arming
- Massachusetts College of Liberal Arts - Director of Public Safety has asked for his police officers to be armed (June 2011)

Rhode Island

The decision to arm campus police rests with the Rhode Island Board of Governors for Higher Education.

RI State Senator Shibley has introduced a bill (Bill # 401), the "Maintenance of Order on Campus Act", to require an armed campus police force at all of Rhode Island's higher education institutions.

Brown University

2004 – President Ruth Simmons authorized arming Brown's police officers

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State University of New York (SUNY)

The decision to arm officers is made on a campus-by-campus basis by each college's President.

Final two SUNY campuses armed in 2004

SUNY/Cortland and SUNY/Geneseo

Arming Requires a Comprehensive Implementation Program

Must ensure that all effective safeguards, policies, procedures, training and supervision are in place

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Implementation Program

- General Orders on Firearms and Use of Force
- Oversight and Review protocols
- Requirements for authorization to be armed
  - New criminal background check
  - Psychological evaluation
  - Successful completion of firearms qualification course
- Acquisition of equipment
- Change in Uniforms for unarmed uniformed personnel

MCC Uniformed Personnel (two-tier system)

Five Police Officers
- P.O.S.T. certified
- Full powers of arrest
- Must qualify with firearm annually
- "Sworn duty to protect"

Four Buildings & Grounds Patrol Officers
- Non-sworn
- Enforce College rules and regulations

MCC's P.O.S.T.-certified Police Officers

Master Sergeant Michael Davis   MCCPD – 7 years
   Middletown Police Department – 20 years
   Connecticut DMHAS Police – 3 years

Officer Wilfredo Agudo   MCCPD – 25 years

Officer P. Thomas Clark   MCCPD – 20 years

Officer Eric Pagel   MCCPD – 3 years
   Vernon Police Department – 20 years

Officer Bryan Mulligan   MCCPD - 2 years
   East Hampton Police Department – 20 years

Only those Police Officers who are <u>authorized</u> to carry a firearm will be armed

To be authorized, the officer must:

- ✓ Pass a criminal background check
- ✓ Pass a psychological examination on overall psychological stability
- ✓ Pass the Town of Manchester Police Department's 90-hour Firearm Certification Program

<u>Training</u>

Manchester PD - 90 hour Transition Program
- Legal Updates (State and Federal Laws)
- MCCPD General Orders on Use of Force and Weapons
- Decision Making in critical incidents
- Firearm Safety
- Marksmanship
- Combat course with physical obstacles
- Weapon retention

MCCPD Officers will be held to same high standards of performance and qualifications as MPD officers

Our first priority must be to do all we can to assure the safety of our students, faculty, staff, and visitors.

Our police officers are fully qualified, POST-certified, experienced professionals who take their duty to protect very seriously.

We should provide them with the same tools police officers nationwide have to protect themselves and others. To fail to do so places these officers and the college community they protect at risk.

MANCHESTER COMMUNITY COLLEGE

Police Department

To: Gena Glickman, President

From: Susan Gibbens, Director of Public Safety and Environmental Health

Date: July 12, 2011

Re: Report on Manchester Police Department assessment of MCC's security liability

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The Manchester Police Department's Chief, Command Staff, and personnel, are very supportive of the MCC police officers being armed. The question for them is not "Should the officers be armed?" but rather "Why aren't these P.O.S.T. certified police officers armed?"

Prior to 1999 and the school shooting at Columbine High School, police tactics for such an active shooter incident dictated that responding officers contain the incident by establishing a perimeter and then wait for the SWAT (Special Weapons and Tactics) team to respond and handle the shooter(s).

After Columbine, police tactics in response to an active shooter situation were critically reviewed and new response protocols were developed.   It was recognized that officers cannot wait for local SWAT teams to arrive and assemble but must stop an active shooter immediately with the first officers at the scene. "Rapid armed intervention by first responders" is now the strategy used by police responding to an active shooter situation. This means that the first two or three officers at the scene are to "search out and stop" the shooter.

The effectiveness of this "rapid armed intervention" strategy was graphically demonstrated at the Hartford Distributors Inc. tragedy in August 2010. As soon as police officers arrived on the scene, the shootings stopped.

MCC's officers are the first responders to all incidents on campus and can arrive on the scene of an emergency incident within two or three minutes. But if that incident involves violence and a weapon, there is nothing that the MCC officers can do. They cannot protect themselves and they cannot protect others. They must wait for the Manchester Police Department to be called and those armed officers to arrive and handle the situation. And because they are unarmed, MCC officers cannot even assist or accompany the MPD officers without jeopardizing the MPD personnel.

If there is a violent incident on campus, MCC PD will call the Manchester Police Department for assistance and MPD will dispatch officers to the campus. Depending upon MPD's manpower and case load at the time of such a call, officers will begin arriving on campus within five to twelve minutes. Additionally, other police departments and the State Police will be called by MPD and officers from surrounding jurisdictions will respond.

But that armed response to the actual scene of the violence will take considerably longer because these officers will be operating under two handicaps. First, they do not know the campus and its physical layout. Second, they do not know the college community and its members.

MPD clearly recognizes these problems for which there are no easy fixes. While detailed maps of the college and its buildings are available, finding one's way through hallways and classrooms by reading a map is time-consuming and disorienting, especially in an emergency situation. Not knowing the MCC people also creates problems for responding officers. Who's who? Whose information is reliable? Can this person be depended upon to carry out a task? These are questions for which MPD officers would have no answers.

The most direct solution to these problems is for MCC police officers to be armed. They know the campus. They know the constituency. And they can respond within minutes. Their response would identify the situation; contain it, if possible; and have Manchester PD and its resources available to assist as needed.

The Manchester Police Department has always been supportive of MCC and its Police Department. Its officers respond to the campus when MCC officers need assistance. Its dispatchers conduct C.O.L.L.E.C.T., NCIC, and DMV checks and send teletype messages for MCCPD and advise when there's an incident in the neighborhood that might impact the College. Its training officers provide in-service classes to MCC Police and Buildings and Grounds Patrol Officers in their use of handcuffs, batons, and pepper spray.

In August, MPD officers will assist MCC in conducting its first table top drill. The scenario will be of an active shooter on campus. This table top drill will enable the College and its Emergency Management Team to realistically test the MCC procedures and protocols currently in place for such an event. Additionally, MPD will be conducting a full-scale "active shooter" drill with other town and state agencies on the MCC campus during the Fall Semester.

If the decision were made to arm the MCC police officers, the firearms training of its officers would be conducted by Manchester Police Department Firearms Instructors. Its MCC police officers would carry the same handguns as Manchester PD and their firearms and tactical training would be conducted with MPD.

Chief Montminy strongly believes that the police officers at MCC should be armed. He understands the position in which MCC finds itself. As Chief Montminy stated to a Journal Inquirer reporter in March 2010, "Right now, they're in the worst of all situations. They have police officers, but they're not able to respond as police officers." Montminy has also spoken with the President's Advisory Committee (PAC) about his concerns and about the arming of campus police.

A final issue raised by Chief Montminy, and others who've researched and written about the arming of campus police, is the liability issue. MCC PD has five P.O.S.T.-certified police officers who are required to qualify with handguns every year to maintain that certification. But they are not properly equipped with handguns. What would be the liability should someone by injured on campus as a result of these police officers being unable to respond promptly to a violent incident? In light of the tragedy at Virginia Tech and the subsequent shootings at other schools and colleges, not arming its officers is a clear "failure to protect" condition. As Montminy has said, "the presence of uniformed officers on campus provides an illusion of safety when none exists."

Manchester Community College
Arming Survey Results
Spring 2010

In April 2010 MCC sent via allpoints email an invitation to participate in a brief survey on arming MCC police officers. The survey was available for two weeks at SurveyMonkey.com. We received 206 responses, most coming from faculty and staff.

About 60% of the responses were in favor of "asking the Board of Trustees for permission to arm MCC's Police Officers with firearms."

- If we limit the base to those who responded either yes or no (exclude 24 don't know responses), 66% were in favor of pursuing arming.

- Among respondents who reported attending one of the information sessions on this topic, 66% were in favor of arming; excluding the don't know responses, the share in favor rises to 72%.

- There was little difference in the responses of faculty (n=89) and staff (n=101), although staff were more likely to indicate they "don't know" if MCC should pursue arming.

Should MCC ask the Board of Trustees for permission to arm MCC's Police Officers with firearms?
Yes 59%
Don't Know 12%
No 29%

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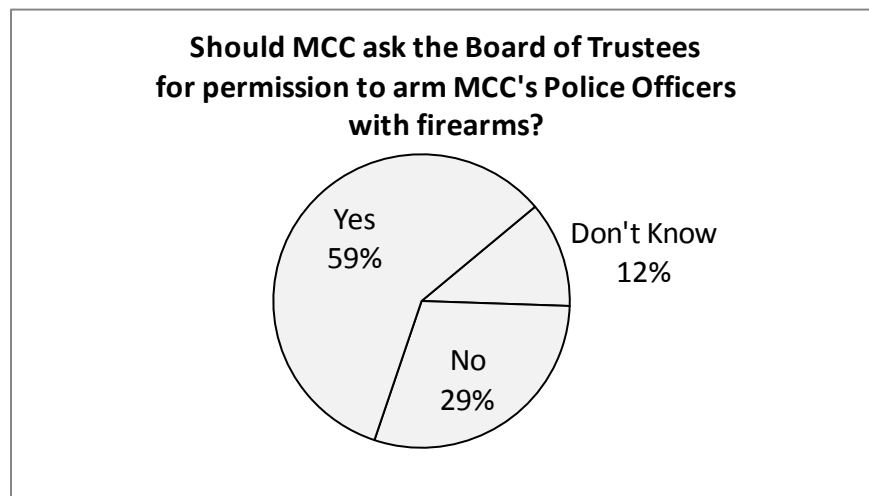
The comments from respondents were very helpful, and are available unedited in public folders: Outlook:\\Public Folders\All Public Folders\Manchester\Committees & Working Groups\Strategic Planning Committee (G).

At risk of oversimplifying the opinions shared, the following themes emerged.

Comments from those <u>in favor</u> of arming most often referred to campus safety, the need for protection, and/or our need to be prepared for an emergency (n=39):

- "With the threat of violence on college campuses increasing, officers need to have the ability to promptly respond and react with arms, if necessary, to protect the campus community."

- "The officers should be able to pursue the carrying of firearms if they believe that doing so makes them safer and more able to protect themselves (and the rest of us) in the event of a crisis. The safety of the campus police is a primary concern. They are the ones in harm's way."

- "I don't feel safe knowing that our officers are not armed. We need well-trained, armed officers on this campus."

Many others in favor of arming referred to providing police officers with the proper tools to do their job (n=13):

- "Give our protectors the tools they need to be effective in case of violent threats to the MCC community."
- "If there ever were to be a hostile situation on campus, I want the first responders, the MCC Police Officers, to have the training and tools necessary to be able protect the college community."

Many others provided general support for arming (n=16), or had questions about implementation (n=7):

- "If the officers are regularly trained in firearms, firearm safety, etc, I think they should have that option."
- "What type of training and requirements would be needed for each individual and would all be armed?"
- "Who provides the training and the guidelines to use the weapons?"

Comments from those opposed to arming most often questioned the need for firearms (n=13):

- "… I remain unconvinced that this proposal meets the high burden necessary for such a drastic action."
- "I feel the Manchester PD can respond quickly enough in the event of an emergency and I object strongly to the campus police having firearms on campus."

Others opposed to arming referred to a negative impact on campus culture (n=6) or a concern that firearms may escalate a situation (n=6):

- "Reason and not force should be the emphasis in a college community."
- "… I don't believe that our police officers should be armed, as I think it would set a negative learning environment for all."
- "I feel that having more guns out there raises the chances that there will be a violent occurrence, possibly with innocent bystanders unwillingly involved."

Several comments from those opposed to arming were more general in nature (n=6) or suggested tasers instead of firearms (n=4):

- "I'm alarmed that this is being discussed as a possibility. It is a step backward at a time when our institution is really moving ahead. Bad feeling about this. I'm sure the advocates mean well… but it is kind of a surrender to base instincts. Let's lead with our strengths!"
- "I suppose that I would not mind if police officers on campus were armed with tasers, but I am definitely against arming officers with guns."
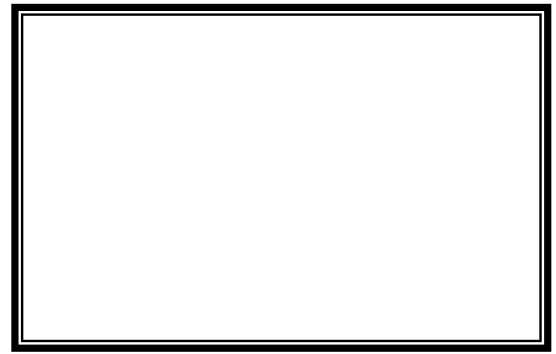
WEAPONS POLICY

PURPOSE: To establish the policies and procedures which govern and authorize the use, carrying, training in, and handling of Manchester Community College Police Department issued less-lethal and lethal weapons and personally-owned lethal weapons by personnel of the Manchester Community Police Department when on and off-duty.

POLICY:
- Personnel of the Manchester Community College Police Department issued lethal and less lethal weapons shall be instructed on and issued the MCCPD policies governing lethal and less lethal weapons and the use of force. This training will be conducted by certified instructors from the Town of Manchester Police Department. All weapons training shall be documented by the MCCPD Master Sergeant.
- Personnel of the Manchester Community College Police Department shall follow all guidelines governing the carrying, training, and use of weapons issued to them.
- Weapons shall not be carried, stored, or used in a negligent or reckless manner.
- Only MCCPD personnel who have been trained and have demonstrated proficiency are authorized to carry weapons.
- The Town of Manchester Police Department will provide the firearms training for MCCPD sworn personnel. MCCPD officers will adhere to all the requirements of the Manchester Police Department's Firearms Program.

A. **Department Authorized Weapons**: Members of the Manchester Community College Police Department will only use or carry those weapons (firearms and less-lethal weapons) authorized by the MCC Director of Public Safety and Environmental Health and issued to them by the Master Sergeant.

   1. **Sidearms and Ammunition**: Sidearms and ammunition carried by police officers on duty will conform to the following specifications, unless granted a specific exemption by the Director of Public Safety and Environmental Health.

      a. Sworn police personnel will carry the **Glock 21sf** issued by the MCCPD.

      b. Officers will be issued Winchester .45 cal Ranger-T series ammunition for duty use

         - The only ammunition to be carried on duty and/or in the issued duty weapons is this department's approved and issued ammunition.

         - Officers may be issued other ammunition (Winchester .45 cal 230 grn ball ammo) for training purposes. However, the use of any ammunition, on duty or in the issued duty weapon, other than that issued by the department, is prohibited.

      c. Holster: Officers will be issued Safariland 6360 ALS Level III Retention duty holsters and Safariland 6378 ALS paddle holsters for plainclothes and off-duty carry and magazine pouches.

      d. A Streamlight TLR weapon-mounted light will be used with the Glock 21 sf.

      e. While on duty, police officers will be armed with their approved duty firearm.

f. Personal firearms (firearms other than department issued service weapon) will not be carried or used while on duty.

g. Police officers are permitted, but not mandated, to carry their duty weapon or an approved personal firearm while off duty.

- Sworn personnel in civilian clothes who carry a sidearm while off-duty will keep the sidearm concealed from public view and secured at all times and will carry their badge and MCCPD ID card.

- An officer who elects not to carry a firearm while off duty will not be subject to disciplinary action if an occasion should arise in which he/she could have taken police action if he/she was armed.

- Personal firearms to be carried off duty must be approved by the Director of Public Safety and Environmental Health. The officer must demonstrate proficiency to the Firearms Instructor with each personal firearm he/she intends to carry off duty and must adhere to the provisions of MPD SOP 8-3. Records for the approved personal firearms will be maintained by the Master Sergeant.

- Officers who carry a firearm off duty are governed by all MCC Police Department regulations regarding the use of force and/or the discharge of a firearm.

- Any off duty firearm practice using the department-issued firearm will be at an established police, commercial or sporting club range only.

h. Officers will secure, carry, and store weapons on and off duty in such a way as to ensure no unauthorized person will have access to, or gain control over, the weapon. Officers will comply with Connecticut Statutes 29-37i and 53a-217a.

2. **Less-Lethal Weapons**: Less-lethal weapons authorized and issued by the MCC Director of Public Safety and Environmental Health are as follows:

a. Oleoresin Capsicum

b. Police Baton

3. **Restraint Devices - Handcuffs**:

a. Personnel shall not use handcuffs as an implement of force.

b. Personnel shall only use handcuffs as a restraint device and not as a control device.

c. When using handcuffs, personnel shall ensure that the handcuffs are not applied so tightly as to cause injury.

B. **Inspections**:

1. The Master Sergeant will inspect uniformed personnel at roll-call and any other time deemed necessary to ensure that officers are carrying only those weapons which they are authorized to carry

2. Any weapon experiencing operational problems will be immediately removed from service and a replacement will be issued. If the weapon in question is a firearm, the firearm will be repaired by a department-approved certified armorer.

3. All department authorized firearms are subject to review and inspection by a department-approved certified firearms instructor or armorer prior to issuance and on an annual basis thereafter.

4. The Master Sergeant is responsible for ensuring and documenting these inspections.

C. **Control of Department Authorized Weapons**

1. The Master Sergeant is responsible for the storage, control, and issuance of all department issued weapons.

2. A log shall be maintained by the Master Sergeant to identify all weapons issued to MCCPD personnel.

D. **Safety and Care of Authorized Weapons**

   1. Officers shall maintain their department issued weapons in clean and serviceable condition.

   2. Under no circumstances will weapons be left where they may fall into the hands of unauthorized persons, especially children.

   3. Firearms

      a. Quick draw practice, pointing a firearm at another without cause, and any other irresponsible acts will not be tolerated. Individuals engaging in such practices will be subject to disciplinary action.

      b. Officers will not make any modifications, repairs or adjustments to their department firearm. Any need for repair or adjustment of a department firearm will be brought to the attention of the Master Sergeant who will have the Manchester Police Department armorer check the firearm. Any repair not able to be made by this certified armorer will be forwarded to the firearm manufacturer.

   4. Firearms Clearing Station – Officers will utilize the "clearing station" for the safe loading and unloading of firearms. Failure to use the provided clearing station when loading or unloading a firearm will result in disciplinary action being taken.

   5. Securing firearms at home: Firearms should be stored in a manner that makes them inaccessible to, or inoperable by, unauthorized persons, especially children. (C.G.S. 29-37i)

      - A trigger lock will be issued with each firearm. This trigger guard is to be utilized to secure the firearm any time that firearm is not being carried on the officer's person.

E. **Proficiency in the Use of Weapons**: Only employees who demonstrate proficiency in the use of department authorized weapons are approved to carry such weapons. The proficiency will include:

   1. Department approved instruction/training in the use of said weapons;

   2. Certification/qualification in the use of said weapons from a department approved course or training program;

   3. Demonstrated knowledge of the laws concerning the use of force and the General Orders of this department relating to the use of force;

   4. Demonstrated familiarity with the safe handling of such weapons.

F. **In-Service Training**

   1. All sworn personnel shall have access to, and acknowledge receipt of, this and related General Orders and shall receive instruction on these orders both prior to being authorized to carry any department authorized weapon and subsequently on an annual basis.

   2. It will be the responsibility of the Master Sergeant to maintain the records of all authorized weapons training.

   3. Firearms: Department issued firearms qualification will be as follows:

      a. Police Officers will be required to qualify and/or train with their department issued firearm annually, with every effort made to shoot two (2) times a year. All such training will be monitored by department-approved certified firearms instructors.

b. The firearms instructors will be responsible for preparing the lesson plans for each training session. The instructors will insure Manchester Community College Police Department complies with minimum State requirements for firearms training. The firearms instructors will ensure that training sessions include topics such as:

- Shooting decisions
- Malfunctions
- Firearms and range safety
- Statute refresher

- The firearms instructors will certify whether or not an officer is proficient in the handling and use of a department firearm, utilizing the standards set and approved by P.O.S.T.

- If an officer fails to achieve a qualification score, the officer will be placed on "firearms probation." While on firearms probation, the officer(s) will be restricted to carrying the department weapon for firearms training only.

1) The officer will be scheduled for one retry opportunity to reach qualification score.

2) If the officer fails to quality with his/her firearm on the scheduled retry, that officer will receive remedial firearms training. The officer will then be given another opportunity to reach qualification score.

3) An officer who fails to qualify after remedial training will be in danger of losing his/her P.O.S.T. Certification.

4. Non-Firearms Weapons

a. Officers issued the Oleoresin Capsicum Spray training will receive four (4) hours of initial training and receive in-service training annually thereafter.

b. Officers issued the Police Baton will receive four (4) hours of initial training and receive in-service training annually thereafter.

References/State Statutes:

1. Sec. 29-37i Responsibilities re storage of loaded firearms with respect to minors. No person shall store or keep any loaded firearm on any premises under his control if he knows or reasonably should know that a minor is likely to gain access to the firearm without the permission of the parent or guardian of the minor unless such person (1) keeps the firearm in a securely locked box or other container or in a location which a reasonable person would believe to be secure or (2) carries the firearm on his person or within such close proximity thereto that he can readily retrieve and use it as if he carried it on his person. For the purposes of this section, "minor" means any person under the age of sixteen years. (Sec. 29-37i. Formerly Sec. 29-37c).

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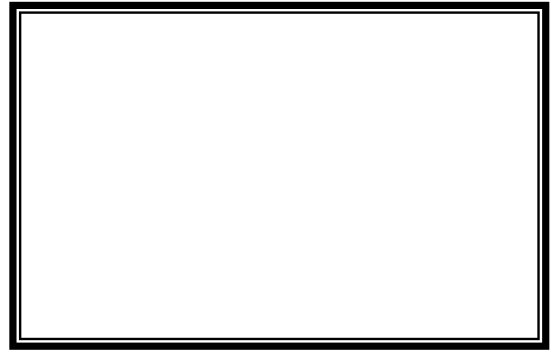
POLICE DEPARTMENT

USE OF FORCE

PURPOSE: To establish guidelines on the use of physical and deadly physical force by members of the Manchester Community College Police Department. This directive is not to inhibit or deter officers from exerting the lawful force necessary to carry out their legal responsibilities, but rather to guide them in the use of force and to ensure that the use of force is properly documented.

POLICY: It is the policy of the Manchester Community College Police Department to use only that force absolutely necessary to affect lawful objectives and to use that force only in accordance with Connecticut's General Statutes.

DEFINITIONS and CONCEPTS:

A. Definitions:

1. Force: In the performance of his/her duties, "force" refers to an officer's legal attempt, using appropriate physical means, to subdue, restrain, or stop a subject.

2. Use of Physical Force: The use of a dangerous instrument or the use of actual physical force or violence or superior physical strength against an individual. CGS 53a-65(7)

3. Deadly Physical Force: A force which can reasonably be expected to cause serious physical injury or death. CGS 53a-3(5)

4. Lethal Force: Physical force, which can be reasonably expected to cause death or serious physical injury of a human being.

5. Less Lethal Force: That force which has the potential to cuase bodily harm (physical injury) or hurt.

6. Non-Deadly Force: A degree of force which is neither intended nor likely to cause serious physical injury. This includes any physical effort used to control or restrain another or to overcome the resistance of another. It is used by an officer to control a situation or the actions or behavior of a person(s).

7. Serious Physical Injury: Physical injury which creates a substantial risk of death or which causes disfigurement or serious impairment of health or loss or impairment of the function of any body organ. CGS 53a-3(4)

8. Reasonable Belief: When facts and circumstances the officer reasonably believes, knows, or should know are such as to cause an ordinary and prudent person to act or think in a similar way under similar circumstances.

9. Reasonable Belief That a Person Committed a Crime: A reasonable belief that a person committed an offense means a reasonable belief in facts or circumstances, which if true, would in law constitute an offense. 53a-22(a)

10. Objectively Reasonable: This term means that, in determining the necessity for force and the appropriate level of force, officers shall evaluate each situation in light of the known circumstances,

including, but not limited to, the seriousness of the crime, the level of threat or resistance presented by the subject, and the danger to the community.

11. <u>Imminent</u>: On the point of happening.

B. Types of Resistance

1. <u>Non-Verbal and Verbal Non-Compliance</u>: The subject expresses his intentions not to comply through non-verbal cues in attitude, appearance, demeanor, gestures, stance or subconscious mannerisms that indicates an unwillingness to cooperate or a threat; verbal responses indicating an unwillingness to comply with officer's directions or a threat to injure a person; statements by a subject ranging from pleading to physical threats.

2. <u>Passive Resistance</u>: The subject does not cooperate with an officer's lawful commands, and does not take action to prevent being taken into custody. An example of this would be a protestor who lies down in front of a doorway, and must be carried away upon arrest.

3. <u>Defensive Resistance</u>: Subject's engaging in defensive resistance take action to prevent being taken into custody. The goal of this action is escape, and not injury to the officer. This action may include twisting, pulling, holding onto to fixed objects, or running away.

4. <u>Active Aggression</u>: A threat or overt act of an assault, coupled with the present ability to carry out the threat or assault, which reasonably indicates that an assault or injury to any person is imminent. At this level of resistance, the subject is attempting to injure the officer either directly, or as a means to escape.

5. <u>Aggravated Active Aggression</u>: Deadly force encounter. Aggravated Active Aggression includes actions that are likely to result in the death or serious bodily injury to an officer. These actions may include discharge of a firearm, use of a blunt or bladed weapon, and extreme physical force.

C. Factors to determine "objectively reasonable" force options.

1. The reasonableness of an officer's use of force is based upon the totality of the circumstances known by the officer at the moment the force is used.

2. The following five (5) basic factors are considered when determining "reasonableness". Bearing in mind that the standard is "totality of the circumstances," these five (5) factors are not the only factors to be considered. The following have not been placed in a specific order of priority.

   a. Imminent threat of injury to an officer(s) and/or others. The greater the level of the threat is, the greater the level of force that may be used.

   b. If the person is actively resisting seizure, the officer may escalate the justified (reasonable) level of force.

   c. Circumstances are tense, uncertain, and rapidly evolving. Some incidents take hours to resolve, while others are over in seconds. The tenser, uncertain and rapidly evolving the incident is, the higher the level of force that may be reasonable.

   d. The more severe the crime, the more force that may be justified.

   e. Attempting to evade seizure by flight may justify escalating the level of force.

3. Each situation is unique. Sound judgment and the circumstances of each situation will dictate the force option the officer deems necessary. Depending on the circumstances, officers may find it necessary to escalate or de-escalate the use of force. It is not the intent of this policy to require officers to attempt to exhaust each option before moving to the next, so long as the level of force used is reasonable and appropriate under the circumstances

STANDARDS AND PRACTICES:

A. MCC Police Department personnel are authorized to use only that amount of force which is both reasonable and necessary to achieve lawful objectives, effectively bring an incident under control, while

protecting the lives of the officer and others. Circumstances permitting such reasonable use of force include:

1. Overcome resistance to a lawful arrest or a lawful search

2. Prevent escapes from custody

3. Prevent the commission of a crime

4. Prevent self-inflicted injury

5. Defend one's self or a third person from the use or imminent use of physical force

B   Use of Force/Control Options:

The value of all human life should be appropriately weighed in the decision process for the use of force. Above all, the safety of the public and the officer must be the overriding concern whenever the use of force is considered.

The level of force employed must be commensurate with the threat posed by the suspect and the seriousness of the immediate situation. It is recognized and understood that circumstances are fluid and may change rapidly. Officers should rely on their training, experience, and assessment of the situation, to decide the appropriate level of force.

It is the actions of the subject, the threat facing the officer (or others) and the totality of circumstances that dictate what is reasonable.

The following list of Use of Force/Control Options is descriptive and is not intended to suggest the order in which the various categories of force should be used in any specific situation.

1. Professional Presence/Officer Identification: The mere presence of a uniformed officer may be sufficient to deter crime. Officers not in uniform at the time of citizen contact must identify themselves as officers and clearly display the badge of authority when attempting to gain compliance.

2. Verbalization: The manner in which an officer speaks to a person may often effectively manage a situation. Verbalization includes advice, persuasion, commands, orders, and warnings

3. Soft Control Techniques: If verbal persuasion fails, it may become necessary to further direct the subject using a firm, but non-violent, touch or grasp to clearly indicate what the officer wants the subject to do. (Note: An officer should continue to give verbal instructions to the subject when employing physical touching.)

4. Oleoresin Capsicum (O.C./Pepper Spray): An officer may deploy OC spray immediately if faced with a combative subject (will not comply with lawful directions and the potential for violence and/or resistance is increasing or if soft control techniques fail and the situation continues to escalate).

5. Hard Empty Hand Control: If verbal persuasion and/or touching fail and the subject is combative or uncooperative, physical strength and/or defensive tactics/maneuvers, including the taking of the subject to the ground, may be employed to overcome the resistance and control the subject. (Note: Only that amount of force which is reasonable and necessary to overcome the subject's resistance is authorized. Additionally, an officer continues to give verbal instructions to the subject.)

6. Baton: The issued police baton is a multi-purpose weapon that may be used to control someone through leverage, or to inflict pain to overcome resistance, or protect someone. (Note: It may also be a means of deadly force – depending upon how it is used.) The baton must be used in strict compliance with departmental training.

7. Lethal Force (Deadly Physical Force): The use of a firearm or any other means of force that can be reasonably expected to cause death or serious physical injury is a most extreme measure and should only be used as a last resort. Officers will only use the force necessary to effect lawful

objectives. Officers will constantly weigh the advantages and disadvantages of the use of deadly physical force and will ensure that any use of deadly physical force meets the test of reasonableness.

A sworn officer is justified in using deadly physical force in order to:

a) defend him/herself or a third person from the use, or imminent use, of deadly force,

b) effect an arrest or prevent the escape from custody of a person whom the officer reasonably believes has committed or attempted to commit a felony which involved the infliction or threatened infliction of serious physical injury,

c) where practical, the officer has given warning of his/her intent to use deadly physical force,

d) the officer reasonably believes that the person still poses a significant threat to the officer or a third person.

C. Edged Weapons: When confronted by a suspect armed with a deadly weapon, including edged weapons, an officer should weigh the totality of the facts and circumstances of each situation. Practical considerations may include, but are not limited to, the proximity of the suspect to the officer(s) and other persons; how rapidly the circumstances are evolving; and the use of force options that may be necessary, appropriate, and available. Officers should recognize that, when reasonable to do so with safety to officers and other persons in the vicinity, disengagement, repositioning, cover, concealment, barriers, or retreat, although not required by law, may be a tactically preferable police response to a confrontation.

D. Use of Lethal Force and Less Lethal Force

1. Members of the Manchester Community College Police Department **will only use** the force necessary to effect lawful objectives.

   - Sworn officers are authorized to use Lethal Force.

   - Buildings and Grounds Patrol Officers (non-sworn personnel) are not generally allowed to use lethal force.

   - Pursuant to the Connecticut General Statutes on use of force, a Buildings and Grounds Patrol Officer may use less lethal force upon another person when and to the extent they reasonably believe it necessary to defend themselves, officers, or third persons from the imminent use of less lethal force.

E. Restrictions on the Use of Firearms: Officers are **not permitted to use deadly physical force under the following circumstances**:

1. To fire warning shots.

2. Where the lives of innocent person would clearly be endangered by such use of force.

3. Firing at a moving vehicle is prohibited except where the officer reasonably believes that:

   a) An occupant of the other vehicle is using, or threatening to use, deadly force by a means other than the vehicle;

   b) A vehicle is operated in a manner deliberately intended to strike an officer or a citizen and all other reasonable means of defense have been exhausted (or are not present), including moving out of the path of the vehicle, and the safety of innocent persons would not be unduly jeopardized by the officer's action.

F. An officer may put to death an animal which presents an immediate serious physical threat to the officer or a third party or one that is so badly injured that humaneness demands its immediate removal from further suffering.

G. Rendering Medical Aid:

1. When officers use physical force upon a subject and an injury is observed or the subject complains of discomfort, pain, or injury, officers shall ensure that appropriate medical aid is rendered.

2. Medical aid may be provided through, but not limited to, the following:

    a. Self initiated,

    b. Paramedic, and/or

    c. Hospital.

3. All injury and medical aid information will be clearly documented in an incident report.

H. Reports for the Use of Lethal and Less-Lethal Force

1. When any officer of the Manchester Community College Police Department, in the performance of his/her duties, employs force against another person, that officer will complete a detailed case report of the incident. This report will document the necessity, instrumentalities, and related circumstances of the use of force. The officer will also complete a "Use of Force Report." In most cases, this report will be completed prior to the officer ending his/her tour of duty.

2. All reports of the use of force will be reviewed by the Master Sergeant who will determine whether the use of force conforms to current MCCPD policy and procedures and will document his findings in writing concerning policy compliance. The Master Sergeant will then forward said report to the Director of Public Safety.

3. The Director of Public Safety will conduct a second review of the use of force incident to determine whether department rules, policies, and procedures were followed. The Director of Public Safety will in turn advise the President of the College and the Dean of Administrative Affairs of the use of force incident.

I. Annual Analysis: Annually, the Manchester Community College Police Department will review all use of force incidents. The purpose of the review will be to analyze trends in the use of force by members of the department to determine the need for policy modifications and/or training. The Master Sergeant is responsible for this review.

REFERENCES:

A. STATE STATUTES

1. <u>Use of Physical Force When Arresting Pursuant To a Warrant</u>: An officer who is effecting an arrest pursuant to a warrant or preventing an escape from custody is justified in using physical force. 53a-22(b)(1)

2. <u>Use of Physical Force In a Warrantless Arrest</u>: An officer is justified in using physical force to prevent the escape from custody of a person whom the officer reasonably believes to have committed an offense, or to defend himself/herself or a third person from the use or imminent use of physical force which effecting an arrest or preventing an escape from custody. CGS 53a- 22(b)

3. A person acting under the reasonable belief that another person is about to commit suicide or to inflict serious physical injury upon himself/herself may use reasonable physical force upon such person to the extent that he/she reasonably believes such to be necessary to thwart such result. CGS 53a-18(4)

4. <u>Deadly Force (deadly physical force)</u>: The use of a firearm or any other means of force that can be reasonably expected to cause death or serious physical injury is authorized when officers:

    • Reasonably believes that such force is necessary to defend himself/herself or a third person from the use or imminent use of deadly physical force, or

- To effect an arrest or prevent the escape from custody of a person/suspect whom the officer reasonably believes has committed a felony which involved the infliction or threatened infliction of serious physical injury; and the Officer reasonably believes this person still poses a significant threat of death or serious physical injury to the Officer or other persons; and if, where feasible, the officer has given warning of his intent to use deadly physical force. 53a-22(c)

5. Section 51-277a of the General Statutes provides that, whenever a peace officer in the performance of his or her duties, uses deadly physical force upon another person and such person dies as a result thereof, the Division of Criminal Justice shall cause an investigation to be made and shall determine whether the use of deadly physical force was appropriate under section 53a-22 of the General Statutes.

B. COURT DECISIONS: Officers are confronted daily with situations requiring the use of force to effect an arrest or ensure public safety. The degree of force used depends on what the officer perceives as reasonable and necessary under the circumstances. Facts or circumstances unknown to the officer will not be considered in later determining whether the force was justified. In Graham v. Connor, the United States Supreme Court stated, "the test of reasonableness under the Fourth Amendment is not capable of precise definition or mechanical application, however, its proper application requires careful attention to the facts and circumstances of each particular case including the severity of the crime at issue, whether the suspect poses an immediate threat to the safety of the officers or others or whether he is actively resisting arrest or attempting to evade by flight." In addition, an officer should take into account his or her own abilities.