



STATE OF CONNECTICUT

BOARD OF TRUSTEES

FOR THE STATE COLLEGES

P. O. Box 2008

NEW BRITAIN, CONNECTICUT 06050

TEL. NEW BRITAIN: 203-229-1607

TEL. HARTFORD: 203-566-7373

RESOLUTION

concerning

A SIXTH-YEAR PROFESSIONAL DIPLOMA

in

PROFESSIONAL EDUCATION

at

SOUTHERN CONNECTICUT STATE COLLEGE

September 3, 1976

RESOLVED, Under the authority granted the Board of Trustees in Chapter 164, Section 109 and 10-326 of the General Statutes, Southern Connecticut State College is hereby authorized to submit a program proposal leading to a Sixth-Year Professional Diploma in Professional Education to the Commission for Higher Education for planning approval.

A Certified True Copy:

James A. Frost
Executive Secretary

5



STATE OF CONNECTICUT

SOUTHERN CONNECTICUT STATE COLLEGE

501 CRESCENT STREET • NEW HAVEN, CONNECTICUT 06515



TEL 203 397-2101

January 11, 1977

Dr. James A. Frost
Executive Secretary
Board of Trustees for State
Colleges
P.O. Box 2008
New Britain, CT 06050

RECEIVED

JAN 12 1977

BOARD OF TRUSTEES
FOR THE STATE COLLEGES

Dear Dr. Frost:

As suggested through conversations with the planning officers of the Commission for Higher Education, the original combined proposal for a Professional Sixth Year Program in Elementary Education, submitted by Southern Connecticut State College to the Subcommittee on Coordination of Planning early in the Fall, has now been split into two separate programs. One will focus primarily on the upgrading of the elementary teacher as a classroom specialist; the other is designed for teachers in general who desire to strengthen their backgrounds through studies in historical-philosophical-social foundations.

Both proposals are enclosed for your consideration in anticipation of the SCP meeting on January 25, 1977.

Sincerely yours,

Evann Middlebrooks
Vice President for Academic Affairs

EM/sd
Encl.



STATE OF CONNECTICUT

COMMISSION FOR HIGHER EDUCATION

P.O. Box 1320 HARTFORD, CONNECTICUT 06101

AREA CODE 203 566-3911

RECEIVED

February 2, 1977

FEB 4 1977

BOARD OF TRUSTEES
FOR THE STATE COLLEGES

Dr. James A. Frost
Executive Secretary
Board of Trustees for State Colleges
P.O. Box 2008
New Britain, Connecticut 06050

Dear Dr. Frost:

This is to confirm that the Commission for Higher Education at its February 1 meeting, based upon the recommendations of the Advisory Committee on Coordination of Planning, voted planning approval for program development of the following:

Elementary Classroom Teacher Specialists (Program Inventory Code 0802) leading to a Sixth-Year Diploma in Professional Education at Southern Connecticut State College.

Foundations of Education (Program Inventory Code 0821) leading to a Sixth-Year Diploma in Professional Education at Southern Connecticut State College.

This favorable coordinating action taken by the Commission is contingent on the availability of appropriate resources and carries the understanding that such programs are subject to the usual licensing and accrediting by the Commission for Higher Education prior to the offering of these programs. Application for licensure should be made to the Commission within six months.

We wish you success in your planning effort and CHE looks forward to receiving your application for licensure.

Sincerely,

Samuel B. Gould
Chancellor Pro Tem

SBG:DHW:df

cc Manson Van B. Jennings, SCSC
Office of Program Planning, CHE
Office of Accreditation, CHE

SOUTHERN CONNECTICUT STATE COLLEGE

Application for Planning Approval
August 26, 1976

I. PROGRAM CLASSIFICATION

- A. Professional Education for Elementary School Teachers
- B. Sixth Year Program
- C. 0802 (0821)
- D. Departments of Elementary Education and Educational Foundations and Research
- E. Southern Connecticut State College

II. PROGRAM DESCRIPTION

The proposed Sixth Year Program in Professional Education is a general program consisting of at least 30 credit hours beyond the masters degree. At least 24 credit hours must be accumulated from courses at the six-hundred level. It is designed to provide common guidelines for departments in School of Professional Studies wishing to develop specific career-oriented concentrations. Departments will have autonomy in the administration of their concentration, within the framework of current college policy.

The curriculum will consist of two major categories or blocks of 15 credits, each category having one or more specified components.

The first category is designated as a "Core" with four components, 3 of which are required; a Foundations component consisting of a minimum of 3 credits hours, a research component consisting of at least 3 credit hours and a culminating seminar consisting of 3 credit hours. The remaining credit hours (up to 6) will be prescribed by each concentration to meet the needs of its specific thrust. However, it is possible, within these guidelines, for the full 15 hours to be specified in the areas of Foundations, research and a culminating seminar.

The second category, consisting of at least 15 credit hours, is designated as "General Electives." These electives will be planned for each candidate in consultation with an approved faculty advisor.

III. PROGRAM JUSTIFICATION

The Sixth Year Program in Professional Education addresses itself particularly to a number of aspects of the College's broadly based mission: The preparation of qualified practitioners for public service to the state, the improvement of competency among those already serving the citizenry, the maintaining of an educational and cultural center for the benefit of all persons in the region who are capable and desirous of availing themselves of it, and the offering of patterns of graduate study sufficiently flexible to permit a choice of programs directed to attain personal and professional objectives.

It also adds to the opportunities for students to study at the sixth year level beyond the College's present offerings. See Appendix A.

At present, concentrations in Foundational Studies, Elementary Education, and several other related professional concentrations are envisaged. The two departments (Foundations and Research; Elementary Education) that are primarily responsible for this proposal have researched the records and surveyed former and current students to obtain statistics to support their statement of need.

There are over 10,000 students in the Graduate School at Southern Connecticut State College. From present enrollments and past records there have been, and will be, approximately 200 graduates each year from the Masters Program in Elementary Education. Thus a pool of approximately 1,000 potential students for a sixth year-concentration in Elementary Education (Early Childhood, Intermediate-Upper) is projected. The Foundations concentration will draw its students from the entire body of Masters graduates. Surveys conducted by the Department of Foundations Research and Measurement indicate that approximately 30 students would be enrolled by Fall, 1976. In the second year 50 students are anticipated. It should be noted that the majority of these potential students are currently employed on a full-time basis and would thus require more than one academic year to complete the diploma.

IV. RESOURCE REQUIREMENTS

The extensive facilities already existing at the College (cf. Appendix A) provide a suitable setting for serving the physical and staffing needs of this program. Projected enrollments in present Masters and undergraduate programs are expected to decrease over the next few years, in line with national trends. This will allow a reallocation of college resources as programs grow, so that no major additions to the present facility are currently indicated.

In the two concentrations envisaged at the present time there are 26 full-time faculty with post-Masters degrees, and a large pool of highly qualified adjunct and visiting faculty. The Graduate faculty at S.C.S.C. consists of 286 members, most of whom teach courses related directly or indirectly to professional education. There are 29 master's programs and 6 sixth-year programs already in existence and many of the facilities that have been acquired over the years to support these programs will adequately serve the needs of the proposed program.

The President and his cabinet have fully endorsed the inclusion of the Sixth Year Diploma in Professional Education in the offerings of S.C.S.C.

V. TIME SCHEDULE

- A. Institutional Approval: April 1976
Planning Committee, Board of Trustees, August, 1976.
Board of Trustees, September, 1976
SCP for 30 day review, September, 1976
- B. Spring, 1976 or Fall, 1977.
- C. May, 1979.

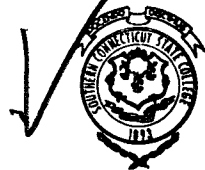
noted



STATE OF CONNECTICUT

SOUTHERN CONNECTICUT STATE COLLEGE

501 CRESCENT STREET • NEW HAVEN, CONNECTICUT 06515



TEL. 203 397-2101

June 23, 1976

Dr. James A. Frost
Executive Secretary
Board of Trustees for State Colleges
P. O. Box 2008
New Britain, Conn. 06050

Dear Jim:

Enclosed is a prospectus for a sixth-year program in professional education that has been developed by two of our departments: the Education Department and the Department of Foundations and Research.

I would like to present this proposal to the Planning Committee of the Board of Trustees in the hope that, with the approval of the Board, it could be sent to the Commission for Higher Education so that we might receive approval for completing a detailed proposal.

It is my belief that this proposal, if implemented, would meet a very real need by teachers in a variety of specializations in the south-central region of the State of Connecticut. In my opinion, we already have the faculty and the resources to make this a viable program of high quality.

Sincerely yours,

Manson Van B. Jennings
President

MVanBJ/v
Enc.



- I. Program Classification
6th Year
- A. Professional Education
 - B. Sixth Year Diploma
 - C. Division of Professional Studies
 - D. S.C.S.C.

II. The proposed Sixth Year Program in Professional Education is a general program consisting of at least 30 credit hours beyond the masters degree. At least 24 credit hours must be accumulated from courses at the six hundreds level. It is designed to provide common guidelines for departments in the School of Professional Studies wishing to develop specific career-oriented concentrations. Departments will have autonomy in the administration of their concentration, within the framework of current college policy.

The curriculum will consist of two major categories or blocks of 15 credits, each category having one or more specified components.

The first category is designated as a "Core" with four components, 3 of which are required; a Foundations component (Ed.F numbered courses) consisting of a minimum of 3 credit hours, a research component consisting of at least 3 credit hours and a culminating seminar consisting of 3 credit hours. The remaining credit hours (up to 6) will be prescribed by each concentration to meet the needs of its specific thrust. However, it is possible, within these guidelines, for the full 15 hours to be specified in the areas of Foundations, research and a culminating seminar.

The second category, consisting of at least 15 credit hours, is designated as "General Electives." These electives will be planned for each candidate in consultation with an approved faculty advisor.

III. The Sixth Year Program in Professional Education addresses itself particularly to a number of aspects of the College's broadly based mission: the preparation of qualified practitioners for public service to the state, the improvement of competency among those already serving the citizenry, the maintaining of an educational and cultural center for the benefit of all persons in the region who are capable and desirous of availing themselves of it, and the offering of patterns of graduate study sufficiently flexible to permit a choice of programs directed to attain personal and professional objectives. It also adds to the opportunities for students to study at the sixth year level beyond the College's present offerings. See Appendix A.

At present, concentrations in Foundational Studies, Elementary Education, Secondary Education and several other related professional concentrations are envisaged. The two departments (Foundations and Research and Elementary Education) that are primarily responsible for this proposal have researched the records and surveyed former and current students to obtain statistics to support their statement of need.

There are over 10,000 students in the Graduate School at Southern Connecticut State College. From present enrollments and past records there have been, and will be approximately 200 graduates each year from the Masters Program in Elementary Education. Thus a pool of approximately 1,000 potential students for a sixth year concentration in Elementary Education

(Early Childhood, Intermediate-Upper) is projected. The Foundations concentration will draw its students from the entire body of Masters graduates. Surveys conducted by the Department of Foundations Research and Measurement indicate that approximately 30 students would be enrolled by Fall, 1976. In the second year 50 students are anticipated. It should be noted that the majority of these potential students are currently employed on a full-time basis and would thus require more than one academic year to complete the diploma.

- IV. The extensive facilities already existing at the College (cf. Appendix A) provide a suitable setting for serving the physical and staffing needs of this program. Projected enrollments in present Masters and undergraduate programs are expected to decrease over the next few years, in line with national trends. This will allow a reallocation of college resources as programs grow, so that no major additions to the present facility are currently indicated.

In the two concentrations envisaged at the present time there are 26 full-time faculty with post-Masters degrees, and a large pool of highly-qualified adjunct and visiting faculty. The Graduate faculty at S.C.S.C. consists of 286 members, most of whom teach courses related directly or indirectly to professional education. There are 29 master's programs and 6 sixth-year programs already in existence and many of the facilities that have been acquired over the years to support these programs will adequately serve the needs of the proposed program.

The President and his cabinet have fully endorsed the inclusion of the Sixth Year Diploma in Professional Education in the offerings of S.C.S.C.

V. Time Schedule

- A. Institutional Approval: April 1976
- B. Board Approval:
- C. Enrollment of Students: Foundations: Fall 1976
Elementary Education: Fall 1977
- D. Target dates for awarding first diploma:
Foundations: May 1979
Elementary Education: May 1980

SIXTH YEAR DIPLOMA ADMISSION AND PROGRAMS

Programs leading to the Sixth Year Professional Diploma of Advanced Study provide opportunities for experienced and qualified candidates to pursue a planned program of advanced graduate work beyond the master's degree and to develop additional competency in an area of specialization.

The areas of concentration for the sixth year programs are administration-supervision, communication disorders, counselor education, reading, school psychology, and special education. A program of study is planned by the student in consultation with his adviser to meet his professional need. The area of concentration selected must be listed on the application for admission.

SIXTH YEAR ADMISSIONS

Students who have an earned master's degree may apply for admission to a sixth year professional program. An applicant must give evidence of potential success in his chosen field of concentration and have a commendable scholastic record including a minimum 3.0 Quality Point Ratio (QPR) in the graduate major area. The procedure for admission is:

1. Applicants apply to the department of their intended major.
2. Submit completed *Application for Admission*.
3. Submit to the Graduate School Office a copy of official transcripts of all prior graduate and undergraduate work.
4. Personal interview with the department chairman or a faculty member in major area of study. The applicant must be accepted by the department.
5. A planned program of studies is worked out cooperatively between the student and his adviser. The best possible sequence of courses is planned to meet individual needs and interests. This should be prepared well in advance of the student's registration for his course. Refer to the Academic Calendar for final dates for submitting approved programs.
6. Upon filing an approved plan of study with the Dean of the Graduate School the student becomes eligible for admission to the sixth year professional program.
7. Evaluation of personal and academic qualifications are reviewed by the Dean of the Graduate School to determine eligibility for acceptance to graduate studies.
8. When action is completed on admission, the student is notified. If accepted, a copy of a planned program and a graduate number is mailed to the student.

PROGRAM REQUIREMENTS

The sixth year professional diploma is awarded to the student who completes satisfactorily a planned program of studies of not less than 30 graduate credits as approved by the department in which the student is enrolled.

To remain in good standing a student must maintain an average academic record of "B" (3.0 QPR) or better. A student whose QPR falls below 3.0 will not qualify for the sixth year diploma. All graduate course grades are used in computing the student's QPR.

The requirements in the area of specialization differ among departments. Students should refer to major area programs which follow in this section of the catalog for detailed information regarding scope, sequence, and content of programs and courses.

Programs are individually planned and there is considerable flexibility in meeting needs and aspirations insofar as they are consistent with the academic objectives of the Graduate School. The student is responsible for completing each step in the procedures. Since consistency of direction is important, the student and his adviser should consult frequently.

All requirements, including any transfer credit, must be completed within a period of six years immediately preceding the awarding of the sixth year diploma.

The amount of graduate work transferable from accredited institutions is limited to 6 graduate credits. All transfer credit must be taken after the master's degree was earned.

Credits accepted in transfer must have been completed with a "B" or better grade and must be approved by the student's adviser.

AWARDING SIXTH YEAR DIPLOMA

The professional diploma is conferred upon the student who completes satisfactorily a planned program of studies as approved by the department in which the student is enrolled, and by the Dean of the Graduate School.

Application for the diploma is made by the student. A student must be fully matriculated in the Sixth Year Program of Advanced Study and complete all requirements prior to making formal application for the diploma (except for courses in progress at the time the student applies). The application for the sixth year diploma may be obtained in the Record's Office. Applications must be submitted to the Records Office by November 1 for those completing diploma programs at the end of the fall semester; by March 1 for those completing programs in the spring semester.

Diplomas are conferred annually at the May commencement. The required academic regalia to be worn at commencement may be rented from the College Bookstore. All candidates for degrees are required to attend the commencement in person unless permission for graduation in absentia is granted by the president of the College.

February 9, 1976

Dr. Mary J. Tull, Chairperson
Educational Foundations, Research
and Measurement Department
Southern Connecticut State College
501 Crescent Street
New Haven, Connecticut 06515

Dear Professor Tull:

I heartily support the idea of instituting a Sixth Year Program in the Foundations of Education at Southern Connecticut State College. It seems to me that this development is entirely in line with the trends at other major institutions in the field.

For example, at Teachers College, Columbia University, we have had for some years not only the MA degree for one year of graduate study but the M.Ed degree for two years of graduate study. And now we have just instituted the M.Phil. degree to represent all the course work for the doctor's degree (usually three years of graduate study) except for the dissertation.

The attempt to provide general study beyond the M.A. as a counterpoint to further and increasingly specialized study seems to me to be fully warranted. The foundational fields are admirably suited for this purpose.

I hope the Graduate Council and the state will approve your proposal.

Sincerely yours,

R. Freeman Butts

R. Freeman Butts

JOHN S. BRUBACHER

24 Dec. '75

3030 PARK AVE., APT. 8W9, BRIDGEPORT, CONN. 06604

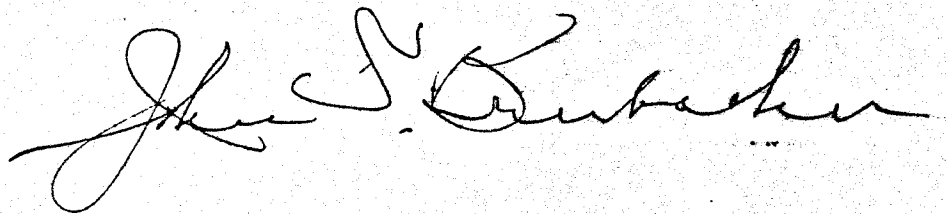
Dr. Mary J. Tull
Southern Connecticut State College
New Haven, Conn. 06515

Dear Dr. Tull:

Your proposal for a sixth year program in educational foundations strikes me as being very well planned. I am pleased with the scope of your proposal and yet the gradual way you plan to embark on it. I was wondering whether as part of the "culminating seminar" you might expect the students to write an "integrating" paper. It seems to me that integration is one of the obvious objectives of foundations which needs special emphasis these days.

I notice that your future plans even call for a seminar in "Foundational Issues in Higher Education." I am currently employing my retirement to try to write a "theory/philosophy of higher education". If I could some time turn my experience with that undertaking to your advantage, I would be only too happy to do so. Indeed I would be glad to do it without its costing your College a thing.

Best Greetings of the Season!

A handwritten signature in cursive script, reading "John S. Brubacher". The signature is written in dark ink and is positioned at the bottom right of the page.

16 January 1976

SCHOOL OF EDUCATION

Dr. Mary J. Tull, Chairperson
Educational Foundations, Research and Measurement
Southern Connecticut State College
501 Crescent Street
New Haven, Ct. 06515

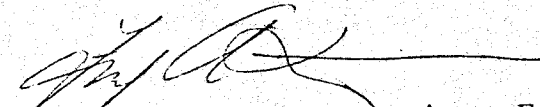
Dear Prof. Tull:

The "Proposal for Sixth-Year Diploma in Foundational Studies" which you kindly sent to me has been read with interest. In my judgment, the proposal envisions a sound program in the Foundations of Education which should be of great personal and professional worth to the people who pursue it. Your personnel and material resources seem to be sufficient to undertake this activity, and I am sure that it will meet the needs of many professional educators in your part of the State.

I sincerely hope that this well conceived plan will be approved, and stand ready to assist or support your efforts in any way that I can.

With my warm best wishes for success to you and your colleagues.

Sincerely yours,


Frank Andrews Stone, D.Min., Ed.D.
Professor of International Education
Director, World Education Project

U-32