SCR# 76-98

STATE OF CONNECTICUT

BOARD OF TRUSTEES

FOR THE STATE COLLEGES

P. O. Box 2008 New Britain, Connecticut 06050

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RESOLUTION

concerning

THE ESTABLISHMENT OF A SCHOOL OF TECHNOLOGY
at
CENTRAL CONNECTICUT STATE COLLEGE

October 1, 1976

WHEREAS, There are now six departments which support programs in Industrial Art and Vocational Technical Education, and

WHEREAS, There are now well over 400 students enrolled in the programs offered by these six departments, and

WHEREAS, The academic programs in vocational, technical and industrial areas would be strengthened and improved by the creation of a School of Technology, and

WHEREAS, The administrative structure of the College would be strengthened by the creation of such a school, now, therefore, be it

RESOLVED, That there be established at Central Connecticut State College a School of Technology.

A Certified True Copy:

James A. Frost

James A. Frost
Executive Secretary

CENTRAL CONNECTICUT STATE COLLEGE
New Britain, Connecticut

Office of the President

September 3, 1976

TO: Dr. James A. Frost, Executive Director
Board of Trustees for the State Colleges

FROM: F. Don James, President

I would appreciate, Jim, if you would present the following proposal to the Planning Committee at its meeting on September 16, 1976. This proposal is in regard to the establishment of a School of Technology at Central.

PROPOSAL

It is recommended that a School of Technology at Central Connecticut State College be established, effective upon the approval of the Board of Trustees for State Colleges. The concept of the School of Technology has received the endorsement of the Faculty Senate of Central, the Industrial Technology Advisory Committee, the Division of Technology faculty, the Academic Administration of theCollege, and I have approved the establishment of the School of Technology and am now presenting it to the Board of Trustees for their action.

GENERAL STATEMENT

The major concern of the School of Technology is to prepare people to cope with the technological character of their culture. Technology has progressed to a high level of density and complexity requiring faculty to become oriented more specifically to technology than teacher education. It is currently necessary to focus on the technological component of our activities to support our teacher education and industrial management programs.

Fundamental to these programs of study are a core of laboratory courses designed to develop technical tool competence as well as theory and laboratory courses designed to provide insight into the concepts of teaching or management.

The School of Technology is uniquely organized to facilitate its mission and consists of six departments; three Program Departments and three Technical Area Departments.

Program Departments

Department of Industrial Arts
Department of Vocational-Technical Education
Department of Industrial Technology

Technical Area Departments

Department of Energy Processing
Department of Material Processing
Department of Information Processing

The Industrial Arts and Vocational Technical Education Departments provide programs of study that lead to the certification of teachers as well as providing graduate programs of study. The Industrial Technology Department provides an industry-oriented, middle management program of study.

The courses offered by these program departments have a technological base which requires faculty to have technical competence and a responsibility to the Technical Area Chairman as well as to the Program Chairman.

Program Chairman

Prime responsibility of the Program Chairman is the maintenance of effective curriculum for the majors enrolled in his department. His particular responsibility will include development of program, scheduling of courses, identification of courses, identification of faculty needs to counsel, advise and serve the needs of students enrolled in the School of Technology, evaluate faculty and to serve as a member of the School of Technology Council.

Technical Area Chairman

Prime responsibility is to provide those laboratory courses requested by the Program Chairman, the development of courses for specific laboratories, to articulate the courses in specific laboratories, to identify and recommend teaching faculty to maintain the laboratories including its supplies and equipment, to receive, store and provide necessary supplies and equipment required by the technical faculty, to evaluate the technical faculty and to serve as a member of the School of Technology council.

Joint Appointments

The faculty within the School of Technology may teach technical courses in two or more technical areas as well as provide for more than one program of study. To facilitate the management and supervision of these faculty, joint appointments may be made within the School of Technology.

RATIONALE

The School of Technology will support the mission of the College by providing opportunity for students interested in industry and technology to identify with a school reflecting their specific interest. In addition, students would be able to more easily prepare to work in programs leading to degrees awarded by other schools, e. g. the School of Arts and Science, the School of Business Administration and the School of Education. The interfacing of these schools can provide programs designed to satisfy a variety of goals and yet permit each school the autonomy to deal with those matters that fall under its unique sphere of concern efficiently and effectively.

A School of Technology will attract students who want to work in industry or teach about industry and to identify with a school that is industry oriented and will fulfill the recommendation of Industrial Technology Advisory Council to separate the Division of Technology from the School of Education so as to allow the industrial and educational community opportunity to view the programs as technical and industrial in nature.

The School of Technology will serve to give visibility to the Industrial Technology program. As a middle management program it deserves to receive recognition as a non-education program. This program offers students opportunity to develop technical expertise in six major options, each designed to specifically satisfy industry needs. It is expected that a School of Technology will receive support from the industrial community. This support will result in being able to acquire supplementary supplies and equipment.

The School of Technology would be administered by a full-time Dean who will possess the technical competence to provide directions, encouragement, leadership and professional continuity as new programs are conceived and present programs improved and modified.

The reorganization of the Division of Technology to a School of Technology reflects the suggestions made by Deans Anderson and Dreyer following their visit April, 1972. It was believed at that time that the program offerings within the Division of Technology warranted a reorganization to allow for a School of Technology. This reorganization separates programs of study departments from technical area departments which provide instructional content related to industry and technology.

STUDENTS IN THE SCHOOL OF TECHNOLOGY

The present students served by a proposed School of Technology include:

Department of Industrial Arts
- 314 undergraduate students full time
- 40 undergraduate part time
- 71 graduate part time

425

Department of Vocational Education:

Trade/Industrial:
- 143 undergraduate part time
- 63 new students part time
- 59 graduate part time

265

Nurse Education:
- 92 undergraduate part time
- 18 undergraduate full time

110

Industrial Technology:	Full Time	Part Time
Manufacturing	60	95
Construction	86	8
Electrical	54	22
Graphic Arts	25	6
Technical Services	28	5
General (undecided)	10	22
	263	178

Grand Total 1241

Because the Division of Technology has operated at saturation for years a quota system has had to be established, limiting student admission by program. This is necessary to insure students safe and adequate technical instruction. There are presently more students interested in taking Industrial Technology as a program of study than we can accommodate.

A consortium has been in effect for several years, involving the State Technical Colleges, Community Colleges, and Central. This consortium has resulted in many students transferring from the two year colleges in the State. Approximately one-fourth of all of our students in the Division of Technology now are transfer students from the two year colleges.

I believe that the establishment of the School of Technology will be a recognition of the continuing diversity of Central Connecticut State College and of the growth and the uniqueness of the Program of Technology within our college.

Don