



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

BACHELOR OF SCIENCE

in

PUBLIC AND COMMUNITY HEALTH

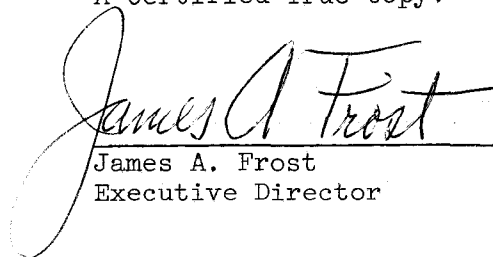
at

Southern Connecticut State College

September 8, 1978

RESOLVED, Under the authority granted the Board of Trustees in Chapter 164, Section 10-109 of the General Statutes and Public Act 77-573, Southern Connecticut State College is hereby authorized to submit a program proposal leading to a Bachelor of Science Degree in Public and Community Health to the Board of Higher Education for planning approval.

A Certified True Copy:


James A. Frost
Executive Director



STATE OF CONNECTICUT

BOARD OF HIGHER EDUCATION

P.O. BOX 1320

HARTFORD, CONNECTICUT 06101

AREA CODE 203 566-2324

RECEIVED

JUN 13 1979

BOARD OF TRUSTEES FOR THE STATE COLLEGES

June 8, 1979

Dr. Manson Van B. Jennings, President
Southern Connecticut State College
501 Crescent Street
New Haven, Connecticut 06515

Dear Dr. Jennings:

At a special meeting on June 4, 1979, a quorum being present, the Board of Higher Education passed the following resolutions:

RESOLVED that the Board of Higher Education, in accordance with the provisions of Section 10-323e of the General Statutes, grant planning approval to Southern Connecticut State College for a bachelor's degree level program in Public and Community Health, subject to the usual requirements for licensure and accreditation.

VI E #6

RESOLVED that the Board of Higher Education, in accordance with the provisions of Section 10-323e of the General Statutes, grant planning approval to Southern Connecticut State College for a sixth-year level program in Library-Information Studies, subject to the usual requirements for licensure and accreditation.

This favorable action taken by the Board is contingent on the appropriate commitment of resources, and is made with the understanding that such programs are subject to the usual ongoing accrediting review by the Board of Higher Education. The planning approval lapses if a licensure visit or evaluation has not been completed within twelve months from the June 4, 1979 date of the Board's favorable action.

VI E #7

We wish you success in your planning effort and look forward to working with you on the future licensing of these programs.

Sincerely yours,

Donald H. Winandy

Donald H. Winandy, Coordinator
Planning and Academic Affairs

DHW:df

cc James A. Frost, Exec. Dir., SC
Donald W. Skinner



STATE OF CONNECTICUT

BOARD OF HIGHER EDUCATION

P.O. BOX 1320

HARTFORD, CONNECTICUT 06110

AREA CODE 203 566-2324

RECEIVED

JUL 13 1979

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FOR THE STATE COLLEGES

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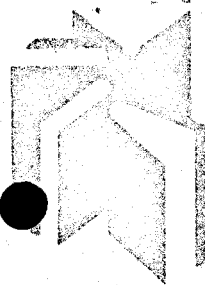
Sincerely yours,

Don Winandy

Donald H. Winandy, Coordinator
Planning and Academic Affairs

DHW:df

cc James A. Frost, Exec. Dir., SC
Donald W. Skinner



THE
CONNECTICUT
STATE
COLLEGES

FOUNDED 1832

Executive Officer for
Academic and Student Affairs

P.O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050

June 18, 1979

Telephone : (203) 827-7700

Dr. Donald W. Skinner
Staff Associate for Accreditation
Board of Higher Education
P.O. Box 1320
Hartford, CT 06101

Dear Don:

Enclosed please find resumes for proposed licensure consultants for the 6th Year Program in Library-Information Studies at Southern. I very much hope it will be possible for you to take these to the SCA for its July meeting. As you recall, this program received planning approval at the last meeting of the BHE.

Thanks for your help.

Sincerely,

Thomas A. Porter

TAP:em

Enc.

cc: Dr. Frost
Dr. Winandy

*Subid
1980*

Proposed Consultant - Sixth Year in Library-Information Studies (SCSC)

RESUME

Mohammed M. Aman, Dean
Palmer Graduate Library School
Long Island University, C.W. Post Center
Greenvale, New York 11548 (516) 299-2855

Education

Ph.D., University of Pittsburgh (library science)
M.S., Columbia University (library science)
B.A., Cairo University

Experience

Dean, Palmer Graduate Library School, Long Island University
Dean, Library School, St. John's University
Assistant Professor, Pratt Institute

Professional Activities

A.L.A. - ACRL Publications Editorial Board, Member
- International Relations Round Table, Chairman
- ACRL Asian and African Studies, Nominee for Chairperson

Dean Aman will leave Long Island University to become Dean of the Library School, University of Wisconsin at Milwaukee the latter part of August.

Phone 6/11/79

Proposed Consultant - Sixth Year in Library-Information Studies (SCSC)

RESUME

Ben-Ami Lipitz, Dean
School of Library and Information Science
State University of New York, Albany
Albany, New York 12222 (518) 455-6288

Education

Ph.D., Cornell University (public administration) 1953.
B.M.Eng., Cornell University, 1948.

Experience

Dean, School of Library and Information Science, Albany
Yale University Library and Computer Science Department (9 years)
Independent Researcher and Consultant
ITEC Corporation, Lexington, Massachusetts
Battell Memorial Institute, Columbus, Ohio

Professional Activities

Connecticut Governor's Conference, Delegate
Information Science Abstracts, Editor
A.L.A. Research Committee, Chairman
New York Governor's Committee on Communications Technology, Chairman

Phone 6/11/79

Proposed Consultant - Sixth Year in Library-Information Studies (SCSC)

RESUME

Virginia Dowell, Director
New Britain Public Library
New Britain, CT (203) 223-7667

Education

M.S., Case Western Reserve (library science)
B.A., Syracuse University

Experience

Director, New Britain Public Library (11 years)
Assistant Director, New Britain Public Library (6 years)
Director, Public Library, Keene, New Hampshire

Professional Activities

Connecticut Library Association, President and other offices.
Target '76 Chairperson (5 years). Master plan for library
development in Connecticut.
New England Library Association, Member Board of Directors

Phone 6/8/79

Proposed Consultant - Sixth Year in Library-Information Studies (SCSC)

RESUME

Robert Massman, Library Director
Central Connecticut State College
New Britain, CT 06050 (203) 827-7527

Education

M.A., University of Michigan (library science)
Law Studies, University of Michigan
B.A., Kansas State Teachers College, Pittsburgh, Pennsylvania

Experience

Library Director, Central Connecticut State College (21 years)
Assistant Library Director, Central Connecticut State College
Law Librarian, Federal Reserve Bank, New York

Professional Activities

Accreditation - University of Massachusetts, Team Member
Consultant, State Purchasing - Library Equipment
Rare Books, Lecturer
Miniature Books, Publisher

Phone 6/12/79

Proposed Consultant - Sixth Year in Library-Information Studies (SCSC)

RESUME

Robert O'Neil, Department Head, Libraries
West Hartford Public Schools
West Hartford, CT (203) 232-4561

Education

Doctoral Studies, University of Chicago (library science)
B.S., M.S., Southern Connecticut State College
B.A., M.A., Yale University

Experience

Department Head, Libraries, West Hartford Public Schools (9 years)
Assistant Director, Library, Eastern Connecticut State College
Library Media Specialist and Teacher, Public Schools, Connecticut
Faculty Member, University of Texas

Professional Activities

Connecticut State Library Advisory Board, Member
Capitol Region Library Council, Member
Burlington, Connecticut Public Library Board, Chairperson
Connecticut Library Association, Personnel Committee Member

Phone 6/8/79

A PLANNING PROPOSAL FOR
A SIXTH YEAR PROGRAM IN LIBRARY-INFORMATION STUDIES

Submitted By

Division of Library Science and
Instructional Technology
Southern Connecticut State College

November 1977

I. Program Classification

- A. Program name: Library-Information Studies
- B. Title of degree: Sixth Year Diploma
- C. HEGIS classification: 1601
- D. Division: Library Science and Instructional Technology
- E. Southern Connecticut State College

II. Program Description

A. Narrative summary:

"Reading machines, teaching machines, electronic carrels, closed-circuit television, tape recorders, motion picture screens - the age of technology is moving into the hitherto machineless quiet of the library. At one end of the spectrum, a slave carving a message in a clay tablet; at the other, a whirring, computerized pushbutton library."¹

The modern library has become a highly sophisticated educational institution. While retaining the traditional functions of acquiring, organizing, and disseminating information, the media and technology employed in the process have changed dramatically. To bring attention to these changes and/or to highlight these changes, libraries are oftentimes referred to as media centers² or learning resource centers.³

"Library-Information Studies," the title selected for this program, expands the concept of libraries by encompassing essential elements of instructional technology and information science. (Instructional technology concerned with the utilization of audio and video technology; information science concerned with the utilization of computer technology).

In the proposed sixth year program, objectives are directed to:

1. Professional advancement in existing or related information occupations.
2. Maintaining and improving knowledge and skills in an existing area of expertise.
3. Re-directing existing professional careers to related information fields.

The program will provide student options in library science, instructional technology and information science. Present thinking is to provide a nine credit requirement, an elected concentration of nine to twelve credits, and nine to twelve credits in cognate electives for a total program of 30 credit hours. Programs will be tailored to the needs of the individuals.

B. Involvement of other institutions:

Not applicable.

C. Transfer articulation considerations:

The proposed program will meet the needs of information professionals for advanced specialized preparation and continuing education. The Division presently offers a B.S. degree program in library-information service and M.S. degree programs in library science and instructional technology. The graduate program in library science is nationally accredited by the American Library Association (A.L.A.).

Although A.L.A. accredits only M.S. degree programs, this national association⁴ has provided a blueprint for a career ladder (lattice) requiring parallel education components for the preparation of personnel. Education levels range from associate degree programs for the preparation of technical assistants to doctoral programs for the preparation of teachers and researchers.

Master's degree programs in A.L.A. accredited schools are typically designed to prepare generalists who are equipped to function in a variety of positions. It is generally agreed that the one year of preparation at the M.S. level is insufficient to prepare competent specialists for advanced positions. A few schools, primarily in Canada, have developed two year master's degree programs to meet the need. In the United States, schools have moved to the sixth year program to meet the need for advanced specialization.

The proposed program will be consistent with existing sixth year programs in accredited library schools. Rogers⁵ noted that the major focus of these programs is to provide a vehicle for continuing education and to provide specialized preparation for subject specialists, technical specialists and administrators and supervisors of complex library operations.

III. Program Justification

A. Relationship to mission and existing programs:

Southern was authorized to offer a B.S. degree in library science in 1946 and an M.S. degree in 1954. The proposed sixth year program

will provide the third, advanced component of an educational career ladder (see Division Programs, Appendix A). The program design will meet the needs of information professionals for advanced specialized preparation and continuing education.

Other Institutions:

There are 58 A.L.A. accredited library schools in the United States and six in Canada.⁶ Of this number (64), 29 schools offer a sixth year of advanced specialized education today and other schools are in the planning stages. Southern has the only accredited program in Connecticut and is one of two accredited programs in New England. This will be the only sixth year program in library-information studies in New England.

Future Outlook Data:

The National Commission on Libraries and Information Science has substantiated a need for advanced study for practitioners in the information field. Recommended was "a nationwide program of continuing education for personnel in the library and information science field."⁷ In response to this perceived need, a Continuing Library Education Network and Exchange (CLENE) was designed as a clearinghouse for the nation.

A recent study at the University of Michigan, directed to predictions of probability in the field to 1990, provided several findings supporting what we have already done and are doing at Southern:

1. The desirability of integrating library, information science and educational media programs.
2. The expansion of technology and networking for such uses as information retrieval and cataloging.
3. An emphasis on the role of the library school in providing continuing education programs.⁸

In Connecticut, the need for a sixth year program in library science was suggested in the Master Plan for Higher Education. In Chapter IV, Concerns for the Future, it was stated that there were "certain fields in which it appears that Connecticut is granting an abnormally low percentage of degrees at the master's level or above."⁹ Library Science was cited as one area. Technology, another Division focus, was also cited in the Master Plan under Topics for Further Study:

"Technological developments, available a decade or more, are still under-utilized in support of instructional programs in Connecticut. Potential exists for giving students more options as to when and where they will study, for serving the handicapped better; for extending continuing education and lifelong learning opportunities, including provision for training programs for companies that want to have employees brought up-to-date in certain subject areas and for individuals who need or want to make career switches."¹⁰

Qualified specialists are needed to provide for the information needs of society. The level of education designed for the preparation of these specialists is the sixth year.

B. Student demand and student interest:

Southern's library science program, in continuous operation for more than thirty years, has produced hundreds of graduates. Many are obvious candidates for the sixth year program since continuing education and advanced specialization are major themes of the profession. The related areas of instructional technology and information science represent an entirely new concern to large numbers of professionals.

Many of our existing specialized courses regularly attract those who have already earned a master's degree in library science. Their interest is in further specialization and/or redirection of professional careers.

Recent graduates and our present student body will also be interested in the program, particularly for advanced specialization. The Division graduates 120 M.S. degree students each year, and we have 696 students currently enrolled in planned M.S. degree programs. Individual course enrollment for the fall semester 1976 included 396 undergraduate students and 689 graduate students for a total of 1085.

During our recent Self-Study project (1974-75) for accreditation of the master's degree program in library science, graduates for the years 1973-74 and 1974-75 were queried about their interest in a sixth year program. Forty percent responded in the affirmative.¹¹

A gradual, developmental plan will be followed in enrollment, equated with program development and expansion. There will be 25 students enrolled the first year, 50 students in the second year and 150 in the third year.

C. Local, State and National Labor Market Data:

Students enrolled in the program will be graduates of a master's degree program in library science or a related field. More than 95 percent will be employed in library or other information agencies. The program will also attract full-time students who wish to speed up the process of acquiring specialization in a selected area.

IV. Resource Requirements

A. Support:

Resources/Library Holdings

The Division is housed in the modern Hilton C. Buley Library. Students will have access to over 550,000 books, periodicals, documents, and microforms. Access to other resources is possible through inter-library loan. Other institutional resources include the Computer Center, Television and Multi-Media facilities and the Independent Learning Center.

Funds for additional resources of the nature described are available through ordinary channels.

B. External Resources

Library collections and other resources are readily available to Southern's students, including the resources of specialized libraries and information agencies: law, medicine, business, industry. Facilities for practicums are available throughout Connecticut in both public and private sectors.

C. Current Faculty, Estimate of Additional Needs:

HEINRITZ, FRED, Ph.D., Professor of Library Science
KOSS, HELEN, M.S., Assistant Professor of Library Science
(doctoral candidate, University of Connecticut)
LIBBEY, DAVID, M.S., M.A., Assistant Professor of Library Science
PARKER, WYMAN, M.A., Assistant Professor of Library Science
PERRINS, BARBARA, Sixth Year Diploma, Assistant Professor Library
Science and Instructional Technology
PROSTANO, EMANUEL, Ph.D., Director, Professor of Library Science
and Instructional Technology
TRIOLO, VICTOR, Ph.D., Associate Professor of Library Science
VEBRA, GENEVIEVE, Ph.D., Associate Professor of Library Science
WRIGHT, GWENDOLYN, Ed.D., Assistant Professor of Library Science
and Instructional Technology

The graduate faculty of the Division is composed of veteran teacher-scholars, experienced practitioners in library science, instructional technology and information science. Regular, full-time faculty will be supplemented by professionals from the field as required. It is anticipated that program growth will necessitate the employment of at least one full-time faculty member in 1980.

V. Time Schedule

A. Dates of Approval at Institution; Board:

Institution: November 1977
Board: December 1977

B. Proposed Date of Enrollment of Students:

September 1978

VI. Licensure and Accreditation

Licensure: Fall, 1977
Accreditation: Spring, 1979 at latest

FOOTNOTES

¹ Alvin Toffler, "Libraries," Bricks and Mortarboards. Educational Facilities Laboratories, 1966.

² Media Programs: District and School. American Library Association, 1975.

³ Learning Resource Centers in Two-Year Colleges. Association for Educational Communications and Technology, 1973.

⁴ Library Education and Personnel Utilization. American Library Association, 1970. (Statement of Policy Adopted by the Council, June 30, 1970, edited 1976).

⁵ A. Robert Rogers. "Report on Sixth-Year Programs in the United States," Journal of Education for Librarianship. Vol. 16, No. 2, Fall 1975. p. 67-74.

⁶ Graduate Library School Programs Accredited by the American Library Association. A.L.A., October, 1977.

⁷ Continuing Library and Information Science Education. Washington, D.C.: U.S. Government Printing Office, 1974. p. xvi.

⁸ A Brief Summary of Preliminary Findings of a Library/Information Education Study. School of Library Science, University of Michigan, March, 1975.

⁹ Master Plan for Higher Education in Connecticut 1974-79. (Biennial Supplement, Hartford, Ct.: Commission for Higher Education. January, 1976. p. 59).

¹⁰ Ibid. p. 67, 68.

¹¹ Self-Study for Accreditation. Division of Library Science and Instructional Technology, S.C.S.C., November 1975.

APPENDIX A

DIVISION PROGRAMS

The Division presently offers the following:

Library Science

1. A master's degree program in Library Science. This program is nationally accredited by the American Library Association.
2. An undergraduate program in Library-Information Service, major and minor concentrations. A consortium with the other State Colleges enables students from those institutions to enroll in this program.

Instructional Technology

1. A master's degree program in Instructional Technology.
2. An undergraduate minor concentration in Instructional Technology.

Other

1. A Fifth year program in Library Science for Connecticut State certification as a Library Teacher.
2. A joint degree program in Library Science and Instructional Technology (M.S. level).
3. A joint degree program in Library Science and Law (in cooperation with the University of Connecticut School of Law).
4. An extension program in Library Science education available at the Hartford Graduate Center (effective date: September, 1977). Course-work and degree by Southern.



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:

A large, stylized handwritten signature of James A. Frost, written in dark ink, extending across the line of the name and title.

James A. Frost
Executive Secretary

Resolved
concerning
Installation of a Lighting System
Baseball Field

Whereas, Through the efforts of Mr. William P. Holowaty,
at Eastern Connecticut State College,
funds have been acquired from non-State
sources to light the baseball field at
Eastern Connecticut State College, and

Whereas, Such lighting will benefit students and
will enable the College to provide better
service for community groups, therefore
be it

Resolved, That The Executive Director and the
College President are hereby authorized
to take the necessary action to ^{obtain the} installation
of a lighting system for the baseball field at
Eastern Connecticut State College, provided
the necessary approvals are secured
from State agencies as required by

law and State regulations, and provided
such installation shall be at no cost

expensed to the State, and be it further

Resolved, That the Trustees express their gratitude
to Mr. William P. Holowaty for his
effort on behalf of the College and
its students.

July 25, 1978

TO: Dr. Robert Nowlan

FROM: Thomas A. Porter *rad*

RE: Presentation of Proposals for New Degree Programs to Trustees' Planning Committee

It is my hope to present to the Trustees' Planning Committee at its August 16 meeting, the proposals for a 6th Year in Library-Information Science and a B.S. in Public and Community Health.

In order to recommend these proposals to the Trustees I feel that I will have to have answers to the following questions:

1. Does the campus administration have a plan to provide the necessary faculty positions to staff the currently authorized, growing programs plus the new programs which are now being proposed? If so, please show how you plan to assign positions to the following programs:

NEW POSITIONS

	78-79	79-80	80-81	81-82	82-83
Economics					
Computer Science					
Journalism					
6th Year Education Foundations					
6th Year Classrm. Specialist					
Public-Community Health					
Social Work B.S.					
Social Work M.S.W.					
6th Year Library-Information Studies					
M.L.S.					
B.S. Library-Info. Service					
Other Programs					
Needing New Faculty					

2. 6th Year Library-Information Studies

- a. Please draw a chart showing activity indicators in all the bachelor's and master's options in the library science-instructional technology programs and project these activity indicators at least three years beyond start of proposed 6th Year Program.

*Activity indicators are:

Number of graduates

Number of majors

Full-Time

Part-Time

Average Individual Course

Enrollments

- b. How many full-time faculty in the Division of Library Science-Instructional Technology?

- c. How many additions to the full-time faculty are needed to service adequately the existing library and instructional technology programs?
 - d. How many additions to the full-time and part-time faculty will be necessitated by the 6th Year program? When will the full-time position (s) be needed?
 - e. What percent of course offerings of the Division are now taught by part-time, adjunct faculty?
 - f. Will the proposed 6th Year program take full-time faculty from the presently authorized B.S. and M.L.S. programs?
 - g. With the proposed 6th Year program, approximately what percent of course offerings will be taught by part-time faculty at each degree level?
 - h. What impact will the proportion of part-time faculty have on A.L.A. accreditation?
 - i. The proposal for the 6th Year program states that librarians will take this program to develop various kinds of professional specializations. What specializations will be offered?
 - j. Describe the faculty strength in each of these specializations.
 - k. Will new facilities be required? e.g., computer terminals.
3. B.S. in Public and Community Health
- a. Is it common for a program such as this to be presented at the Bachelor's (rather than the Master's) level?
 - b. Please do a chart similar to the one requested in 2. a., above, showing activity in all the programs presented by the Department of Health Sciences.
 - c. How many full-time faculty in the Department?
 - d. Is the department adequately staffed for its existing program(s)?
 - e. How many additions to the full-time and part-time faculty will be necessitated by the proposed B.S. in Public and Community Health?

- f. What percent of course offerings of the Department are now taught by part-time faculty?
- g. What percent will be taught by part-time faculty if the proposed program is adopted?
- h. What kind of resources other than faculty will be needed for the new program?
 - (1) Library - Will the \$2500 specified in the proposal be a one-time only expenditure?
 - (2) Laboratories
 - (3) Computer terminals?
Calculators?
- i. Should there not be more math, statistics, computer science in the program than is shown in the proposal document?
- j. Will there be any special admissions requirements for entrance into this major?

cc: Dean Rocco Orlando