

*Planning approval  
see 28-90*



# STATE OF CONNECTICUT

## BOARD OF TRUSTEES FOR THE STATE COLLEGES

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### RESOLUTION

concerning

### LICENSURE APPLICATION

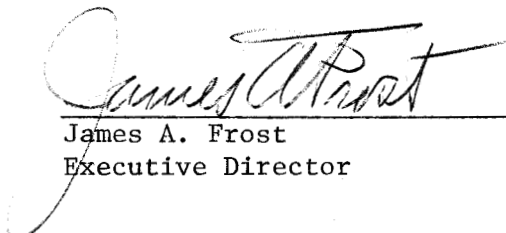
for

SIXTH-YEAR PROFESSIONAL DIPLOMA IN LIBRARY-INFORMATION STUDIES  
at  
SOUTHERN CONNECTICUT STATE COLLEGE

October 5, 1979

RESOLVED, Under the authority granted the Board of Trustees in Chapter 164, Section 10-119 and Chapter 178, Section 325c of the General Statutes, Southern Connecticut State College is hereby authorized to seek licensure for and implement a program in Library-Information Studies leading to a Sixth-Year Professional Diploma, subject to approval by the Board of Higher Education.

A Certified True Copy:

  
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James A. Frost  
Executive Director



THE UNIVERSITY OF WISCONSIN—MILWAUKEE/ P.O. Box 413, Milwaukee, Wisconsin 53201

SCHOOL OF LIBRARY SCIENCE  
Mitchell Hall 214

(414) 963-4707

**DIVISION OF LIBRARY SCIENCE  
AND INSTRUCTIONAL TECHNOLOGY**

**AUG 27 1979**

August 24, 1979

Dr. Emanuel T. Prostano  
Division of Library Science & Instructional Technology  
Southern Connecticut State College  
501 Crescent St.  
New Haven, Conn. 06515

Dear Emanuel:

Enclosed please find the final report of the Consultants who reviewed your proposed Sixth-Year Program in Library Information Studies. I am pleased to inform you that the Consultants' recommendation for the approval and licensure of your Sixth-Year Program was unanimous.

We have tried in our report to provide recommendations that will enhance the quality of your Sixth-Year Program and make it more responsive to the needs of the Connecticut library community in particular.

If you have any comments on the report, please feel free to write or call.

Best wishes,

Sincerely,

Mohammed M. Aman  
Dean

cc. Dr. Ben-Ami Lipetz  
Dr. Elfrieda McCauley

enc.

MMA/ck

SOUTHERN CONNECTICUT STATE COLLEGE

CONSULTANTS' REPORT

Program: Sixth Year Professional Diploma in Library and  
Information Studies

Consultants: Dr. Mohammed M. Aman, Dean  
School of Library Science  
University of Wisconsin - Milwaukee

Dr. Ben-Ami Lipetz, Dean  
School of Library and Information Science  
State University of New York - Albany

Dr. Elfrieda McCauley  
Coordinator of Media Services  
Greenwich, Connecticut

Date: August 12, 1979

## Synopsis:

An evaluation of the Sixth-Year Program in Library and Information Studies which was proposed by the Division of Library Science and Instructional Technology of Southern Connecticut State College was carried out on July 26, 1979. With an impressive new facility, a competent faculty and administration, the Division is capable of offering a sound Sixth-Year Program consistent with the current standards for the development of Sixth Year Programs.<sup>1</sup> In the following paragraphs detailed comments are offered on the several aspects of the program.

## Goals and needs:

The Division's Application Summary states the following two objectives for the Sixth-Year Program.

- 1) to provide for the continuing education needs of the profession, and
- 2) to prepare information specialists.

The summary also states that student programs will be tailored to the needs of individuals and will consist of a minimum of 30 credit hours. Each student program will contain three elements: 1) a required core of 9 credits, 2) an elected concentration of 9-12 credits, and 3) 9-12 credits in a cognate area. Core courses will be: 1) Information Networks (3 cr.), 2) Field Project (action research, 3 cr.) and 3) Seminar (3 cr.). Elected concentrations leading to specialization will incorporate elements of library science, instructional technology, and information science. Cognate areas will relate to elected concentrations and specific needs of individuals as determined by review of educational background and experience.

If excellence is to be maintained, in the face of inescapable economic constraints, selected specialties should be chosen for development. This will require more formalization of the program instead of its present loose structure. The Division should, therefore, articulate specific goals and objectives for the Sixth-Year Program based on demonstrated needs of the Connecticut library community. One of the areas that requires special attention is library administration and management. Since the master's degree in Library Science qualifies students for beginning level positions in libraries and media centers, it is hoped that their return to the Sixth-Year Program will provide them with the opportunity to upgrade their level of performance in order to qualify for middle and upper management positions in libraries and media centers and to become better specialists in the State of Connecticut or elsewhere.

Once the statement of objectives is revised to reflect exit competencies, prescribed courses should then be examined to determine how effectively they can fulfill the objectives of the program. The present electives represent courses

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<sup>1</sup> Standards for the Development of Sixth-Year Programs; a Position Paper Adopted by the Association of American Library Schools, January, 1978.

designed for master's degree students. Every effort should be made to design and introduce courses for the post-master's degree student and to introduce a sequence of required courses and prerequisites. These courses may be offered at the 700 level and should be aimed at areas where librarians tend to have greatest needs or weaknesses (e.g. developments in information technology and transitions in information practice, automation, and management, to mention a few).

The proposed Seminar should be more specific in content to allow for the identification of specific competencies which the students should gain upon the completion of the Seminar.

The Division's recommendation to encourage students to take advanced courses outside the Division is commendable. The library profession encourages and as a matter of fact demands this kind of interdisciplinary study. The program should, therefore, stress outside course availability as a way of enriching the subject specialization of students.

#### Admission requirements to the program:

Requirements for admission, as stated by the Division, conform to the general requirements followed by other accredited Library Schools which offer Sixth-Year Programs. However, some attention should be given to the following recommendations:

1. Applicants to the Sixth-Year Program should file statements of professional objectives which the candidates hope to achieve through participation in the Sixth-Year Program.
2. The Division should specify what is meant by "closely related field" for holders of non M.L.S. degrees.
3. The Master of Library Science should be from a "recognized institution". This means either the M.L.S. from an accredited ALA graduate Library Science program, or a recognized foreign University, or a recognized master's degree in a closely related field which has been identified by the Division.
4. There is a need to specify what is meant by "successful work experience". Normally, this amounts to two years of professional library or information services experience beyond the Master's Degree. Librarians with professional experience can easily determine their needs and professional objectives. Exceptions can be made for those who can articulate their professional objectives without having the two year experience. The interview between the candidate and the Director of the Program or his designate can be very helpful in this regard.
5. After the interview the candidate should immediately be assigned a faculty advisor who will design a program suited for the needs and professional objectives of the student.

#### Resources:

Judging from the statistics on library holdings, it seems that the collection is rich in children's literature, juvenile and curriculum collections. Since the Sixth-Year Program aims at providing opportunities for subject specialization, information science and library administration, every attempt should be made to strengthen the collection in these areas.

There was no mention of library cooperation such as interlibrary loan with other libraries in Connecticut or New England. This should be explored. If such cooperation exists it should be pointed out since interlibrary loan can supplement SCSC Library Collection to the benefit of students in the Sixth-Year Program.

The Division's access to the Lockheed's DIALOG data base through its on-line terminal will enhance the education of students of the Sixth-Year Program.

#### Faculty:

The qualifications of the present faculty seem adequate enough to support the Sixth-Year Program as proposed. However, it would be desirable that, no later than the second year, a full-time faculty member be added to the Division's faculty. Since the Division has an opening for a full-time faculty position due to recent retirement, it should be filled with someone who is qualified to teach advanced management seminars and courses in information science and library automation. The Division should also rely on qualified experts who are practicing in Connecticut or neighboring states.

#### Evaluation:

There should be a mechanism for on-going evaluation of the program by prominent specialists and librarians from the Connecticut Community. This can be implemented by forming an Advisory Board to the Division on the Sixth-Year Program. Members of the board will be in a position to monitor the quality of the program, identify strengths and weaknesses, and provide input on needs that should be met in the curriculum of the program and the exit competencies that librarians must have upon completion of their Sixth-Year educational experience.

#### Conclusion:

Because of technological and socio-economic changes, the character of the library profession is undergoing a fundamental transition. The need is clear for the incorporation of advanced competencies within the structure of most professional library activities.

The master's degree in library, information and media sciences is no longer sufficient for all professional positions in libraries. Advanced competencies are requisite for many different varieties of specializations within the personnel structure of libraries in large institutions or systems.

The advanced certificate is the professional library education response to those demands for specialized skills, advancement in the rank, promotion and tenure. The Division of Library Science and Instructional Technology at Southern Connecticut State College has demonstrated once again its responsiveness and sensitivity to trends in library education and the needs of professional librarians in the State of Connecticut. The Consultants, after careful review and

critique of the program, conclude that the Division has the human and material resources to introduce a Sixth-Year Program. The recommendations outlined in the previous pages are intended to help improve the quality of the program during the developmental stages in its early years. Future evaluation and review of the program will be needed in three or five years to determine the level of its success, strength, weakness and recommendations for improvement.

The consultants strongly urge the Board of Higher Education of the State of Connecticut to license and accredit the Sixth-Year Program in Library and Information Studies.