



STATE OF CONNECTICUT

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RESOLUTION

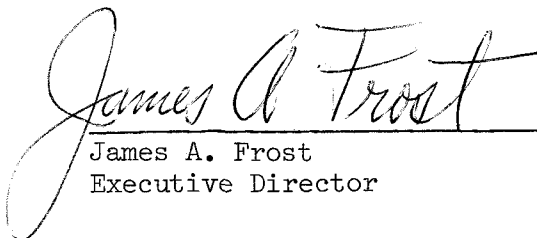
concerning

A SIXTH-YEAR PROFESSIONAL DIPLOMA
 in
 EDUCATIONAL FOUNDATIONS
 at
 Southern Connecticut State College

September 8, 1978

- WHEREAS, The Board of Trustees on September 3, 1976, passed Resolution Number 76-86 authorizing a request to the Commission for Higher Education for planning approval of a Sixth-Year Professional Diploma in Professional Education at Southern Connecticut State College, and
- WHEREAS, The Commission for Higher Education, having reviewed the request, determined that the proposed program should be divided into two discrete programs and, with the approval of campus authorities, granted planning approval on February 1, 1977 for a Sixth-Year Professional Diploma for Elementary Classroom Teacher Specialists and for a Sixth-Year Professional Diploma in Foundations of Education, and
- WHEREAS, Southern Connecticut State College has engaged external consultants to evaluate the proposed Sixth-Year Professional Diploma in Foundations of Education and has made appropriate responses to the evaluators' comments, and
- WHEREAS, The Board of Higher Education at its meeting on June 27, 1978, granted licensure to the Sixth-Year Professional Diploma in Foundations of Education, now therefore be it
- RESOLVED, That, under the authority granted the Board of Trustees in Chapter 164, Section 10-109 of the Connecticut General Statutes and Connecticut Public Act 77-573, Southern Connecticut State College is authorized to implement a program leading to the Sixth-Year Professional Diploma in Educational Foundations.

A Certified True Copy:


 James A. Frost
 Executive Director

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Interdepartment Message

FD-200 REV. 11/73 (Stock No. 6938-050-01)

SAVE TIME: *Handwritten messages are acceptable.*

Use carbon if you really need a copy. If typewritten, ignore faint lines.

To	NAME <i>Dr. Frost</i>	TITLE	DATE <i>8-8-78</i>
	AGENCY	ADDRESS	
From	NAME <i>Tom Porter</i>	TITLE	TELEPHONE
	AGENCY	ADDRESS	
SUBJECT <i>Aug 16 Planning Committee Agenda</i>			

I now realize that I overlooked one item which should probably have been included on the Aug 16 agenda.

It is the 6th Yr Program in Educational Foundations ^{at Southern} which has already been approved by the BHE but which has never actually been approved by our own Board.

We would need the outside consultancy reports and the campus response thereto for distribution to the committee.

RESOLUTION

concerning

A SIXTH-YEAR PROFESSIONAL DIPLOMA

in

EDUCATIONAL FOUNDATIONS

at

SOUTHERN CONNECTICUT STATE COLLEGE

September 8, 1978

Whereas: The Board of Trustees on September 3, 1978, passed Resolution Number 76-86 authorizing a request to the Commission for Higher Education for planning approval of a Sixth-Year Professional Diploma in Professional Education at Southern Connecticut State College, and

Whereas: The Commission for Higher Education, having reviewed the request, determined that the proposed program should be divided into two discrete programs and, with the approval of campus authorities, granted planning approval ^{on February 1, 1979} for a Sixth Year Professional Diploma for Elementary Classroom Teacher Specialists and for a Sixth-Year

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Year Professional Diploma in
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Whereas: The Board of Higher Education
at its meeting on June 27, 1978,
granted concurrence to the
Sixth-Year Professional Diploma
in Foundations of Education,
now therefore be it

RESOLVED: That, under the authority
granted the Board of Trustees
in Chapter 164, Section 10-109 of the
Connecticut General Statutes and Commission Public
Act 77-573, Southern Connecticut
State College is authorized to
implement a program leading
to the Sixth Year Professional
Diploma in Educational
Foundations, ~~effective~~
~~September 1978.~~ ~~as soon thereafter~~
as possible.

PROPOSAL FOR SIXTH-YEAR
IN FOUNDATIONAL STUDIES

Submitted by

The Department of Educational Foundations,
Research and Measurement

October 1977

Sixth Year Program in Foundational Studies

I. Introduction

The need for advanced work in Foundational Studies lies in the very structure of American Society, and the dislocations and uncertainties of the times. Particularly in these times there is a need for a general foundational approach to educational growth for professionals, a need for freedom to explore basic ideas of education at a sophisticated level and come to personal and social judgments about how educational institutions can meet these social demands.

It is one thing to offer traditional educational opportunities in a stable, progressively oriented society where growth is the goal. The pressure on educational institutions then is simply to do better and more efficiently what they are already doing. It is quite another thing to interpret, to anticipate, and to direct educational institutions in a society which is examining its core values and orienting itself to an economy where people are out of work and facing economic problems of inflation and changing priorities.

These personal and social educational demands are within the College's broadly based mission: the preparation of qualified practitioners for public service to the state, the improvement of competency among these already serving the citizenry, the maintenance of an educational and cultural center for the benefit of all eligible persons in the region, and the availability of a flexible program related to personal objectives.

A. Student Needs

In the past, students have asked faculty members for advice in broadening their horizons while pursuing educational careers at the

College. When a new department of Educational Foundations, Research and Measurement was created, the faculty set a Sixth Year program as a goal. For many students, the Master's degree is not a suitable area for a general studies program since social systems demand specialization at the time of first employment. But once that need has been met, teachers and other professional workers see again, due to increased maturity, that further generalization and opportunities for exploration are needed in their lives.

Many professionals, such as teachers in elementary and secondary schools as well as those engaged in business and industry, do not contemplate major changes in employment but simply wish to broaden their horizon because they value knowledge. In addition to broadening their knowledge, many students who do not contemplate a change in employment will benefit from an increase in compensation by completing a Sixth Year.

For many students, a re-evaluation of job opportunities comes after obtaining a Master's degree. It is then that a few students anticipate a Ph.D. program by taking additional courses and thus continuing their education without compromising their present employment status. Some students also indicate a desire to seek intermediate college positions in community colleges. The program is designed for flexibility in personal and social plans.

B. Surveys and Supporting Evidence

A survey of present student needs was circulated in Educational Foundations, Research and Measurement classes in the 1975 Fall term. The results indicated a positive response to the proposed program.

a. The questionnaire asked whether the students were interested in continuing their education in a formal way beyond the Master's

degree. Of the 116 replies, 56 answered, "yes," 45 answered "no," and 15 replied "perhaps." Of the 60 who answered "no" or "perhaps" an overwhelming 48 indicated that further educational opportunities should be made available to them in case they wished to take advantage of such a program in the future. One person said, "yes" although carefully clarifying that he might not be interested. Another student said, "yes" as Southern Connecticut State College was a centrally located institution. Four people indicated that they would like to receive literature even though, at present, they were in doubt about continuing their own formal education.

b. The comments made by the 56 students who answered "yes" were most supportive of the proposed program. A good many, 28, responded that they were interested in a professional program and had already made plans to enter a specific field. The professional programs named by the students were: Administration (5), Special Education (5), Reading (3), Counseling (2), and Music, Microbiology, Psychological Testing, School Psychology, Science, Music-Art, Political Science - History, Social Studies, and Speech. Other professional goals were indicated in general terms of Ph.D. and research, or goals were put in terms of aims such as "to initiate reform." Of this group who had already defined goals in mind, three asked that literature be mailed to them.

c. The remaining group strongly supported -- one student wrote "Amen." -- the concept of foundational studies as a general professional program. The reasons given included: professional growth,

economic gains, knowledge gains, independent study, and general growth. At least half the replies had some statement regarding personal growth, the major reason which was given. Some comments were:

"I love to share what I learned."

"Being able to make some changes in our teacher education."

"There are many roads untraveled."

Some supporting statements these students gave were considered when the faculty proposed the program:

"Since I hope to receive my Master's in Reading in the near future there has been a heavy emphasis in one subject area. I would be very much interested in a program based upon choice in the general professional area of foundations." (Pamela Callahan)

"There hasn't been much time or freedom to choose courses that I feel I need to be able to gain a better perspective of education, especially the future ways to implement and effect change." (Louise Sanchione)

"I seem to need constant exposure to a program or course to insure personal growth in my field or intellectual stimulation in the general area of education." (Nettie Levine)

Of this group of "yes" replies, 19 people indicated that they would like to receive more information in the program. One student wrote, "I hadn't considered a foundations program until just now. I would be interested in finding out more about it."

d. The Department is pleased to have this strong student support for the proposed program. In all, 26 people in this sample asked for literature; this support has become an important basis for the estimates of student enrollment.

4. Dr. John McGowan also conducted a survey in 1975 of approximately 85 students who graduated with Master's degree from Southern Connecticut State College. The results indicated that:
- A. 26 had other plans.
 - B. 13 had no plans and were not contemplating any further study.
 - C. 32 would wait a year or so before making a decision. Of these 32, 23 indicated that if they returned to SCSC they would like a program that would be broad in scope and would allow for individualization and flexibility.
 - D. 14 expressed immediated interest in a program such as the Department is proposing.
5. Finally, during the Fall Semester of 1976, a questionnaire asked 182 graduate students at S.C.S.C. whether they would or would not be interested in the proposed program. In all, 98 responded Yes, 81 responded No and 3 did not respond. Thirty-six (36) of the respondents plan to graduate in May, and of this subgroup 32 indicated Yes! It would seem that students think more positively of continuing their education at the sixth-year level as they approach the completion of the Master's Degree.

Two unsolicited comments, on the questionnaire by graduate students summarize well the verbal comments of many:

"It's about time!"

"This program sounds excellent and state schools need it. I think the "Commission" is doing us a grave injustice by not letting duplication of programs as they are in private schools. Not everyone can afford a private institution for the variety and uniqueness of their programs. We should not be denied because of our economic situations. We have a right to the best possible education our community can offer."

6. Evidence for need is also expressed in enrollment and graduation figures. There are now 10,286 students in the Graduate School

in fifth year advancement, 29 Master's programs and six Sixth Year programs. In 1975, 973 Master's degrees were granted by SCSC and in 1976, 1102 Master's degrees were granted. So over the past decade at least one thousand degrees were granted yearly.

7. President Manson Van B. Jennings, Vice-President Evann Middlebrooks, Professional Studies Dean Rocco Orlando, and Graduate Dean Pearl Rosenstein have been consulted and their ideas have helped to shape the proposal.
8. Members of the academic community have been consulted and letters from professional colleagues are on file. Among these professionals is Dr. R. Freeman Butts, formerly of Teacher's College, Columbia University, an author and scholar whose books are the leading source in the history of education.

Also supporting the program are Dr. Frank Stone, Foundations and Curriculum Department, University of Connecticut, and Dr. Frank Lewis, Educational Philosophy, Fairfield University.

II. Program Rationale and Objectives

- A. As a general approach to professional studies, the program will meet the unique needs of each student. It addresses itself to graduate students interested in an interdisciplinary approach to knowledge in a design which allows flexibility and creativity.

Achievement objectives are:

1. Each student will meet personal needs in an individual style, allowing for self renewal through a choice of topics and area of studies. The student will choose elective courses in other departments based on consultation and advice.
2. Students will have an opportunity for further study in a familiar library and resource facility within an economical setting.
3. Students will improve their competencies in studious inquiry by choosing a pertinent subject and analyzing it with continuous feedback from faculty advisors and peers in the program.
4. Students will have access and incentive to join national societies and organizations which are committed to the discussion of professional issues. This access will include participation in conventions, an opportunity to meet nationally known experts, and the possibility of publishing articles.
5. Students will share a community of interests with other colleagues and the faculty.
6. Students will participate in program decisions. Peer support for individual students is an essential component of the philosophy underlying this program. A student committee will be formed which will plan activities related to implementing the goals of the Sixth Year program and in assessing these goals. It is anticipated that these activities would include the scheduling of courses and the planning and execution of social activities such as informal gatherings. More formal activities would include teas, expositions, and forums for guest speakers. The students would also be a part of the formal evaluation of the program.

7. Students will assess their academic strength and some may choose to study toward a doctoral program in Foundations, Research and Measurement, or toward a related degree program. The Department will seek access to opportunities to take courses in other institutions and to have the Sixth Year Diploma credits evaluated and accepted toward a doctoral program. Six credits from other institutions at the 600 level will be accepted toward meeting the 30 credit requirement for the diploma.
8. Students will develop awareness of their employment potential in educational institutions and adaptability in other sectors such as business, industry or government which emphasize human relations skills.
9. Students will have access to information. Job opportunities are more often known and communicated within the academic community where employment openings are circulated. The Department will facilitate the process for its Sixth Year students.

Program Content

The Sixth Year in Foundational Studies will provide professionals with an opportunity to further their diverse educational aims. Some students will be interested in advanced work and study in specific areas of foundational studies. Others will be more interested in advanced work which allows a review of many foundational areas of education and, in addition, provides an opportunity for the liberal arts or some professional area to be emphasized in the program. Students will meet their needs through a planned program chosen by them. For example if students have

not had a research course previously, they will be advised to take R.M. 592 which is a course offered by the Department for Master's candidates. The planned program will consist of two parts: (1) a core of at least 15 credits in foundational studies and (2) up to 15 credits of elective courses. At least 15 credits must be taken at 600 level and up to 6 credits may be transferred from another university.

The planned program, designed by the student and approved by the advisor, will consist of a minimum of 30 hours of study.

A. Courses

The core Ed.F. 699 course has been approved by the college and other core courses are either approved or ready to be submitted to the Graduate Council. As the program expands student interests will guide course development. The required courses Ed.F. 698 and Ed.F. 699, introductory and concluding seminars, are integral keys to the program. The seminars will bring together students who develop and share their studies, receiving criticism and support from their peers under the direction of the faculty.

The introductory and culminating seminars bring all students in the program to share their progress periodically. The seminars can lead to decisions about future academic and employment opportunities. Each student determines a scholarly interest upon entering the Introductory Seminar. The direction will be continually reviewed and evaluated and will conclude in a general presentation at the Culminating Seminar. Students may work individually or with other students who choose a similar interest in the course of their program, and a number of them may take similar elective courses.

Area of Specialization

I. Core Area (15 or more credits)

A. Required courses (6 credits)

EDF 698 Seminar in Foundational Studies (Introductory)
EDF 699 Seminar in Foundational Studies (Culminating)

B. Optional Courses from the 500 level

EDF 520 Child in the American Culture
EDF 521 Contemporary Philosophy and Education
EDF 522 Comparative Education
EDF 523 Social Foundations of Education
EDF 524 History of Western Education
EDF 526 American Education to the Bicentennial
RM 591 Educational Measurement for the Classroom Teacher
RM 592 Research in Education
RM 593, 594, 595, 596, 597, 598, 599, and 600 are also available from the Department and may be selected if the student has the pre-requisites for these advanced courses

C. Optional Courses from the 600 level

EDF 600 Independent Study
EDF 650 Peace Studies: Learning for Peace
EDF 655 Foundations of Moral Education
EDF 660 Comparative Dynamics and Designs of Educational Change
EDF 630 Foundations of Curriculum
EDF 635 Future Curriculum and the Reconceptualists
EDF 6-- Educational Alternatives in the Modern World
EDF 6-- Humanistic Perspectives on the Teaching-Learning Process
EDF 6-- To Pursue Happiness: Education and the American Dream
EDF 6-- Children of the World
EDF 6-- Comparative Higher and Adult Education
EDF 6-- Education for Development in the Third World
EDF 6-- Foundational Issues in Elementary and Secondary Education - A Seminar
EDF 6-- Foundational Issues in Higher Education - A Seminar

II. Electives (up to 15 hours)

Select up to 5 courses (or 15 hours)

Professional Electives
Special Education
School Psychology and Counseling

Cognate Foundations Elective
History
Sociology

Professional Electives (con't.)

Reading
Education
Administration and Supervision
Urban Studies
Library Science

Cognate Foundations Elective (con't.)

Anthropology
Philosophy
Political Science
Psychology
Inter-Disciplinary Studies

C. Professional Staff

All members of the Department will be involved with the program either as instructors or advisors. The Department will maintain close personal and professional ties with students through program activities and a regular schedule of personal advisement and consultation.

The Department's faculty include five full time members, all with doctorates in the foundational area.

Dr. Shawky Karas, Department Chairperson, Professor of Education, Program Director Research and Evaluation in Behavioral Sciences and Education, Ed.D., Teacher's College, Columbia University, Research and Measurement. Teaching assignment: Research in Education, Probability and Statistical Inference, Methods of Research in the Behavioral Sciences, Psychological and Educational Measurement, Tests of Character, Personality and Adjustment, Experimental Design and Analysis of Variance and Covariance, and Applied Multivariate Analysis.

Dr. John McGowan, Assistant Professor of Education. Ed.D., Lehigh University, Research, Measurement and Evaluation in the Behavioral Sciences. Teaching assignment: Educational Research, Measurement for Classroom Teachers, and Program Planning in Special Education.

Dr. Gilbert Noble, Assistant Professor of Education, Ph.D., State University of New York at Buffalo, Social Foundations of Education. Teaching assignment: Social Foundations of Education, and Child in the American Culture.

Dr. Moses Stambler, Professor of Education, Ph.D., New York University, Social Foundations. Teaching assignment: Social Foundations of Education, History of Western Civilization, Comparative Education, Social Foundations of Education (Adult Education), and Comparative Designs and Dynamics of Educational Change.

Dr. Mary Tull, Assistant Professor of Education, Ed.D.,
University of Cincinnati, Social Foundations of Education. Teaching
assignment: Child in the American Culture, Contemporary Philosophy
and Education, Social Foundations of Education, and American
Education.

The Department draws upon other professionals in scheduling
courses for the Master's program and some would also be available
for Sixth Year courses. These instructors are:

Dr. R. Freeman Butts, Emeritus Teacher's College, Columbia
University, teaching Child in the American Culture and American
Education to the Bicentennial;

Dr. F. E. Lowe, Professor of Philosophy, teaching Contemporary
Philosophy and Education;

Dr. Thomas Pond, Assistant Professor of Education, teaching
Child in the American Culture;

Dr. Robert Thiel, Assistant Professor of Education, teaching
Research in Education and Measurement for Classroom Teachers; and

Dr. Virginia Wright, Associate Professor of Education, teaching
Child in the American Culture.

D. Institutional Resources and Facilities

1. Library. Library resources are adequate because inquiry and
research in foundational studies represent the philosophical
questions asked in each discipline area of professional studies.
There are adequate periodicals. The Department continuously
orders current materials despite the past years' economies.

Buley Library is presently offering help to students in the use of microfiche and other resource materials and equipment; this aid will be helpful to students who enter the Sixth Year program from other institutions.

Workshops in media for graduate students would enhance the attractiveness of the Sixth Year program. The Department already relies upon the Learning Resource Center of the Library. The Learning Resource Center now includes the Audio-Tutorial and Computer Access Instructional equipment which will be an important component of the innovative aspect of the Sixth Year program.

2. Statistics Laboratory. The statistics laboratory is a part of the Department's equipment in the research program in the behavioral sciences and education at the Master's level. The laboratory is available to students as part of the Library's Independent Learning Center and contains a variety of programmable and nonprogrammable calculators. In addition, there is a library of commercially prepared statistics programs which are compatible with the programmable machines.

3. Computer Center. The computer center is available for use by faculty and students in the Department. An extensive list of Fortran and BAL programs have been written by faculty and students in the Department for research purposes. These programs and others presently in the planning stage will help students to analyze their own research.

E. Program Evaluation and Follow-Up

The most important aspect of program evaluation is the continuing self-evaluation of faculty and students. As the program develops, courses will be continuously judged against the goals of the program. Student self-evaluation will take place in informal discussions with the advisor and in group discussions as, for example, in the planning of the seminars. The evaluation includes the quality of the presentations at the culminating seminar.

Following the award of the diploma, a study will be initiated to determine personal goals such as employment or further education that have been reached. The student will also be asked to re-evaluate the Sixth Year program. The faculty expects to maintain close friendships with students.

III. Administrative Program Provisions

A. Cost.

Because of the economic pressures on the College to operate within a very limited budget, the program will be developed in stages. The Department will offer one course in the Spring of 1978 and two courses during the Fall 1978 semester. The unit costs of these courses will be met by tuition. The new courses introduced during the first years can be expected to have enrollments of 20 students.

The success of the program is projected into an economic and social climate two years into the future, so a reassessment should be made after the first year of the program regarding the likely increase in student enrollments and the need for expanded course offerings.

B. Staffing.

The Departmental chairman and the faculty would anticipate enrollments so that present teaching schedules can be met with no interruption of on-going programs. As the Sixth Year program grows, staffing would involve not an increase but a realignment of costs.

C. Enrollment Projections.

From the analysis of student questionnaires, it is anticipated that the first year there would be approximately 100 students who wish to be enrolled. However, the first year enrollment will be limited to 30. The original course to be offered, Peace Studies, could be expected to draw some students from the program and additional students from other programs at the College.

The second year of the program there should be 60 students and enough enrollment for the seminar and other courses which the Department plans to offer. The third year of the program will enable a more complete evaluation of the significance of the program. There should be a hundred students enrolled since not all of the students from the first year would have finished their program. There will be some students who will finish their program in one year. Target date for awarding first diploma is May 1979.

The implications for the Department and the College are also important in terms of teaching opportunities for staff and a community service to citizens of the state. The program will provide flexibility for staffing in the Department which now offers courses for the Master's degree and the program will offer opportunities to other departments on campus to teach complementary courses. Commitment to community service

is an essential goal for Southern Connecticut State College. This program will allow the College to serve the students in a heavily populated areas who are presently limited in their access to post-Master's education.

D. Need for Supportive Administration

Current undergraduate and graduate degrees are appropriate for successful entry into the proposed program because of the interdisciplinary nature of the foundational studies. Social studies, philosophy or language are especially indicative of student interest but so are interests in the philosophy of science or business theory. Existing degrees from Southern Connecticut State College would be accepted for eligibility. Transfer students will have their transcripts evaluated for previous work in Foundational studies.

The program is not competing with other departments for a limited student enrollment. Students who choose a Sixth Year in Foundational Studies will be those who would otherwise simply take courses without a planned program or who would go on to a doctoral program.

IV. Summary

The Sixth Year Program in Foundational Studies is an alternative envisioned by members of the Department's faculty who are confronted with the most pressing problems of education in the society. The obligation to face unknown problems in the culture underlies the need for continuing education at an advanced level.

The heart of the program is an opportunity to do advanced work in a flexible discipline which concentrates on exploration and analysis within the general ideas of education: philosophy of education; humanistic education; foundational issues in curriculum, development and organization; historical and social foundations of education; and world and comparative education. Each student will have the opportunity for further study along personally chosen paths, sharing in a common seminar the research themes which were chosen early in the program.

III,

CONSULTANTS REPORT ON PROPOSED SIXTH YEAR PROGRAM
IN FOUNDATIONAL STUDIES

OVERVIEW

The Committee recommends approval of the proposed Sixth Year Program in Foundational Studies. We commend the School of Education for presenting a program that permits an exploration of basic ideas in education and at the same time meets the needs of many teachers in-service. It is our opinion that course offerings reflect the growing thrust in the foundations area. The program provides the opportunity to broaden the outlook of students by exposing them to an interdisciplinary perspective so that they can make decisions more wisely on many questions confronting education.

PROGRAM

We feel that the program needs some rewriting to make its objectives clearer.

The program should emphasize that the clientele are primarily teachers in-service who see the program as terminal. Of those achieving the sixth year there will be some who will belatedly decide to pursue a doctor's degree.

Perhaps your clientele are interested in intensifying their area of competence. Perhaps they are interested in enlarging or integrating a varied area of knowledge for its own sake. Or, perhaps the local salary schedule has a sixth year increment they desire. All these objectives can be pursued without making any commitment to a Ph.D. program. Indeed, the latter program may well be constricting of the breadth that is so distinctive of the sixth year program. And, in turn, good as that breadth may be, it may not be of the sort that will count toward a Ph.D. degree, should that subsequently be pursued.

Since development of research skills is an integral part of the program, we suggest that if Ed. 592 Research in Education was not taken in the Master's degree program, that it be required as the first course in the sixth year program.

The curriculum for what is distinctively the sixth year program should consist of two kinds of studies. On the one hand the student may take a variety of individual courses such as are listed on page 10. On the other hand there should be a "core" course which enables the student to summarize and particularly to integrate his or her academic and field experiences to date. This however, should be more than a "culminating" seminar as indicated on page 9. Preferable this integrating experience should be carried on throughout the sixth year from beginning to end. The way the course is described on Page 9, it resembles too much a Ph.D. program. The student should, of course, be engaged in "scholarly" endeavor but not necessarily at the doctoral level.

We note with approval on page 11 that "all members of the Department will be involved with" this sixth year program. More than that we would hope that the "core" course will be conducted with all the members in attendance. It has been our experience that to have an educational topic discussed in the presence of a variety of faculty views is greatly relished by students as an integrating experience.

Finally, we would reorganize slightly the outline appearing on page 10 to the

following:

- I. Required "core" course (now listed as C)
- II. Core area
 - A. Optional courses etc. 500 level
 - B. Optional courses etc. 600 level
- III. Electives etc.

FACULTY/STAFF

We were impressed with the faculty who certainly appear to be well trained to administer the program.

EQUIPMENT AND FACILITIES

Based on our one day visit, both the library and research facilities of the College seem to be adequate for the addition of an additional sixth year program.

July 29, 1977

John S. Brubacher
T. Mathai Thomas
Aldrige A. Vaillant



STATE OF CONNECTICUT

SOUTHERN CONNECTICUT STATE COLLEGE

501 CRESCENT STREET • NEW HAVEN, CONNECTICUT 06515



TEL 203 397-2101

October 6, 1977

INSTITUTION RESPONSE TO CONSULTANTS' REPORT ON SIXTH YEAR PROGRAM IN FOUNDATIONS

Southern Connecticut State College faculty of the department of Educational Foundations, Research and Measurement appreciates the thoughtful consideration and the suggestions by the consultants to improve the program. We make the following response to these recommendations.

1. The department faculty recognize that only a small number of students will use the program as a stepping stone to the doctorate. A change will be made in the wording to clarify our position so that there will not be a misunderstanding of the target group. We think that the breadth of the program lies in the opportunities that are offered to students and not in the career choices that students make.
2. The word "research" led to semantical problems in our discussion and we agree that it needs to be clarified in the academic world. By "research" we meant the scholarly skills and reflection that is the major part of study. It is difficult to think of foundational studies as primarily experimental research but since both library and field research are part of the departmental offerings, we accept that careful attention be given to the clarification of our meaning: that "research" is considered as inclusive of techniques.

-continued-

October 6, 1977

3. We accept that an introductory course might be helpful in preparing an integrative view of the various elements of foundational studies and by having a number of faculty participate. A new course, EDF 698 will therefore be added which will allow for exploratory and integrative endeavor which will set the stage for the culminating seminar. It will also be possible for us to encourage other aims such as social and personal associations which we have deemed important. For some students who will be full time, it will mean continuous association with the faculty.
4. We have reorganized the outline as suggested.

Shawky F. Karas

Shawky Karas, Chairperson

John McGowan

John McGowan

Gilbert Noble

Gilbert Noble

Moses Stambler

Moses Stambler

Mary Tull

Mary Tull