



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

USE OF 1/2 OF 1% FOR PROGRAM CHANGE

May 2, 1980

WHEREAS, In Resolution #79-154 dated December 7, 1979, the Trustees set aside 1/2 of 1% of the 1980-81 operating budget for the Connecticut State College campuses to stimulate program change, and

WHEREAS, In accordance with guidelines specified in Resolution #79-154, the Trustees' Planning Committee has considered proposals submitted by each of the Colleges for use of the fund for program change and has with certain amendments and modifications recommended certain proposals for implementation, and

WHEREAS, The State laws and regulations concerning the expenditure of public monies must be scrupulously observed, therefore, be it

RESOLVED, That the following projects are approved within the indicated financial limits at:

CENTRAL CONNECTICUT STATE COLLEGE

- | | |
|--|---------------|
| 1. <u>Materials Analysis Lab Equipment</u> | \$ 17,044 |
| 2. <u>Developmental Mathematics Center</u> | |
| a. Faculty Released Time | 3,600 |
| b. Supervisory/Teaching Personnel | 3,600 |
| c. Audio tapes, supplies, graphics | 800 |
| 3. <u>Salary for Faculty in Computer Science and/or Business</u> | <u>26,000</u> |

\$ 51,044

EASTERN CONNECTICUT STATE COLLEGE

- | | |
|---|-----------|
| 1. <u>Expansion of Business Program</u> | |
| a. Salary for one faculty member for teaching or supervision of interns in Business | \$ 22,150 |

b. Books and Equipment	\$ 3,000	
c. Supplies and Periodicals	<u>3,000</u>	\$ 28,150

SOUTHERN CONNECTICUT STATE COLLEGE

1. <u>Recreation and Leisure Studies</u>		
a. Salary for Assistant Professor in Recreation	\$ 15,250	
2. <u>Human Performance Lab</u>		
a. Cardiac Rehabilitation Equipment	6,000	
3. <u>Corporate Video Communication</u>		
a. Equipment	7,690	
4. <u>Economics/Business</u>		
a. Salary for Associate Professor	<u>22,150</u>	51,090

WESTERN CONNECTICUT STATE COLLEGE

1. <u>Journalism Minor</u>		
a. Lecturers (1 FTE)	\$ 7,200	
b. Graduate Assistant	2,400	
c. Supplies	5,000	
d. Typewriters and Associated Equipment	<u>14,000</u>	
		<u>28,600</u>
		<u>\$158,884</u>

and be it


RESOLVED, That in developing and administering these projects the College Presidents will conform to all State laws and regulations, and should the nature of the project bring it into conflict with such State laws and regulations, the project so affected shall be cancelled, and be it

RESOLVED, That money allocated under the 1/2 of 1% program must be spent for the project approved. A decision to discontinue the project as approved for any reason after it is funded must be reported immediately to the Executive Director, and be it

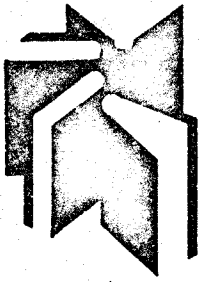
RESOLVED, That the adjustments in personnel costs resulting from collective bargaining shall result in a proportional increase in salaries as appropriate in each project, and be it

- RESOLVED, That the above projects are subject to availability of budgetary resources and personnel for 1980-81 and should it become apparent that the resources of money and personnel are inadequate, the Executive Director shall bring that matter to the attention of the Board, and be it
- RESOLVED, That the Executive Director for the Connecticut State Colleges is authorized to make adjustments between expenditure categories in the implementation of these projects provided the total amount for each college is not increased, and be it further
- RESOLVED, That a report to the Central Office on achievements of each project must be submitted 60 days after the end of the fiscal year in which the project was funded or within 60 days after completion of the project, whichever occurs first.

A Certified True Copy:



James A. Frost
Executive Director



**THE
CONNECTICUT
STATE
COLLEGES**

FOUNDED 1849

file

Office of the
Executive Director

P.O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050

Telephone : (203) 827-7700

May 5, 1980

TO: Dr. F. Don James, President
Central Connecticut State College

FROM: James A. Frost

RE: 1980-1981 1/2 of 1% Proposals

As a follow-up to Trustee action on May 2, 1980, regarding 1/2 of 1% proposals, I wish to point out the following:

1. Materials Analysis Lab Equipment

This was intended to provide the equipment necessary to carry out the proposal approved for 1979-80 but which was aborted by mid-year budget cuts.

2. Developmental Mathematics Center

The concept behind the reduced funding was to change the proposal from a video tape approach to an audio tape approach. If this is not acceptable to the faculty involved, please inform the Central Office.

3. Salary for Faculty in Computer Science and/or Business

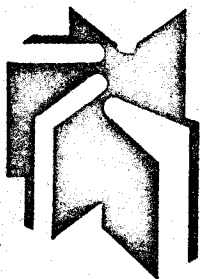
These areas were picked as highest priority, career-oriented fields. This award carries dollars but not positions which must be reallocated from positions already in existence on campus.

Please instruct all campus personnel to observe the conditions set forth in the resolution of May 2, 1980 and in the guidelines resolution of December 7, 1979.

J.A.F.
J.A.F.

jf

cc: Dr. Porter
Ms. Bascetta
Dr. Jestin



THE
CONNECTICUT
STATE
COLLEGES

FOUNDED 1849

file
Office of the
Executive Director

P.O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050

Telephone : (203) 827-7700

May 5, 1980

TO: Dr. Charles R. Webb, President
Eastern Connecticut State College

FROM: James A. Frost

RE: 1980-1981 1/2 of 1% Proposals

As a follow-up to Trustee action on May 2, 1980, regarding 1/2 of 1% proposals, I wish to point out the following:

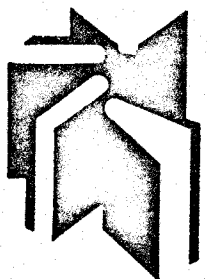
1. The grant for a faculty member in Business carries dollars but no position. The position will have to be reallocated from positions existing on campus.
2. The \$3,000 equipment item should be interpreted as being library "equipment," i.e., books.
3. The amount requested to bring high school students on campus for the Free Enterprise Seminar was deleted. Since these are General Fund monies it was questionable whether such a use was appropriate as a General Fund expenditure.

Please instruct all campus personnel to observe the conditions set forth in the resolution of May 2, 1980 and in the guidelines resolution of December 7, 1979.

J.A.F.
J.A.F.

jf

cc: Dr. Porter
Miss Bascetta
Dr. Meyer



**THE
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file

Office of the
Executive Director

P.O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050

Telephone : (203) 827-7700

May 5, 1980

TO: Dr. Manson Van. B. Jennings, President
Southern Connecticut State College

FROM: James A. Frost

RE: 1980-1981 1/2 of 1% Proposals

As a follow-up to Trustee action on May 2, 1980 regarding 1/2 of 1% proposals, I wish to point out the following:

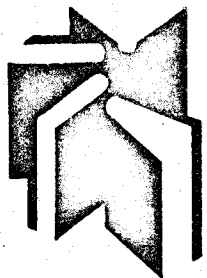
Awards for salary of faculty in Recreation and Economics/Business carry dollars only, not positions. Positions will have to be reallocated from among those already existing on campus.

Please instruct all campus personnel to observe the conditions set forth in the resolution of May 2, 1980 and in the guidelines resolution of December 7, 1980.

JAF
J.A.F.

jf

cc: Dr. Porter
Miss Bascetta
Dr. Nowlan



**THE
CONNECTICUT
STATE
COLLEGES**

FOUNDED 1849

file
Office of the
Executive Director

P.O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050

Telephone : (203) 827-7700

May 5, 1980

TO: Dr. Robert M. Bersi, President
Western Connecticut State College

FROM: James A. Frost

RE: 1980-1981 1/2 of 1% Proposals

As a follow-up to Trustee action on May 2, 1980 regarding 1/2 of 1% proposals, I wish to point out the following:

1. Every effort should be made to acquire the manual typewriters from State or Federal surplus before committing funds to purchase new manual typewriters. Miss Bascetta has already started to make such inquiries. The objective is obviously to minimize expenditures of equipment money if at all possible.
2. The award of this money for the Journalism minor should not be viewed as a mandate to develop a proposal for a Journalism major.

Please instruct all campus personnel to observe the conditions set forth in the resolution of May 2, 1980 and in the guidelines resolution of December 7, 1979.

J.A.F.
J.A.F.

jf

cc: Dr. Porter
Miss Bascetta
Dr. Braun

SUMMARY
Of 1980-81
1/2 Of 1% Projects

<u>PRIORITY I</u>	<u>P/S</u>	<u>O/E</u>	<u>E</u>	<u>TOTAL</u>
1. Central			\$17,044	\$ 17,044
2. Eastern	\$22,150	\$3,000	3,000	28,150
3. Southern	37,400		13,690	51,090
4. Western	<u>9,600</u>	<u>5,000</u>	<u>14,000</u>	<u>28,600</u>
	\$69,150	\$8,000	\$47,734	\$124,884

<u>PRIORITY II</u>				
1. Central	\$33,200	\$ 800		\$ 34,000

<u>PRIORITY III</u>				
1. Southern	\$15,250			\$ 15,250
2. Eastern	15,250			15,250
3. Western	10,400	\$1,700		12,100
4. Central	<u>20,000</u>	<u> </u>	<u>\$11,000</u>	<u>31,000</u>
	\$60,900	\$1,700	\$11,000	\$ 73,600

CENTRAL CONNECTICUT STATE COLLEGE

1/2 of 1% Projects
For 1980-81

	<u>P/S</u>	<u>O/E</u>	<u>E</u>	<u>TOTAL</u>
<u>PRIORITY I</u>				
1. Materials Analysis Lab			\$17,044	\$ 17,044
			TOTAL PRIORITY I	\$ 17,044

PRIORITY II

1. Developmental Mathematics Center				
Faculty Released Time	\$ 3,600			
Supervisory/ Teaching Personnel	<u>3,600</u>			\$ 7,200
Audio tapes, supplies, graphics		\$ 800		<u>800</u>
				\$ 8,000
2. Salary for Faculty in Computer Science and/or Business	\$ 26,000			26,000
				<u>34,000</u>
			TOTAL PRIORITY II	\$ 34,000

PRIORITY III

1. Planetarium				
Planetarium Assistant	\$ 14,000			
Graphic Artist	<u>6,000</u>			\$ 20,000
Zoom Projector		\$ 5,000		
Panoramic Projector		<u>6,000</u>		<u>11,000</u>
				\$ 31,000
			TOTAL PRIORITY III	\$ 31,000

EASTERN CONNECTICUT STATE COLLEGE

1/2 of 1% Projects
For 1980-81

	<u>P/S</u>	<u>O/E</u>	<u>E</u>	<u>TOTAL</u>
<u>PRIORITY I</u>				
1. Business				
Salary for one Faculty to be assigned teaching or superviory respon- sibilities, not feasiblity study	\$22,150			\$ 22,150
Books and Equipment			\$3,000	3,000
Supplies and Periodicals		\$ 3,000		<u>3,000</u>
				TOTAL PRIORITY I
				\$ 28,150

PRIORITY III

1. Business				
Salary for Assistant Professor	\$15,250			<u>\$ 15,250</u>
				TOTAL PRIORITY III
				\$ 15,250

SOUTHERN CONNECTICUT STATE COLLEGE

1/2 of 1% Projects
For 1980-81

	<u>P/S</u>	<u>O/E</u>	<u>E</u>	<u>TOTAL</u>
<u>PRIORITY I</u>				
1. Cardiac Rehabilitation				
Equipment			\$ 6,000	\$ 6,000
2. Corporate Video Communication				
Salary for Assistant Professor	\$15,250			15,250
Equipment			\$ 7,690	7,690
3. Business/Economics				
Salary for Associate Professor	\$22,150			<u>22,150</u>
			TOTAL PRIORITY I	\$ 51,090

PRIORITY III

1. Business/Economics				
Salary for Assistant Professor	\$15,250			<u>\$ 15,250</u>
			TOTAL PRIORITY II	\$ 15,250

WESTERN CONNECTICUT STATE COLLEGE

1/2 of 1% Projects
For 1980-81

	<u>P/S</u>	<u>O/E</u>	<u>E</u>	<u>TOTAL</u>
<u>PRIORITY I</u>				
1. Journalism Minor (Award not to be interpreted as encouragement to develop major.)				
Lecturer (1 FTE)	\$ 7,200			\$ 7,200
Graduate Assistant	2,400			2,400
Supplies		\$5,000		5,000
Typewriters			\$14,000	<u>14,000</u>
				TOTAL PRIORITY I
				\$ 28,600

PRIORITY III

1. Career Counseling for Non-Traditional Students				
Lecturer	\$ 8,000			\$ 8,000
Graduate Assistant	2,400			2,400
O/E		\$1,700		<u>1,700</u>
				TOTAL PRIORITY III
				\$ 12,100

PROPOSAL FOR THE ONE-HALF OF ONE-PERCENT PROGRAM IMPROVEMENT

Introduction

Last year, the School of Technology was awarded \$27,419 to expand the Apprenticeship Training Transfer Program and to develop a Materials Analysis Laboratory. Due to budget cuts last year, the School of Technology did not receive all of the funding requested, and all equipment for the Materials Analysis Laboratory that was to be purchased was cut. Therefore, the School of Technology is resubmitting the request for equipment for the Materials Analysis Laboratory.

Reallocation of Funds Previously Allocated But Cut

Appendage I includes the justification presented in last year's proposal with the course outline, course description and the equipment budget. It would be safe to estimate that this budget should be increased by 10 percent due to cost increase over the past year.

Course Description (Proposed)

A study of the constitution, properties, and characteristics of metallic and non-metallic manufacturing materials, nature and structure of materials, phase diagrams, mechanical properties, and effect of environment on materials. Emphasis on principles behind selection of materials to meet design requirements. Laboratory includes use of standard materials and testing apparatus.

Prerequisites: I. E. 118 or permission of instructor.

Justification:

Designed to further strengthen the student's knowledge of his or her major field of study in the industrial environment as the structure and use of materials is a primary function of industry.

- Effects on:

Personnel
Facilities
Equipment
Library

Course Outline

Topics:

Week 1

1. Introduction/Physical Properties/Mechanical Properties
2. Structure of Metals
3. Manufacturing of Ferrous Metals

Week 2

1. Equilibrium Diagrams
2. Iron-Iron Carbide Diagram: Steel
3. Iron-Iron Carbide Diagram: Cast Iron

Week 3

1. Classification of Steels
2. Heat Treating of Steel
3. Tool Steels

Week 4

1. Preparation of Photomicrographic Specimens (Lab activities)
2. Non-ferrous Light Metals
3. Lab Activities

Week 5

1. Non-ferrous Heavy Metals
2. Corrosion
3. Lab Activities

Week 6

1. Introduction to Non-Destructive Testing
2. Visual Testing

Week 7

1. Liquid Penetrant Inspection
2. Lab Activities

Week 8

1. X-ray Radiography
2. Field Trip for on-site visit of X-ray operations

Week 9

1. Ultrasonics
2. Electrical Methods of Non-Destructive Testing

Week 10

1. Magnetic Methods
2. Lab Activities

Week 11

1. Introduction to Destructive Testing Techniques
2. Review of Properties
3. Review of Preparation of Photomicrographic Specimens
4. Testing Equipment

Week 12

1. Stress, Strain
2. Units in Strength of Materials
3. Tensile Testing (Lab Activities)

Week 13

1. Compression
2. Elastic and Inelastic Dislocation Definition
3. Static Failure: Slip

Week 14

1. Creep (Lecture-Lab Activities)
2. Fatigue
3. Impact

Week 15

1. Shear/direct/single/double
2. Stress due to bending
3. Deflection of Beams

Equipment:

1. High intensity illuminator, TMHI #15590	\$ 498.00
2. Camera for microscope TMPOL #15592	723.00
3. Projection Screen, TM-PR	298.00
4. Electromet III Polisher/Etcher Complete	2,000.00
5. Electromet III Power Source	1,400.00
6. Flaxitron #805 X-Ray Unit	11,400.00
7. Flaxitron Accessory pkg. for above	<u>725.00</u>
TOTAL	\$ 17,044.00

1/2 OF 1 070 PROPOSAL - DEVELOPMENTAL MATHEMATICS CENTER

As early as 1975, it was found that a number of incoming CCSC students lacked the proper skills in arithmetic and algebra that were necessary to succeed in college-level courses involving analytical thinking. To meet this problem, the Department of Applied Mathematics at CCSC designed a one-semester, non-credit course in arithmetic and elementary algebra (Math. 099). During the last few years this problem has become increasingly acute to where we now find approximately 10% of all incoming students falling into this category. As more career conscious programs (e.g. business, technology, computer science) demanded greater competencies in basic mathematical skills, it has become necessary for the Department of Applied Mathematics to provide extra developmental courses for students who either were deficient in math skills or, as in the case of the older returning student, had forgotten basic mathematical skills.

In order to serve the greatest number of these students, the last few years has seen the mathematics curriculum at CCSC shift from that of providing the basic math necessary for success in later college work to that of attempting to answer the question of how these students acquire knowledge. Furthermore, a question of importance has been what type of instruction is most appropriate for those who are accepted into college without even the slightest understanding of basic concepts of mathematics. Many of these students have met the college admission requirements in mathematics by having taken general mathematics or the normal Algebra I course over a period of two years (usually called Algebra A). In addition, many students find that they are interested in career programs which require increased mathematical skills resulting from "real world" changes taking place in the requirements for these careers.

In attempting to provide answer to these questions, it was necessary for the Department of Applied Mathematics to make two important changes in the regular program. First, a non-credit pre-college algebra course was offered to those with insufficient understandings to enroll in the first course in college algebra. Second, a math center was established where tutorial assistance was made available for stu-

dents who were taking lower level math courses. Even with both of these additions, many students who needed individual attention and presentation of material at a slower pace either lacked the motivation to seek help or found the material too difficult to understand.

Perhaps the lack of interest in the math center by those who needed it most resulted from the idea that those tutoring would not adhere to the way in which an instructor had presented the material and hence they were faced with additional procedures and methods which compounded rather than simplified their dilemmas. It has been found that the more streamlined the procedure and the fewer variables involved, the more likely a student will master a concept.

In order to provide solutions to these problems it is the intent of the Department of Applied Mathematics to purchase and use two VTR, Model 2010 Sony 3/4" U-Matic Video Cassette Playback Units with Sony 12" Receiver-Monitors with self-pacing playback options in the teaching of pre-college algebra. Although there are commercially available tapes which present these materials and which can be used with this equipment, it has been found that the approach to the subject matter is inappropriate for a mature audience. Therefore, it is also our intent to produce ^{audio} video tapes to be used with this equipment. Initially two units of basic algebra will be taped. It is projected that these will form the beginning of a film library that will encompass the basic skills which are relevant for analytical thinking. These tapes will be available to students in any career programs which require basic mathematical skills.

Wilfred E. Boykin, Professor
Department of Applied Mathematics

George B. Miller, Chairman
Department of Applied Mathematics

Thomas J. Woods, Assistant Professor
Department of Applied Mathematics

W. E. Boykin, Dean
George B. Miller
Thomas J. Woods
Raymond L. ...
David E. Loss

A GRANT PROPOSAL
for
INTEGRATING STUDENT DEVELOPMENT
WITH PROFESSIONAL MANAGEMENT GROWTH
at
EASTERN CONNECTICUT STATE COLLEGE

Presented to

Dr. Charles R. Webb, President
Eastern Connecticut State College

Prepared by

Dr. Kenneth M. Parzych, Chairman
Department of Economics and Management Sciences
Eastern Connecticut State College

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INTEGRATING STUDENT DEVELOPMENT
WITH PROFESSIONAL MANAGEMENT GROWTH

INTRODUCTION

The Department of Economics and Management Sciences strives to fulfill the instructional needs of the College community and to service the professional interests of the business community.

The diverse instructional and professional service activities of the Department serves the needs of its students, faculty, and business constituency. This proposal seeks to advance four individual but complementary forms of professional activity which will enhance the educational mission of Eastern Connecticut State College. Those activities represent the following:

- (1) In addition to servicing an expanding business administration degree program, the department organizes and presents various seminars dealing with topical issues of contemporary interest to the business community. Also, non-credit executive workshops have and continue to be presented that relate to the development of specific professional skills particular to the business community.
- (2) The departmental executive internship program provides a selective opportunity for students to work within a well-structured professional environment. This internship experience is intended to culminate an individual's academic preparation. There is a continued need to evolve expanded opportunities in the banking, manufacturing, retail, insurance, and financial intermediary sectors of the economy.

- (3) There exists an immediate need to expand the library of business materials for use by students and the business community. The encouraged visitation of executives to the campus to present and lead discussions on various topical issues will significantly enhance the professional interests of the entire College community.
- (4) Lastly, the introduction of a Free Enterprise Seminar that would evolve secondary school student participation in a simulated business-decision making process is envisioned with the assistance of departmental staff and members of the business community.

SERVICE TO THE BUSINESS COMMUNITY

During each academic year, the Department of Economics and Management Sciences, in cooperation with various governmental agencies, presents one-day and multi-week business seminars and workshops. Recent topics presented have included:

- (a) World Trade and Export Promotion
- (b) Credit and Collections
- (c) Job Enrichment Seminar
- (d) Supervisory Skills Workshop
- (e) Corporate and Business Tax Workshop
- (f) Advertising and Product Market Promotion
- (g) Financial Analysis Workshop

These programs have attracted a significantly large number of business people from throughout Connecticut and other neighboring states. This commitment to serve the immediate needs of the business community has enhanced the interests of departmental programming and the placement opportunities for departmental students. It is imperative that this professional service

be strengthened to meet the continued interests and needs of this vital constituency.

There has been strong interest and support from the business community for a Master of Science degree in Management. This interest has surfaced in the executive workshops and seminars which have been held on campus. During the next year faculty in the department will undertake a feasibility study to determine when the Master's Degree Program in Management should begin.

STUDENT INTERNSHIPS

One evident benefit of the department's service commitment has been the valued identity that has evolved with the business community and the varied benefits of that relationship for its students.

Integrated in the two degree programs serviced by the Department (BA Economics and BS Business Administration) is a well established Executive Internship. It provides a selective opportunity for students to culminate their academic preparation with professional work experience that relates to their vocational interests. Such internships have been arranged with banking, manufacturing, financial intermediaries, governmental agencies, and many others. A partial list of participating institutions includes:

- (a) Connecticut Bank & Trust Co.
- (b) Xerox Corp.
- (c) American Optical Corp.
- (d) Burroughs Corp.
- (e) Hartford Courant
- (f) Kendall Corp.
- (g) Drake Beam Association
- (h) Stafford Savings Bank
- (i) Willimantic Trust Co.
- (j) Merrill Lynch
- (k) Brand-Rex Corp.
- (l) Various governmental agencies

There exists an immediate need for significant more staff time devoted to the coordination and continued advancement of service programming and the supervision of departmental internships.

Implementation of this proposal will permit the department to introduce an Executive Classroom program and a Free Enterprise Institute.

EXECUTIVE CLASSROOM PROGRAM

To strengthen the relationship and identity of the business community with the Department, efforts are regularly made to invite guests on campus to relate their professional experiences with both the faculty and students. This effort would be formalized with the creation of an Executive Classroom Program in which business people would be invited to present informative and topical addresses to our community. It is envisioned that executives from diverse industries throughout the state and nation would be invited to the campus to present multi-day or week seminars. This programming will further benefit the professional interests of faculty and students.

FREE ENTERPRISE INSTITUTE

Early efforts have been made to provide a limited depository capability of professional materials of use to students, faculty, and the business community. The department currently maintains informative publications released by the US Small Business Administration and the Free Enterprise Institute.

To advance the public awareness of our nation's capitalistic free enterprise system, a unique Free Enterprise Seminar is planned for the benefit of selected secondary school students.

Once selected by their respective institutions, students would attend the Eastern Campus as resident guests for a period of several days. During this period, a full program of guest lectures and seminars would be presented on the free enterprise, capitalistic system with emphasis on the contributory role played by business in furthering the economic interests of all Americans. An integral part of the program would be the introduction of management and marketing simulation games that would necessitate the students actually making executive level decisions involving resource flows, inventory adjustments, promotional and marketing strategy, and pricing decisions. This program would involve 25 to 50 students and possibly expand over time.

SUMMARY

These identified levels of activity are intended to complement the instructional and service mission of Eastern Connecticut State College. They will be of measured benefit to department faculty and students and further enhance the informative interests of the entire College and business community.

STAFFING

These proposed new and expanded levels of departmental programming necessitate the employment of three additional full-time faculty members to ensure proper and effective instruction, coordination and implementation of the identified activities as follows:

- a. One person will spend one-half time in working out the Executive Classroom Program, teach, and carry out a feasibility study for a Master's Degree Program in Management.

- b. The second person will implement the Free Enterprise Institute with secondary school students and will teach.
- c. The third person will provide service to the business community and arrange and supervise the student internships.

BUDGET

3 Faculty	one Associate Professor @ \$19,000	\$19,000	
	two Assistant Professors @ \$15,250 each	\$30,500	
Equipment		\$ 3,000	
Secondary Students on Campus	60 @ \$12.00 each	\$ 720	
Books and Periodicals		<u>\$ 5,000</u>	
		\$58,220	TOTAL
		<i>30,500</i>	
		<u><i>27,720</i></u>	

RECEIVED

MAR 12 1991

Office of the President

at Priority



Division of
Health, Physical Education, Recreation and Safety

SOUTHERN CONNECTICUT STATE COLLEGE • 501 CRESCENT STREET • NEW HAVEN, CONNECTICUT 06515

March 6, 1980

Dr. Manson Van B. Jennings
President
Southern Connecticut State College
CAMPUS

Dear Dr. Jennings:

Please accept this request from the Division for funds from the $\frac{1}{2}$ of 1% allocation to be distributed by the Board of Trustees.

The proposal represents the efforts of two departments within the Division and incorporates unique and newly developed concepts regarding Mobile Recreation and Cardiac Rehabilitation.

The ideas and activities described in this proposal are directed to meeting the physical and emotional needs of citizens in any community through the development and implementation of preventative, constructive, and rehabilitative programs. There is a direct relationship between stress and illness. The enclosed proposal is designed to address two aspects of stress and illness, and to underscore academic and clinical efforts which will benefit our students, faculty, the college, and the citizens of Connecticut.

One of the newest curriculum areas in the field of recreation is that of Mobile Recreation. Mobile Recreation is concerned with helping communities meet specific recreational needs when facilities and programs are not available. It is in the interest of the college, as well as the communities which we serve, to establish a program in Mobile Recreation. The implementation of such a program will permit us to add to the growing body of knowledge related to this new and dynamic field.

RECEIVED

MAR 6 1980

PRESIDENT'S OFFICE

Dr. Jerry L. Ainsworth
Director: Division

Miss Barbara Abernethy
Director: Women's Athletics

Mr. Edward Bonessi
Coordinator: Safety

Mr. Gene Casey
Director: Intramurals

Dr. Robert Cipriano
Chairperson: Recreation and Leisure

Dr. Edith DeBonis
Coordinator: Physical Education for Handicapped

Mr. Raymond DeFrancesco
Director: Athletics

Mr. Harold Hauben
Chairperson: Health Sciences

Dr. Thomas Manfredi
Chairperson: Men's Physical Education

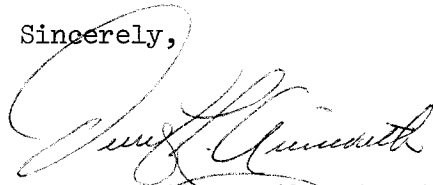
Mrs. Carolyn Vanacore
Chairperson: Women's Physical Education

March 6, 1980

The Cardiac Rehabilitation Program is an outgrowth of our strong working relationship with the American Heart Association and local cardiologists. The success of the program has been impressive but effectiveness is curtailed by a lack of necessary equipment. The purchase of equipment described in this proposal will enable us to stay on the cutting edge of this exciting and new field, to meet important needs of the medical community, to meet modern technological needs of our students, and to attract new students to what is clearly one of the expanding programs on campus.

Funding of this proposal for one faculty member and equipment would strengthen our efforts significantly. I urge you to give serious consideration to this request. Thank you for your continued support.

Sincerely,



Jerry L. Ainsworth, Director
Division of Health, Physical
Education, Recreation and Safety

JLA:csr-g

A PROPOSAL

TO

BOARD OF TRUSTEES FOR STATE COLLEGES

($\frac{1}{2}$ of 1%)

BY

RECREATION AND LEISURE STUDIES DEPARTMENT

SOUTHERN CONNECTICUT STATE COLLEGE

DR. ROBERT E. CIBRIANO, CHAIRMAN

FEBRUARY 15, 1980

A PROPOSAL TO THE BOARD OF TRUSTEES FOR
STATE COLLEGES

½ OF 1%

A SUMMARY STATEMENT

The primary purpose of this proposal is to request the employment of one faculty member to implement two new concentrations in the Department of Recreation and Leisure Studies.

The acquisition of a faculty member would enable us to achieve the following:

1. Recruitment of additional students. (Please see Appendix A - Analysis)
2. Appropriate advisement of newly recruited students.
3. Instruction of new courses in the area of Mobile Recreation as well as the area of Outdoor Pursuits.
4. Development and evaluation of practicum sites for new areas of concentrations. (Mobile Recreation, Outdoor Pursuits)
5. The development of clinical sites in the community for new concentrations in Mobile Recreation and Outdoor Pursuits.

The implementation of the new concentrations would enable the college to enroll additional students and to meet the growing demand for professionals educated in the field of Recreation and Leisure Studies. (Please refer to Appendix A - Background and Need for this Assistance) Those reading this report are referred to Appendices A and B attached hereto for summary statements regarding the need and content of the proposed concentrations.

BACKGROUND AND NEED FOR THIS ASSISTANCE

The School of Professional Studies at Southern Connecticut State College offers a bachelor's and master's degree program in Recreation and Leisure Studies. The undergraduate curriculum is designed to provide the student with a broad basic foundation in professional preparation in recreation and parks. Recognition is given to the great diversity of recreation and park positions by providing professional emphasis through which the student may obtain a better orientation to specific career goals. Four such areas of emphasis are: 1. Community Recreation, 2. Outdoor Recreation, 3. Recreation Leadership, and 4. Therapeutic Recreation.

The future projection for employment in the leisure field is excellent. The Bureau of Labor Statistics, in an article in the Chicago Tribune, cites parks, recreation and leisure workers as the number one career prospect in its forecast of employment opportunities in the United States for the 1980's.¹ The reasons for the tremendous growth of the leisure field, and the consequent need for additional manpower, are many and varied. Changing Times indicates that the following major socio-economic factors are responsible for the increased manpower needs of the leisure field:

- | | |
|-------------------------------------|------------------------------------|
| 1. automation | 10. increased free time |
| 2. growth of cities | 11. better education |
| 3. energy depletion | 12. increased health |
| 4. shorter work week | 13. greater mobility |
| 5. increased life expectancy | 14. civil unrest |
| 6. the shrinking world | 15. population control |
| 7. living in a turbulent world | 16. environmental concerns |
| 8. the changing family | 17. living in a changing society |
| 9. more discretionary use of income | 18. industrialization ² |

The State of Connecticut recognizes the future impact of the above-indicated emerging social and economic needs. The 1978-1983

Connecticut State Outdoor Recreation Plan states that "recreation personnel are needed in order to provide the state with the manpower to direct the expenditures of over \$14 million annually in combined federal, state and local funds for recreation projects."³

Connecticut's Employment and Training Division, through the use of the Governor's discretionary funds, agrees to support programs for targeted client groups such as the handicapped, youth, aged and offenders that have direct implications for recreation services. These programs require the interfacing of education, human services and state policies.⁴

The State Coordination and Special Services outlines the Governor's commitment to improve the coordination within the State between the educational systems and the employment and training of employees needed within the State. This commitment requires the improvement of coordination among the systems and agencies currently in operation in Connecticut.⁵

Upon review of these data, it can be assumed that there is, and will continue to be, a plethora of jobs within the leisure occupations. A result of the increased need for recreation and leisure professionals will be a concomitant increase in students majoring in recreation and leisure studies curricula. The Recreation and Leisure Studies Department at Southern Connecticut State College will be able to assist Connecticut in meeting the demand for recreation professionals and improve coordination between education and the state's established policies.

Analysis

Enrollment of students in the Recreation and Leisure Studies Department at Southern Connecticut reflects the growing demand for recreation professionals. A comparative analysis of the growth in students is presented in the following table depicting comparative enrollment figures.

	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
Freshmen	60	65	75	85	41
Sophomores	86	69	83	86	72
Juniors	99	116	90	75	120
Seniors	77	106	112	78	103
Graduates	87	97	114	156	184
TOTAL	409	453	474	480	520

The growth of the program is much more dramatic when one realizes that in 1972-73 there were approximately 100 students. The growth of the program is symptomatic of the tremendous growth of the leisure field.

There are currently a total of five full-time tenure tracks faculty members in the Recreation and Leisure Studies Department at Southern Connecticut. Thus, the faculty-student ratio for the undergraduate majors is 1:66.6. Further scrutiny of the faculty-student ratio in the department reveals a ratio of 1:100 when one computes our large graduate program. A survey that was conducted determined the mean faculty-student ratio in Recreation and Park Curricula in the United States is 1:30. Further review of these data indicate that the faculty-student ratio in the six New England states, excluding Southern's, is 1:27.16.

A compilation of student enrollment figures on an individual course basis in the Recreation and Leisure Studies Department for the 1979 fall semester indicates that the average number of students in each undergraduate class is in excess of 36. It becomes readily apparent that the Recreation and Leisure Studies Department will be unable to accommodate the influx of students with existing faculty resources.

APPENDIX B

During the last thirty years, space for recreation in urban areas has both drastically decreased in availability and greatly increased in price. The resultant fact is that many people are without easy access to recreation facilities, activities and programs. Consequently, the provision of or the delivery of needed recreation and leisure services must be accomplished through other means than the traditional ones.

If this project is realized, the Department of Recreation and Leisure Studies at SCSC will be able to offer an additional area of undergraduate emphasis; that is, Mobile Recreation. Mobile Recreation is an innovative approach to new and better ways of serving people through recreation. This pioneering concept literally brings recreation to the people. It is designed to set up a rather complex recreation "center" almost anywhere within twenty to thirty minutes. Mobile Recreation is more than a dramatic program tool; it is also a dynamic and highly productive means to interpret and advertise our Recreation Department. Thus, Mobile Recreation can be the medium used to aid in publicizing our program, and thereby attracting a larger number of students. Recreation on wheels can make any program look better and gives more visibility and impact than virtually anything else available in comparable size and cost.

A growing number of recreation practitioners and educators are beginning to view mobile recreation as an unexcelled laboratory for the learning of many of recreation's leadership and administration's basic lessons. It is a natural for the development of skills and the gaining of valuable knowledge and experience in such important functional areas as: planning, development, organization and administration, policy making and implementation, finance and budget, personnel recruitment and training, programming, publicity and public relations, promoting, maintenance, community organization and involvement and evaluation. Therefore, mobile recreation is a natural for a college recreation department. A purpose of the innovation is to lessen the gap of communication between the recreation professor and the student. It has long been a contention of education theorists that learning occurs most easily when teaching is related to practical application. Mobile recreation allows the instructor the creativity to limit or expand student learning experiences to relate to needs of specific individuals or groups; therefore eliciting a high degree of interpersonal relationships between instructors and students. An additional intent of this innovative thrust will be to share ideas, program concepts, and general professional knowledge with recreation and park agency professionals and their staffs.

The Recreation Department at SCSC, through this unique effort in mobile recreation, can create an "instant" play center in which many separate and distinct activity units (porto-mobile) can, within a half-hour's time after arrival at their destination, present a rather complete recreation program, especially for children. This operation can function almost anywhere as its minimal space needs are only 60 x 100 feet. The concept of mobile recreation has not been implemented at any college or university in the country. Thus, SCSC can make a positive and unique contribution in this area. We can be recognized as the

leader in what promises to be an expanding approach. The department has a portable truck that can be used to begin the mobile recreation program. Minor renovations will be needed to expand to the activity offerings-- e.g. arts and crafts, drama, recreation for the disabled, et al. Students in the Recreation Department will work along with faculty to rehabilitate the mobile recreation vehicle.

Many people are unable or unwilling to participate in activities and programs offered in the traditional facilities such as playgrounds, playfields, neighborhood and community centers and parks and museums. Because their inability to attend is more often than not caused by conditions beyond their control, it becomes imperative that special innovative measures be taken if such groups of people are to have equal opportunity. Mobile recreation has the potential to be a very effective means of furnishing recreation to many people who live in areas devoid of either recreation facilities or leadership or both. This often means middle-class suburbia as well as the inner city.

Proper use of mobile recreation, with its portable play activity centers, can do much to increase both the visibility and impact of basic recreation activities and programs. It can excite, stimulate and "turn a community on" like few things can. Mobile recreation is a people attracter and involver. The use of mobile units will be used by the Recreation Department as a laboratory for teaching and providing real-life experiences to our undergraduate students.

The objectives of mobile recreation differ from traditional recreation programs in the following areas: flexibility, mobility, uniqueness, adaptiveness, dramatic impact, color and excitement, innovativeness and creativity. Some specific objectives of mobile recreation are articulated below:

1. To make recreation activities and programs available to people everywhere - especially in areas devoid of parks, playgrounds, and neighborhood centers.
2. To involve people from the community to secure recreation.
3. To provide almost instantly self-sustaining facilities and equipment to unimproved sites.
4. To provide highly specialized programs in areas most in need, such as a section of the city containing many teenagers or senior citizens or a rural area devoid of any recreation.
5. To offer a crash program in times of emergency on short notice.
6. To expand the program offerings of a department when the acquisition of additional areas or facilities are impossible.
7. To make programs more visible, colorful and exciting.
8. To enhance physical areas, facilities and programs with cultural enrichment programs at little extra expense or effort.

CAREER PROGRAMS IN
CARDIAC REHABILITATION AND HUMAN PERFORMANCE

($\frac{1}{2}$ of 1% Proposal)

Submitted by:

Thomas G. Manfredi, Ph.D.
Chairperson
Men's Physical Education Department
Southern Connecticut State College

Carolyn D. Vanacore, M.S.
Chairperson
Women's Physical Education Department
Southern Connecticut State College

Michael J. Welch, Ph.D.
Director
Human Performance Laboratory
Southern Connecticut State College

Kevin Kear. M.S.
Cardiac Rehabilitation and
Adult Fitness Exercise Program
Director

Edward Buck
Bo Fernhall
Carl Hulten
Graduate Assistants in the
Human Performance Concentration
Physical Education Department

February, 1980

INTRODUCTION

Cardiovascular disease takes over 50 percent of all the deaths in males 40 years of age and older and claims more lives in the United States than any other disease. One of the most successful battles being fought against cardiac disease today is prevention through constructive exercise and weight control. For example, Southern Connecticut State College is currently cosponsoring a cardiac rehabilitation program with the Connecticut Heart Association. People who have experienced heart attacks or who had coronary bypass surgery are phased into this program by their respective cardiologists. The program is directed by an exercise physiologist with expertise in cardiac rehabilitation (Kevin Kear). The patient's blood pressure, EKG, body fat, heart rate, and other vital physiological parameters are monitored by Mr. Kear.

Recently, the lack of physical activity has been placed among the coronary heart disease (CHD) risk factors (ex. obesity, smoking, etc.), as a result of research findings in exercise physiology studies.

Exercise as a means of cardiac rehabilitation is one of several reasons why a considerable percentage of the American population are enrolled in fitness programs. Swimming therapy for people with orthopedic problems, M.S., etc., is now being used as a unique program constructed by a physical therapist in Milford. Soon, his program may come to SCSC in the physical Education department.

The above are a few of several practical programs which are or will be a part of the physical education department at SCSC. The department of physical education at SCSC recognizes the potential for developing career programs in human performance and cardiac rehabilitation, and has consequently initiated the following programs:

1. A graduate human performance concentration consisting of 18 to 24 (thesis) credits strictly in human performance. Undergraduate seniors may also take these course.
2. Undergraduate honors theses in human performance. Five students have completed theses in the past four years. Two students are enrolled in Ph.D. programs at major universities.
3. Student internships in the cardiac rehabilitation program. Students work directly with cardiac people. As a result of the above programs and courses, many of our students are working in professional careers dealing with fitness. We have students placed in the New Haven YMCA, New Haven JCC, European Health Spa, Quinnipiac College-physical therapy, etc.
4. Development of a proposed Sports Medicine, Fitness, and Rehabilitation Institute which will sponsor programs in adult fitness, physical rehabilitation, research, and aging. Students will be given internships within various programs (ex. swimming for rehabilitation) incorporated into the institute.
5. A proposed non-teaching option for physical education majors which will have various concentrations, one being human performance. Students in this program will be placed in YMCA's, fitness centers, etc.

6. An undergraduate required course in physiology of exercise for physical education majors and an undergraduate fitness course for non-majors. Both courses will have practical laboratory sessions.

The intent of the proposed project is to purchase simple and durable laboratory equipment dealing with fitness assessment. The equipment along with funds for minor alterations of an existing facility will provide a fitness laboratory which, in association with the current laboratory, will serve several hundred SCSC students each academic year, many of which will be given knowledge leading to careers in human performance and cardiac rehabilitation.

Background

Since 1974, many programs have been implemented at SCSC in the area of human performance. Today, Southern Connecticut State College offers one of the most well-rounded programs in New England in the exercise sciences, due to the development of several courses and the expertise of its faculty. Within the past two years, the following programs in human performance have developed:

1. A graduate concentration in human performance consisting of courses in: Advanced Physiology of Exercise, Human Fitness, Exercise, and Aging, Biomechanics, Sports Medicine Institute, Motor Learning, Methods and Techniques of Fitness Testing.
2. A cardiac rehabilitation program cosponsored by SCSC and the American Heart Association. In this program, post-heart attack patients, through physician referrals, participate in an exercise program where blood pressure, EKG, heart rate, nutrition, and body composition are evaluation by a certified exercise technician (Kevin Kear). Student internships are provided (ex., physical education, recreation, nursing, gerontology students; between 60-100 each academic year).
3. An adult fitness program - jogging, swimming, EKG, body composition, etc., lead by an exercise technician and student interns (begins February, 1980).
4. An undergraduate course in human fitness for non-physical education majors. This course has been completely revised by three graduate students in the human performance concentration (Edward Buck, Bo Fernhall, Carl Hulten). The course educates the student on proper exercise prescription and offers basic laboratory sessions on fitness evaluation (ex. blood pressure, bicycle ergometry, heart rate). Projected enrollment will be between 80 and 160 students each year, depending upon the number of sections offered.
5. A Sports Medicine, Fitness, and Rehabilitation Institute (proposed). The proposed institute will offer services to SCSC athletes, (via Dr. Michael Welch), faculty, students, and the community populations (ex. senior citizens) in areas such as; risk factor analysis, rehabilitation swimming programs, etc. Dr. Manfredi will direct the proposed institute. Area physicians will have input into the institute.

6. A non-teaching option for physical education majors. Mrs. Vanacore will soon institute a non-teaching option for approximately 700 physical education majors. This option will offer student internships in health spas, fitness centers, YMCA's, and possibly hospitals. In association with the non-teaching option, an undergraduate required course in physiology of exercise, taught by Dr. Wellch, will be offered.

Implications of the Human Performance and Cardiac Rehabilitation Programs

1. The undergraduate programs in physiology of exercise (physical education majors) and fitness (all other students on campus taking required physical education courses), and the undergraduate students doing internships in the cardiac rehabilitation and adult fitness programs, constitute several hundred to over 1,000 students in departments; such as, physical education, nursing, counseling, gerontology, biology, health, and recreation. All of the students, in some way, will have direct contact with instrumentation used to assess physiological responses of the body to the stress of physical activity (i.e. bicycle ergometers, blood pressure cuffs-sphygmomanometers, and stethoscopes).
2. The graduate students and undergraduate seniors who take some or all of the six courses in the human performance area will have hands on access to the above mentioned equipment, as well as other equipment now available. This constitutes approximately 175 students each year.
3. An EKG instrument, along with an oscilloscope, are currently the most important pieces of equipment needed for the development of a full scale cardiac rehabilitation program, as well as the other adult fitness programs soon to be incorporated within the proposed sports medicine, fitness, and rehabilitation institute. Currently, there is no EKG setup in the human performance laboratory and people are screened for our programs via physician referral. An EKG instrument along with an oscilloscope will not only allow physicians to perform their testing on campus, but will be used as an important demonstration piece of equipment in all of our seven courses tied in with human performance.

Rationale

In summary, SCSC is currently the leader in higher education in human performance and cardiac rehabilitation within Connecticut. Furthermore, SCSC has national acclaim in the area of sports medicine as recognized by the American College of Sports Medicine through their acceptance of three presentations (out of three submitted research projects) at the 1978 and 1980 national conventions (heart muscle, electron microscopy, blood chemistry).

We fully recognize that SCSC has received its prestige in sports medicine because of our insight and progressive actions. We must keep progressing in an effort to offer our students the best possible programs within our means. In view of this, the following course of action is proposed.

PLAN OF ACTION

Dr. Jerry Ainsworth, director of the division of health, physical education, recreation and safety, has played a major role in the implementation of the proposed Sports Medicine, Fitness, and Rehabilitation Institute. The final step toward implementing a total academic program which will reach out to all interested students at SCSC appears below. The physical steps taken to implement this plan will be carried out by Dr. Manfredi and Dr. Ainsworth

1. The current "Human Performance Laboratory" will change in name to "Human Performance Research and Rehabilitation Laboratory". This laboratory will function as a research and teaching laboratory. Most of the programs within the proposed Sports Medicine, Fitness, and Rehabilitation Institute will function within the laboratory.
2. The room next to Human Performance Laboratory (currently used as a weight room) will be slightly renovated and become a "Fitness Assessment Laboratory". This laboratory will house basic inexpensive and durable fitness testing equipment to be purchased by monies obtained from the proposed program. Five complete stations will be set up which will allow students to learn by directly measuring the body's responses to exercise. Physiological variables, such as blood pressure, heart rate and body fat, can be measured by "teams" of students. Approximately 30 students can work in five teams. Dr. Manfredi has seen a laboratory such as this function very successfully within the physical therapy department at Quinnipiac College. This proposed laboratory at SCSC can function just as successfully. The "Human Performance Research and Rehabilitation Laboratory" will house the EKG instrument and other more sophisticated instrumentation (i.e. electron microscopes). These instruments will be used for specialized courses (i.e. Bio 570-Electron Microscopy), special projects such as honor's theses and master's thesis, special laboratory demonstrations, and faculty-student research.

The people writing this proposal have been able to accomplish the tasks mentioned earlier and further themselves academically and professionally because of the instruments and programs which were constructed as a consequence of our expertise. The incorporation of the proposed instrumentation along with a second much needed laboratory will allow us to not only reach out to a significantly greater number of students, but to widen the breadth of our programs and increase the quality of our offering.

We accept responsibility for the scientific and technical conduct of the research project if monies are awarded to the applicant institution.

Respectfully submitted,

Thomas G. Manfredi
Thomas G. Manfredi

Michael J. Welch
Michael J. Welch

Carolyn D. Vanacore
Carolyn D. Vanacore

Kevin Kear
Kevin Kear

Bo Fernhall
Bo Fernhall

Edward Buck
Edward Buck

Carl Hulten
Carl Hulten

Proposed Budget

1. 5-Bicycle Ergometers for physiological fitness assessment at \$450. each	\$2,250.00
2. 5-Stethoscopes and Sphygmomanometers for blood pressure assessment at \$100. each	500.00
3. A 3-channel EKG Oscilloscope instrument	6,000.00
4. Minor renovation for laboratory setup (Fitness Assessment Laboratory)	<u>1,000.00</u>
TOTAL	\$9,750.00

2nd Priority

BOARD OF TRUSTEES
"NEW PROGRAM" FUNDING PROPOSAL

Submitted by
B. P. McCabe Jr., Ph. D.
Chairman
Department Speech Communication
Southern Connecticut State College

The Department of Speech Communication requests the support of the Board of Trustees under its "New Program Funding" plan. The following identifies (A) program information for evaluation, (B) specifics of funding request.

A. Program Information

1. B. S. Major: Corporate Video/Communication. In December, 1979, the SCSC Cabinet gave final approval to this dynamic professional program. Designed in consultation with corporate communication executives, the major is specifically designed to meet the professional expectations of the multi-faceted corporate communication operation. Moreover, its interdisciplinary plan broadens its occupational potential to include the independent professions of advertising, marketing, public relations, promotions, and sales. The uniqueness of the SCSC Corporate Video/Communication program is emphasized when examined by the results of a recent survey conducted by the Department of Communications at Mount Vernon College in Washington, D. C. Principle among the responses of nearly 400 corporate communication executives were:
 - a. there is a need for "special programs" in corporate video communication (75%)
 - b. colleges are not adequately preparing students (63%)Significantly, of the twenty courses identified as weaknesses among

present programs, the SCSC Corporate Video/Communication major includes fifteen!

If the SCSC Corporate Video/Communication major is evaluated by the survey of working professionals, it can be concluded that it is a front-runner in preparing Connecticut students for one of the fastest growing specializations in American business today. (The Appendix includes (a) published article describing the growth and responsibilities of corporate communication, (b) correspondence from consulting corporate communication executives.)

2. Program Description.

B. S. : Corporate Video/Communication

The Corporate Video/Communication major combines video communication and interpersonal communication into a unique program which meets the specialized professional requirements of industrial television, business communication, marketing, advertising, public relations, and sales.

General Requirements (39 credits)

The Corporate Video/Communication major is required to complete the following core group:

SCM 250 - Communication for Management and Business
SCM 340 - Industrial and Technical Communication
SCM 425 - Organizational Communication
SCM 460 - ENG/EFP
SCM 497 - Field Experience in Speech Communication

Total: 15 credits

The student must also complete eight additional courses - four

selected from Group A - Organizational Communication and four

selected from Group B - Media Communication:

Group A - Organizational Communication (12 credits)

SCM 150 - World of Communication
SCM 200 - Public Communication
SCM 215 - Small Group Communication
SCM 225 - Interpersonal Communication
SCM 310 - Communication Theory and Behavior
SCM 315 - Argumentation and Debate for Professions
SCM 400 - Controversy and Communication

Group B - Media Communication (12 credits)

SCM 260 - Principles of Electronics in Communications
SCM 335 - Persuasion in Mass Media
SCM 360 - Video Technology
SCM 380 - Broadcast Management
SCM 390 - TV/Radio Advertising and Sales
SCM 450 - Communicating on Television
SCM 465 - Electronic Editing for ENG/EFP

Total: 24 credits

Combined total: 36 credits

Cognate Requirements (24 credits)

With the assistance of the advisor, the student must select four courses in each of the Cognate Areas. Courses may include the following:

Cognate Area A: Business (12 credits)

CSC 100 - Introduction to Computing
ECO 158 - Human Resource Development
ECO 212 - Economic Principles of Marketing
ECO 308 - Fundamentals of Management
ECO 312 - Consumer Behavior Economics
ECO 317 - Principles of Advertising
ECO 322 - Principles of Retailing
PSY 361 - Industrial and Organizational Psychology

Cognate Area B: Mass Communication (12 credits)

ART 112 - Two-Dimensional Design
ART 210 - Graphic Design
ART 213 - Graphic Arts Processes
ART 262 - Photography as a Way of Seeing
ENG 316 - Writing for Business and Industry
JRN 200 - Basics of Journalism
JRN 210 - Broadcast Journalism
JRN 301 - News Media in America
JRN 330 - Community Public Relations
INT 305 - Instructional Technology

3. Student Enrollment. During the three year period in which the corporate major was developed, student enrollment grew from 20 to 350. This significant growth continues and is related directly to the Corporate Video/Communication major. Students include transfers from other institutions, entering students, and students within the college.
4. Professional Intern Affiliations. The Department has established professional affiliations which extend its educational significance for our student majors and the college. It is emphasized that in each affiliation, our student majors utilize their major specialization by performing professional duties cooperatively with working professionals. Such experience is invaluable for students preparing for employment in corporate video/communication and broadcasting operations.
 - a. Continental TV Productions. A commercial television broadcasting station, CTV broadcasts over an assigned channel of Branford Cable TV Systems. Student majors of the Department were requested to join the organization as Production Assistants

under the Department's Field Experience program. Responsibilities cover the entire range of duties in a broadcast operation:

1. scripting for local studio programs
2. local community news coverage
3. production coordination for broadcast
4. operation of broadcast equipment
5. production of remote ENG/EFP programming

- b. Yale-New Haven Hospital. Yale-New Haven Hospital has recently installed a closed circuit television system (CCTV) throughout its complex as a method of disseminating information to patients and staff. Student majors have assumed the responsibility, as part of field experience, of organizing, producing, and distributing its programs.
- c. CPTV Training Internship. CPTV has established a training program for qualified students. The object of the program is to develop expertise in the complexities of television operations. Following an orientation, the student is rotated among the various broadcast departments for training. During each period, the trainee is involved in the preparation of a program for broadcast. The experiential value of "learning and doing" is critical to student preparation for the professional activities in corporate video/communication and broadcast television.
- d. Heart Association. To fulfill the "communication" needs of the organization, the Heart Association has enlisted the assistance of student majors in Public Service Communication. Initial responsibilities involved the organization of a system for an

Association 'newsletter,' the writing and editing of copy, and the publication of the newsletter. Duties have been broadened to include information liaison with local newspaper, radio, and television media; the preparation of news releases; the information liaison with local political and community groups.

- e. New Haven Legal Assistance Association. At their request, the Legal Association has been staffed with a group of Field Experience students trained in video communication to develop, script, and direct videotape productions on legal subjects relevant to the community. Programs are broadcast quality productions which are to be viewed locally and throughout the state.

- f. Bridgeport Hospital-School of Nursing . The School of Nursing has color video facilities for the production and dissemination of information and training videotapes throughout the nursing complex. The School requested the services of our students to design, direct, and produce video programs to meet the needs of its institution. Assigned under the Department's Field Experience program, the student majors selected are presently organizing the video system in preparation for future productions.

- g. Bristol Hospital. The Counselling Department of Bristol Hospital has among its procedures the videotaping of consulting sessions. At its request, two upperclass majors are engaged as production interns on a regular weekly schedule.

h. Picker Corporation. The Marketing Department and Art Department of Picker Corporation are involved in the development of instructional video productions. At their request, three upperclass majors are assisting in the production of the video projects.

i. Geomatrix Video Associates. A company specializing in corporate and professional video productions, Geomatrix utilize upperclass majors on a regular schedule for its productions.

B. Funding Request Specifics

1. Priority Faculty Designation. At present, the Corporate Video/Communication major program is staffed primarily by Dr. B. P. McCabe, Dr. L. E. Fitzgerald and six professional adjunct faculty:

G. Ortoleva - Geomatrix Video, President

M. Tuccio - Picker Corp., Director Industrial Communication

J. Coppola - CH 8, Video Engineer Supervisor

K. Venit - CH 8, Broadcaster

C. Bass - First Class Engineer

B. Finch - WELI, Account Executive

To complete its staffing requirements a full-time faculty specialist in corporate video and corporate communication is needed. A professional description includes:

a. Qualifications

Education: Graduate Degree in Corporate Video/Communication

Experience: Minimum 3 years corporate video activity,
and/or 5 years college teaching/production in
corporate communication.

b. Responsibilities

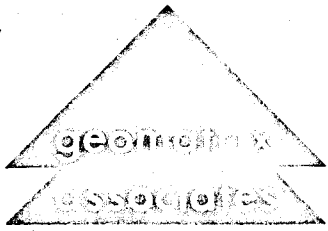
Coordinator of video productions; production responsibilities
for corporate video lab; supervisor of internship; teach
courses such as: SCM 390 - TV Advertising & Sales,
SCM 425 - Organizational Communication, SCM 460 - Electronic
Field Production, SCM 465 - Electronic Editing.

2. Equipment Funding Specifics. It is our objective to provide the
Corporate Video/Communication majors with an experiential
education which satisfies the expectations of the business and
professional employer. Although the Department has successfully
managed to accumulate certain basic equipment with its regular
budget, there are "gaps" in its total facility. The following
equipment will close the gap while providing enough equipment to
meet the "hands on" demand of its growing major population:

a. Panasonic 9400 video cassette recorder	\$ 2600.00
b. Panasonic 4600 special effects generator	2000.00
c. Tecktronic 5208 waveform monitor	1800.00
d. Videotek VM-8 portable monitor	725.00
e. Tota-light kit	575.00
	<u>\$ 7690.00</u>

A. ARTICLE ON CORPORATE VIDEO/COMMUNICATION

B. CORRESPONDENCE - CONSULTING COMMUNICATION EXECUTIVES



23 central avenue • milford, connecticut 06460 • 203 878-6066

Feb. 26, 1979

Dr. B.P. McCabe
Chairman - Sph. Communications
Davis Hall
SCSC
New Haven, Conn.

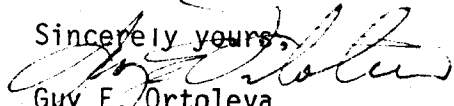
Dear Dr. McCabe:

It is most encouraging to watch the progress of your department and your video program is making in the field of corporate communications. As a professional and having produced corporate television programs for several years, one gets to see what is needed to advance the use of video in this area. Sophisticated equipment and facilities are growing rapidly to meet the increasing demands for more flexibility and efficiency. More importantly, the number of individuals needed to effectively utilize new techniques and technology is increasing as rapidly.

The problem encountered in the communications industry at this time is a lag between individuals leaving learning institutions and when they begin to possess sufficient practical knowledge to be of value in a given operation. If the new entrants to the corporate video field can cut down this lag with more highly tuned education, then their value increases dramatically once they enter the market. A well-balanced program employing modern equipment and techniques the graduate will realistically encounter in the communications field is the answer.

Associates in this profession have often commented on how well-trained in practical and applicable knowledge the students in your department have been. Your efforts in extending this training to the very important area of electronic editing have certainly not gone unnoticed. As this field itself grows, new resources to aid in that growth must be carefully cultivated, and I'm sure many of my associates and certainly myself will offer assistance so you and your department can achieve your goals.

Sincerely yours,


Guy E. Ortoleva
President

GEU/th



**Southern New England
Telephone**

310 Orange Street
New Haven, Connecticut 06506
Phone (203) 771-4894

Robert J. Patterson
District Staff Manager - Audio Visual

May 16, 1979

B. P. McCabe, Jr., Chairman
Speech Communication
Southern CT State College
New Haven, CT 06515

Dear Mr. McCabe:

It was a pleasure to discuss your proposed B.S. program for Corporate Video/Communications. After reading the list of required courses, I can only say how impressed I am with the scope of your program.

Too many college graduates today lack actual knowledge of such things as broadcast engineering and electronic editing. It would be in their favor if they could come to a communicator's job with actual experience in these areas. In some cases, they would be immediately able to make a contribution and get some job satisfaction at the same time.

Today's college graduate entering corporate communications, especially in the electronic media, needs more classroom and hands-on experience in broadcasting and TV. Internal communications in the years ahead will use the AV medium more than ever to get messages to its employees. Most of our college hires are well-equipped to handle the words that end up in publications. But it is only the exceptional student that can handle an AV assignment. I hope your program will broaden the communications students' understanding of this new media and their capability to work with it properly. Good luck.

Sincerely,

cc: J. W. Gamsby
F. C. Metcalfe



Southern New England
Telephone

February 26, 1979

Dr. B. P. McCabe Jr.
Chairman
Speech Communication Department
Southern Connecticut State College
501 Crescent Street
New Haven, Ct. 06515

Dear Dr. McCabe:

I enjoyed our recent conversation regarding the corporate use of multi-media, particularly video.

Over the past five years I have witnessed my company's increased use of video and the varied, innovative approaches to it. For example, closed circuit TV is used as an administrative message network on certain occasions by our top executives. Video is extensively used in training situations by our marketing, Plant, commercial, etc., departments. Intra-company meetings are increasingly dependent on multi-media for accurate depiction of the subject matter. Within my department (Marketing), our sales presentations to prospective customers would not be complete without effective video/media support.

Not only do I see the prevalence of electronic communication within my company but as I visit other businesses I am aware of their increased usage as well. There is no doubt in my mind that business has replaced education as the arena for multi-media, especially video.

I applaud your efforts in developing a program that will respond to this corporate need for qualified personnel in the media field.

Sincerely,

Susan Seidell
Manager-Industry Communication



UNION CARBIDE CORPORATION
CHEMICALS AND PLASTICS
270 PARK AVENUE, NEW YORK, N.Y. 10017

February 26, 1979

Dr. B. P. McCabe
Southern Connecticut State College
501 Crescent Street
New Haven, CT. 06515

Dear Dr. McCabe:

It was indeed a pleasure talking with you last week about the progress you are achieving in building a more effective business communications curriculum. I was particularly pleased to hear about your desire to establish a program for a masters degree in industrial video communications.

Let me give you a bit of background before I offer a few comments about your plans.

About 18 months ago I was asked by our Department management to "look into" the possibilities of creating a uniform and effective video communications network for Chemicals and Plastics. At that time each of our ten major plants had some form of video producing capability, one or two had minimum editing capability, and just about all of them used either differing formats or otherwise incompatible equipment. And one major thing the people responsible for this equipment lacked was a sense of organizing, preparing, and producing a presentation for the video medium. These people at our plant location are primarily trainers responsible for organizing and presenting all sorts of management and safety programs.

One of our primary objectives was to upgrade the video knowledge of our people. We looked into a great many courses and all of them were either too oriented to the theory of communications in general with little emphasis on video or were too technical with not enough emphasis on communicating the message via the video medium. In other words our need for a practical course that taught some of the technical aspects of the hardware used in video, and also gave the students a shot at putting together an actual program.

The curriculum and work book for our course are attached. I can also send you the program produced by each of our classes if you would like to see them. They are excellent examples of what can be achieved in four 10-12 hour days.

Now for your plans. Students who want to work in the industrial television business should realize that it is a wholly different medium than commercial television. The former contributes to management training, job enrichment, job safety, morale (being a part

of or seeing the larger picture), etc. The latter is entertainment. Oh, some of the tricks of commercial TV can be incorporated into an industrial program but we can't step over the line into entertainment or our audiences will lose the message.

It is important to know what the equipment can do, not how it does it. A teacher can talk and theorize to ponderous lengths. But the students can only really learn when they push buttons on an editing system and see what effects are achieved and then analyze how these effects are either interfering with or helping to get messages across.

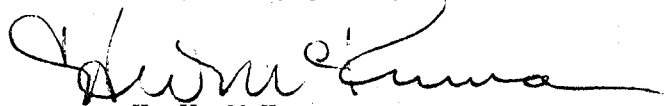
Students must learn the need for adequate script preparation, set design, color balance, pre-planned edit points, camera angles, proper audio recording, etc. But the real linch-pin is the editing session. Good editing can do wonders for a well-planned program and it can even overcome some weakness in preproduction. But editing can ruin a program no matter how thorough the preproduction planning and how skillful the production. The basis of good editing can be taught with fairly inexpensive equipment. One does not need a very expensive CMX computer operated system to learn the theory and basics of good editing.

Another thing that your master degree candidates should be exposed to is the client/agent relationship. I see so many kids fresh out of college working as grips, ADs, etc. who really don't understand what I am doing or why I am doing it. Awareness of or sensitivity for the clients needs and objectives is so important.

I could go on for many more pages, Dr. McCabe. I just hope that some of my enthusiasm for what you are attempting to do shines through. I want to encourage you to go on and do more. Those of us in industrial television need help from well-trained college students. It is a relatively new field for them and for those of you who are responsible for training them. We have so many needs and so many opportunities.

Other than giving you encouragement, I do not know how I can help. But if I can -- please -- just ask.

Very truly yours,



H. W. McKenna

HWM/mw

B.S. CORPORATE VIDEO/COMMUNICATION
"REACTION/RESPONSE"

Special key curriculum:

- * Psychology of learning and persuasion
- * Audience analysis
- * User environment analysis
- * Goals vs behavioral objectives
- * Feeling type motivational objectives
- * Knowing type learning objectives
- * Doing type learning objectives
- * Content selection and arrangement
- * Creative treatments of contents
- * Style vs content trade-offs
- * Visual literacy/composition
- * Visual writing skills (vs print writing skills)
- * Estimating design and production costs
- * Corporate applications of media
- * Pros and cons of various media
- * Budget vs quality trade-offs
- * Developing multi-media solutions
- * Controlling costs once development begins
- * Account or project management
- * Managing client expectations



TEXAS INSTRUMENTS
INCORPORATED

POST OFFICE BOX 5012 • DALLAS, TEXAS 75222

U.S. Calculator Products Division

July 7, 1979

Dr. B.P. McCabe
Southern Connecticut State College
New Haven, Connecticut 06515

Dear Dr. McCabe:

Leo Griffith passed on to me your letter regarding a proposed B.S. program in Corporate Video/Communication.

My function at TI is to provide the Corporation with message design and media development services utilizing all audio-visual media. We are primarily producing media-based systems to satisfy marketing, training and employee communications needs.

I have included several pieces that will give you a good feel for the corporate communications we are involved in and our methodology. The methodology represents many years of corporate communications experience at Eastman Kodak, Hewlett-Packard, Texas Instruments and as a consultant. I hope you find it useful.

Enclosed also is my "reaction/response" to your program. I appreciate this opportunity to provide feedback on this program and would be glad to show you our operation at any time.

Yours truly,

Neil Love

NL/cs

CC: Leo Griffith
Ralph Oliva
Jack Schreitmueller



State Farm Insurance Companies

One State Farm Plaza
Bloomington, Illinois 61701

M. W. Winchester, C.L.U.
Director -
Audio/Visual Services

August 2, 1979

Mr. B. P. McCabe, Jr., Chairman
Speech Communication
Southern Connecticut State College
New Haven, CT 06515

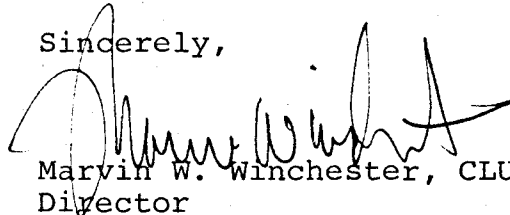
Dear Mr. McCabe:

My reaction to your proposed program to prepare students for entry level positions in communications-related operations in business is favorable. I congratulate you for having a solid understanding of your job.

It is my personal opinion that communications in business is just beginning a period of revolutionary growth. The elements necessary for that growth are converging. First, the urgent need for more effective communication, especially management communication; second, the development of new communication technology; and third, the affordability of new communication systems compared to traditional methods.

You're on the right track. Keep in close touch with business and industry because it's going to be difficult to keep up with our changing needs. One thing is for certain: today's young people are going to show us the way.

Sincerely,



Marvin W. Winchester, CLU
Director

Audio/Visual Services

MWW/lm



Raymond D'Argenio
Senior Vice President - Communications

June 4, 1979

Mr. B. P. McCabe, Jr.
Chairman
Speech Communication
Southern Connecticut State College
New Haven, Connecticut 06515

Dear Mr. McCabe:

Thank you for the opportunity to respond to your department's proposal to establish a B.S. Major in Corporate Video/Communication at Southern Connecticut State College. It's my belief that if more colleges and universities invited the counsel of business and industry on the professional future of many fields, our nation's young people would be better prepared for careers of the future.

Video communications is a growing facet of corporate life. A definitive study on the use of video within business and industry conducted by Judith and Douglas Brush found that between 1973 and 1977, video communications within business and industry doubled. Forty-six thousand individual productions, totaling 15,000 viewing hours were produced by over 700 businesses and nonprofit organizations in 1977 alone.

Since 1977, the use of television for internal communication at United Technologies has mushroomed. We established a corporate network that reaches 45 locations with regular programs for all employees in the United States. In addition, three of our divisions produce their own television shows, one of them on a daily basis. By 1980, the Brushes predict that video communications within industry will have tripled in size. I'm convinced by this information and by our own experience with internal television at United Technologies that the future of corporate video communications is bright.

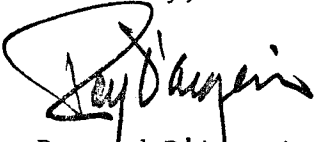
Many colleges and universities offer a major in television per se. All, to my knowledge, deal with broadcast television, a medium vastly different from corporate video communications. Your program seems unique in that it is designed from the ground up to prepare students for entry level jobs in corporate communications.

- 2 -

Your list of course offerings is extensive. But don't neglect traditional liberal arts subjects. Anyone who aspires to manage corporate video communications must have broad knowledge of history, business, literature, politics and the arts. Our own experience suggests that video communicators must be able to work intelligently with representatives from virtually every department of the corporation from legal, financial, and accounting, to operations, public relations, and personnel. How one approaches a variety of people and subjects is a learned trait. Call it professionalism, diplomacy, savoir faire. Whatever you call it, it's essential in corporate video communications.

My best wishes for your new program.

Sincerely,



Raymond D'Argenio

rcc

3rd Priority

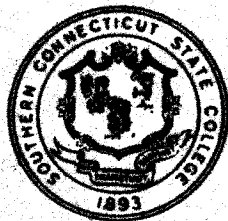
**Progress Report
on Implementation of
the Career - Oriented Economic Program
and
Request of New Faculty Positions**

1980-81



Submitted to

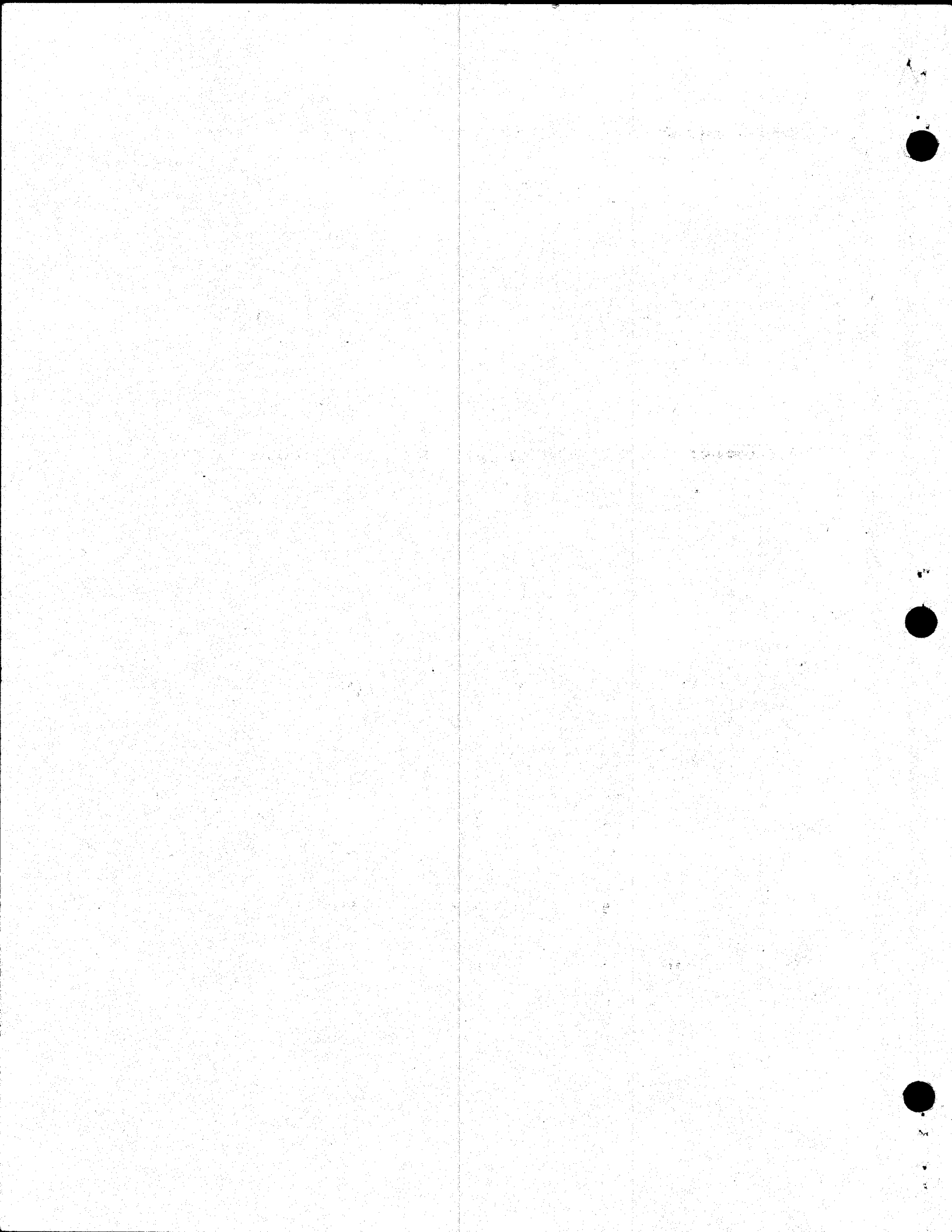
The Board of Trustees for State Colleges



by

Economics Department

Southern Connecticut State College



I. Summary of Progress Report

About three years ago, our Board of Trustees exercised both foresight and courage in approving our economic expansion proposal and request for new faculty positions. We are pleased to report that our innovative programs are in operation and the results are exceeding our expectations.

A. Major Innovation and Implementation in a Career-Oriented Economic Program

(1) Restructuring the Economics Department Curriculum:

In order to introduce a career dimension to our Liberal Arts Economics education, we have restructured the entire Economics curriculum to form eight specialization options so that they can be accommodated within the traditional Liberal Arts Economic program.

To implement these curriculum plans by the conventional approach (i.e., building up department by department) would probably take decades. However, through innovations in curriculum design, these plans are now either completed or near completion before the end of the third year. During the last three academic years alone, the Economics Department has introduced over eighty business-related courses ranging from accounting, finance, marketing, management, business law, and information systems to the management of human resources.

(2) Individualizing Students' Programs:

Because of the curriculum innovations and administrative strategy, the goal of individualizing students' programs is no longer a mere dream, but is now a reality at Southern's Economics Department. We believe that our personalized student program model provides a concrete example of success for the entire college and for other institutions of higher learning to help overcome such problems. One major budgetary gain stems from being able to individualize student programs on a scale heretofore possible only at the well-financed, prestigious institutions.

(3) Opening New Interdisciplinary Vistas:

The curriculum innovation, founded on the flexibility structured core courses, enables Economics students to take courses in other departments. This approach not only enriches the students' personal programs, but also is a step toward tearing down the artificial walls that too often separate one discipline from another.

(4) Building-In Features of Cost-Savings and Faculty Mobility:

In addition to the success in individualized student programs, there are other advantages. One of them is cost-savings. With over 600 majors and eight academic specializations, we would normally need six to eight department chairmen to administer the program, if this were a traditional business school. Instead, we have only one chairperson to do the job. Over the past three years alone, our estimate of net savings for taxpayers of the State exceeds \$675,000 (assuming average cost of \$25,000 per chairman and \$150,000 for secretarial and

Progress Report on Implementation of the
Career-Oriented Economic Program

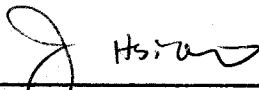
and

Request of New Faculty Positions, 1980-81

Submitted to

The Board of Trustees for State Colleges

by



James C. Hsiao, Chairman
Department of Economics

Martin Anisman, Dean
Arts and Sciences

Evann Middlebrooks, Executive Vice President

Robert Nowlan, Vice President
Academic Affairs

Manson Van B. Jennings
President

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 - A. Operational Optimum .
 - B. Operationally and Accepted Minimal
- IV. Justification
- V. Aspirations
- VI. Appendix I: "Meeting New Challenges in Collegiate Business Education"
Appendix II: "The Search for New Perspectives in Business Education"
Appendix III: Letter from Dr. Neil B. Marks regarding my Keynote Speech
at the Annual Meeting of the Northeast American Institute
of Decision Sciences, March 31-April 1, 1980

support services of eight departments)! Secondly, under the wheel-shaped curriculum structure, there is built-in mobility for instructors among different specializations, should student demand for a particular specialization change.

(5) Improving Quality of Education:

Through the implementation of the individualized student program, students are able to participate in designing their own programs. This approach really touches the hearts of many students. Once the curriculum can help students preserve and capitalize on their most important asset -- individuality -- they are then academically motivated and are willing to devote more efforts as "psychological investments" to their own education. Evidenced by students' performances and reactions to this program, the faculty members of the Economics Department have been visibly impressed with the steady improvement in the quality of our students. For example, one objective criterion that would allow us to compare the quality of our students with other business colleges is the accounting program. The national average for the accounting majors to pass the CPA examination on the first try is ~~30%~~. With adequate support from the college administration and the Board of Trustees, we have reason to believe that this dream will soon come true.

B. Change in Enrollment

The course enrollment has soared from 600 to about 3,500 during the past three years. The change in enrollment in day, evening and summer school are shown below:

	Spr 1976	Fall 1976	Spr 1977	Fall 1977	Spr 1978	Fall 1978	Spr 1979	Fall 1979	Spr 1980
<u>Day:</u>									
# of sections taught	23	27	34	48	49	59	65	69	77
# of students enrolled	631	756	1089	1300	1600	2100	2300	2415	2595
<u>Evening:</u>									
# of sections taught	4	3	7	8	9	9	16	17	21
<u>Summer:</u>									
# of sections taught	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>			
	3	4	8	12	15	21 (exp.)			

* 2% - 4%. Our goal is aimed at 50%.

Change in Economic Majors:

Year	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
# of majors		210	310	420	610	800 (Exp.)

It should be noted that in the fall of 1979 the Economics Department added almost 200 new majors, and approximately 30 transfer students, mostly from out-of-state colleges, reducing the outflow or drain of our students. We think this phenomenon is quite significant to Connecticut legislators who often criticize the fact that Connecticut has a high rate of out-migration of college students to other states. Our data seems to demonstrate that Southern's economic programs are able to reverse the outflow trend.

The unprecedented increase in transfer students to our program is especially significant. Our information survey indicates that at least half of the transfer students decided to transfer to Southern's Economics Department simply because they like this program better than that of the traditional business schools, not for any other reasons.

C. Brochure Strategy and Progress to Date

With goals to change the teacher's college image and bring our program to the public and the community, we have published several brochures over the past three years. Basically, our strategy in brochure publication involves three stages:

- The first brochure issued in the fall of 1976 was designed as preliminary publicity of our new business-economic program.
- The second brochure published in the fall of 1977 emphasizes the philosophy and ideology of our curriculum plan.
- The third brochure is focused on student reactions and state-wide community support for our curriculum innovation.

In addition, four supplementary brochures -- Accounting, Finance, Management Information Systems and Marketing -- have been published.

D. Involvement of State-Wide Community and National Professional Organizations

(1) Accomplishments of the Center for Economic Education:

Southern's Center for Economic Education, under the co-directorship of Professors Walter Ryba and Elizabeth Foye, has been actively moving toward its mission: to promote economic education in the school system and community, and to develop programs to facilitate the integration of economic education in business and management. During the past three years, over \$35,000 (originally donated by businesses in the State) have been channeled from the State Joint

Council on Economic Education to our Center. With this self-generated financial support, the Center has been able to carry out its routine functions. Also, funded through a grant from the Kazanjian Economics Foundation, a conference on "Economics of Economic Education" was held on October 19, 1978. As one of the agenda items, we presented our new business-economic curriculum to over 90 participants including business executives, community leaders, legislators and educators from school systems. The audience was visibly impressed.

(2) State-Wide Advisory Committee and Community Support

To insure the continued success of this new business-economic program, we have interacted with, and gotten valuable feedback from, leaders in business, industry, labor unions, community organizations, legislature, and other college campuses. Southern is an urban, public institution; therefore, any interchange of ideas and involvement between the college and the community will improve the state college's image in the community. Through the Center for Economic Education, a Center Advisory Committee which consists of over 20 leaders from the state-wide community was formally established two years ago. We are particularly pleased with their support of our program. They have indicated that, because of the uniqueness of our practical, flexible way of blending economics and business subjects, our program does not, in their opinion, compete with traditional business and economic programs, but supplements them from a community viewpoint.

(3) Involvement With Other Institutions

During the past two years, the Economics Department has taken the initiative in working with other schools, including Yale, UConn, CCSC, SCCC, UNH and Quinnipiac College. Cooperation involves curriculum development and coordination, as well as the sharing of teaching faculty. In particular, through curriculum innovation, deliberate consultation and negotiations, the Economics Department has maintained a harmonious professional relationship with both UNH and Quinnipiac in the New Haven community.

To introduce our program to the surrounding New Haven community, we have approached Hillhouse and Wilbur Cross high schools directly, and have spoken to their teachers and seniors in formal meetings. These meetings turned out to be so successful that we plan to visit other high schools as well.

(4) Involvement With and Recognition by National Professional Organizations

To gain recognition for the validity of our program through national professional organizations, a manuscript by the Department Chairman entitled, "A Curriculum Innovation in Economics and Business Education," was accepted for presentation at the Annual Conference of the American Economic Association held in Chicago on August 28-31, 1978. Also, his paper, "Meeting New Challenges in Collegiate Business Education," was presented and published in the Proceedings of the Annual Conference of the American Institute of Decision Sciences, Nov. 19-22, 1979, New Orleans. (See appendix I.) As a result, the Department Chairman has been invited by the Program Committee of the Annual Meeting of NE American Institute of Decision Sciences to be the keynote speaker in the symposium on Teaching and Business Education to be held on March 31-April 1, 1980 in Philadelphia. The excerpt of his keynote speech, "The Search for New Perspectives in Collegiate Business Education" is attached in appendix II.

As a member of the state JCEE and national JCEE, our Center for Economic Education is officially linked with the state and national professional organizations. However, for the mission of promoting economic education, the JCEE has been traditionally, for decades, focused on the area of school systems. As stated in our Center's objective, we have extended the mission of promoting economic education, beyond the school systems, to the community at large and to integrate economic education into the curriculum of business and management at the college level. We are proud to see that our leadership role in this regard has gradually made an impact at the national level. This is clearly evidenced in the discussion session of the annual meeting of the JCEE held in Oregon in October, 1978. The national JCEE is seriously considering the possibility of adopting our model to other Centers throughout the nation, of which there are more than 160.

E. Reallocation of College's Faculty Resources

In an effort to help the faculty develop new talent and/or exercise one's professional expertise under changed circumstances, we have been able, with the cooperation of the College administration, to transfer one faculty member from Music to Economics. Another two are in the process of "retraining." Success in efforts of this kind, we believe, should have significant implications for the basic problems of overstaff vs. understaff faced by the State college system.

II. Enrollment Projection and Faculty Demand and Supply

The Economics Department made a detailed enrollment projection in the fall of 1976 in our "Proposal for Economic Expansion Plan ...," which we have already submitted to you. After three years of implementation of our innovation program, our actual enrollment is even better than we predicted. The revised projection on student enrollment and faculty demand and supply for 1978-1984 is summarized in Table 1.

Table 1. Enrollment and Faculty Demand Projection, 1979-84

Year	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
# of majors	420	610	800	950	1150	1350
# of instructors needed	19.7	24	32	38	46	54

The faculty demand and supply situation for the academic year of 1978-79 and 1979-80 is shown in Table 2.

Table 2. Faculty Demand and Supply, 1978-80

Semester	No. of Sections to be Taught			% Cr. Hrs. Taught by Part-time Staff
	Total	By Full-time Staff	By Part-time Staff	
Fall '78	70	37	33	48%
Spring '79	80	36	44	55%
Fall '79	90	35	55	61%
Spring '80	97	35	62	64%

Incidentally, all of these enrollment projections are incorporated in the College's five-year plan which our Board of Trustees requested. The Economics Department supports the five-year plan wholeheartedly. However, if we did not know what to do with the serious problem of faculty shortage for next semester, it would be difficult to see how the plan would work five years from now.

III. Urgent Request for New Faculty Positions in 1980-81.

In our proposal submitted to the Board of Trustees three years ago, we predicted that the demand for our innovative, individualized, and integrated curriculum offerings would be escalating. After three year's operation, a more than tripling of student enrollment confirms our prediction and reinforces the need to continue to expand the program in an orderly way.

However, due to the insufficient number of full-time faculty, the Department of Economics seems to be approaching the condition of being a victim of its own success! In the academic year of 1978-79, over 50% of our credit hours had to be taught by adjunct faculty. Worse yet, we understood that the College requested four positions for the Economics Department last year, but only two were approved by the BOT. For the forthcoming spring semester of 1980, over 60% of our credit hours are taught by part-time instructors! It should be noted that over 90 percent of our part-time staff are in the day time. Unlike the evening, it is, given the rate of compensation, extremely difficult to get qualified teachers to teach for us in the day time. With less than one week to go before our students returned to class, we were unable to find qualified instructors for several classes, in spite of our determined search.

To our knowledge, there is no single department in all public institutions in the whole State that has a more serious faculty shortage problem than the Economics Department at Southern. We feel that it would be unfair for one single Department to have such a heavy burden of student-faculty ratio.

In view of the difficult situation, the Economics Department is always willing to cooperate with the College Administration. Therefore, we are again submitting our request at both the optimum and acceptable levels as follows:

A. Operational Optimum

To meet the increasing enrollment need without heavily relying on part-time faculty, we are requesting nine (9) new positions for the 1980-81 academic year. These nine positions will be distributed as follows:

(1) General Economic Theory and Policy	2
(2) General Business Economics and Statistics	1
(3) Accounting	1
(4) Finance	1
(5) Management Information Systems	1
(6) Business Law and Regulation	1
(7) Marketing	1
(8) Management of Human Resources	<u>1</u>
Total	9

Note: The "operational optimum" is defined as the level of credit hours taught by part-time instructors should be no more than 20% required by the SCS-AAUP contract.

B. Operationally and Minimally Acceptable

Recognizing the potential difficulty for the administration to meet the faculty demand situation in the Economics Department, our alternate request is for five (5) positions for the 1980-81 academic year. Among the five positions, two of them are actually the restoration of the ones you approved last year.

It should be noted here that the Economics Department will, in order to meet student demand, offer 115 course sections in the fall of 1980. Assuming that each adjunct staff teaches 3 credit hours, this would still mean over 50 part-time instructors for a single department! This request seems to be "reasonable" and "realistic," in the sense that it would provide a basis for reducing the level of part-time teaching to close to 50% of the credit hours. Therefore, our request for five new positions in the 1980-81 academic year is indeed a minimum requirement for the Economics Department to do its job. These five positions will be allocated as follows:

(1) Accounting and Finance	1	(Assoc. or Prof.)	\$22,150
(2) Business Law and Real Estate	1	(Assistant)	15,250
(3) Marketing and Management	1	(Ass't or Assoc.)	22,150
(4) Economics and Business Administration	1	(Assistant)	15,450
(5) General Economics	<u>1</u>	(Instr. or Ass't)	<u>15,850</u>
Total	5		\$90,850

IV. Justification

A. Fundamentally, our program clearly falls within the stated Guidelines for Use of $\frac{1}{2}$ of 1% General Fund Budget for Program Change in 1980-81 of the Connecticut State Colleges. It is fully in accord with both the College's five-year plan and the act of the last legislature encouraging State Colleges to develop career programs. Our request is to continue the implementation of the "Economics Expansion Plan..." approved by the College in the fall of 1976 and supported by our Board of Trustees through the initial grant given to the Economics Department. The enrollment has already indicated that the funding of this proposal will "serve the greatest number of students."

B. Philosophically, the State Colleges are required to be responsive institutions for the educational needs of the State. The justification for our existence is to serve the people of the State. It is our State College's responsibility to the students and the community where the demand for such an innovative program has been urgently expressed by the overwhelming reaction of student enrollment and by the state-wide Advisory Committee for SCSC's Center for Economic Education.

C. Legally, we are asking our Board to help us to reduce the level of dependence on part-time faculty to reasonably close to 20% of credit hours imposed by CSC-AAUP contract.

D. Economically, despite the trend of declining enrollment in higher education in the State, student demand for our program will not only continue to rise, but, as we predicted, rise at an increasing rate within the next few years. Since the State budgeting allocation to the State College is mainly based on the number of students enrolled, it would be the State College's best "investment" interest with a goal to maintain and improve the overall college enrollment situation by supporting a well structured program. (Note: Our strategy for expanding enrollment in the Economics Department is to maximize the enrollment in courses throughout the College, as well as in the Economics Department.)

V. Aspirations

Higher education needs vision and direction. Your approval of our original proposal three years ago to innovate has contributed significantly to just such vision and direction. We have worked very hard during the past three years to justify the BOT's confidence in our Department and in our College. Given the evidence of an unprecedented degree of success in the first three years' implementation, we believe that this program is unique not only in the State but also in the nation. We have been keenly aware that the educational eyes of the nation are searching for concrete examples of success, and will be looking to see what happens following the first three years of unusual success of our innovation. Knowing that our Board of Trustees will make every effort to continue to demonstrate courage in backing programs which answer the contemporary challenge in education, we want to give you, in the progress report section of this proposal, the kind of evidence you need. With your further encouragement in approving our request in this proposal, we feel confident that we can help our College as well as the Connecticut State College system to continue to demonstrate leadership in higher education. The implementation and complete realization of this curriculum plan is something that both our College and the Connecticut college system needs and can be proud of.

MEETING NEW CHALLENGES IN
COLLEGIATE BUSINESS EDUCATION

by

J. C. Hsiao
Professor & Chairman
Department of Economics
Southern Connecticut State College
New Haven, CT 06515

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MEETING NEW CHALLENGES IN COLLEGIATE BUSINESS EDUCATION

J. C. Hsiao, Southern Connecticut State College

ABSTRACT

This paper is an attempt to explain a curriculum program that has maintained a balance between the liberal arts and professional and career needs of our students. Through an innovative design of a core curriculum model, this program has been implemented at SCSC. Special features of the model and some of its implications are presented in this paper.

GOALS AND CURRICULUM STRUCTURE

The direction of today's collegiate business education is a matter of deep concern, not only for educators but also for students. Each year thousands of graduating students face an ever-shifting job market. Too often their training and learning lies fallow, as management, both public and private, makes new demands on our students. How can we, as professional educators, meet the challenge of accelerating change? How can we help develop in our students the flexibility needed to cope with today's complexities without dissipating our energies on transitory and non-essential issues?

In an article in the fall 1977 issue of Collegiate News and Views, Professor Frank Flaumenhalf surveys some of the important issues in collegiate business education over the past twenty years. Perhaps the foremost among them has been the task of determining the appropriate balance between vocational or "professional" courses and general education as represented by the "arts and sciences." The net effect of the Ford and Carnegie reports of 1959 was "to liberalize the curriculum at the specialization." By the early 1970's it became clear that the liberalization of business curriculum was, in a number of instances, focusing more and more attention on strictly academic issues. Professor Flaumenhalf cites a poll taken by Andrew Wallace of the presidents of large corporations in 1972. This poll suggested that one of the weaknesses of collegiate business education was its sometimes tenuous relevance to the "real world." Educators were, and still are to some extent, caught between the desire to prepare their students for specific careers (often in non-academic areas) and to maintain the high standards of an academic discipline.

In the fall of 1976 the Economics Department at Southern Connecticut State College initiated a curriculum program designed to maintain a balance between the liberal arts and the professional and career needs of our students. The resulting relationship between a career-oriented program and a general liberal arts education is not exclusive, but complementary. As Harvard philosopher Alfred North Whitehead once said, as recently quoted by Joseph A Pichler: "There can be no adequate technical education which is not liberal, and no liberal education which is not technical: that is, no education which does not impart both technique and intellectual vision."^[1] To create opportunities for intellectual growth on the part of students, educators and prospective employers requires innovative experimentation to help students combine the intellectual discipline, broad perspective, and mental agility of a liberal education with the concreteness and practical appeal of career-oriented education.

With the College's firm commitment to liberal arts education, combined with timely attention to career-oriented training, the Economics Department has been guided by two objectives in designing our new curricu-

lum plan: (1) to educate students in general professional knowledge and skills by offering business economics courses to enhance their employment opportunities, and (2) to teach basic economic theory in order to strengthen the foundations of liberal arts education and thereby prepare students to better adapt to changes in a dynamic society.

Thus, unlike traditional economics programs, our economics curriculum is uniquely structured so as to focus on personalized career goals. Unlike the undergraduate business administration studies in the rigidly structured curriculums of business schools, our business-economics program is built on, and is designed to extend and enrich, the student's understanding of the principles of economics at both the theoretical and applied levels.

The core curriculum concentrates on the basic economic principles with a view toward developing within students' minds a flexible method of learning to observe and approach business and management problems.

The different specialization or career options are all organized around the core curriculum so as to extend and deepen the student's understanding of the basic principles. Because the core courses can be related directly to each specialization and because all specializations are administered by the Economics Department, students can switch from one option to another without the frustration of lost credits or changed majors. It is precisely the solid, flexible foundation in economic principles and theory developed in the core courses that permits such flexibility and facilitates later job mobility within the world of business and public administration.

To appreciate why we are able to combine liberal arts discipline with the practical realities of the business and professional world, one must be aware of the unique nature and functions of our core curriculum. This uniqueness is not to be found so much in the selection or the content of the basic courses included, as in the flexible, practical way the courses are structured. Throughout these courses the emphasis is not on content but on the common dimensions of the economizing process operating within the context of a values orientation to business and social communications. The emphasis on content is reserved for the most part for the elective courses which make up the specialization options. But the content of the electives is oriented around this same common denominators approach to problem solving in the business and professional world.

Although it would be stretching the point to claim that we have achieved the goal of perfecting either the design or the implementation of this flexible core, we can say that the ideal toward which we are moving for the core curriculum is essentially what Kenneth E. Boulding has called "an indispensable minimum of knowledge" for coping with change in a dynamic society. This ideal consists of a values-oriented blending of perspectives, attitudes, insights, skills, and commonsense which enable one to know what information to look for in a situation, how to recognize and acquire it, and how to process and utilize it in solving practical problems. Hence, rather than being a question of content, it is primarily a way of thinking, observing, and interacting with one's environment. Rather than being a substitute for "content," it is a flexible way

of determining what "content" may be relevant to any given problem situation and how to process and use that information. Given the universality and flexibility of this process of observing, thinking, communicating, and acting, it makes relatively little difference what "content" electives a student chooses except for the indispensable condition that it is the particular type of "content" which excites the student's interests. The student is viewed not as a "sitting absorber and container of knowledge," but as an intellectual navigator charting his or her way from the classroom of today toward his or her career aspirations of tomorrow. (1)

INDIVIDUALIZATION OF STUDENT PROGRAM

We have developed a chart which gives some idea of the openness and flexibility of our program. (2) This chart provides a schematic sketch of how the various specialization options of the curriculum plan are interrelated so as to furnish the desired individuality along with the equally important element of discipline. With the partial exception of the accounting option, the courses in the options are organized and developed in parallel ways as applications of the fundamentals of economics. With the individual choice of the A.B. or B.S. program, depending on the student's needs, the core curriculum remains the same.

Another attractive characteristic of the program is that students do not have to complete the core curriculum before exploring some of the program options. In fact, freshmen are encouraged to take some of the beginning courses in the various options before making a definite commitment to any individualized program for the purpose of arousing interest in the subject. Thus, early in the college program they are free to choose or change course if the need arises -- without fear of penalty or lost credits.

Upon completing the core requirement which consists of four or five economic theory courses, a student, under appropriate supervision, can select any one or a combination of the specialization option(s) as is shown in the chart. Thus, as is symbolized by the broken lines and arrows between the options, the student is free to move readily from one option to another to combine appropriate courses from several options to form his or her individualized program.

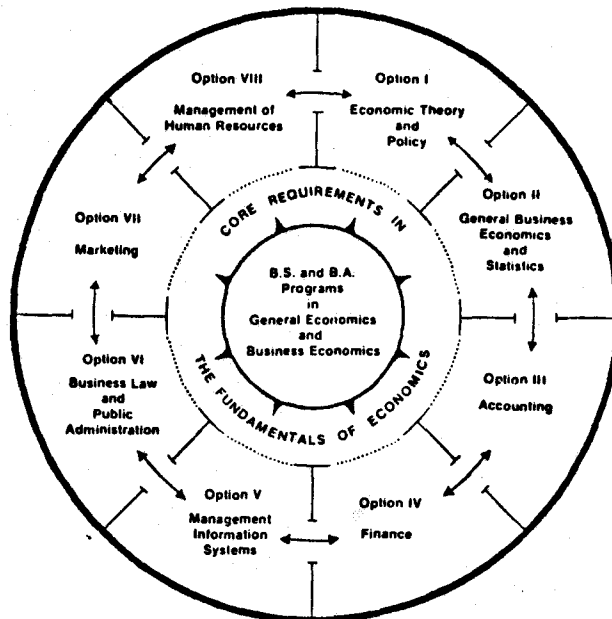
It is important to note that the emphasis in Southern Connecticut's Economics Department is on individualized programs. Having the option of choosing from eight specialization areas permits the student to design, under professional supervision, a curriculum and career program in a way that will evoke and stimulate unique interests and pinpoint special needs. There is consequently no automatic route and the student is

(1) For details regarding the nature and rationale of this approach to developing "an indispensable minimum of knowledge," see Jere W. Clark, "The Nucleus of a Unified Curriculum," Educational Technology, Nov., 1971. For the embryo of the idea, see Jere W. Clark, "Teachable Creativity in Business and Economic Education," Collegiate News and Views, Dec., 1962.

(2) The author would like to acknowledge the help of Mrs. Juanita Stone Clark, a Research Associate of the Economics Department at Southern Connecticut State College, who designed and drew this chart.

brought to examine realistically his or her own career plans and to make conscious choices.

Since preferences and values differ from individual to individual, the availability of numerous combinations of course selections -- determined only by the student's personal needs or interests -- is proving unusually attractive to students as evidenced by the increase in course enrollment from 500 to 2000 students within one year's time. Consequently, the individualization of each student's program is more than a theoretical goal; it is a practical reality.



CAREER INSURANCE POLICY

In developing the curriculum plan, we are emphasizing the universality of economic principals and their relevance to all career options. We feel this is especially important today when career changes are the usual, rather than the exception, order of the day. We feel that by using a core curriculum that forms a basic foundation for any career option, it serves as a common denominator of all specialization areas, allowing for freedom, flexibility and creative explorations of new career opportunities as the rapid changes of our time present new challenges.

It should be noted, however, that the eight specialization options are only suggestive, and that they serve as a convenient means of classifying the offerings of the department for administrative purposes.

This type of program speaks directly to four career-related problems experienced by many students. First, students are not aware of what job opportunities are available, nor what specific skills will be required. Through their own selected options, students are introduced to different career fields. The curriculum plan is flexible enough to enable the student to take courses in different areas such as business law, finance, management information systems before they have to design their own individual programs. By their junior year, students will be able to make an informed decision about their careers.

Second, students who do have a definite career goal at the beginning of their freshman year can, without any delay, start taking a particular specialization field as their curriculum concentration. However, since

career interests or preferences can change due to changes in one's learning experiences, personal or family situations, and changes in the job market, the curriculum structure is -- thanks to the core requirements -- flexible enough to allow a student to make such a change.

Third, students are too often able to complete four year of undergraduate education without once being challenged to develop their own career plans. The time for this challenge should be during the undergraduate years. If the plans are realistic, no harm will be done. If they are not, there will be more time to prepare for the future in a less pressured environment.

Fourth, the built-in flexibility is, in fact, not limited to the years of college education, but extends to the student's entire life-time career. Traditional business schools that stress narrow, rigid specialization patterns are becoming obsolete, because they limit the student's potential for career mobility. With this approach, a student, regardless of what concentration is chosen, will have a solid understanding of the general principles of economics. Should career opportunities change, immediately after graduation or after some employment, the student could work in a new job or career without having to start the re-training process from scratch. Under Southern's curriculum plan, therefore, a student's risk associated with job-shifting or career adjustment could be minimized. Hence, this flexibility in the curriculum design might be called a "career insurance policy."

RESULTS AND IMPLICATIONS

Experimentation with our new business economics program is now in its fourth year and it is proving to be highly successful. The enthusiastic reception given the program by students, alumni, faculty, college administration, and community leaders stand as an overwhelming vote of confidence which is reflected not only by a fourfold increase in student enrollment during the last three years, but also by the testimony of students. As a progress report, we might list six advantages of this program which have proved to have extraordinary appeal to students, faculty, and administrators:

1. In spite of our having a relatively low faculty/student ratio, we are able to individualize student programs on a scale heretofore believed to be possible mainly at the well financed, prestigious institutions.
2. Because of the common orientation of all core and elective courses around an indispensable minimum of knowledge which is in turn focused on flexible interpretations of economic theory, we are able not only to avoid "watering down" the substance, but also to enrich it with added elements of flexibility and motivation.
3. The flexibility of the program can help the student not only to respond to short-run job-market fluctuations but also to make long-run career adjustments.
4. This approach provides an orientation to the American economic system -- the main economic system in which students in the department will "deliver most of their life-time career services to society.
5. By taking a few carefully chosen courses in economics and business, majors in other departments can gain in insight into the deci-

sion-making, means to ends foundation of economics for their career, and into the economic system in which they will work -- whether in a classroom, a science laboratory, or an artist's studio.

6. By increasing the common features of the various concentrations available to students, this program simplifies the administrative task of adapting the number of faculty in the various concentrations in response to changing enrollment trends.
7. There is a building feature of cost-savings. Over the past three years alone, our estimate of net savings for the taxpayers of the State exceeds \$500,000.

Although our limited experience with this flexible, individualized type of curriculum design is proving to be quite fruitful in business and economic education, we are beginning to sense that its long-range potentials may embrace other disciplines as well. Within our own college, faculty in other departments in the School of Arts and Sciences are studying the plan with a view toward adapting it to meet their need within their departments. Anticipated also is the adaptation of the general idea to interdisciplinary programs in which students, together with their advisors, could select a particular combination of core courses from two different departments.

In summary, it is our hope that the unique potentials of this flexible, individualized approach to curriculum design may be realized in a variety of disciplines not only at Southern Connecticut, but also in other colleges and universities as well.

REFERENCES

- [1] Pichler, Joseph A., "Ibsen and the Business Schools"; The Chronicle of Higher Education, (September 26, 1977), p. 32.

The Search for New Perspectives
in Collegiate Business Education*

by

J. C. Hsiao

Chairman, Economics Department
Southern Connecticut State College
New Haven, CT 06515

* Excerpt of my keynote speech to be delivered in the Symposium on Teaching and Business Education at the Annual Meeting of the N.E. American Institution of Decision Sciences on March 31 - April 1, 1980 in Philadelphia, PA.

The Search for New Perspectives
in Business Education

by

J. C. Hsiao

To define education without limiting its scope is extremely difficult; however, as I see it, education is an ongoing learning experience oriented towards improving men and women in their relations to the society in which they live. The goal of business education is to prepare students for the various fields of business administration and management. Scholastic standards are set at a high professional level. Business education should give students not only the technical skills in business fields, but also a wide understanding of the economic, social and political world in which we live. Training is designed to produce competent business leaders and middle and top level of management who are fully aware of their social responsibilities in the nation's economic system. There appears to be little disagreement that education or business education is a good thing and that it will enrich and improve men and women.

Controversy arises as soon as we get down to the specifics and to particular conceptions of education. What kind of business education is good for people? Under what conditions can men and women be improved? How quickly can this improvement take place? Many educators over the past decade have tried to find the appropriate balance between vocational or professional courses and general education in the arts and sciences. Within the broad area of business education, one of the most important tasks is to determine the appropriate balance between the preparation of students for specific careers on the one hand and the maintenance of high academic standards on the other.

Within these broad areas of controversy and problems, I wish to present my view of business education along two basic fronts, namely, similarity in terms of developing basic skills and core curriculum, and difference in terms of developing individual talents and interests.

First, as an educator, I believe that there are certain skills and a common body of knowledge that all educated persons should share. On a general level, I am referring to the basic skills that all students ought to have after completing their liberal education regardless of their discipline. These are: the skill of writing and communicating, an understanding of history, a familiarity with other cultures, an understanding of one's relationship to his/her physical and social environments, and a basic ability in quantitative and logical reasoning.

Just as there are skills and knowledge that should be required of each student graduating regardless of discipline, so there are also some integrated, coherent courses that can serve as a "core curriculum" for the School of Business. These courses often share certain common features and range across the spectrum of different fields of specialization options within each discipline. A familiarity with these common features will help students understand the mode of thought, because the different specialization options are all organized around the core curriculum which underscores the fundamental similarities in different fields of specialties. It is precisely through this solid core curriculum which serves as a common denominator in the School of Business that students are introduced to different special fields.

Secondly, I recognize the simple existence of individual differences and of differences in occupations and functions in the society. I feel that, in education, the individual and functional differences must be taken into consideration. Business education programs beyond the general education level and the common core requirements should be designed in such a way as to capture the most important asset -- a person's individuality -- and develop the person's special talents and interests.

With recognition of the individuality of students and differences in occupation and functions in society, along with the well-developed core curriculum, students, under appropriate supervision may be able to participate in designing their own programs to match their individual talents and their intended occupations. When students participate in designing their own programs they make a psychological investment that really encourages academic motivation. My fundamental educational philosophy here is that education is for students. The key to success in any education program is the active involvement and participation of students in their own education.

UNIVERSITY OF MIAMI
CORAL GABLES, FLORIDA 33124

DEPARTMENT OF MANAGEMENT SCIENCE
P. O. BOX 248237

Jan. 24, 1980

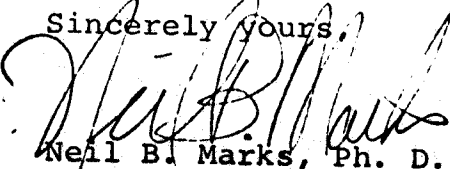
Prof. J. C. Hsaio
Southern Connecticut State College
501 Crescent Street
New Haven, Connecticut 06515

Dear Prof. Hsaio:

The Northeast AIDS Program Committee has accepted our symposium on teaching and education in schools of business for its next meeting in Philadelphia, March 31-April 1, 1980. In particular, the Committee is very pleased that you will be able to serve as a keynote speaker in this seminar in view of your continuing interest and excellent written contributions in the area. I feel that your views on the future of business education are most insightful and that your talk should draw much attention at the meeting. As a result your appearance is a personal honor and a very favorable reflection on Southern Connecticut State College.

I will need a copy of your address by February 6 so that it can be prepared for the Conference Proceedings. Thank you very much for your participation in the symposium, and I look forward to seeing you in Philadelphia.

Sincerely yours,



Neil B. Marks, Ph. D.

Rationale

Journalism courses were introduced at Westconn in 1976 within the framework of the Writing Option. They have attracted students from a wide range of disciplines and have continued to be in very strong demand. The Journalism Workshop has indirectly affected all students in the college through the vastly improved campus newspaper, The Echo. Job opportunities for students who have taken the Journalism courses have been outstandingly high and varied, as the attached list attests.

Because of the Journalism program's strong record of achievement in the past three years, and because of its potential for attracting students to the college, the English Department proposes the establishment of a Journalism Minor. The Minor would strengthen the qualifications of business majors to prepare and edit house organs, trade brochures, newsletters and releases. In addition to its usefulness to liberal arts majors, it would provide training in writing and editing for students in science, graphic arts and music, for example.

One advantage of offering the minor now is that the required courses are already in place. Western Connecticut with its proximity to New York and its high population of outstanding writers, editors and publishers is an ideal place to provide the highly qualified special lecturers who would add variety and strength to the program without necessarily enlarging the full-time faculty. The Minor could be a first step toward eventual establishment of a Journalism Major, if the Minor continues to attract students and to place them in outstanding jobs, as the English Department anticipates.

An essential requirement for the Journalism Minor is equipment, as the budget section of this proposal makes very clear. Once the basic equipment for a journalism program is acquired, the program can be maintained or expanded with minimal expenditure.

Job Placement of Journalism Majors

The following is a sampling of jobs that former journalism students at WestConn have found in the past three years:

Reporting and editing jobs on The Bridgeport Post, Danbury News-Times, Brookfield Journal, New Milford Times, Newtown Bee, Norwich Bulletin, Derby Sentinel and others in Connecticut. Also reporting and editing jobs out of state, such as on the Diddleford Tribune (Maine) and the Cape Cod Times (Mass.). Others have landed top-flight jobs in the magazine and publishing field, a copy-editor and editor at The Book of Knowledge (Grolier). Still others have found jobs with news-letters, such as the Silver & Gold Report. Others have landed positions in radio and cable television.

In addition, since establishing the journalism program in September, 1976, the program has attracted two scholarships: A \$500 scholarship from the Housatonic Valley Publishing Company and its parent company, the New Brunswick Home News (New Jersey) and the Rose Itri Memorial Award in Journalism for \$150 from a former journalism student who has landed a position as advertising manager of Ski Management magazine.

B. THE JOURNALISM MINOR

A Minor at WestConn, generally requires 18 credit hours of classroom work. As presently constituted, the journalism program within the English Department's Writing Option has an adequate number of courses.

- Eng. 250 Journalism I 3 Sem. Hrs.
The theory and practice of newswriting, copy editing, general news reporting, writing the whole story and the simple story, analyzing a newspaper, with an emphasis on writing leads. Prerequisite: ENG 140, and ability to type 25 words per minute. Fall Semester
- Eng. 251 Journalism II 3 Sem. Hrs.
Advanced newswriting, the complex story, the special story, re-writing, spot and feature stories. Prerequisite: ENG 140, 250 and ability to type 25 words per minute. Spring Semester
- Eng. 259 History of American Journalism 3 Sem. Hrs.
Survey of major developments in American journalism from the colonial period through Penny Press, Yellow Press and contemporary journalism. Spring Semester
- Eng. 260 Journalism Workshop and Seminar 1-2 Sem. Hrs.
A colloquium concentrating on the application of journalistic skills to weekly newspapers such as a campus newspaper, etc. Considerable attention will be paid to the practical problems of circulation, advertising and editorial writing and policies. Each student will contribute specific work toward the resolution of a newspaper situations as they actually develop. A minimum of 6 hours per week attendance at workshop meetings is required. Open to student cub reporters, reporters, sports writers, photographers and other newspaper staffers. May be repeated up to 6 credits. Permission of instructor. Every Semester
- Eng. 261 Advanced Journalism Workshop and Seminar 1-3 Sem. Hrs.
A colloquium concentrating on the application of journalistic skills to weekly newspapers such as a campus newspaper, etc. Considerable attention will be paid to the practical problems of circulation, advertising and editorial writing and policies. Each student will contribute specific work toward the resolution of a newspaper situations as they actually develop. A minimum of 6 hours per week attendance at workshop meetings is required. Open to editorial personnel who have advanced into managerial positions as editor, managing editor, assistant editors, copy-editors, etc. Students must attend weekly editorial board meetings, handle copyrim, prepare staff assignments, make-up pages and/or engage in rewriting and head writing. May be repeated up to 6 credits. Permission of instructor. Every Semester

(more)

- Eng. 350 Rewriting and Newsroom Problems 3 Sem. Hrs.
Intensive workshop in newsroom trouble-shooting and rewriting with stress on libel, ethics, First Amendment, the use of sources, problems of obscenity, etc. Prerequisites: Eng. 250 and 251.
- Eng. 450 Feature and Magazine Article Writing 3 Sem. Hrs.
Feature newswriting, magazine article writing, Advanced students are expected to develop their own stories for publication. Prerequisites: ENG 250,251, and 350. Fall Semester
- Eng. 451 Copy Editing 3 Sem. Hrs.
Workshop in practical newsroom and publication copy editing. Prerequisites: ENG 140, ENG 250 and 251; ability to type at least 25 words per minute. Fall Semester

New courses are presently in the process of development and approval. They include Book Publishing; Editorial Writing and News Analysis; and Public Relations Writing, Concepts and Practises.

(more)

C. SUPPORT FOR THE MINOR

I. Equipment

Each item of equipment enumerated in the Budget section of this proposal is essential to the Journalism Minor. Adequate equipment is an integral and constituent requirement of the program; without it students cannot be prepared to work in an increasingly sophisticated medium of communication.

II. Staffing

The Minor will require one full-time faculty equivalent at the Associate Professor level. It will also require a full-time graduate assistant to develop a newspaper morgue on such matters of law and ethics as libel, prior restraint, obscenity, shield laws, freedom of information, and a multiplicity of other headings. The development of such a morgue is an absolute necessity for the success of the program.

(more)

D. BUDGET

The following is an estimated budget for the creation of a Journalism Minor, at WestConn leading to a Major in Journalism, Publishing and Public Relations:

Subject	Cost
25 Smith Systems no. 600	
Tuck-Away typewriter desks @ \$118. ea.	2950.00
25 Royal Manual typewriters, Model 700 @ \$372. ea.	9300.00
25 Royal #6005 Pedestal Base Chairs @ \$72.50	1812.50
2 Newspaper display racks @ \$30. ea.	(466.50) / 60.00
1 Bulletin Board	83.16
Maintenance worker to bolt typewriters to tables 10 hours @ \$7. per hour	70.00
Full-time Journalism faculty member (equivalent)	19000.00
Full-time Journalism graduate assistant	2400.00
1 United Press International (UPI) teletype news wire (see appended cost analysis).	2200.00 annually
10 daily newspapers (no Sundays) for 30 weeks each year, ee.g., Hartford Courant, Danbury News-Times, Waterbury Republican, Bridgeport Post, New York Times, New York Daily News, etc.	540.00 annually
Supplies, e.g., cospencils, cospaper, printer's rulers, etc.	250.00 annually
The Massachusetts Spy (1775-1820)	130.00
Connecticut: American Centennial Newspaper(1876) Editor & Publisher	60.00 2451.00
Stars & Stripes World War II (Pacific)	360.00
New England Magazine (1831-5)	118.00
N.Y. Herald Tribune (Paris Edition) 1887-1940	232.00
Christian Science Monitor (1908-1922)	60.00
Connecticut Mirror (1809-1820)	99.00
Connecticut Magazine (1895-1908)	150.00
N.Y. Tribune (1841-1907)	226.00
N.Y. Journal and General Advertiser(1771-1782)	56.70
N.Y. Mirror (1824-41)	378.00
Stars & Stripes World War I (1914-19)	1156.00
London Times (1966-1979)	
Daily	7421.00
Sunday	3264.00
Index	3000.00
Total	\$ 57827.36

United Press International

GENERAL OFFICES
NEWS BUILDING, 220 EAST 42ND STREET
NEW YORK, N. Y. 10017

November 9, 1979

Prof. Arnold C. Brackman
English Department/Journalism
Connecticut State College
White Street
Danbury, Connecticut

Dear Professor Brackman:

Thank you for your interest in the UPI AAA wire as a possible educational tool for students attending Connecticut State College.

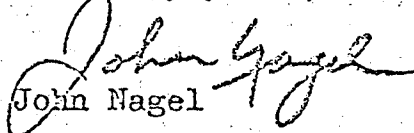
The AAA wire is UPI's premier news wire. This is the same news wire received by all UPI newspaper subscribers nationwide. It is the end product of thousands of reporters covering every important news development worldwide.

This wire operates round the clock seven days a week. The report for afternoon newspapers begins at midnight and noon for those in the morning newspaper field. Service is delivered via a teletype machine installed in subscriber offices.

Educational subscribers receive special rates for on-campus use only. The rate for service from approximately September 1st, 1980 to mid-June 1981 will be approximately \$2200.00. This includes the report, installation of the receiving printer, paper and ribbon supplies and maintenance. Two months' advance notice is required for installations.

We would welcome the opportunity of adding Connecticut State College to the list of educational subscribers to the UPI service.

Sincerely yours,


John Nagel