



# CONNECTICUT STATE UNIVERSITY

P.O. BOX 2008 • New Britain, Connecticut 06050 • (203) 827-7700

RESOLUTION

concerning

LICENSURE AND ACCREDITATION

for a

BACHELOR OF ARTS

in

SOCIAL WORK

at

CENTRAL CONNECTICUT STATE UNIVERSITY

March 4, 1988

RESOLVED, That under the authority granted to the Board of Trustees of Connecticut State University in Chapter 185b, Sections 10a-87 and 10a-149 of the General Statutes, the President of Connecticut State University is authorized to seek licensure and accreditation from the Board of Governors for Higher Education for a Bachelor of Arts in Social Work (BA) degree to be presented by Central Connecticut State University.

A Certified True Copy:

Dallas K. Beal  
President





# CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7701

Office of the Vice President  
for Academic Affairs and Research

March 17, 1988

Dr. Mark Johnson  
Assistant Commissioner  
Department of Higher Education  
61 Woodland Street  
Hartford, CT 06106

Dear Mark:

On behalf of the Board of Trustees of Connecticut State University I am pleased to transmit the enclosed proposal for a Bachelor of Arts in Social Work to be presented by Central Connecticut State University. We request that it be considered for licensure and accreditation.

You will find enclosed a copy of the Trustees Resolution authorizing this request for licensure and accreditation, an application summary and multiple copies of the application.

Please let me know if you have any additional questions on this program.

Sincerely,

Thomas A. Porter  
Vice President for Academic  
Affairs and Research

Encls.

cc: Dr. Beal  
Dr. Pattenaude





**Connecticut  
State  
University**

Central • Eastern • Southern • Western

P.O. Box 2008, New Britain, Connecticut 06050  
(203) 827-7700

June 7, 1988

Office of the Vice President  
for Academic Affairs and Research

Dr. Donald H. Winandy, Director  
Licensure and Accreditation  
Department of Higher Education  
61 Woodland Street  
Hartford, CT 06105

Dear Don,

Thank you for your letter of May 12, 1988, forwarding comments from other institutions on Central's proposal for a B.A. in Social Work.

I would like to comment on the letter from the president of St. Joseph's College.

The earliest catalog of Central's which I have readily at hand is 1966-67. There were already two social work courses for 3 semester hours each in the catalog at that time. So the St. Joseph statement that "Back in the late 1970's CCSC introduced some social work courses..." is inaccurate. Central's effort in social work is at least a decade older. In the 1972-73 Central catalog an additional course in Supervised Field Studies in Social Work, to be taken for 6 semester hours, appeared. So there was a 12 hour sequence available at that time. A minor or "concentration" in social work using other Sociology courses was made available at about that time.

As you know, I was Dean of Arts and Sciences at Central from 1970 to 1975. I do not remember any promise made to any institution that Central would not eventually develop a major in social work. Certainly there is no administrative record of any such promise or even of a discussion of the matter.

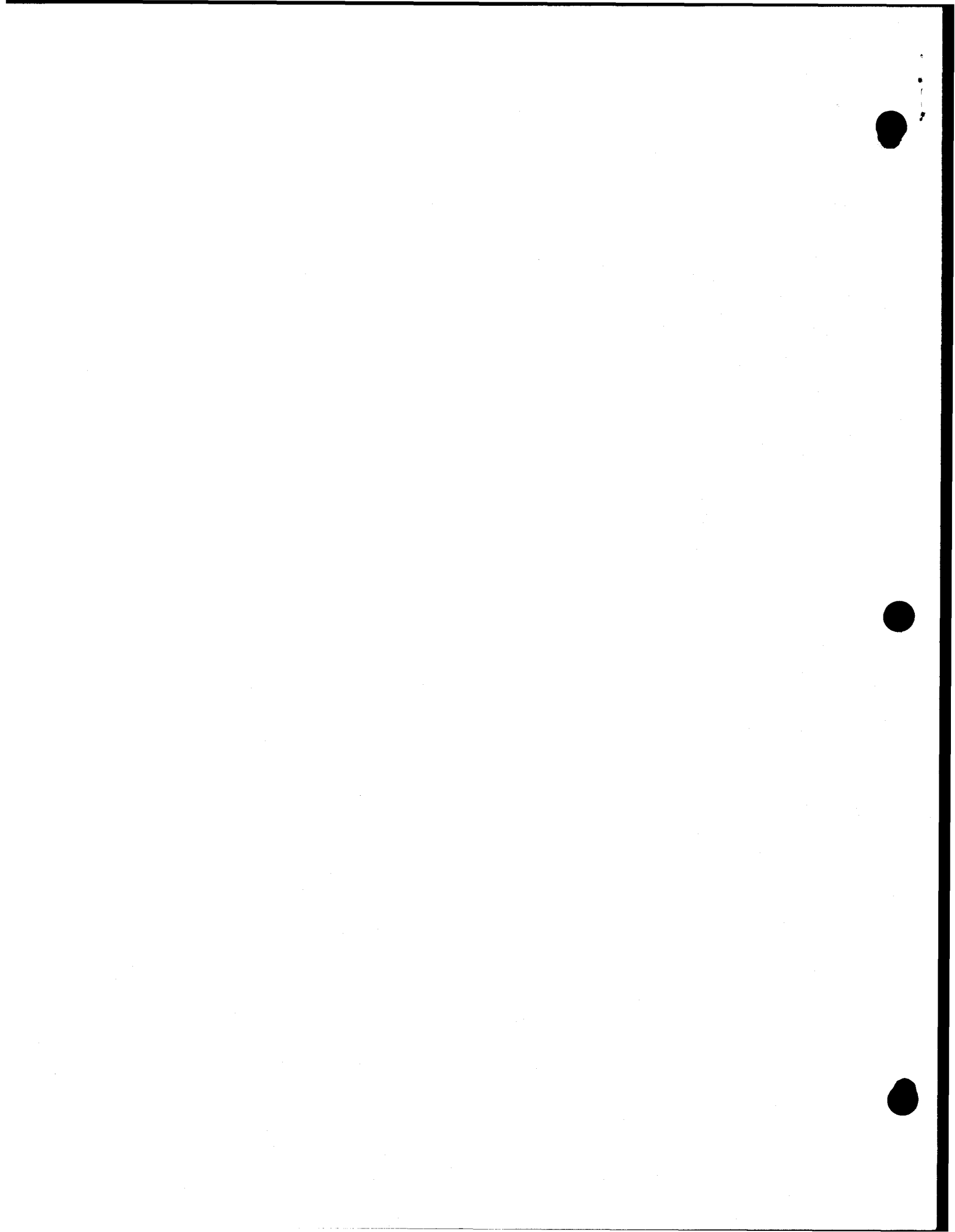
What is at stake here is a program which has evolved over at least a 20 year period. It has been for many years a program with a stable but significant enrollment of about 50 to 60 students. These are serious students who in high proportion go into social work occupations or on to graduate school.

The University feels an obligation to these students to provide them with the best possible opportunity for their subsequent professional careers. These students need to be able to compete with others who have pursued a very similar undergraduate education but can say that they had a major in social work. We also need eventually (and this cannot happen immediately) to get NCSWE accreditation for this program so its graduates do not have to repeat their undergraduate coursework in MSW programs.

It is this obligation to students which is the reason for the proposal.



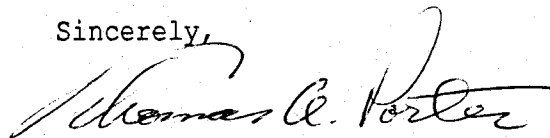
An Equal  
Opportunity  
Employer



Finally, our faculty is aware of only four baccalaureate programs in social work in the state which are NCSWE accredited. Some of these, including St. Joseph's, are very small in enrollment.

Thank you for the opportunity to submit this response.

Sincerely,

A handwritten signature in cursive script that reads "Thomas A. Porter". The signature is written in dark ink and is positioned above the typed name.

Thomas A. Porter  
Vice President for Academic  
Affairs and Research

cc: Dr. Beal  
Dr. Shumaker





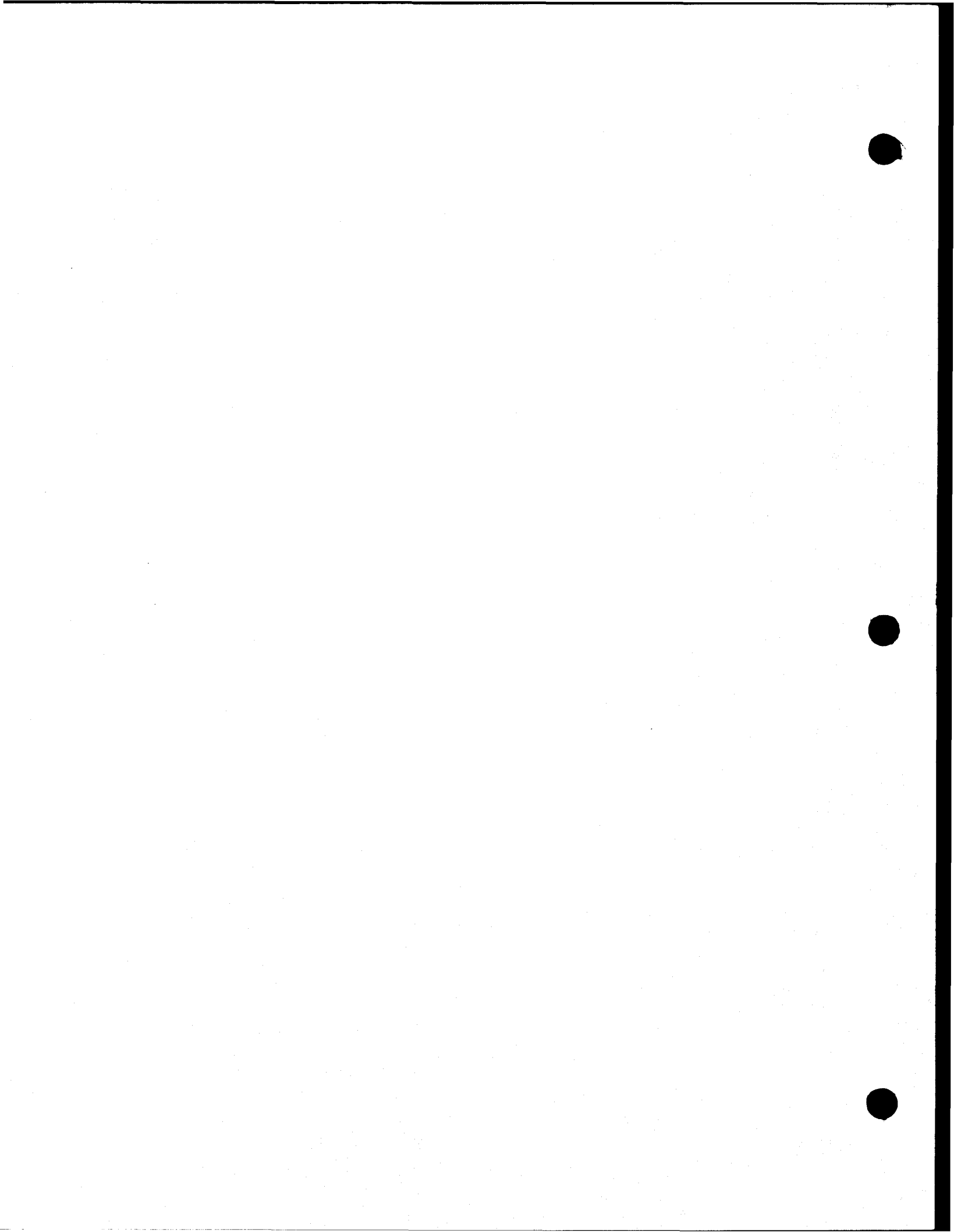


Central Connecticut State University  
SCHOOL OF ARTS AND SCIENCES



**APPLICATION FOR  
LICENSURE**

of  
Bachelor of Arts in  
Social Work  
January, 1988



**DESCRIPTION OF PROPOSED ACADEMIC PROGRAM OR DEGREE**

PROGRAM NAME Social Work		DATE OF SUBMISSION TO BHE March 17, 1988
TITLE OF DEGREE (and abbreviation) Bachelor of Arts in Social Work (B.A. in Social work)		
CLASSIFICATION CODE NO. 4 : 4 : 0 : 7 : 0 : 1	TITLE CIP Title: Social Work General	
DEPARTMENT AND SCHOOL OR COLLEGE Department of Sociology/Anthropology		
APPLICANT INSTITUTION Central Connecticut State University		PROPOSED INITIATION DATE September 1988
GEOGRAPHIC LOCATION OF PROGRAM New Britain, Connecticut		
INSTITUTIONAL LIAISON PERSON Richard L. Pattenaude, Ph.D.	TITLE Vice President, Academic Affair, CCSU	TELEPHONE 827-7288
BOARD OF TRUSTEES STAFF LIAISON (if applicable) Thomas A. Porter, Ph.D., Vice President, Academic Affairs and Research, CSU		827-7700

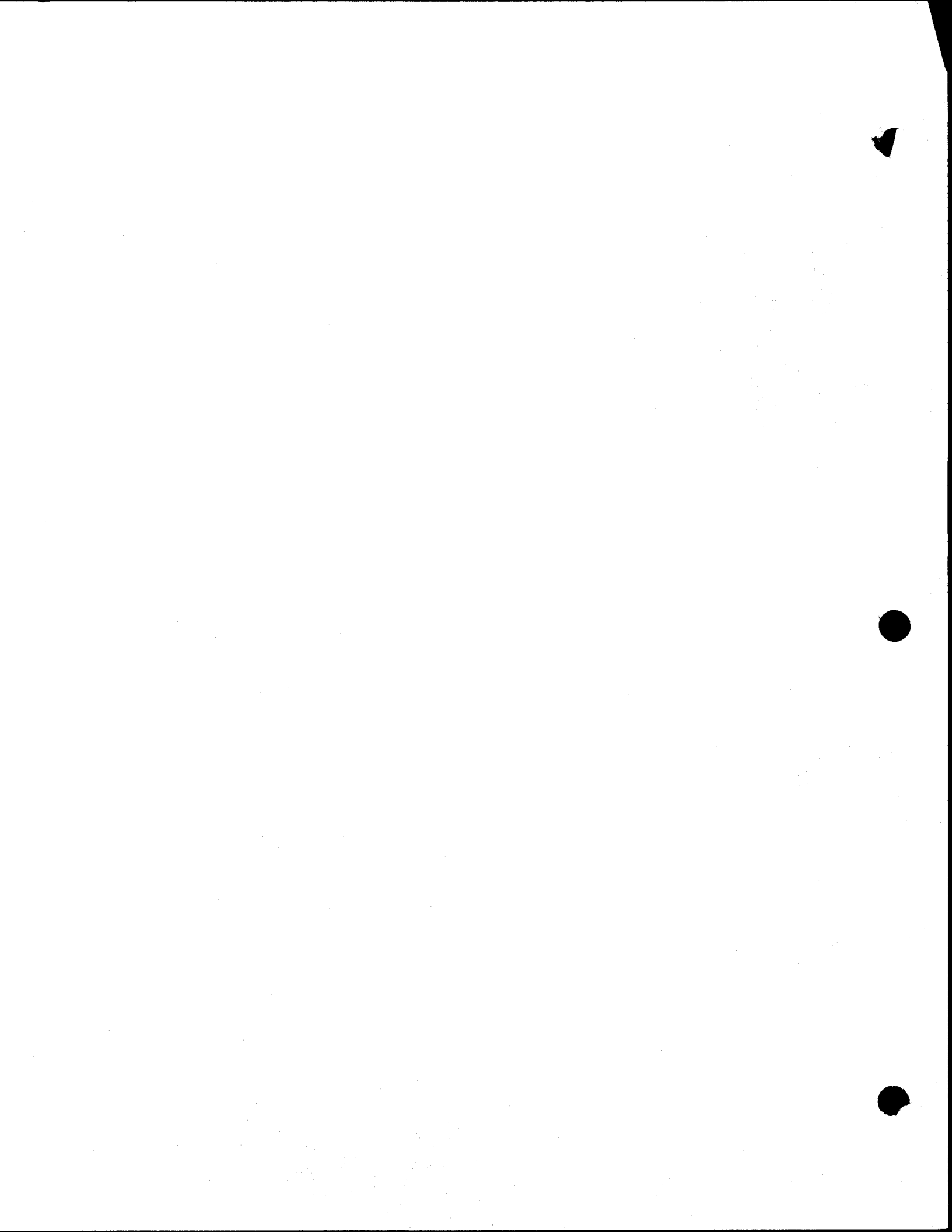
SUMMARY (Describe the proposed academic program below and on a separate page if necessary.)

PLEASE FOLLOW THE GUIDELINES ON THE ATTACHED SHEET.

See attached summary.

DO NOT FILL IN These items will be completed by the BHE staff.	LICENSURE ACTION	ACCREDITATION ACTION
	SCA _____	SCA _____
PAAC _____	PAAC _____	
BHE _____	BHE _____	

\* Note: Code to be selected from the CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (as provided by HEGIS).



The proposed Bachelor of Arts in Social Work will address the needs of students who now enroll at Central Connecticut State University and hope, upon graduation, to pursue a career in Social Work and/or to enter graduate schools of Social Work with advanced standing. The Council on Social Work Education has indicated a significant increase (10-15%) in applications, for the year beginning in 1987 and for the fall 1988, to schools of social work which is attributed to a resurgent awareness of social problems. The Social Work program at Central has noticed the same trend in the introductory classes. The program has also seen an increase in requests for our students to apply for available social work positions and the hiring of our students in local social service agencies.

The B.A. degree in Social Work will be awarded upon successful completion of 122 credits distributed as follows.

General Education:

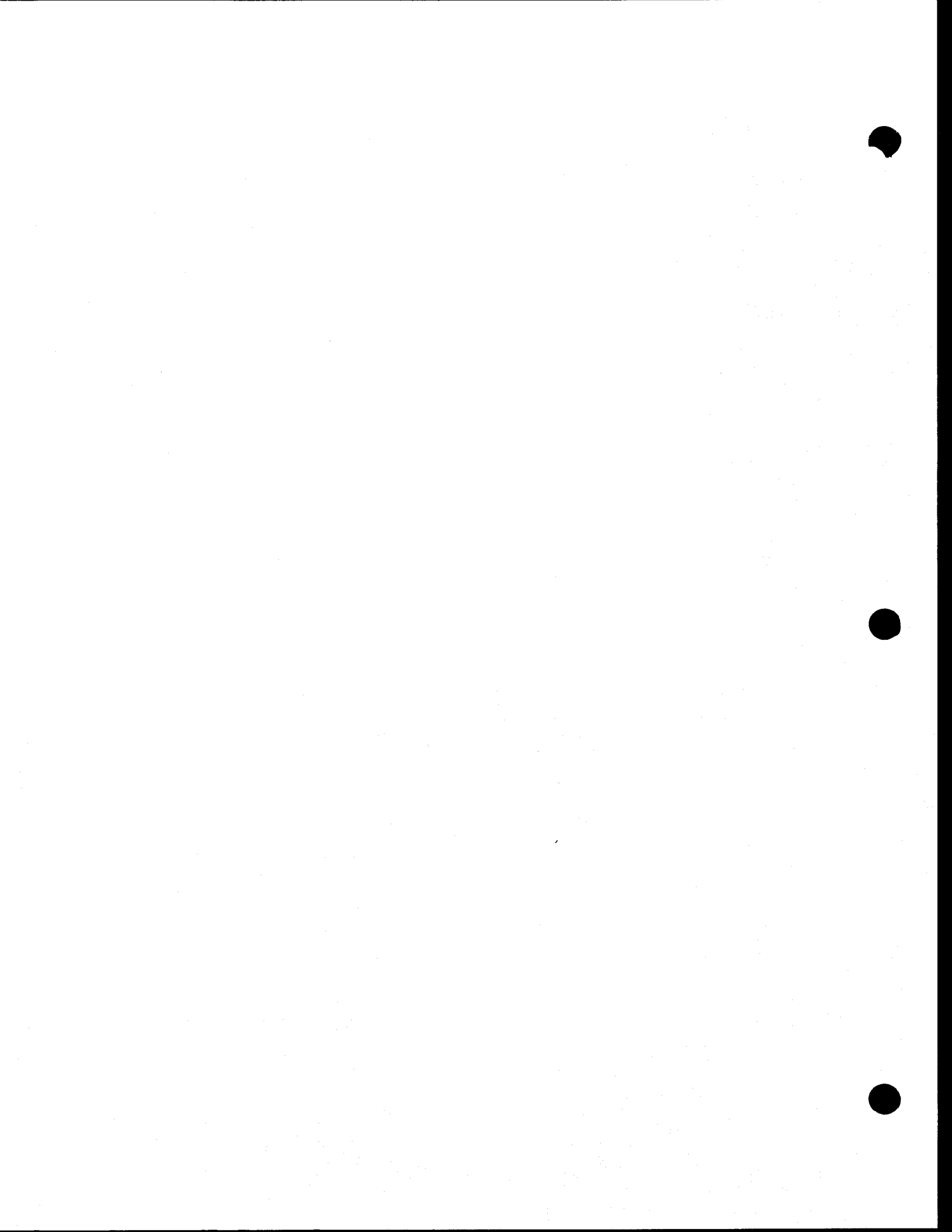
Major in Social Work: 57 SH

A. Core Curriculum: 27 SH

SW226-Introduction to Social Work	3 SH
SW227-Human Behavior in the Social Environment	3 SH
SW360-Social Work Methods I	3 SH
SW361-Social Work Methods II	3 SH
SW435-Social Work Practicum (Semester 1)	6 SH
SW435-Social Work Practicum (Semester 2)	6 SH
SW elective	3 SH

B. Required Courses in other majors: 30 SH  
(no concentration in this major)

Psy235-Child and Adolescent Development	3SH
PS342-The Politics of Human Service	3 SH
Bioll1-Introductory Biology	3 SH
Socll0-Introduction to Sociology	3 SH
Socll1-Social Problems	3 SH
Soc217-Theories of Social Organization	3 SH
or	
Soc401-Development of Sociological Thought	3 SH
or	
Soc402-Contemporary Sociological Thought	3 SH
Soc231-Minorities and Social	



Inequality	3 SH
or	
Soc332-The Sociology of Poverty	3 SH
or	
Soc335-Power, Conflict and Social Class	3 SH
Soc400-Research Methodology	3 SH
Soc352-Complex Organizations	3 SH

C. General Education: 62 SH

Courses under the Modes: The General Education Program embraces ten Modes of Thought, each requiring 6 SH credit, and one Mode for Physical Education 2 SH. The following represents the Modes:

- Mode 1: Communications
- Mode 2: Mathematical-Logical
- Mode 3: Literary
- Mode 4: Cultural-Philosophical
- Mode 5: Historical
- Mode 6: Behavioral
- Mode 7: Social Scientific
- Mode 8: Natural Scientific
- Mode 10: Physical
- Mode 11: Supplemental

D. General Electives

The 57 SH of the Social Work Major includes 15 SH of modal credit plus 3 SH of the University requirement of Engl10 (Freshman Composition). This leaves 18 SH of unencumbered electives from the undergraduate catalogue.

There is abundant demonstration of need for this program both by students currently enrolled at CCSU, the upward trend in enrollments and by inquiries from potential new students.

There have been several studies done of students graduating from the present Social Work program showing a high percentage of graduates remaining in the field. Some graduates of the Social Work program at CCSU go to graduate school and obtain a Masters in Social Work. Some use their training to enter directly into the social work field as generalists.





CENTRAL CONNECTICUT STATE UNIVERSITY

SCHOOL OF ARTS AND SCIENCES

APPLICATION FOR

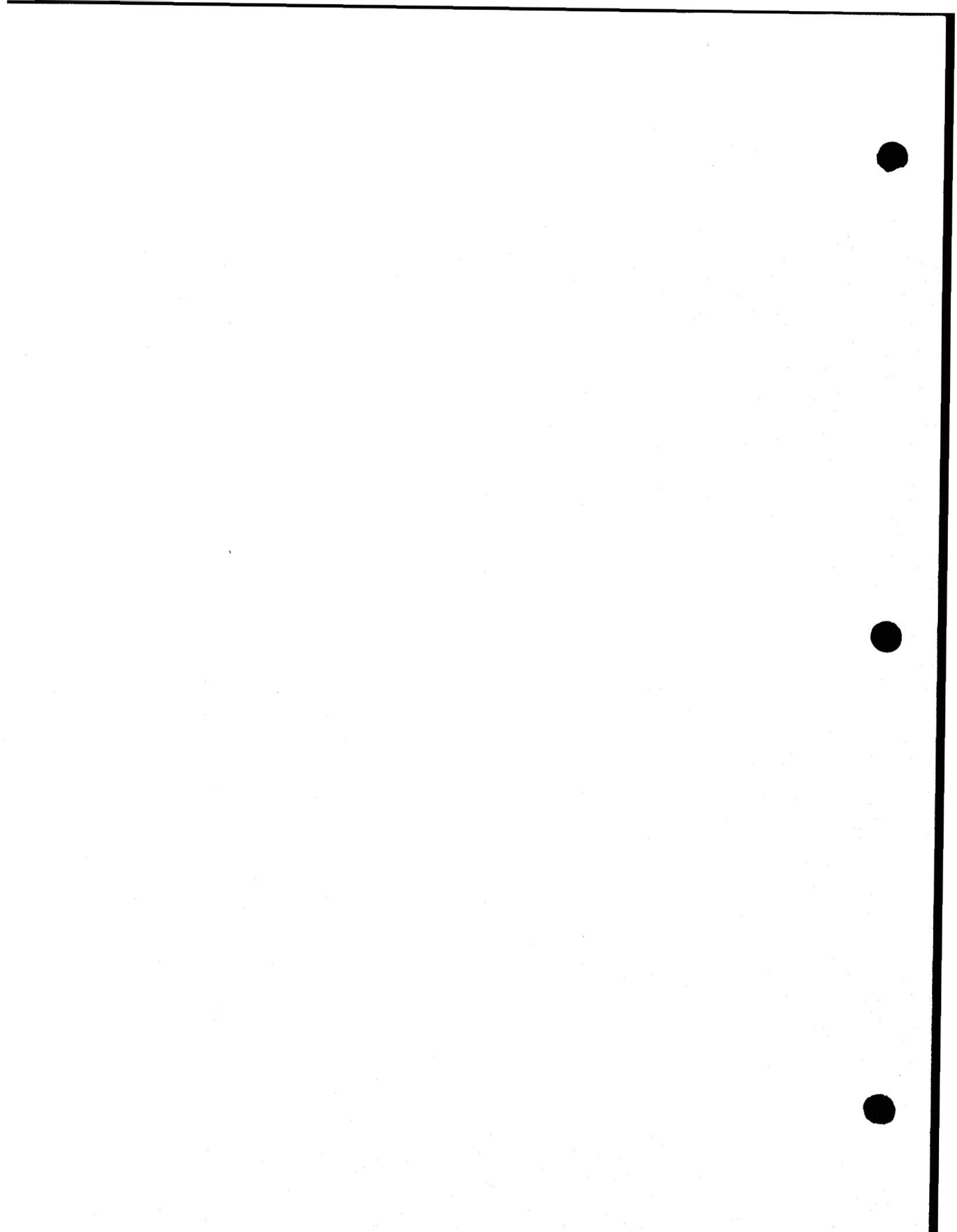
LICENSURE

OF

Bachelor of Arts in

Social Work

January, 1988



1. Purposes and Objectives (see 10a-34-10)
    - a. State the purpose and objectives of this program in relation to the goals and objectives of the institution. (Be as specific as possible.)
- 

#### The University

Central Connecticut State University, founded in 1849, is Connecticut's oldest public institution of higher learning. The 140-acre suburban campus in New Britain offers more than 75 programs leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Science, Master of Arts degrees, and the Sixth Year Certificate.

Originating as a normal school, Central became a four-year College in 1933. In 1983, Central entered a new era as a University after operating for many years under a structure common to many American universities. The campus has an enrollment of approximately 6,700 full-time students and 6,800 part-time students within the School of Business, School of Technology, School of Arts and Sciences, School of Education and Professional Studies, Graduate School, and Continuing Education. The University is committed to the pursuit of knowledge by its students, undergraduate or graduate, and is dedicated to quality in instruction, in research and in the preparation of its students.

#### School of Arts and Sciences

The School of Arts and Sciences offers programs leading to the Bachelor of Arts degree, the Bachelor of Science degree and

the Bachelor of Fine Arts degree. These programs are designed to provide a broad liberal education and, in the case of particular Bachelor of Science programs, to prepare students for teaching careers. The programs also provide appropriate bases for graduate work in a number of academic fields and further professional studies, such as law, medicine, and social work.

The proposed Bachelor of Arts in Social Work will support the mission of the School of Arts and Sciences by providing full-time, part-time, and transfer students a more substantial degree option leading to a career in the field of social service, as well as the opportunity to receive advanced standing in many graduate degree programs in social work.

The Social Work major provides a planned sequence of college courses designed to prepare students for beginning social work practice. It is our educational goal to graduate students as "generalists" with a "generic" approach to the practice of social work.

- 
- b. State why this program is considered to be an appropriate offering for this institution at this time. Include reference to supporting information such as an institutional master plan.
- 

Central Connecticut State University exists to serve the people of Connecticut. The philosophy of serving has been the hallmark of this institution since 1849 when the New Britain Normal School was established to train teachers for schools of Connecticut. Changing needs in Connecticut have caused institutional changes to occur during the long history of the University in order that it be able to respond effectively to the citizenry. The present and diverse resources and the multi-purpose nature of the institution as a comprehensive state university make the fulfillment of this responsibility more possible.

The educational needs of Connecticut citizens continue to change, and this proposed program is another effort by Central Connecticut State University to adjust its academic offerings in a manner commensurate with these changes.

The efforts to fulfill this philosophical mission of service have taken many forms. In order to serve the citizens of Connecticut as effectively as possible, Central Connecticut State University has been engaged in three institutional thrusts in the past years. First, there has been a careful diversification of

its on-campus academic offerings as the state's changing technical and economic situation has required. Second, there has been a deliberate and planned outreach effort to extend the beneficial influences of the University's human and physical resources beyond the immediate University. Third, Central as part of the Connecticut State University recognizes its responsibility to provide students a continuum of program from the State public two-year institutions of higher learning leading to the Baccalaureate degree. With careful attention to the University's overall mission of providing high quality and conveniently accessible education programs and services for the citizens of Connecticut, this proposed program offers a significant addition to the University's total degree program offerings and fills a need for well rounded, competently trained professionals in the practice of social work.

Central Connecticut State University recognizes its dual responsibility to all students relative to academic programs. First, through general education, required courses and special projects, coupled with a concern for academic standards, the highest personal development of each student is sought. Second, through a diversified range of specialized career options, the initial preparation of each student to be a contributing member of society is aided and further enhanced through practical opportunities provided in conjunction with

theoretical knowledge.

In order to achieve the fulfillment of this two-fold academic responsibility, it has been and will continue to be necessary for Central Connecticut State University to diversify its degree program offerings and special projects to keep pace with the changing education and career goals of students.

Through the diverse thrusts of the different degree programs and their related career options and projects, Central Connecticut State University has been able to serve Connecticut by providing a supply of well-educated and well-trained employees for the industries, businesses and social agencies in the State; by updating the knowledge and skills of current employees; by using the unique resources of the University for training, research consultation and public service; and by providing students with the background necessary for entry preparation for professional careers. In order to continue such service and to broaden its impact on the State of Connecticut, the proposed program is presented for timely approval.

It should be noted that the list of Program Categories planned for future implementation at Central included the C.I.P. Code Category 44 which contains this program-44.0701 (Social Work, General). This list can be found on pages 44 and 45 of The Five Year Institutional Plan for Central which was approved by the Connecticut State University Board of Trustees on September 12, 1985.

- 
- c. Describe the clientele(s) to be served by the program (students, employers, professional groups, etc.).
- 

The Social Work program serves several different clientele. The first goal of the program is to serve those Central Connecticut State University students who aspire to careers in social work. The second is the social service agencies and thereby the communities of the capitol region.

The student population of the Social Work Program comes from the same general demographic background as the rest of the student body at Central. They basically come from middle or lower income backgrounds; they generally live in Connecticut, mostly in Central Connecticut; and many of them divide their time between school and work. About one-third of the students transfer from Connecticut community colleges. The proposed Social Work degree will result in an easier transition for students graduating from two-year institutions with Human Service degrees to achieve the professional credentials needed for beginning practice in the field. It will also allow full-time and part-time students the opportunity to obtain a degree that will qualify them for entry-level practice in the field of social work.



The second group of clients served by the Social Work Program is employers, social service agencies in the capitol region. These community-based agencies view the professional training received by the CCSU students as crucial to providing professional services to the population at-large. The volunteer work required in each social work core course and the senior practicum provides the necessary linkages between the students and the social service agencies, many of whom hire the students at the completion of their degree. The Social Work program prepares people for careers in the field of Social Service and Public Welfare. Graduates have been finding positions in all levels of the field (Appendix 1).

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2. Administration (see 10a-34-11).

- a. How were the program plans developed and approved? Give the dates of approval by the institution and the governing board.
- 

The present Social Work program evolved from a twelve credit elective within the major of Sociology which has existed since the 1960's. A concern for the educational needs of future workers within the field of social work prompted the program to expand in 1982 and 1986. Core courses which included both theory and practice in its offerings became required. In 1982 the

Social Work program became a Specialization within the major in Sociology necessitating 54 credits (21 of which were to be taken in social work). In 1986, the program was expanded to 57 credits with 24 credits to be taken in social work. These program changes continue to serve as the basis for teaching social work within the School of Arts and Sciences.

The major in Social Work has been inspired by numerous requests and inquiries from students and social services agencies within central Connecticut. Agencies, in the past, have been forced to hire entry level personnel who do not possess the necessary interpersonal and professional skills to critically evaluate and apply appropriate interventions in social crises. The enthusiasm with which graduates of Central's Social Work program have been hired is demonstrated by a study done in 1980, in which 64% of former students were studying social work on a graduate level or employed in the Social Work field. Another study done in 1982 indicated that 85% of Central's Social Work graduates were either employed predominantly in the field or in social work graduate programs. (See Appendix 2).

To better serve the needs of the Capitol region communities and its social service agencies Central formed an Advisory Board to the Social Work program in 1986. This Board consisted of political leaders, clergy, agency directors, and alumni all concerned with the quality of social service delivery. This

Advisory Board was prepared to make recommendations relative to program design and course offerings. Central Connecticut State University has also sought the help of faculty from other social work programs, both private and State. These consultants were: Professor George Appleby, Acting Dean of Southern Connecticut State University School of Social Work; Frank Baskind, Dean of Southern Connecticut State University School of Social Work; Ben Holmes, former Director of Social Work, St. Joseph's College; Bea Nemser, Director of the Social Work Program at Western Connecticut State University; Bob Green, former Dean of University of Connecticut Graduate School of Social Work; and Wendy Winters, Dean of Arts and Sciences, Smith University. With the recommendations that the consultants made and the recommendations made by the Advisory Board, a new Social Work program evolved. The proposal for a major in social work, requiring a revision in the existing course requirements but necessitating no new courses, was voted on and accepted by Central's Department of Sociology and Anthropology in the Spring semester 1986. It has been proposed, presented and favorably acted upon by Central's Curriculum Committee and Faculty Senate during the Spring semester 1987.

The University is requesting that the social work option be recognized as a full degree program. This recognition would allow students to register in a planned program of study

and earn a Bachelor of Arts degree in social work.

The knowledge base of social work is made up of principles, concepts and theories that guide rational practice. While this base draws from the social and behavioral sciences, particularly those aspects that deal with modern society and human endeavor, there is a specific body of knowledge and history which is unique to social work. It is important for future professionals to have an identity with the field itself, to see themselves as part of the ethical foundation which motivates workers in the practice of social work.

The social work major is complementary to the mission of the School of Arts and Sciences and maximizes the use of existing faculty and intra-University offerings as well as inter-University collaboration.

Acquiring the Social Work Major will allow Central Connecticut State University to seek Council on Social Work Education (CSWE) accreditation. This is the final recognition that allows students to move more easily into entry-level positions in the field, as well as achieve advanced standing for those who seek additional education in graduate social work programs.

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b. Who is directly responsible for the administration  
of the program and supervision of its faculty?  
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The Dean of Arts and Sciences is responsible for all programs within the school. The Social Work program would continue to be part of the Sociology/Anthropology Department which has a chairperson.

In addition, the program would have a director trained in the field of Social Work. The director in conjunction with the department chair would administer the Social Work program. Both the chair and the director report to the Dean.

The Social Work program has two faculty who hold advanced social work degrees and who are specifically identified as teaching core social work courses. This also meets with CSWE requirements for social work faculty.

- 
- c. List (1) any accrediting agencies which already have accredited the institution and (2) any accrediting agency to which you plan to apply for program accreditation.
- 

On the undergraduate level, Central Connecticut State University has the authority to offer programs which lead to the Bachelor of Science degree, Bachelor of Arts degree and Bachelor of Fine Arts degree. These degrees are awarded in general fields of study as Teacher Education, Liberal Arts and Sciences, Business, Industrial Engineering Technology and Computer Science. On the graduate level, Central has the authority to offer

programs which lead to the Master of Science degree and the Master of Arts degree. These programs are awarded in general fields of study as Teacher Education, Liberal Arts and Sciences, as well as the Master of Science in Organization and Management, an inter-disciplinary degree with two major options in Technology and General Business. All of these programs, as well as the institution itself, are fully accredited by the New England Association of Schools and Colleges, the region's accrediting agency. In addition, the teacher education program is fully accredited and approved for teacher certification purposes by the National Council for the Accreditation of Teacher Education and The Connecticut State Board of Education.

Central Connecticut State University, in addition to acquiring accreditation for the Social Work degree major from the Connecticut Board of Governors for Higher Education, desires to seek accreditation from CSWE, the Council on Social Work Education.

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3. Finance (see 10a-34-12)

- a. Describe the amount of financial support committed to the program by the administration and trustees. Indicate the date(s) these funds will be available.

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The resources of the entire institution will support

the Social Work program. Of special significance are the Elihu Burritt Library with its 406,724 volumes, 2063 subscriptions to periodicals, 237,716 microforms and 7,773 audio-visual materials; informal inter-University collaboration with the other State university social work programs with an active resource and informational exchange; and the established funds, raised by the Social Work Advisory Board and Alumni of the Social Work program, with the Central Connecticut State University Foundation to be used for program enrichment. The resources directly needed to mount the program are currently in place.

- 
- b. Complete a Fiscal Statement form provided and make it available to the staff and the Board.
-

FISCAL STATEMENT

Proposed New Academic Program: Bachelor of Arts in Social Work

Institution: Central Connecticut State University

	Year 1 1988-89	Year 2 1989-90	First Year of Full Operatio 1990-91
<u>Estimated New Expenditure</u> (private institutions list expenditures on General Fund Lines)	0	0	0
Personnel (Faculty and Support) <sup>1</sup>			
Full-Time positions			
Number			
Salaries - General Fund	0	0	0
Salaries - Extension Fund	0	0	0
Part-time positons			
Number			
Salaries - General Fund	0	0	0
Salaries - Extension Fund	0	2,630	5,260
Other Expenses <sup>2</sup>			
General Fund	1,300	2,300	3,400
Extension Fund	0	0	0
Equipment (incl. Library Books) <sup>3</sup>			
General Fund	0	0	0
Extension Fund	0	0	0
<b>TOTAL NEW GENERAL FUND EXPENDITURES</b>	<b>1,300</b>	<b>2,300</b>	<b>3,400</b>
<b>                  EXTENSION FUND</b>		<b>2,630</b>	<b>5,260</b>

<sup>1</sup>Faculty, professional, managerial, clerical, and other persons employed by the institution in support of the proposed new academic program.

<sup>2</sup>Compensation for services secured by contract with firms or individuals not employed by the institution and purchases of supplies, materials, and equipment not normally regarded as capital items.

<sup>3</sup>Items of equipment with a normal useful life of three years or more and a value of \$100 or more or, if the useful life is less than three years, a value of \$250 or more.

Board of Higher Education  
 61 Woodland Street  
 Hartford, Connecticut 06105



**FISCAL STATEMENT**

Proposed New Academic Program: Bachelor of Arts in Social Work

Institution: Central Connecticut State University

	Year 1 19 <u>88</u> -89	Year 2 19 <u>89</u> -90	19 <u>90</u> -91
<b><u>Estimated Revenue and Enrollment</u></b>			
<b>Projected Enrollment (Headcount)*</b>			
Full-time Students	72(6)*	75(8)*	84(10)*
Part-time Students	11(2)	14(2)	23( 6)
<b>Income from Students</b>			
Tuition	52,800	53,600	59,200
Extension Fund Fees	6,300	8,400	11,900
<b>Funds Available from Other Sources (Federal, Private, Corporate, Foundation, etc.)</b>	0	0	0

\*Indicate what portion of projected enrollment, if any, represents students transferring from other programs. Tuition and fee revenue should be based upon new enrollments only. \*(See next page for further information)

**Use of Current Resources:** Identify, describe, and estimate cost (prorated) of existing personnel and other resources which will be used in connection with this program. If existing personnel and resources are to be reallocated from other programs, indicate from where the resources will be diverted and what impact this action will have on any other activity within the institution.

Some of the required courses in the social work major will be taught by other full-time faculty in Central's Sociology/Anthropology Department. In a typical semester this will be equivalent to one full-time faculty member. In an effort to estimate the extent to which current resources will be employed in the new social work major, we expect 25 percent of the total Sociology/Anthropology Department budget will be allocated.

	1988-89	1989-90	1990-91
Salaries	115,282.30	124,737.00	134,728.00 (estimated)
Equipment & Supplies	1,489.00	1,639.00	1,839.00
Cost summary	116,771.30	126,376.00	136,567.00

	Year 1 19 <u>88</u> -89	Year 2 19 <u>89</u> -90	19 <u>90</u> -91
<b><u>Cost Summary</u></b>			
New Expenditures	1,300.00	4,930.00	8,660.00
Cost of Existing Resources	116,771.30	126,376.00	136,567.00
Total Program Cost	118,091.30	131,306.00	145,227.00

Joyce F. Doherty  
Signature of Institutional Fiscal Officer

VP Admin Affairs  
Title

1/25/88  
Date

Antoinette M. Basetta  
Signature of Chief Fiscal Officer (for system, if different than above)

VP for Finance Mgt  
Title

2/16/88  
Date

Central Connecticut State University  
Bachelor of Arts in Social Work

Explanation of Fiscal Statement

Estimated New Expenditure

It is conceivable that the Social Work program will be ready for accreditation in year one. However, it is probably more realistic to consider a three year period. In year one, the Social Work program will become a member of the Council on Social Work Education and the Bachelor Program Directors Organization. In year two, we will continue our membership and make a formal application for accreditation. In year three fees will include membership and expenses for a site visit.

Due to anticipated increased enrollments, it is expected that a .25 part-time position teaching social work courses in year two will be needed increased to .50 for year three.

Estimated Revenue and Enrollment

Three categories of students are included in the projected enrollments:

Students enrolled at Central for the first time - New Students (N).

Students enrolled at Central the previous semester - Continuing Students (C).

Students enrolled at Central who transfer from one program to another - Internal Transfer (IT).

Projected Enrollments

	1988-89 N + C + IT	1989-90 N + C + IT	1990-91 N + C + IT
Full-time students	8 + 58 + 6 = 72	10 + 57 + 8 = 75	15 + 59 + 10 = 84
Part-time students	4 + 5 + 2 = 11	6 + 6 + 2 = 14	10 + 7 + 6 = 23

Income from students

Tuition computed at the 1987-88 rate of \$800 per full-time student.

Extension fund fees computed at rate of 10 credits per student at \$70 per credit.

Only new and continuing students were used to compute tuition and fee revenue.

Use of Current Resources

Of the total Sociology/Anthropology Department resources a percentage based upon the number of full-time faculty associated with the Social Work option will be reallocated specifically for this new program each year.

Since the Social Work option has been operating for anumber of years, there will be no additional or significant impact on the University based solely on this new BA in Social Work.

- 
- c. If resources to operate the program are to be provided totally or in part through reallocation of existing resources, identify the resources to be employed and explain how existing programs will be affected.

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The resources for this program will be provided through reallocation of the existing resources.

The core courses offered by the Social Work program can be adequately covered by the two full-time tenured social work faculty. These faculty have, in the past, taught some sociology courses. If new or additional social work courses are to be added in the future, the existing social work faculty will be primarily responsible for these courses. At this time, no new full-time faculty is deemed necessary. However, with anticipated enrollments in year two of this new program, it will be necessary to have one social work course taught per semester through the continuing education program. It is anticipated two courses per semester will need to be taught in year three.

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4. Faculty (see 10a-34-13)

- a. List the name, title, and qualifications for each person involved in the program, including degrees with areas of specialization, institutions at which the degrees were earned, pertinent experience, and professional publications. Include the following additional

information for each faculty member listed:  
full-time or part-time status as a faculty  
member of the institution and responsibilities  
in the proposed program.

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The Social Work major will be taught by full-time faculty. There are two full-time faculty who will teach the core social work courses. The remaining required courses will be taught mostly by the Sociology faculty within the same department. There are four courses that are offered in different departments by full-time faculty. Each department makes its own decisions as to course offerings and faculty responsibility. While it is possible to assure that core social work courses will be taught by specific faculty, other required courses may have faculty changes. Faculty are identified by departments and vitae on following pages.

Social Work:

Barbara Sosnowitz, Associate Professor.

Director of the Social Work program, full-time, tenured.

SW227 - Human Behavior in The Social Environment

SW360 - Social Work Methods 1: Working With Individuals and Families

SW435 - Supervised Field Studies in Social Work

Barbara Leipzig, Assistant Professor. Full-time, tenured,  
field work coordinator.

SW226 - Introduction to Social Work

SW361 - Social Work Methods 2: Working with Groups

SW435 - Supervised Field Studies in Social Work

Sociology:

Burt Baldwin, Professor, full-time, tenured.

Soc110 - Introduction to Sociology

Soc217 - Theories of Social Organization

Soc400 - Research Methodology

Soc452 - Complex Organizations

Mary Ertel, Assistant Professor, full-time, tenured.

Soc110 - Introduction to Sociology  
Soc231 - Minorities and Social Inequality  
Soc111 - Social Problems  
Soc335 - Power, Conflict, and Social Class

Linda Evans, Professor, full-time, tenured.

Soc110 - Introduction to Sociology  
Soc332 - The Sociology of Poverty  
Soc335 - Power, Conflict, and Social Class

Ronald Fernandez, Associate Professor, full-time, tenured.

Soc110 - Introduction to Sociology  
Soc233 - The Family

Paul Hochstim, Professor, full-time, tenured.

Soc110 - Introduction to Sociology  
Soc401 - Development of Sociological Thought

Virginia Vidich, Professor, full-time, tenured.

Soc110 - Introduction to Sociology  
Soc111 - Social Problems  
Soc402 - Contemporary Sociological Thought

Franklin Watson, Professor, full-time, tenured.

Soc110 - Introduction to Sociology

Political Science.

Charles W. Kerr, Professor, full-time, tenured.

PS342 - The Politics of Human Service.

Psychology:

Gloria Hampl, full-time, tenured.

Psy235 - Child and Adolescent Development

Harry J. LaPine, full-time, tenured.

Psy235 - Child and Adolescent Development

Judith Ward, full-time, tenured.

Psy235 - Child and Adolescent Development

Biology:

Bi0111 - Introductory Biology, taught by all Biology faculty

Barbara Sosnowitz (Gall)  
1047 North Main Street  
West Hartford, CT 06117  
Home Telephone: (203) 232-6131

### EDUCATION

- 1985-1986: Yale Fellow
- 1982-Present: Ph.D. Candidate, University of Connecticut.
- 1977-1982: University of Connecticut, Medical Sociology. Degree:  
M.A. Thesis: Management of Parents on Neonatal Intensive  
Care Units.
- 1959-1961: Columbia University, New York School of Social Work.  
Degree: M.S. Thesis: Drug Addiction in Women.
- 1957-1958: University of London, London School of Economics.  
Program in Mental Health and Criminology.
- 1955-1959: Boston University. Major: Sociology. Degree: B.A.

### TEACHING AND PROFESSIONAL EXPERIENCE:

- 1977-Present: Associate Professor - Central Connecticut State  
University, New Britain, CT: Director of undergraduate  
social work specialization.
- 1974-Present: Instructor - University of Connecticut Graduate School  
of Social Work.
- 1974-1977: School Social Worker - East Hartford Board of Education  
(in conjunction with University of Connecticut  
Graduate School of Social Work).
- 1970-1974: School Social Worker - Greenwich Board of Education,  
Greenwich, CT.
- 1969-1970: Lecturer and Psychiatric Social Worker - Saint  
Vincent's Hospital, Harrison, NY.
- 1965-1968: Lecturer and Psychiatric Social Worker - New York  
Hospital, Payne Whitney Psychiatric Clinic (in  
conjunction with New York University and Cornell).
- 1964-1966: Case Worker (part-time) - Jewish Child Care, Inc., 345  
Madison Avenue, NY.
- 1961-1965: Probation Officer - Family Court, Westchester County.

- 1987-1988: The Dilemmas Faced by Nonprofessional Care Providers for Seriously Ill Patients. Connecticut State University Research Grant.
- 1984-1985: Student Action for Innovative Alternatives to Voter Registration, faculty/student research grant program, Central Connecticut State University, New Britain, CT.
- 1976-1977: Simulated Contemporary Family Life Seminar, Board of Education, East Hartford, CT.
- 1974-1975: Minority Studies Seminar, Board of Education, East Hartford, CT.
- 1973-1974: Expansion of Drug Prevention Program. Board of Education, Greenwich, CT.
- 1972-1973: Implementation of Drug Prevention Program. Board of Education, Greenwich, CT.

## PUBLICATIONS:

- "Empowerment through Collaboration in a State University System." Journal of Teaching in Social Work, pending.
- "From Social Movement to Social Organization: Voluntary Aids Projects in Connecticut." The Clinical Sociology Review, pending.
- "Neonatal Intensive Care Units can be Hazardous to Nurses' Health." Perinatology, pending.
- "Health Hazards for Neonatal ICU Nurses." Journal of Neonatal Nursing. Vol. 3, No. 4 February 1985.
- "Managing Parents on Neonatal Intensive Care Units." Social Problems, Vol. 31, No. 4 April 1984.
- "The Philosophy and Implication of a Human Relations Program." Innovative Projects of School Social Work Practice, Vol. II. Edited by Neal S. Bellos, Gerald M. Gross and Joseph R. Steiner. Syracuse University Press, 1977.
- "The Parents: An Overview" and "The Parents: The Tie That Binds." Chapters in Treatment of the Borderline Adolescent. James F. Masterson, M.D., John Wiley and Sons, Inc., 1972.

## VITAE

Barbara S. Leipzig  
4 Partridge Lane  
Bloomfield, CT 06002  
(203)242 7420

EDUCATION

University of Pittsburgh, Graduate School of Social Work, MSW, 1972. Mellon Foundation Fellowship, Juvenile Corrections, Magna Cum Laude, 72 credits, Master's Dissertation, "The Effects of Reinforcement on Group Behavior."

University of Pittsburgh, B.S., Cum Laude, 1969.

EMPLOYMENT

Assistant Professor, Sociology/Anthropology Department, Social Work Program, Central Connecticut State University, New Britain, Ct. Initial appointment January 1980; Tenured, January, 1987.

Teaching Introduction to Social Welfare Policy, Social Group Work, Social Work with Children, and supervising students in Field Seminar in the Social Work Concentrate. Have worked on developing and writing grant applications for Title XX and Title 1-A. Curriculum development and administration of program.

Program Co-ordinator, Department of Continuing Education, University of Connecticut School of Social Work, West Hartford, CT.

Organize, develop and administer a program for professional continuing education workshops and seminars for post-masters professionals in all areas of social work practice, 1977-1979.

Senior Psychiatric Social Worker and Lecturer, The Psychiatric Clinic, Buffalo, NY, 1975-1977.

Human Resource Consultant and Instructor, Pittsburgh Board of Education, Pittsburgh, PA, 1974-1975.

School Social Worker, Pittsburgh Board of Education, Pittsburgh, PA, 1972-1973.



ACADEMIC PRESENTATIONS AND LECTURES

Bachelor Program Directors Conference, Presenter, "Benefits of Collaboration within a State University System," San Antonio, Texas, September, 1986.

Practice Innovation and Social Action Conference, Connecticut Chapter NASW, "Women, Breast Cancer Surgery, and Social Work: A Need to Respond," Meriden, Ct., March, 1986.

Symposium on the Advancement of Social Work with Groups, Presenter, "Use of Support Groups for Mastectomy Patients," Rutgers University, New Brunswick, N.J., October 23, 1985.

Symposium on the Advancement of Social Work with Groups, Reviewer of Abstracts, Rutgers University, New Brunswick, N.J., October 23, 1985.

C.C.S.U. Women's Week, Presenter, "Changing Families - Single Parenting/Dual Career Couples," March, 1985.

PUBLICATIONS

Bachelor Program Directors Conference Proceedings, "Benefits of Collaboration in a State University System," September, 1986.

NASW Ct. Chapter Conference Proceedings, "Women, Breast Cancer Surgery, and Social Work: A Need to Respond," March, 1986.

State of Connecticut, Women's Center Program Manual, "Changing Families-Single Parenting/Dual Career Couples," June, 1985.

TRAINING AND CONSULTATION

Aids Project Hartford, Volunteer Training, "Support Groups" October 1987.

Greater Hartford Jewish Community Center, Staff Trainer: Eight week course on forming and running groups, May 1987.

Greater Hartford Jewish Community Center, Staff Trainer: Group development, process, and dynamics for physical education and camp staff; 1984-1986.

New Britain YWCA, ENCORE Program, (discussion/exercise program for women who have had breast cancer), Lecturer, Consultant, and Group leader, January, 1985-present.

WORK IN PROGRESSArticles:

- "Training New Staff in Community Center Work"
- "Support Groups for Aids Families"
- "Group Dynamics and their Impact on the Collaboration Process"
- "Leadership Issues in Open Ended Groups."
- "Services for Women Who Have Had Breast Cancer: Need, Demand and Response."
- "Role Conflicts: The Professional as a Consumer of Help."

Data Collection:

Participant researcher New Britain Encore Group (ongoing).

AREAS OF TEACHING SPECIALIZATION

Introduction to Social Work  
 Social Welfare Policy  
 Human Behavior in the Social Environment  
 Social Work Methods, Individual and Group  
 Social Work with Children  
 Field Practice Seminar  
 Social Problems  
 Marriage and the Family

UNIVERSITY ACTIVITIES

Academic Standards Committee/Member  
 President's Committee of Concerns for Women/Member  
 Association of Connecticut State University  
 Social Work Programs/Member  
 Social Work Club/Advisor  
 Union of Jewish Students/Advisor

PROFESSIONAL MEMBERSHIPS

Academy of Certified Social Workers  
 American Association of University Professors  
 Council on Social Work Education  
 National Association of Social Workers,  
 Board of Directors, Regional Representative  
 Licensed Social Worker, State of Connecticut

WORKSHOPS, PRESENTATIONS, AND PAPERS 1971-1981

"Effects of Positive Reinforcement on Group Behavior," unpublished Masters Dissertation, Pittsburgh, Pa., 1971.

"Group Dynamics in the Classroom," Continuing Education Course, Pittsburgh Public Schools, Pittsburgh, Pa., 1972.

"Social Work with Elementary School Children," Continuing Education Course, Pittsburgh Public Schools, Pittsburgh, Pa., 1973.

"Adolescence, Peer Groups, and Group Dynamics," Continuing Education Course, Pittsburgh Public Schools, Pittsburgh, Pa., 1974.

"The Social Worker as a Member of the Interdisciplinary Team," Pittsburgh, Pa., 1975.

"Stages of Development and Group Dynamics," Workshop for Psychiatric Social Workers, Buffalo, N.Y., 1976.

"Social Group Work and Program Planning," Workshop for Social Workers in Foster Care, Buffalo, N.Y., 1977.

"Issues for Singles," Workshops and Lectures, Hartford, Ct. 1980-81.

FACULTY INFORMATION - 1987-88

Name Burt Baldwin Date of Birth 12/12/38

Academic RankDecree - Indicate fields, institution and dates

Ph D. Sociology - Boston College, 1971  
AB & MA Sociology - Univ. of So. Calif., 1965, 1968

Number of years on this faculty - Date of original appointment and dates of advancement

Appointment - Sept. 1972  
Assoc. Prof. 1978  
Full Prof. 1986

Other related experience - teaching, employment, etc., (what capacity, where and when?)

Senior Research Associate  
Institute of Human Science  
Boston College, 1969-1972

Professional societies of which a member

American Sociological Assn.  
Eastern " "  
Int. Transactional Analysis Assn.

Honors and Awards

Alpha Kappa Delta  
NIMH Fellowship

Publications/Professional ContributionsSubjects or courses taught this year:

<u>Subject</u>	<u>Course No.</u>	<u>Hours/week</u>	<u>Day/Evening</u>
Social Theory	Soc. 217	3	Day
Research Methods	Soc. 400	3	Day
Data Analysis	Soc. 410	3	Day
Intro. to Sociology	Soc. 110	3	Day

Other assigned duties performed during academic year.

Specific programs in which faculty member has participated to improve teaching and professional competence.

TEACHING EXPERIENCE

- 1972-1984 Associate Professor of Sociology, Central Connecticut State University. Tenure granted 1976. Courses taught include: Introductory Sociology, Theories of Social Organization, The Sociological Imagination, Cities and Urban Life, Research Methods, Data Analysis, Social Stratification, Complex Organizations.
- 1971-1972 Instructor, Boston College, Department of Sociology. Course taught: Graduate Seminar on Survey Research Methods.
- 1967-1968 Instructor, University of Southern California, Department of Sociology. Course taught: Introductory Sociology.
- 1966-1967 Teaching assistant, University of Southern California, Department of Sociology.

RESEARCH POSITIONS

- 1968-1972 Senior Research associate, Boston College, Institute of Human Sciences.
- 1967 Research Assistant, University of Southern California, project on Evaluating Urban Renewal in Watts, Calif.

RESEARCH EXPERIENCE

- 1982 Project Director. Study of perceptions of attendees and non-attendees of the Greater Hartford Open Golf Tournament. Funded by the Hartford Junior Chamber of Commerce. Interviewed approximately 150 persons who have attended prior GHO's and 250 persons who have never attended. Processed and analyzed results. Report written.
- 1975 Co-project director-responsible for data collection and analysis. Study of the provision of Health Services of U.S. based multi-national corporations and voluntary organization in Latin America. Extensive questionnaire mailed to approximately 400 multi-national corporations and voluntary organizations. Processed and analyzed returns. Sponsored by the American Public Health Assn., International Division, Washington, D.C.

- 1973-1974 Project Consultant. Study of the role of national voluntary health organizations in developed and developing countries. Sponsored by the American Public Health Assn., International Division, Washington, D.C. Coordinated analysis of questionnaire returns from approximately 25 national voluntary health organizations in each of sixty-one different countries.
- 1974 Project Director. Survey of Manpower and Educational Needs for Environmental Quality Control and OSHA Activities of Businesses and Industries in Connecticut. Sponsored by Connecticut Business and Industry Assn., Hartford, CT. Interviewed leaders of 100 major Connecticut businesses and industries. Processed and analyzed returns. Report written.
- 1973-1974 Project Consultant. Senior programmer and research staff coordinator. Evaluation of the Impact of Town Affiliation Association (Sister Cities) Ties. Directed by David Horton Smith, Boston College. Grant of \$75,000 provided by Kettering Foundation to evaluate the Sister Cities program. Involved collection of data from 50 cities in the U.S. and their counterparts abroad.
- 1972 Project Director. Study of the Educational Needs of the Home Based Population of the Greater Providence, Rhode Island area. Grant for \$23,000 from the Organization for Social and Technical Innovation, Cambridge, Massachusetts. Interviewed sample of approximately 300 home based persons in Providence. Processed and analyzed data. Report written.
- 1970 Co-project director with David Horton Smith. Study of the Spanish Speaking Population of Boston, MA. Study funded by the Dept. of Labor and Coordinated by the Action for Boston Community Development Organization. One hour interviews from sample of 360 Spanish speaking persons living in Boston in 1970.

- 1967-1980 Co-investigator with David Horton Smith (project director) on the Study of Voluntary Organization Participation and Prevalence. Institute of Human Sciences, Boston College (and earlier at the University of Southern California). Multi-level study of voluntary organization participation and prevalence: (1) data collected from approximately 30 town leaders and 70 residents in each of eight Massachusetts towns. (2) data collected from all 351 Massachusetts cities and towns; (3) data collected from all 50 states of the union and (4) data collected from 154 countries of the world. Project has resulted in numerous reports and publications. Funds received from various sources including the Carnegie and Mellon Foundations.
- 1967-1970 Research Assistant, Programmer. Study of Modernization. Project Directors: Alex Inkeles, Harvard University and David Horton Smith, Boston College and University of Southern California. Processed data gathered from 750 to 1200 respondents in each of six different countries.

#### PUBLICATIONS

- 1981 "U.S. National Voluntary Organizations, Transnational Orientations and Development," with David Horton Smith and Frederick Elkin (eds.), Volunteers, Voluntary Associations and Development, Leiden, E.J. Brill.
- 1980 "The Nonprofit Sector" in Connors, Tracy Daniels, (ed.), The Nonprofit Organization Handbook, New York: McGraw-Hill Book Co.
- 1978 "Role of U.S. NGOs in International Development Co-operation" with David Horton Smith in S. Andemicael (ed.), Non-Governmental Organizations in International Cooperation for Development, New York: UNITAR.
- 1975 "Parental Socialization, Socio-economic Status and Volunteer Organization Participation," with David Horton Smith, Journal of Voluntary Action Research, 3 (Fall-Winter):59-66.



- 1974 The Role of National Voluntary Health Organizations in Support of National Health Objectives, co-authored with Russell E. Morgan, Jr., Terence Jezowski, and Cathryn Teasdale, Washington, D. C., American Public Health Assoc.
- 1974 Voluntary Sector Policy Research Needs, with David Horton Smith, Frank Penna, Cathy Orme and Richard D. Reddy, Washington, D.C., Center for a Voluntary Society.
- 1974 "Voluntary Associations and Volunteering in the United States," with David Horton Smith, in David Horton Smith (ed.), Voluntary Action Research, 1974, Lexington, Mass., Lexington Books, D.C. Heath and Company.
- 1973 "The Prevalence of Voluntary Organizations: An International Perspective" in David Horton Smith (ed.), Voluntary Action Research-1973, Lexington Books, D.C. Heath and Company.
- 1972 "Voluntary Action: Definitions and Types," co-authored with David Horton Smith and Richard D. Reddy, Voluntary Action Research (see above).
- 1972 Voluntary Action Research-1972, co-edited with David Horton Smith and Richard D. Reddy, Lexington, Mass., Lexington Books, D.C. Heath and Company.
- 1967 Four chapters in Analysis of a Proposal of Industrial Development in Watts. Los Angeles, University of Southern California.

PAPERS DELIVERED TO LEARNED SOCIETIES AND CONFERENCES

- 1976 "Participation of U.S. based Voluntary Organizations in Development Assistance Abroad." Paper presented at the Association for Voluntary Action Scholars Annual Convention with David Horton Smith, Boston.

- 1975 "Personal Characteristics of American Volunteers: A Reanalysis of the ACTION Cross-national Survey Data." Paper presented at the Association for Voluntary Action Scholars Annual Convention, Louisville, Kentucky.
- 1974 "Government Interaction with Voluntary Health Organizations in Developed and Developing Countries," with Russell E. Morgan, Jr., and Terence Jezowski. Paper presented at Association for Voluntary Action Scholars Annual Convention, Boulder, Colorado, September.
- 1974 "Voluntary Health Organizations in Developed and Developing Countries." with Russell E. Morgan, Jr., paper presented at Association for Voluntary Action Scholars Annual Convention, Boulder, Colorado, September.
- 1970 "Major Topics of Voluntary Action Theory and Research," (co-authored with David Horton Smith). Interdisciplinary Voluntary Action task force planning conference, October 31. Institute of Human Sciences, Boston College, Chestnut Hill, Massachusetts.
- 1970 "Volunteer Action Theory and Research: Steps Toward Synthesis," Annual meeting of the American Sociological Association, Washington, D.C., August 31-September 3, with David Horton Smith. This paper constituted a summary and over-view of a number of other papers by over 20 scholars, all of whose papers were presented for discussion in a Seminar Session organized by Smith and Baldwin. Two of these papers presented to the Seminar (but not listed separately in the Convention Program were the following:
- "The Prevalence of Formal Volunteer Organizations"
- "Types of Voluntary Action: A Definitional Essay" (with David Horton Smith and Richard D. Reddy)

## MARY LOUISE ERTEL

## QUALITY OF TEACHING AND KEEPING CURRENT IN THE FIELD

Central Connecticut State University - Assistant Professor, 1970-

Courses taught: Introductory Sociology (SOC 110), Social Problems (SOC 111), Minorities and Inequality (SOC 231), Family (SOC 233), Power (SOC 335), Power, Conflict and Class (SOC 335 revised), Sociology of Deviant Behavior (SOC 336), Sociology of Crime (SOC 337), Juvenile Delinquency (SOC 339), Social Stratification (SOC 431), Complex Organization (SOC 452)

Courses developed: Understanding Socialization through Science Fiction (SOC 100), Selected Minority Groups: The Irish, Italians, American Blacks and Native Americans (SOC 100), Marriage Patterns and Problems (SOC 100), The Sociology of Science Fiction (SOC 475), Marriage and Alternatives (SOC 475), Social Movements (SOC 478), Political Sociology ((SOC 478), The Civil Rights Movement (SOC 478).

University Interdepartmental Courses: Freshman Seminar (ID 99); Freshman Seminar (for credit) (ID 101); Master Student Program (ID 102-103)

Comments: I am most proud of the range of courses I teach. I would hate to be unidimensional in my treatment of issues or range of issues.

I am most pleased to have been extensively involved in the Freshman Seminar. I believe I have taught more sections of this course than any other faculty member. Dr. June Higgins is aware of my involvement here; I request you contact her regarding the extent and quality of my involvement and teaching.

As an extension of my concern for students, I was the one member of the faculty to become involved in the Master Student Program. Along with Kevin Slater, I participated in the Master Student seminars in Denver this August. This is a very exciting program with implications for quality teaching as well as student survival in the University.

I am currently one of the two faculty teaching the Master Student Program at the University.

Ertel,

## SERVICE TO DEPARTMENT AND UNIVERSITY

### Department

#### Two Years, DEC

Department Academic Advisor, 1974-1985. Sociology developed a positive reputation for its academic advising; I am most proud to have played a most significant role in developing that model and reputation, although I am more proud of the help I rendered to students in the course of that service. For a significant part of that time, I provided the bulk of academic advising; this allowed me to develop specialized knowledge to give students better advice on how to fill University and departmental requirements. Further, my reputation in academic advising attracted a number of students who did not fit the general pattern and who were well-served by the Special Studies major; these individuals gave me a special satisfaction, as the ultimate fit between student and specially-developed major solved many problems for the students and made them feel themselves to be a more integral part of the University.

I have a diversity of courses I am able to teach. In addition to my own interests, I have developed courses to meet the needs of the Department. The most recent example is my current preparation of a course in Juvenile Delinquency, a new departmental offering and requirement in the Criminal Justice Concentration. This course will first be offered in Spring 1988.

### University

As noted earlier, I have been very involved in Freshman Seminar and Master Student programs. I anticipate staying involved in these programs and broadening their positive effect on student involvement and academic life.

It is because of the reputation I developed as an academic advisor within my own Department that I was asked to advise the Afro-American Studies Program.

Curriculum Committee, 1976-81. During these four years, I served one year as Secretary and two years as Chair of the Arts and Sciences Subcommittee.

Ertel,

Faculty Senate, 1985-86. While I had spent several years as alternate, I replaced a resigned department member for this term.

Curriculum Committee, Fall 1985. While serving as alternate over the past six years, I replaced a department member who was on sabbatical during this semester. I also served as Chair of the Arts and Sciences Subcommittee during the semester.

Curriculum Committee, 1986-88. I am currently on the General Education Subcommittee and Arts and Sciences Subcommittee, of which I am Chair. One new procedure I have instituted is my obtaining an agenda ahead of time and notifying Arts and Sciences Subcommittee members and heads of departments having business with that Subcommittee of the coming meeting in writing ahead of such meeting time.

Faculty Advisor to the Sociology Club. As such, I have spearheaded the organization of a student trip to the Eastern Sociological Society meetings for 8 of the last 9 years (the exception was a meeting in Baltimore). While most students attending have been Sociology majors, a good number have come from other departments. This student attendance is something of which CCSU can be proud, as we are typically the only undergraduate contingent attending in any number. The meetings are diverse enough that every student can find meetings to their interest. This also allows students to think beyond their undergraduate education to future possibilities in Sociology or in other fields.

#### OTHER PROFESSIONAL ACTIVITY

Member, Eastern Sociological Society, Society for the Study of Social Problems, American Sociological Society

Attendance at Eastern Sociological Society Meetings since 1972

Participation in numerous civic and church-related groups on social problems issues. Most relevantly, 6 years (4 as Chair) on the Justice and Peace Commission in the Diocese of Norwich. During this time I established an informational Newsletter on justice and Peace issues which goes to about 600 people.

I have been a frequent contributor to this Newsletter.

Ertel,

Further, I regularly participate in public presentations on topics which combine my sociological expertise and my social justice concerns. Topics include Institutional Racism, The Anti-Nuclear Movement, Just-War Theory and Nuclear War, Non-Violence in Social and Historical Perspective, A "Secret" Catholic Tradition on Peace, Institutionalized Sexism, Learning Sexism in Everyday Life, Sexism and Sex Roles, and Poverty.

I am currently involved in a processual and information gathering project of the Diocese of Norwich on the topic of women and the church. This material will be used to network among women in the Diocese on concerns which affect them, and will as well be collated summarized in written form and sent to the United States Catholic Conference for the forthcoming Bishops' Pastoral on women.

FACULTY INFORMATION - 1987-88

Name Linda Evans Date of Birth 3/8/45

Academic Rank Professor

Degree - Indicate fields, institution and dates

Ph.D.	Sociology, Boston College	1977
MA	Sociology, Boston College	1973
BA	Economics and Sociology	1967

Number of years on this faculty - Date of original appointment and dates of advancement

1973 - Present	1973	Asst. Prof.
	1979	Assoc. Prof.
	1984	Prof.

Other related experience - teaching, employment, etc., (what capacity, where and when?)

1975/76	Instructor, Boston College, Boston University
1979	Northeastern University College of Criminal Justice
1983/84	Post-doctoral fellow, Harvard University
	Research Sociologist, VA Aging Study, Boston
1983/84	Consultant Harvard University, Division on Health Policy and Education

Professional societies of which a member

American Sociological Assoc.  
 Society for Study of Social Problems  
 Sociologists for Women in Society  
 Student American Bar Association

Honors and Awards

NIMH Post-Doc Research Service Award  
 Ph.D. Comprehensive Exam passed with highest distinction

Publications/Professional Contributions

Social Problems: The Contemporary Debates (4 different editions)  
1986 back, Little Brown

Aging and Public Policy, Charles Thomas Pub., 1985

The Politics of Aging, Charles Thomas Pub., 1982

Strategies Against Poverty in America, Schenkman, 1976

Numerous articles on tax reform, social security, social policy as social control, health utilization patterns.

Subjects or courses taught this year:

<u>Subject</u>	<u>Course No.</u>	<u>Hours/week</u>	<u>Day/Evening</u>
Intro. Sociology	Soc 110 large class	3 x 2	Day
For Spring, will be teaching Sociology of Poverty, and Introduction to Criminal Justice			Day

Other assigned duties performed during academic year.

Student advisor for department (Sociology - Social Work Students)  
Assoc. Chair for Anthropology, Sociology and Social Work Dept.

Specific programs in which faculty member has participated to improve teaching and professional competence.

Chair, Academic Standards Committee for University  
Member, Sabattical Leave Committee; Termination Appeals Committee,  
Executive Policy Committee, Department of Education  
Committee, etc.



FACULTY INFORMATION - 1987-88

Name Ronald Fernandez                      Date of Birth 6/30/44

Academic Rank Associate Professor, Sociology

Decree - Indicate fields, institution and dates

PhD Sociology/Social Psychology, University of  
Connecticut 8/75  
MA Sociology/New School for Social Research 2/68  
BA Sociology, Long Island University 12/66

Number of years on this faculty - Date of original appointment  
and dates of advancement

17 years - 6/69

Other related experience - teaching, employment, etc., (what  
capacity, where and when?)

-  
Professional societies of which a member

-  
Honors and Awards

-  
Publications/Professional Contributions

Books: Los Macheteros, Prentice Hall Press, 1987  
Excess Profits, Addison Wesley, 1983  
Promise of Sociology, Praeger, 1975, section edition, 1979  
I, Me, and You: Intro. to Social Psychology, Holt,  
Rinehart, 1977  
Future As a Social Problem, Goodyear, 1977 - Editor  
Social Psychology through Literature, Wiley, 1972 - Editor  
Intro, Sociology of War, Family

Subjects or courses taught this year:

<u>Subject</u>	<u>Course No.</u>	<u>Hours/Week</u>	<u>Day/Evening</u>
Soc - Intro	Soc 110	3 hrs. wk	
Family	Soc 233	3 hrs. wk	

Other assigned duties performed during academic year.

Faculty advisor, Central Recorder

Specific programs in which faculty member has participated to improve  
teaching and professional competence.

FACULTY INFORMATION - 1987-88

Name Paul Hochstim Date of Birth 7/27/29

Academic RankDecree - Indicate fields, institution and dates

PhD Sociology, New York University, May 1962

Number of years on this faculty - Date of original appointment and dates of advancement

21 years, Sept. 1966 - Current

Other related experience - teaching, employment, etc., (what capacity, where and when?)

1959-1966 Teaching at other institutions  
1959 - Jacksonville Univ., Jacksonville, FL  
1960-1961 University of Maine, Orono, ME  
1961-1964 Fairleigh Dickinson Univ., Teaneck, NJ  
1964-1966 Northern Illinois Univ. De Kalb, IL

Professional societies of which a memberHonors and Awards

Promotion to Full Professor, May 1985

Publications/Professional Contributions

Book: "Nationalsozialismus Und Soziologie" Peter Lang, 1983

Book: "The Functional Prerequisites Generic To The Inception  
and Institutionalization of Positivistic Sociological  
Epistemology" Peter Lang, 1986

Subjects or courses taught this year:

<u>Subject</u>	<u>Course No.</u>	<u>Hours/week</u>	<u>Day/Evening</u>
Introductory Sociology	110	3	Day
Sociology of Deviance	336	3	Day
Development of Socio- logical Thought	401	3	Eve

Other assigned duties performed during academic year.Specific programs in which faculty member has participated to improve teaching and professional competence.

Guest teaching at universities in Hamburg, Kassel in West Germany.

FACULTY INFORMATION - 1987-88

Name Virginia W. Vidich                      Date of Birth 8/1/22

Academic Rank      Full Professor

Decree - Indicate fields, institution and dates

PhD	Sociology, Univ. of Conn. Field - Demography	1962
MA	Sociology, Univ. of Wis. Social Psychology	1957
BA	Economics, Univ. of Wis.	1943

Number of years on this faculty - Date of original appointment and dates of advancement

1970 - app. - Associate Professor  
17 years  
1988 - promoted to Full Professor

Other related experience - teaching, employment, etc., (what capacity, where and when?)

Teaching - associate professor - Connecticut College  
years: 1963-1970

## Various research appointments:

Rio Pedras, Puerto Rico - Institute of Social Research  
Conn. Dept. of Aging, Special Education, Study of  
emergency room at New Britain Hospital.

I was research director for Community Research at  
Central for approximately 7 years.

Professional societies of which a member

Eastern Sociological Society

Honors and Awards

Publications/Professional Contributions

Study of emergency room at New Britain Hospital

Subjects or courses taught this year:

<u>Subject</u>	<u>Course No.</u>	<u>Hours/week</u>	<u>Day/Evening</u>
Death & Dying	Soc. 440		Day
Aging	Soc. 340		Day
Social Problems	Soc. 211		Day - both semesters
Cults	Soc. 318		Day

Other assigned duties performed during academic year.Specific programs in which faculty member has participated to improve teaching and professional competence.

Attended conference on the Probable Society in July, Jean Houston's seminar on sacred psychology, Eastern Soc. meeting.

FACULTY INFORMATION - 1987-88

Name Franklin J. Watson                      Date of Birth 11/28/24

Academic RankDecree - Indicate fields, institution and dates

Brown University	AB Political Sci/Econ	1949
Brown University	AM "	1953
UConn	PhD Sociology	1966

Number of years on this faculty - Date of original appointment and dates of advancement

1964 to Present  
1958 - Prof.

Other related experience - teaching, employment, etc., (what capacity, where and when?)

1952 - 1960 - Teacher Soc Studies - High School  
1968 - 1972 - Lecturer Graduate Center for Advancement  
of Human Communication - Fairfield  
University  
1964, 1965 Training Adviser, Training Division Latin  
America, Peace Corps  
1966 - Training Adviser, VISTA  
1970 - Consultant - Demography - Policy Management  
Systems

Professional societies of which a member

Pop. Assoc. of America

Honors and Awards

Gamma Sigma Delta Honor Society

Publications/Professional Contributions

"Preliminary Notes toward a Theory of Pop. Control"  
 "Comparison of Negro/White Pop. - Ct. 1940-1960"  
 "An Illustrative Projection of Conn. College Negro Pop.  
 1970-1975"  
 "Public Opinion Research & Pub. School Admin."  
 "History for What?"

Subjects or courses taught this year:

<u>Subject</u>	<u>Course No.</u>	<u>Hours/Week</u>	<u>Day/Evening</u>
Soc - Intro	Soc 110	9	D
Soc - "	Soc 110	9	D
Soc - Soc Change	Soc 100	9	D
Soc - Soc of Every day Life	Soc 478	9	E

Other assigned duties performed during academic year.

Various committees

Specific programs in which faculty member has participated to improve teaching and professional competence.

FACULTY INFORMATION - 1987-88Name Charles W. KerrDate of Birth 5-8-31Academic Rank ProfessorDegree - Indicate fields, institution and dates

B.A., Southeast Missouri State College, 1957

M.A., University of Missouri, 1958

Ph.D., University of Missouri, 1963

Number of years on this faculty - Date of original appointment and dates of advancement

19, September, 1968

Promotion to Professor, 1973

Other related experience - teaching, employment, etc. (what capacity, where and when?)

U.S. Air Force: Public information and casualty assistance specialist.

President, county economic development corporation.

various and numerous unpaid non-profit organizations, as Board member or Officer, such as Caucus of Ct. Democrats, Coalition for Basic Human Rights, committee chair for regional Conference on Families, two New Britain Charter Commissions, chairman of special New Britain Commission on Merit System Reform, New Britain-Plainville United Community Services, Special Mayor's Commission on Recreation, Board member of statewide Legislative Electoral Action Program, Board member of New Britain Opportunities Industrialization Center, etc.

If ~~any~~ ~~other~~ ~~states~~ ~~are~~ ~~relevant~~ ~~xxx~~

Visiting Assistant Professor: University of Missouri, 1965 (Peace Corps Training)

Visiting Associate Professor, University of Missouri, 1967 - Political Science

Instructor to Professor and Chairman of Department, Westminster College, Fulton, Mo, 1959-1968.

Professional societies of which a member

American Society for Public Administration

Council of State Governments

American Public Welfare Association

Ct. Association for Human Services

Council on Government Ethics Laws

Honors and Awards



Publications/Professional Contributions

Various articles, no books.

Program participant in variety of organizations, over the years.

Subjects or courses taught this year:

<u>Subject</u> -----	<u>Course No.</u> -----	<u>Hours/week</u> -----	<u>Day/Evening</u>
Public Administration	P.S. 340	3	Day
State and Local Government	P.S. 230	3	Day
Politics of Human Services	P.S. 342	3	Day
Supervisor of Government Interns	P.S. 480-481 P.S. 482-83		

Other assigned duties performed during academic year.

Chairman, Department of Political Science  
Director, Institute for the Study of Practical Politics

Specific programs in which faculty member has participated to improve teaching and professional competence.

Certainly participated in a variety of programs to improve competence: on-going and continuous.

FACULTY INFORMATION - 1987-88

Name Gloria Jane Hampl Date of Birth 9/5/42

Academic Rank Assistant Professor

Decree - Indicate fields, institution and dates

BS in Education CCSC.

MS in Early Childhood Psychology CCSU.

Certificate of advanced graduate study in counselor education,  
Univ. of Hartford.

Number of years on this faculty - Date of original appointment  
and dates of advancement

21 years; 1966 1 yr. appointment; 1967 regular full time  
faculty appointment as assistant instructor; 1970 promoted to  
instructor; 1984 promoted to assistant professor.

Other related experience - teaching, employment, etc., (what  
capacity, where and when?)

None.

Professional societies of which a member

APA, CPA, new member, NEPA

Honors and Awards

None.

Publications/Professional ContributionsSubjects or courses taught this year:

<u>Subject</u>	<u>Course No.</u>	<u>Hours/week</u>	<u>Day/Evening</u>
Psychology (this semester)	112	12 hrs	Day
Spring 1987 had 3 sections of	Psy. 235	and 1 section of	Psy. 112

Other assigned duties performed during academic year.

Advisor to Psychology Club; member dept. Media Committee member  
ad hoc committee to Dept. Curriculum Committee

Specific programs in which faculty member has participated to improve teaching and professional competence.

Currently planning to attend Albee lecture in area of Community Psychology at CT Valley Hospital on Nov. 20, 1987

May 23, 1988 planning to attend Masterson workshop on Borderline Personality at UConn Medical School.



Publications/Professional ContributionsSubjects or courses taught this year:

<u>Subject</u>	<u>Course No.</u>	<u>Hours/week</u>	<u>Day/Evening</u>
Development Psychology	235	6	Day
Psychology of Early Childhood	462	3	Day
Child Psychology	362	3	Day
Field Work in Psychology	493	1	Day

Other assigned duties performed during academic year.Specific programs in which faculty member has participated to improve teaching and professional competence.

The guidelines and procedures for filling full-time and part-time positions in the School of Arts and Science are included in Appendix 3.

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5. Curricula and Instruction (see 10a-34-15 and 10a-34-16)

- a. (1) Give the number, title and narrative description for each course in the proposed program, noting which courses are new. Include sufficient detail in course descriptions so that content and level are clear, or attach appropriate and referenced excerpts from the catalog.
-

## SOCIAL WORK

- 6 SOC. WORK 100 SEARCH IN SOCIAL WORK 1  
Approaches in the field of human services. Titles and themes may vary from section to section.
- MODE SOC. WORK 226 INTRODUCTION TO SOCIAL WORK 3  
Prereq.: Soc. 111. Introduction to the field of Social Work, with emphasis on the historical development and current status of the profession. Some volunteer work required. *Fall.*
- SOC. WORK 227 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT 3  
Prereq.: Soc. Work 226 or permission of instructor. Continuation of Social Work 226, with emphasis on developmental stages in the social environment and the role of the social worker. Some volunteer work required. *Spring.*
- SOC. WORK 360 SOCIAL WORK METHODS I:  
WORKING WITH INDIVIDUALS 3  
Prereq.: Soc. Work 226, 227 or permission of instructor and admission to Social Work program. Investigates the relationship between the social worker and the individual. Discusses needs assessments and worker intervention strategies. Some volunteer work required. *Fall.*
- SOC. WORK 361 SOCIAL WORK METHODS II:  
WORKING WITH GROUPS 3  
Prereq.: Soc. Work 226, 227 or permission of instructor and admission to Social Work program. The relationship of the social worker to groups. Discusses group dynamics, including formation, movement, and termination. Some volunteer work required. *Spring.*
- SOC. WORK 433 INDEPENDENT STUDIES IN SOCIAL WORK 3  
Prereq.: Senior standing and permission of Department. Student must present a written study proposal to the Department Chairperson at least one week prior to registering for this course. Readings and research in selected field of social work. *On request.*
- SOC. WORK 435 SUPERVISED FIELD STUDIES IN SOCIAL WORK 6  
Prereq.: Soc. 110, 111, 211 or 221, 233, 332; Soc. Work 226, 227. Individual and group projects under the coordinated direction of the Sociology/Social Work faculty, normally undertaken in conjunction with various community and state agencies and designed to give the prospective social worker the necessary familiarization with actual social work practices. *May be repeated once.*
- 6 SOC. WORK 436 THE WORLD OF THE PHYSICALLY DISABLED 3  
Explores societal attitudes, pressures, policies and programs in both the public and private sectors which impinge upon the lives of the disabled. We will be analyzing societal attitudes about the disabled from both historical and current perspectives as well as examining programs and issues affecting this unique population.
- 6 SOC. WORK 437 SOCIAL WORK WITH CHILDREN 3  
Examines the role of the social worker in helping to meet the needs and protect the rights of children in relation to child welfare agencies, child guidance clinics and public schools. Student will explore methods of communicating with children experiencing problems.
- SOC. WORK 478 CURRENT TOPICS IN SOCIAL WORK 3  
Prereq.: Soc. 110, Soc. Work 226. Analysis and evaluation of special topics in the general field of Social Work. Topics will vary from year to year. If topics vary, may be taken more than once; not to exceed six hours. *Irregular.*

Because this proposed Social Work program is interdisciplinary in nature and will use the resources of the University as appropriate, and because this proposed program wishes to be in compliance with the national accreditation body, CSWE, it is essential for effective coordination that the program have a designated Director. The Director of Social Work will in conjunction with the Department of Sociology/Anthropology Chairperson report to the Dean of Arts and Sciences. The Director of Social Work will be responsible for program and course development and submit requests for program equipment and supplies to the chairperson. The Dean will be responsible for the inter-departmental and intra-departmental and intra-University cooperative relationships to assure quality and cost effectiveness of the program.

The proposed Social Work major represents a repackaging of courses that are currently offered as part of the Bachelor of Arts degree in Sociology. It should be noted that while courses have been deleted from the Sociology offerings, courses from other disciplines have been added. It should also be noted that no new courses are proposed.

The major difference between the present Social Work Specialization and the proposed Social Work major is that four courses that provide the student with a more well rounded picture of social populations have been added and courses specifically



pertaining to a Sociology major have been dropped.

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(2) Describe the course numbering system.  
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The course numbering system at Central Connecticut State University has been developed to identify course level and the eligibility of students to enroll in such courses.

<u>Course Numbers</u>	<u>Course Level</u>	<u>Student Eligibility</u>
1-99	Non-credit Courses	As appropriate
100	Search Courses	Open only to undergraduate students eligible for the new General Education program
101-199	Freshman	Normally open to freshmen; and in general, to all undergraduates
200-299	Sophomore	Normally open to sophomores; and, in general, to all undergraduates
300-399	Junior	Normally open to juniors; and, in general to all undergraduates
400-499	Seniors	Normally open to all seniors and, in general, to juniors, seniors, and graduate students. Graduate students enrolling in such courses are required to complete additional course work emphasizing required projects in research and writing
500-599	Graduate	Exclusively for graduate

students

600-699

Graduate

Exclusively for graduate  
students

- 
- (3) Describe each major component of the program, including the core or major area of specialization; the general education component (for undergraduate programs); cognate courses; and electives. Include a list of courses applicable to each of these requirements.
- 

Studies in Major: 57 S.H.

Core Studies:

27 S.H.

SW226 - Introduction to Social Work	3 S.H.
SW227 - Human Behavior in the Social Environment	3 S.H.
SW360 - Social Work Methods I	3 S.H.
SW361 - Social Work Methods II	3 S.H.
SW435 - Social Work Practicum (Semester 1)	6 S.H.
SW435 - Social Work Practicum (Semester 2)	6 S.H.
SW elective	3 S.H.

Required Courses:

30 S.H.

Psy235 - Child and Adolescent Development	3 S.H.
PS342 - The Politics of Human Service.	3 S.H.
Biol11 - Introductory Biology	3 S.H.
Soc110 - Introduction to Sociology	3 S.H.
Soc111 - Social Problems	3 S.H.
Soc217 - Theories of Social Organization	3 S.H.
or	
Soc401 - Development of Sociological Thought	3 S.H.
or	
Soc402 - Contemporary Sociological	

	Thought	3 S.H.
Soc231 -	Minorities and Social Inequality	3 S.H.
	OR	
Soc332 -	The Sociology of Poverty	3 S.H.
	OR	
Soc335 -	Power, Conflict and Social Class	3 S.H.
Soc233 -	The Family	3 S.H.
Soc400 -	Research Methodology	3 S.H.
Soc352 -	Complex Organizations	3 S.H.
Studies in General Education and Electives		65 S.H.
Total		122 S.H.

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b. How do the institution's policies regarding transfer of credit, credit by examination, or crediting experiential learning and noncollegiate sponsored instruction apply to this program?  
-----

Please see the statement below related to Transfer Credit Policy (taken from page 16, 1987-88 Undergraduate Catalog).

"A student wishing to transfer to Central from another institution of higher learning must fill out an application for admission, submit an official highschool record transcript as well as official transcripts from other institutions attended. Failure to list all institutions or to provide transcripts may be considered sufficient reason for refusal of admission or dismissal. If requested, a personal interview will be granted. Interviews are recommended for those whose cumulative credit-point average is below 2.00 at the time of application. Transfer students with acceptable records at other institutions of higher learning (minimum 12 credits and 2.00 CPA) need not

present scores on the College Entrance Examination Scholastic Aptitude Test. Students who consider transferring to Central in the second semester are advised to note the deadlines as well as the date on which classes begin.

"After a transfer student is accepted and has confirmed an intent to enroll, the official transfer of credit evaluation is completed by the Office of the Registrar. Transfer credits are accepted from accredited institutions. In general, accepted transfers will receive credit for courses equivalent to those which are offered at Central as long as they are not above a 200 designated level and for which Cs or better have been earned. The Social Work program in trying to meet the national accreditation standards does not accept courses taught on a 100 level as equivalent to 300-400 level courses. These courses are accepted as electives. The University will not automatically accept all courses which are listed on the transcript."

At the present time, there does not exist any means through which a student can obtain credit for courses in this program on the basis of credit by examination or crediting experiential learning and noncollegiate sponsored instruction.

- 
- c. Indicate any requirements and arrangements for clinical affiliations, internships, and practica or work experience. Describe how these will be administered and furnish the following assurances:

- (1) The courses of the program, and the related clinical or work experience, have been articulated with appropriate credits assigned.
- (2) The institution has or will have qualified staff coordinator for the program before its inception.
- (3) The institution will provide appropriate arrangements for student work experiences.
- (4) The work activities of the students will be structured by the college as an educational experience with supervision, teaching and evaluation under the control of the college.
- (5) Agreements or contracts exist between the college and the agency in which the students will receive their practical experience.
- (6) Appropriate procedures have been established which the college will use for the evaluation of students.

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Internships and practica or field experience are an integral part of the Social Work program. SW226, SW227, SW360, and SW361 require that the student do some volunteer work, as stated in the Undergraduate Catalog.

In addition, two semesters of SW435, Supervised Field Studies, will be required in the proposed program. This is undertaken with various community and state agencies, under the direction of the field work faculty to give the prospective social worker a chance to integrate theory with actual social work practices.

The practicum (SW435), using only social work faculty, has been structured as a learning experience. Students meet three hours a week to integrate theory with experiences in the community. Case processes and agency analyses are required and discussion

of social work philosophies and values in the delivery system are encouraged. The philosophy of the seminars is to broaden the perspectives of all the students by exposing them to more than one setting through the experiences of their classmates.

Please see procedures below related to practicum, (taken from Department of Sociology-Specialization in Social Work Information Bulletin pages 4-7, Appendix 4).

Please see forms below used to articulate for the community agency, the student, and the University social work faculty the expectations of the practicum.

### PRACTICUM SEMINAR

The practicum seminar meets once a week for three hours. It is a shared learning experience among all participants, designed to provide an opportunity for information exchange in depth. Case processes and agency analyses are required and discussion of social work philosophies, values and ethics in the delivery system are encouraged.

The seminar is seen as an additional support to students in various agency settings. It helps the student see the commonalities in social work, as well as the differences. The seminar also broadens their overall perspectives by being exposed to more than one setting through the experiences of their classmates.

### EDUCATIONAL GOALS OF THE FIELD PRACTICUM AND SEMINAR

1. To acquaint the student with professional Social Work roles, and functions.
2. To develop an understanding of the philosophy and functions of the social work delivery system.
3. To provide an opportunity to compare, contrast, and develop an understanding of differing life styles, ethnic and religious backgrounds.
4. To understand social work concepts and how to use them in field agencies.
5. To develop skills in performing the role of social worker.

### BEHAVIORAL OBJECTIVES OF THE FIELD PRACTICUM AND SEMINAR

1. To understand the basic social work delivery system.
2. To identify gaps in the social work delivery system.
3. To identify the impact of diverse racial, ethnic and cultural patterns on the social work delivery system.
4. To integrate various methods used by professional social workers.
5. To make use of the supervisory experience to enhance their educational process.

### FACTORS IN DETERMINING STUDENT PLACEMENTS

1. The interest of the student as it relates to the educational needs of the student.
2. The potential exposure to additional experiences within the social work profession.
3. The particular structure of the agency which would best meet the educational needs of the student.
4. The availability of a qualified supervisor within the agency.
5. Incorporation of the special needs of individual students with regard to transportation, etc.

Placement is a very personal experience for each student. The primary concern in determining a placement is that the field experience be one that continues the professional development in an educationally directed manner. It is also expected that the assignment to a particular agency will reflect considerable knowledge of the student's academic needs, special interests and aptitudes.

### PLACEMENT PROCEDURES FOR FIELD PRACTICUM

In the spring semester of the junior year the students will meet with the social work advisors to discuss the field practicum. The advisor and student will discuss the student's needs and interests including several agencies that the student might wish to visit. It is the student's responsibility to contact these agencies. Only agencies that have been approved by the Department will be used. However, students are encouraged to make suggestions regarding other agencies that might be better suited to their needs. These agencies will be contacted by the Department to determine the advisability of placing a student in a practicum with them.

Once the student and the agency supervisor have agreed on the responsibilities of the field practicum, the departmental advisor will contact the agency to formalize the placement.

### CRITERIA FOR THE SELECTION OF FIELD PRACTICUM AGENCIES

We seek to work with agencies whose boards and staff are committed to the training of undergraduate social work students. Agencies should indicate a willingness to structure a variety of learning opportunities to offer students an educationally productive learning experience.



The following are criteria which should be met by participating agencies:

1. The agency's general philosophy and operational standards should be consistent with the goals of social work education and the social work profession.
2. The agency must be willing to provide a qualified professional social work supervisor (M.S.W.). In some instances the Department may decide it would be appropriate to utilize an agency that cannot provide this kind of supervision, in which case the the Department will assume responsibility of supervision along with the agency supervisor
3. The supervisor should be able to provide at least one weekly conference.
4. Assignments should be made according to both the educational and experiential value to the student. They must involve participation not merely observation.
5. The agency should be able to provide adequate space and supplies for the assignment.

#### RESPONSIBILITIES OF THE FIELD PRACTICUM AGENCY

The agency should:

1. Provide the student with an orientation to the agency.
2. Work with the departmental faculty to design an educationally productive field experience for each assignment.
3. Provide regularly scheduled supervisory conferences.
4. Ideally, offer other opportunities for the student to practice more than one social work skill.
5. Evaluate students periodically and submit final report provided by the Department.
6. Immediately notify the Department of any problems with the assignment so that corrective action may be taken.
7. Provide equivalent remuneration to those given regular agency staff (i.e., mileage, field expenses) whenever possible.
8. Treat the student as part of staff, including attendance at staff meetings, whenever time allows.
9. Require supervisors to attend orientation and training sessions offered by the CCSU Social Work program.

### RESPONSIBILITIES OF THE STUDENT FOR FIELD PRACTICUM

The student must:

1. Complete the prerequisites for the field practicum.
2. Allow a minimum of 14 hours per week for the field practicum.
3. Treat all information regarding client/client group as confidential.
4. Abide by the rules and regulations of the agency.
5. Dress in a manner appropriate and acceptable to the agency.
6. Treat agency clients with dignity and respect.
7. Absences should be reported to the field supervisor and lost time should be made up.

### GRADING

The responsibility of grading the field practicum is borne by the Department. The grade will be based on the following:

1. Written report furnished by the agency.
2. The level of difficulty of the assignment.
3. The quality of the student's performance of duties in the field practicum.
4. The quality of the student's classroom participation in the field practicum seminar.
5. The quality and completion of all agency and classroom assignments.

CENTRAL CONNECTICUT STATE UNIVERSITY  
New Britain, CT 06050

DATE \_\_\_\_\_

NAME OF AGENCY: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TELEPHONE NUMBER: \_\_\_\_\_

NAME OF DIRECTOR: \_\_\_\_\_

NAME OF SUPERVISOR: \_\_\_\_\_

\* \* \* \* \*

What are the responsibilities of a social work intern in your agency?

Additional factors to be considered (e.g., an additional intern job description, night time and/or weekend responsibility, student stipend, etc.)

Student's Name \_\_\_\_\_ Days to be at Agency \_\_\_\_\_  
Agency Name \_\_\_\_\_ Practicum Professor \_\_\_\_\_  
Supervisor's Name \_\_\_\_\_ Semester \_\_\_\_\_

STUDENT: List what goals you would like to accomplish this semester in your Agency.

SUPERVISOR: How can you and the Agency provide learning situations that will help the student achieve his/her stated goals. Be specific about days, times, and Agency expectations.

STUDENT AND SUPERVISOR: List agreed upon activities that the student will master by the end of the first semester to accomplish student goals.

MID-SEMESTER REVIEW:

STUDENT: Review your goals. Will you be able to accomplish your stated goals by the end of the semester? If not, state why not.



CENTRAL CONNECTICUT STATE UNIVERSITY  
SOCIAL WORK PROGRAM

I have agreed to take a placement for my senior practicum  
in \_\_\_\_\_ school system. I am aware  
that I must work around \_\_\_\_\_ school's vacation  
times. I agree that I will continue in my placement when CCSU  
is on vacation and my practicum school is not. I also am  
aware that I will not be doing my practicum when  
\_\_\_\_\_ school is on vacation even though  
CCSU is in session.

Signature \_\_\_\_\_  
(Student)

Signature \_\_\_\_\_  
(Advisor)



A unit of The Connecticut State University

# CENTRAL CONNECTICUT STATE UNIVERSITY

1615 Stanley Street • New Britain, Connecticut 06050

## EVALUATION OF INTERN STUDENT

STUDENT \_\_\_\_\_ AGENCY \_\_\_\_\_ SUPERVISOR \_\_\_\_\_

1. What was the student's assignment?
  
2. How well did the student fulfill her/his assignments?
  
3. What particular skills did the student use well?
  
4. What particular skills does the student need to improve?
  
5. In your opinion, does the student identify with the Social Work profession?
  
6. Would you be willing to write a personal recommendation for this student?
  
7. Would you rate this student's performance as below average, average, above average?
  
8. Additional comments: (use other side if necessary)

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6. Resource Centers and Libraries (see 10a-34-18)

- a. What library and other learning resources are available at the institution or elsewhere which support the program? Describe the accommodations in terms of study space, professional assistance and time schedule of availability.

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The large spacious, modern on-campus Elihu Burritt Library is administered by both a Director and Assistant Director of Library Services who along with a full-time staff of sixteen professionally trained librarians offer direct assistance to all students and faculty associated with this program. The services and materials are available during the day and in the evening. Central Connecticut State University's Social Work program has a unique relationship with the other State University Social Work Programs. The four State University programs while maintaining their autonomy and servicing different communities and student populations work closely together. Resources such as videos, special documents and special lectures are shared among the Universities.

Study stations and duplicating machines are readily available in the Elihu Burritt Library.

- 
- b. Report as accurately as practicable the number of volumes, periodicals and other materials, by subject area, which directly support the program.
-



- b. Report as accurately as practicable the number of volumes, periodicals and other materials, by subject area, which directly support the program.

-----  
 SUBJECT LIBRARY HOLDINGS IN SOCIOLOGY/SOCIAL WORK AND RELATED FIELDS (Through December 1986)  
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SOCIOLOGY/SOCIAL WORK

<u>Classification</u>	<u>Subject</u>	<u>Number of volumes</u>
HM	Sociology	1,674
HN	Social history and conditions. Social problems. Social reform.	887
HQ	The family. Marriage. Woman.	2,114
HS	Societies: Secret, benevolent, etc.	68
HT	Communities. Classes. Races.	709
HV	Social Pathology. Social and Public Welfare. Criminology	<u>2,201</u> 7,653

PSYCHOLOGY

<u>Classification</u>	<u>Subject</u>	<u>Number of volumes</u>
BF	Psychology, Parapsychology. Occult sciences.	5,345

NURSING

<u>Classification</u>	<u>Subject</u>	<u>Number of volumes</u>
RT	Nursing	753

EDUCATION

<u>Classification</u>	<u>Subject</u>	<u>Number of volumes</u>
L-LT	Education	10,599

POLITICAL SCIENCE

<u>Classification</u>	<u>Subject</u>	<u>Number of volumes</u>
J-JX	Political Science	5,805
HX	Socialism. Communism. Anarchism.	<u>653</u> 6,458

GERONTOLOGY/AGED

<u>Classification</u>	<u>Subject</u>	<u>Number of volumes</u>
RC952-954.6	Geriatrics	61
GV184	Aged-Recreation	8
HD6279-6283	Aged-Employment	4
HQ1060-1064	Gerontology	99 1
HV1450-1493	Aged-Public Welfare	<u>29 2</u> 201

CHILDREN

<u>Classification</u>	<u>Subject</u>	<u>Number of volumes</u>
HQ750-799.9	Eugenics. Parenthood. Family planning. Children. Child development.	309 1

WOMEN

<u>Classification</u>	<u>Subject</u>	<u>Number of volumes</u>
HQ1101-2030.7	Women. Feminism.	346 1

COUNSELING

<u>Classification</u>	<u>Subject</u>	<u>Number of volumes</u>
BF637 C6	Counseling	74 3
BV4012.2	Pastoral counseling	11
HF5381-5382.5	Vocational guidance	128
HF5549.5 C8	Employee counseling	1
HQ10	Marriage counseling	20 1
HQ76.25	Homosexuals-Counseling of	2 1
RC558	Homosexuals-Counseling of	5
HV5275-5283	Alcoholism counseling	10 2
HV5808	Drug abuse counseling	3 2
LB1027.5	Children-Counseling of	163 4
RC439-439.5	Rehabilitation counseling	20
RC688.5	Problem families-Counseling of	<u>104</u>
		541

Total volumes in library: 315,981 Book stock  
 68,497 Bound periodicals  
384,478

- 1 These figures are included in the total for HQ on page one.
- 2 These figures are included in the total for HV on page one.
- 3 These figures are included in the total for BF on page one.
- 4 These figures are included in the total for L-LT on page two.

- 
- c. Provide a representative listing of periodical literature in the library which will support the program.
- 

E. B. Library, CCSU  
Available Journals applicable to Social Work Program

- \* ✓ Aging
  - ✓ American Journal of Orthopsychiatry
  - ✓ American Journal of Psychiatry
  - ✓ Amicus
  - Annals of the American Academy of Political & Social Science
  - Arete
- ✓ Child Welfare
- Children and Youth Services Review
- ✓ Children Today
- Clinical Social Work Journal
- ✓ Community Mental Health Journal
- ✓ Crime and Delinquency
- ✓ Daedalus
- ✓ Exceptional Children
- Family and Child Mental Health Journal
- Family Relations
- ✓ Federal Probation
- Gerontologist
- Group for the Advancement of Psychiatry—Reports
- Health & Social Work
- Hospital & Community Psychiatry
- Journal of Education for Social Work
- ✓ Journal of Gerontology
- Journal of Humanics
- ✓ Journal of Marital and Family Therapy
- ✓ Journal of Rehabilitation
- Journal of Social Service Research
- Journal of Social Welfare
- Journal of Sociology and Social Welfare
- Practice Digest
- ✓ Public Welfare
- School Social Work Journal
- School Social Work Quarterly
- Smith College Studies in Social Work
- ✓ Social Casework
  - Social Policy
- ✓ Social Problems
- ✓ Social Service Review
- ✓ Social Work
  - Social Work with Groups

\*Check denotes journal available at E. B. Library.

**\*\*SOCIAL SERVICE AND WELFARE\*\***

AMERICAN RELIEF ADMINISTRATION BULLETIN  
CARNEGIE QUARTERLY (CARNEGIE CORPORATION OF NEW YORK)  
CHARITIES AND THE COMMONS  
CHILD  
CHILD WELFARE  
CHILDREN  
CHILDREN TODAY  
COMMUNITY CENTER  
COMMUNITY MENTAL HEALTH JOURNAL  
DISABLED USA  
FORD FOUNDATION LETTER  
HEALTH, EDUCATION AND WELFARE INDICATORS  
JOURNAL OF SOCIAL CASEWORK  
NATIONAL CONFERENCE ON SOCIAL WORK  
PERFORMANCE  
PHILANTHROPY  
PUBLIC WELFARE  
ROCKEFELLER FOUNDATION  
SOCIAL AND REHABILITATION RECORD  
SOCIAL CASEWORK  
SOCIAL SECURITY ANALYST  
SOCIAL SECURITY BULLETIN  
SOCIAL SERVICE DIGEST  
SOCIAL SERVICE REVIEW  
SOCIAL WORK

**\*\*SOCIAL SERVICE AND WELFARE\*\***

SOCIAL WORK JOURNAL  
SURVEY  
URBAN AND SOCIAL CHANGE REVIEW

**\*\*SOCIAL SCIENCES (COMPREHENSIVE WORKS)\*\***

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. ANNALS.  
AMERICAN BEHAVIORAL SCIENTIST  
AMERICAN MAGAZINE OF CIVICS  
AMERICAN SLAVIC AND EAST EUROPEAN REVIEW  
AMERICAN STUDIES  
AMERICAN UNIVERSITIES FIELD STAFF REPORTS  
AMERICAN UNIVERSITIES FIELD STAFF REPORTS. ANNUAL REPORT.  
AMERICAN UNIVERSITIES FIELD STAFF REPORTS. CENTRAL AND SOUTHERN AFRICA SERIES.  
AMERICAN UNIVERSITIES FIELD STAFF REPORTS. EAST AFRICA SERIES.  
AMERICAN UNIVERSITIES FIELD STAFF REPORTS. EAST ASIA SERIES.  
AMERICAN UNIVERSITIES FIELD STAFF REPORTS. EAST COAST SOUTH AMERICA SERIES.  
AMERICAN UNIVERSITIES FIELD STAFF REPORTS. LIST OF PUBLICATIONS.  
AMERICAN UNIVERSITIES FIELD STAFF REPORTS. MEXICO AND CARIBBEAN SERIES.  
AMERICAN UNIVERSITIES FIELD STAFF REPORTS. NORTH AFRICA SERIES  
AMERICAN UNIVERSITIES FIELD STAFF REPORTS. NORTH AMERICA SERIES.

- 
- d. List any new learning materials which have been added or which will be added for the program. Indicate when they will be available for student and faculty use.
- 

Central's administration have been very supportive in the continued growth of the Social Work program. Specific amount of funds have been designated for this program to ensure continuous growth. It should be noted that the Social Work faculty are involved in the allocation process as it is they who are most aware of program needs.

Central Connecticut State University Social Work program works closely with all the State University Social Work programs. While each program has its own autonomy, this proposal would encourage the exchange of and opportunity for further collaboration in research among the social work faculty in all the State Universities.

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7. Admission, Student Personnel, and Graduation Policies  
(see 10a-34-14, 10a-34-17, and 10a-34-21)
- a. Describe the admission requirements for the program, the policies and requirements for academic achievement to remain enrolled in good standing, and the requirements for graduation. Note any differences from general institutional policies.

-----

Central Connecticut State University is aware that the quality of any undergraduate program is directly related to the academic abilities, achievements and potential of those students who are admitted. As with all other undergraduate programs at Central, the applicants seeking admission to the Social Work program are subject to the regulations and procedures found on pages 14-19 from the 1987-88 Central Connecticut State University Undergraduate Catalog, and to all appropriate admissions policies established by the Board of Trustees for the Connecticut State University.

In addition, the Social Work program has established policies and requirements that coincide with professional practice in the field of social work. Students must apply and be accepted into the Social Work program by the end of their second semester in the program. Acceptance is based on the following criteria:

Motivation: Personal reasons for wanting to major in Social Work.

Experience: Work, volunteer or otherwise done in the field with personal recommendations of past supervisors.

Academic: An evaluation of academic ability and personal maturity to handle the program.

Applications for acceptance must be submitted to the social work faculty at least one week prior to registration.

Students admitted to the Social Work program must maintain an average of 2.5 or better in all social work courses.

Potential for professional skill will be required. The faculty of the Social Work program will evaluate the current volunteer or field experience of each student. If students do not meet academic or professional standards, they will be placed on a provisional status within the program. Written notification will be given to, and conditions for full acceptance discussed with, the student. Conditions of provisional status must be met within two semesters to remain in the Social Work program. This is stated in the 1987-88 Central Connecticut State University Undergraduate Catalog for the existing Specialization in Social Work on pages 75-76, and in the Department of Sociology-Specialization in Social Work Information Bulletin Appendix 4.



*Major in Sociology with Specialization in Social Work, B.A.*

57 credits in Sociology and Social Work, including Sociology 110, 111, 221, 217 or 401 or 402, 233, 332, 400. 12 credits of Sociology/Anthropology (not Social Work) electives, 6 of which must be on the 300 or 400n level. Social Work 226, 227, 360, 361, 435, and 6 credits from an additional 435 or Social Work electives, 433, 436, 437, 478. Students are encouraged to take two semesters of the senior practicum (Social Work 435). Courses should be taken in sequence whenever possible. Each social work course requires some field experience.

Students must apply and be accepted into the Social Work specialization by the end of their second semester in the program. Applications for acceptance must be submitted to the social work faculty at least one week prior to registration. Students admitted to the Social Work program must maintain an average of 2.5 or better in all social work courses. Potential for professional skill will be required.

The faculty of the Social Work program will evaluate the field experience of each student. If students do not meet academic or professional standards, they will be placed on provisional status. Written notification will be given to, and conditions for full acceptance discussed, with the student. Conditions of provisional status must be met within two semesters to remain in the Social Work program.

The purpose of the Social Work Program is to prepare students for beginning social work practice. Since career objectives differ according to the particular interests of each individual, it is advisable for each student to consult with social work faculty about their professional development and with the Department adviser about appropriate courses as soon as possible.



A unit of The Connecticut State University

# CENTRAL CONNECTICUT STATE UNIVERSITY

1615 Stanley Street • New Britain, Connecticut 06050

It is with regret that we must inform you that you have been placed on conditional probation in the Social Work program for the following reasons:

In order to become a member of the program in good standing you must fulfill the following conditions by \_\_\_\_\_.

*Michael A. Park*  
Michael A. Park, Chairperson  
Sociology Anthropology Department

*Barbara S. Sosnowitz*  
Barbara Sosnowitz, M.S.W.  
*Barbara Leipzig*  
Barbara Leipzig, A.C.S.W.

- 
- b. What academic and career counseling or other services will be provided for students who may enroll in this program?
- 

Immediately upon the student's declaration of his/her intent to major in this program he/she is assigned a faculty advisor (full-time faculty member of the Social Work program) who is directly responsible for advising the student both on academic and professional matters.

Students have several required courses as well as electives that they might take for the Social Work program. They must acquire advisor approval for any courses taken as part of an undergraduate program. The Academic Deans assist the faculty advisors and students on a wide range of matters or when exceptions to standard procedures are requested. The Registrar's Office helps resolve problems concerning evaluation of credits, transfer, change of program and course conflicts.

As stated previously, "The resources of the entire University will be available for this Program." Consequently, the Director of Central's Center for Career Development and Placement and that Center's staff are available for career counseling. The student's practicum supervisor is available for career counseling, and Central's Counseling Center, and its highly

trained staff is available for other forms of counseling as appropriate.

-----

- c. How many students are enrolled in the program?  
List the numbers by part-time and full-time.
- 

As of October 1987 there were 64 full-time and 9 part-time students, for a total enrollment of 73 students in the Social Work program. Once the program is accredited by the Council on Social Work Education, we expect the numbers to increase to 84 full-time and 23 part-time students by the beginning of the third year of operation (1990-1991).

-----

- e. Student and Alumni Records (see 10a-34-22)  
How is the program going to be evaluated internally? What criteria have been established? Where will the program records be kept?
- 

The Social Work program will be using consultants from the Council on Social Work Education to review the curriculum and the specific courses to assure that the program is meeting the standards for both theory and practice of generalist social workers set by this accrediting body. The Council on Social Work Education will also be basing their evaluation on:

1. Student evaluations of the faculty teaching the Social Work curriculum.
2. Supervisor evaluations of students doing practica.
3. Follow-up studies of alumni.

These records are kept in the Director's office.

-----

9. Physical Plant and Facilities (see 10a-34-19)  
Describe the physical facilities (classrooms, laboratories, offices) and specialized equipment now available, or which will be provided (including schedule for acquisition) to initiate and maintain the program.
- 

The Social Work program is housed in DiLoreto Hall. Faculty offices and most of the classes are taught in the same building. This is an advantage for both the students and the faculty in that there is daily contact outside the classroom. The program has much visibility and identity with its own bulletin board for specifically social work announcements. The faculty has easy access to computers and audio video equipment.

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10. Catalog and Publication (see 10a-34-20)  
List and submit copies of any catalog(s), brochure(s) or other publications in which the program is listed or described or will be listed or described.

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Central Connecticut State University Undergraduate  
catalog--revised, updated and printed every year.

Central Connecticut State University Continuing Education  
Bulletin, revised, updated and printed before each semester and  
summer session.

Central Connecticut State University Social Work Information  
Bulletin--revised, updated and printed as needed (see Appendix 4).

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#### 11. Certification

Provide certification that program and institutional  
hiring and admission practices are in compliance with  
all applicable state and federal laws, regulations,  
and orders; and that the institution will operate  
under the provisions of approved nondiscrimination  
plans including consideration for women and minorities  
and accessibility for the handicapped.

---

The University certifies on page 6 of the 1987-88  
Undergraduate Catalog that all programs and institutional  
hiring and admission practices are in compliance with all  
applicable state and federal laws, regulations and orders; and  
will operate under the provisions of approved non-discrimination  
plans, including consideration for women, minorities and the  
handicapped. See Appendix 3 for copy of Central's Certificate of  
Assurance.

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12. Time Schedule and Authorizations

- a. Indicate any specialized approval, licensure or accreditation, by any agency other than the Board of Higher Education, to the extent that it is related to this program.

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The Social Work program intends to apply for initial accreditation from the Council on Social Work Education one year after accreditation from the Connecticut Board of Governors for Higher Education. The Commission on Accreditation of the Council on Social Work Education develops standards by which social work education programs are evaluated in the United States. It is the belief of the council that a sound curriculum design gives the educational program an integrated focus inherent in the professions philosophical base. They wish to ensure historical continuity and a stable framework from which to assess and incorporate emerging knowledge and practice innovations.

- 
- b. Indicate the earliest date on which students may be expected to complete the program.

---

Social Work is offered as a Specialization within the major of Sociology. Once the major in social work is approved by the

Connecticut Board of Governors for Higher Education, students would transfer into the new major without penalty and graduate on schedule. Students would be able to graduate with a BA in Social Work. However, the accreditation process with the Council on Social Work Education cannot begin until the program meets all the prerequisites for application, one of which is being a major. This accreditation process can be completed after 1 year or take as long as 3 years from application. The earliest a student could expect to graduate with a professionally accredited BA degree in social work would be 1 year after the major has been approved.

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13. Educational Planning Statement (see 10a-34-4e)

The Board will take into account that there may be a difference in the types of data and justification for different levels of programs. Provide the following information:

- a. The relationship of the proposed program to other programs and resources in the institution, and any institutional plan.

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Central Connecticut State University has been offering social work courses as an option within the Sociology major for over 20 years. In 1977, the Sociology Department chose to expand the social work courses leading to a minor and eventually a Specialization. The Social Work program, therefore, already



possesses fully qualified faculty and resources.

The Social Work program is fully consistent with the University's mission as a comprehensive institution of higher learning. The proposal to have social work become a major has been supported by everyone associated with the School of Arts and Sciences and CCSU, including the Curriculum Committee, the Faculty Senate and University Administration. Reassigned time given to the faculty to complete this document and to prepare for accreditation attest to the priority given by the Central Office and the University Administration.

The proposal is the result of much planning, consultation and coordination of faculty and administration. Since the general education component is offered by faculty from the School of Arts and Sciences and some required courses are offered by Sociology faculty, it was necessary to acquire their support and to review course content in select courses relative to program objectives. The support from faculty and administration across the University has been extremely enthusiastic.

- 
- b. Data and commentary to indicate what consideration has been given to similar programs in the geographic area to be served by the proposed program. Identify any similar existing or proposed academic programs or degrees in Connecticut in public, independent or proprietary institutions.
-

The proposed social work major would be one of two BA degree programs in social work in our region. There are similar degrees offered in other State universities as well as private colleges in the southern and western part of the state. The other existing program in central Connecticut is at St. Joseph's College in West Hartford. St. Joseph's College is a small private institution servicing a very different student population. In 1986, St. Joseph awarded only 7 Bachelor's Degrees in Social Work. In the entire state only 62 such degrees were awarded. Central's Social Work program has been a stable, growing program for 11 years. Both St. Joseph's and Central have shared faculty expertise and program resources over the years and will continue to do so. The addition of a social work major will only enhance this collegial relationship. Both programs must periodically do a self study for continued accreditation by the Council on Social Work Education and can continue to benefit by the experiences each has incurred in the capitol region's social service agencies. The State could be well served with the existence of both programs in central Connecticut. The capitol region's social service agencies are very much in need of well trained generalist social workers.

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- c. Data and commentary regarding the relationship of the proposed program to further educational opportunities and current employment trends.

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Students who receive a BA degree in social work from Central Connecticut State University will be well prepared to enter graduate programs of social work if they are so inclined. Most graduate schools of social work now give advanced standing, up to 30 credits, or one year of graduate education toward a two year degree to students graduating from an undergraduate Social Work program accredited by the Council on Social Work Education.

In the past five years, the Council on Social Work Education and the National Association of Social Workers have identified several vulnerable populations as a primary focus of service. These are gays or lesbians, ethnic minorities, women, children, and people who are handicapped, aged or homeless. There is a need to advocate for these clients and improve their social conditions. Central's social work graduates prepared as generalists work in a variety of organizations and agencies. Some of these are large public systems which care for these populations and reflect legislative and governmental social policies. Others are small grass root agencies which provide care while advocating for these populations who are the least empowered. Please see Appendix 2 for a partial list of organizations and job titles.

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- d. A description of any efforts made to identify student demand for the program and an estimate of enrollments for the first five years.

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Providing the Social Work Specialization option for the past several years has indicated that a demand for the program exists not only from the transfer students from the community colleges, but also from students entering directly from high school. Past experience has indicated between 20 to 30 new students have consistently showed interest in the Social Work program each year. The Introduction to Social Work class had 26 students in the fall, 1987. Many other students from the community colleges have indicated they would prefer to attend Central providing an accredited social work program would be provided. They see this as increasing their chances of entering graduate schools, obtaining better jobs and achieving promotion status. The projections over a three year period would allow us to conclude that there would be 84 full-time and 23 part-time students who will then be enrolled in the Social Work program.

- 
- e. A description of program and career articulation noting career opportunities as applicable (local, regional, state and/or national estimates), according to the nature and goals of the program.
- 

The Social Work program and the Sociology Department have conducted periodic follow-up studies of students who have graduated with a sociology major and a social work specialization and h

found a high percentage employed in jobs reflective of their undergraduate course taking in the Social Work program (see Appendix 2).

APPENDIX 1

# Workshop Begins Placing Clients With City Firms

## BRISTOL



PHOTO BY PETER MARONN

John Chase wheels out clothing rack at Bradlees

By GUSTAV SPOHN

Handicapped? Need a job?

If you are, or you know someone who is, there is help on the way.

The Constructive Workshops, Inc. has added a new program to its sheltered workshop facility on Hill Street — the Transitional Employment Program.

Until recently, local participation in the TEP program was limited because the program was linked only to Constructive Workshops' New Britain facility.

But in June, Constructive Workshops hired a transitional employment specialist, Kurt Lux, who has already placed a client at the Bradlees Department store in Bristol Plaza.

Under terms of the TEP program, handicapped persons are matched with prospective employers and, during the initial six weeks of work, receive regular visits from transitional employment specialists.

But although Constructive Workshops counsels clients during the six-week period, employers are encouraged to treat the handicapped workers like any other employee. And they are not encouraged to apply for tax credits that are sometimes available under handicapped hiring laws.

"Our program is saying this person can do the job," said Lux in a recent interview. "We ask that they pay the client the same wages they pay anybody else."

Said Lux, "I want the person to be hired for his ability rather than their disability."

Under normal conditions, Lux explained, he will visit clients at the worksite at least once a week during the early parts of the six-week training period and, then, begin to visit for shorter periods of time.

However, it is possible to extend counseling beyond the six-week period or come in and "problem solve" on an as-needed basis.

Of particular importance, stressed Lux, is the matching of client to job: "It's important to have an appropriate job match in that the employer is happy with the client and vice versa."

Since taking the post with the Constructive Workshops, Lux has placed one client, John Chase, 22, of Bristol.

Lux was initially grooming Chase for a maintenance job during sessions at the Hill Street facility.

But he eventually decided that Chase's relatively poor attention span would preclude such a job.

"This gave me the idea he had to do something repetitive," said Lux.

Lux got in touch with Robert Ochs, store manager at Bradlees.

"He (Ochs) thought he had a very appropriate position," Lux recalled.

As it turned out, the job and client did match well.

Since July 29 Chase has been hanging clothes on rolling clothing racks which are then wheeled onto the main floor for customer display.

"He's proven very successful there," said Lux. "He's gradually picking up speed."

Co-workers, Lux noted, "have been patient with John and he's been able to make friends..."

"I've gone down to the job site, and he's joking with the other employees. He fits in well."

And Ochs, the store manager, said "It's working out well. John's a very dependable person. He takes direction very well."

Ochs also said he would be interested in hiring other Constructive Workshops clients.

Said Ochs, "We would like to take advantage of Constructive Workshops and hire some other people to work here... If they're as good as John, I'd be glad to hire them."

Ochs said that when Lux approached him about taking on a Constructive Workshops client he felt "it was time for us to give it a try."

On Monday, Lux will be adding another client to the ranks of the employed when John Lavigne begins work at Papa Gino's Restaurant on Farmington Avenue.

Lavigne will be leaving the environment of the sheltered workshop — where clients work on projects and are paid by the piece — after 8 and one-half years.

Lux says he envisions an aggressive campaign — he has already been in touch with the Chamber of Commerce — to place clients in local businesses and hopes to have five clients at work sites at all times.

## AID TO LONELINESS

This past year a new law that allows elderly or handicapped residents of federally assisted housing to keep pets has been passed by Congress and signed by President Reagan. The regulations for compliance with this law are still being formulated, but the warning bell has certainly been sounded.

While some elderly and handicapped persons are lucky enough to rent from understanding landlords who allow them to keep pets, the sad fact is that most landlords are very much against allowing tenants to keep pets, especially dogs. They have their reasons, many very well-founded, and we have ours for feeling that handicapped and elderly persons should be allowed to have pets, and we also feel that ours are very well-founded. But as responsible pet owners — and there's the key word "responsible" — we may now be able to convince some landlords of private dwellings to allow these people to have pets.

Scientific research has shown that dogs and cats are important to the psychological and physical well-being of all people no matter what age. To refuse to allow tenants to keep companion pets can be cruel and unfair.



## LETTERS OF THANKS:

Dear MaryAnn and Pam:

Thank you again for bringing us Pet Therapy. "Pets" are always so well received here among our residents.

Everyone enjoyed the pets — and they all had a chance to "pet" a bit. It certainly made our day a much brighter one.

Thank you again,

Gratefully

Ann S. Kobunl

(From Farmington Convalescent Home)

Dear MaryAnn & Pam,

Thank you so much for sharing the two Newfoundland puppies with us. All of the guests here at The Holiday (and the staff!) tremendously enjoyed Pam and the pups. It really helped to lift their spirits and it also brings back lots of memories!

I would really love to schedule something once a month if possible. I will call soon.

Thanks so much!

Love,

Cinda and The Holiday  
Guests & Staff

(From The Holiday)



The above picture is of Pam Feld at a Connecticut convalescent hospital with two of her field assistants.

## NURSING HOME VISITS INCREASED

This past winter through a program with the Sociology Department of Central Connecticut State University this Society was able to increase the number of visits to convalescent hospitals in the state of Connecticut. A sophomore student named Pam Feld was assigned by the Sociology Department to volunteer five hours per week thus gaining her course credit. Pam worked under the supervision of MaryAnne Mahoney, Director of Humane Education, and made weekly visits (totaling 5 hrs. weekly) to convalescent hospitals throughout Connecticut, mostly in the north central

(Cont. on inside back cover)





## HEY, CONNECTICUT HUMANE SOCIETY... YOU OUGHT TO BE IN PICTURES!!!

We at the Connecticut Humane Society have finally been discovered! Although we have known for some time we belong on the silver screen, it took sixth-grader Rebecca Bohn to put us there.

Rebecca is a student at Bishop Elementary School in Norwich, Conn. She is one of approximately 200 children involved in the gifted program through the Norwich school system. The program encourages children with extra-special ability, like Rebecca, to investigate, research and discover subjects not ordinarily included in school curriculum but of interest to them.

Rebecca says she's always loved animals and the idea of doing a project about the Connecticut Humane

Society not surprisingly popped into her head. Miss Bohn visited the Waterford shelter and spent several hours observing the reception and placement of animals. Mr. Ray Denette, District Agent, and his staff in Waterford graciously answered Rebecca's questions and gave her a kennel tour.

In place of a traditional written report on her findings Rebecca decided to develop a visual report. She returned to the Waterford shelter with her teacher, Mrs. Jackie Falman, to host and co-star in a videotape with Mr. Denette. Her talented teacher videotaped a tour of the shelter with Rebecca asking questions to Mr. Denette, District Agent. The video made its debut at Rebecca's school on June 7, 1984, an evening dedicated to the display of projects developed by the children involved in the gifted program.

Miss Bohn has plenty of time to decide her career plans. An active member of the 4-H Club and a lover of horses, she says her career plans may just involve animals! We at the Connecticut Humane Society wish Rebecca luck with her plans for the future. Who knows, she may end up a film director and you may see C.H.S. in a sequel!

### Continueds

#### ...More fleas! from page 2

mends. Also spray or dust the shrubs and grass where your dog or cat might prowl. Connecticut exterminator dealers recommend applying insecticide once a week for three or four weeks. The yard may require further treatment every two weeks or so during the warm weather and more if we continue to have above average rainfall.

Inside your home make sure you spray deep into the crevices in the bedding where your pet sleeps. If you suspect fleas in your carpet be sure to get rid of the vacuum cleaner bag after sweeping. Flea eggs and larva thrive in the bags and can soon regain a hold in your house. It is also a good idea to do a thorough vacuum cleaning at least three times at seven-to-ten-day intervals to break the flea cycle.

As for treating the pet itself, most veterinarians recommend bathing, dipping and/or frequent applications of a flea powder or spray, particularly during the summer months. Be careful about mixing different types and brands of powders, liquid, chemicals.

The most important thing in flea control is this: in most cases treating your pet for fleas without simultaneously treating the environment is both inefficient and ineffective. Consult your veterinarian, and in severe cases your exterminator as well. Fleas are not only a nuisance, but in about ten percent of cases they can cause allergic reactions in your cat or dog. You may not be able to rid the entire world of fleas, but you can keep them out of your little corner of it.

#### ...Bovine rescue! from page 3

Several days later Chief Intino stated that twenty cows had been rescued and eleven had made it to high ground on their own. Unfortunately two of the cows and two calves did die as a result of the flood.

As has been the case since this Society's conception 103 years ago the staff of the Connecticut Humane Society was available to render assistance to animals in an emergency situation; however, we would like to be better prepared for further emergencies. As our Headquarters in Newington is without a boat and motor we are in hopes that through contributions of the public or a business we will be able to furnish our facility with a small boat and motor and the necessary water-rescue gear.

#### ...Convalescent pets from page 4

region of the state. After completing this program in May, Pam was quite enthusiastic about the pet program and found that working with people of all ages had been quite interesting to her and it was definitely an area of social work that she found fulfilling and rewarding. This reinforced her decision for a career in social service. She stated that this opportunity has allowed her to encounter a wide ranged of situations and ways to deal with the elderly, and she felt she had gained a lot of knowledge about geriatrics just from these weekly visits. (Pam is not with us during the summer months but hopes to return to this program and her University volunteer work this fall.)



Staff photo by Mary Ellen Rivers

McAllister chats about life as a teenager with Kilburn during a visit at her Berlin Street home recently

## Elderly to welcome young visitors

By LAUREN GALAYDA  
Record-Journal staff

Zella McAllister has lived in many places and made many friends. But that was during her first 80 years. She's 86 now and homebound in Southington.

McAllister, twice widowed, has found it difficult to make new friends since moving here. At least until Sharon Kilburn walked into her life.

Kilburn, whom McAllister calls her "piece of gold," has been going to see the elderly woman regularly over the past two months as the town's first "friendly visitor."

The Calendar House paired the two as a pilot for a program center Director Stephen Karp hopes to get into full swing by June. The program will aim primarily at pairing older people living alone with younger people in the community.

At least six senior citizens have already told Karp they would like to be in the program. A recent survey showed 15 percent of those interviewed cannot visit the senior center because of physical, mental or transportation problems.

"I'd rather have them come here," he said. "But some can't. Those are the ones we'll target."

According to Karp, loneliness is one of the biggest problems of the elderly and leads to other ailments, such as depression. Friends are the best tonic.

"For the older people, having a social visit really brightens their week," he said. "Younger people can get satisfaction from assisting older people. At the same time, they're learning history."

"That inter-generational contact is important."

Karp said he's looking for volunteers of all ages to make the visits. Each volunteer must be willing to make a six-month commitment, he said.

In May, Karp hopes to start training sessions for volunteers based on New Haven's Sage Advocate and Hartford's Breakthrough to the Aging programs. Volunteers need some understanding of the elderly, listening skills and knowledge of community services.

Eventually, Karp said, he hopes to have at least 12 volunteers, like Kilburn, who will spend a few hours a week listening and talking.

Kilburn, a social work student at Central Connecticut State University, started the visits as part of a course. Now, she said, she gets as much out of the visits as McAllister.

"I love listening to life histories and getting a

glimpse of what life was like before I was born," Kilburn said. "The elderly have stories and wisdom to pass on if people will listen."

In McAllister, Kilburn has found a treasure trove.

The older woman grew up in Fort Kent and Portland, Maine. She worked as a cook in the fledgling New Hampshire ski resorts. Later she became the housekeeper to inventor Philo Farnsworth. With the Farnsworth family she traveled around the country, even staying a week with Mary Pickford at her famous Pickfair estate.

"I haven't had a lot of formal education, but I've learned a lot from life," McAllister said.

McAllister was a member of Calendar House for about five years, but now a hip problem keeps her in her apartment at Flanders West most of the time. Between visits from her own family, "the four walls close in," she said.

Kilburn grew up in Stamford at a convalescent home owned by her grandmother.

"It was such a great experience, I want my kids to know the same thing," Kilburn said. "So many kids are separated from their grandparents. They never get a chance to see each other."

"It's unnatural for generations to be apart," McAllister agreed.

Record-Journal

• SOUTHERN •

2/4/85

## Student project at CCSU brings in 400 new voters

The director of the social work program at Central Connecticut State University said today that a student project to promote voter registration in the last election brought in 400 new voters.

Barbara Sosnowitz of West Hartford, director of the social work program, a specialization in Central's Dept. of Sociology, said students "learned a very important social work method of community organization."

Following a nationwide trend, the Center social work seniors, she said, had become concerned that the state's registration system lacked uniformity and organized a project to research alternatives to Connecticut's present voter registration system.

With the help of a \$400 CCSU Foundation grant, they formed the Student Action for Innovative Alternatives to Voter Registration (SAIAVR) project.

Working with Central's Women's Center, SAIAVR ran two voter registration drives last year netting 400 new voters.

In addition, some students wrote letters to state senators and representatives urging revision in the present voter registration policies and tracked a proposed bill through the Connecticut legislature. Others joined political parties

and helped organize minority groups.

Some Central students became deputized and registered new voters in their communities. Under the current system, local registrars of voters may or may not deputize citizens who want to register new voters at sites other than town registration offices.

"An unusual twist in the program was that a number of our students, who are not as yet U.S. citizens themselves, also became involved in the entire process," said Sosnowitz.

"They made signs, ushered people to the registration booths, drove voters to the polls, and made follow-up calls," she said.

These non-citizen students were from Canada, Vietnam and Portugal.

By becoming active in the political process, the Central social work students are complementing their curriculum, which includes client advocacy and community mobilization, Sasnowitz said.



Larry Covino, right, director of the Sheldon Community Guidance Clinic, shows Greg Bertles, a freshman at Saint Thomas Aquinas High School, the camera angle he wants for a taping of "The Station Hotline." The show is produced in Plainville.

# Controversial Cable Show Aimed at Teens

By SUZANNE SATALINE  
Courant Correspondent

**NEW BRITAIN**—The moderator asked Grace Loda a question: When is someone ready for intimacy? "You just sort of get a feeling," said the 15-year-old student at Mary Immaculate Academy in New Britain. Her answer prompted a chorus of giggles from the 15 teenage boys and girls surrounding her. "Something tells you inside to go for it," she said.

That comment touched off a series of more conservative replies from her peers at the recent taping of "The Station Hotline" television show, during which a group of adults and students from area Catholic high schools discussed teenage sexuality.

The topic was a typically controversial one for "The Station Hotline," a local cable show in its sixth month on New Britain's public access channel. The program is sponsored and produced by the Sheldon Community Guidance Clinic, a non-profit agency that provides counseling to teenagers in the New Britain area. The show delves into formerly taboo subjects that have been explored by nationally known talk-show hosts, such as Dr. Ruth Westheimer

and Phil Donahue.

But unlike those shows, only issues that affect teenagers are addressed on "Hotline," a show produced by teenagers involved with the clinic.

The show's goal is to reach more teenagers than the ones who go to the clinic for help, said Ray Paradise, the clinic's associate director and moderator of "Hotline."

"Being a teenager is a tough experience," he said. "They go through a process where they need to be independent, but they are in a constant dependent situation."

The half-hour show is taped in a small studio of United Cable Television Corp. of Connecticut, in Plainville. The show can be seen in New Britain, Southington, Berlin, Plainville, Kensington section of Berlin and Farmington; separate programs are aired Tuesdays and Thursdays at 7 p.m. One thousand viewers can call a hot line, 225-3563, and talk with a Sheldon counselor either about that night's topic or other concerns. The conversations are confidential and are not broadcast.

Paradise said he had the idea for a talk show for teenagers some time before the first episode was broadcast in April. His ideas led to shows about divorce, drug abuse, alcoholism, high school achievement

and the taping about teenage sexuality, which is scheduled for broadcast this week.

The program volunteers, age 15 to 18, change roles from one show to the next, serving as interviewers, camera workers or editing technicians. They are aided by United Cable employees, said Larry Covino, supervisor of Sheldon's peer-counseling program.

About 12 teenagers have been trained in the technical aspects of TV production through sessions offered by United Cable, Covino said. There is a waiting list for other public-access production volunteers, he said.

Since the first months of the show, the staff has overcome its production problems—a small studio with two cameras and an inexperienced crew.

"In the beginning one guy would be talking and then another guy would be talking, and all of a sudden you'd see a blur of people," said Johnny Samuels, 16, a student at Saint Thomas Aquinas High School in New Britain. Samuels said he started taping last summer and was training others to work the cameras.

Paradise laughs when he remembers those times. "The first shows were like watching the

really a neophyte, but we're turning out a much more professional product."

Paradise said he and his staff usually think up the topics in aim for the teenage perspective. But opinions expressed on the show are not limited to those of teenagers because Paradise invites adults from other social service agencies, such as Planned Parenthood, to speak.

As the staff has become more comfortable, the shows have become more controversial, Paradise said. At times the gravity of the topics have overwhelmed the teenage panelists. During one early show, a young rape victim told a story so disturbing that the interviewers held back on their questions, he said.

While the teens have a say in planning each show, Paradise is in charge once the cameras are rolling.

"The premise is the show is oriented to mental health," he said. "We want factual information. We're dealing with victims of incest. It's a professional concept. You need professional expertise."

It is hard to tell how many viewers the show reaches since no ratings are computed, Paradise said.

The kids are getting information that they wouldn't get from par-

11-10-84

## Hotline Set For Teens in New Britain

By MARTIN KEARNS  
Courant Staff Writer

NEW BRITAIN — City teenagers soon will be able to dial a hotline and ask peer counselors for advice, help or information on topics from drugs and alcohol to pregnancy.

"We feel teenagers would rather talk to someone their own age about their own problems," said Larry S. Covino of Bristol, 22, a college intern who is helping coordinate the teen hotline for the Station Youth Counseling Center, a program of the Sheldon Community Guidance Clinic Inc.

Marilyn G. O'Neil, who works with students ages 13 to 19 as a clinical social worker at the center, said, "The idea came from the kids." It was recommended as a way to reach out to adolescents, she said.

Sixteen students from New Britain and St. Thomas Aquinas high schools are learning listening skills and studying drug and alcohol abuse as part of their 25-hour training program. The students are sophomores, juniors and seniors.

"It's easier to identify with someone their own age than with adults," said Covino, a Central Connecticut State University student.

The hotline opened Oct. 23 and will be staffed Tuesdays and Thursdays from 5 p.m. to 10 p.m.

Center workers are staffing the hotline until the students complete their training. Eventually, two students will work the station's four telephone lines. Center staff will supervise the students at all times, Covino said.

So far, just four calls have been made to the center's hotline. Covino said the number should increase as more teenagers become aware of the program.

The Wheeler Clinic in Plainville operates an emergency hotline 24 hours a day, seven days a week. About 8,000 calls annually are made to Wheeler's emergency line, said Kathy Senese, a support staff worker for the clinic's emergency services.

Senese said no figures were available to show how many calls to the clinic's hotline were made by teenagers.

The hotline number is 225-3563.

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# COMMENTARY

## Alternatives to Present Voter Registration System Examined

In this Presidential election year the drive to register voters in Connecticut has taken a new direction.

Social work students at Central Connecticut State University, concerned that the state's registration system lacks uniformity, have organized a group to research alternatives to Connecticut's present voter registration system.

Through Student Action for Innovative Alternatives to Voter Registration (SAIAVR), the Central seniors have begun to research the political and social processes involved in changing current laws. They have been interviewing state senators and representatives, tracking bills in the state legislature, testifying at hearings, and lobbying for revisions in the present voter registration policies.

To date 19 states have adopted simplified alternatives to voter registration procedures.

The Central students have mobilized because, as stated by Assistant Professor of Sociology Barbara Sosnowitz, they were

"shocked at the difficulty new voters have in registering to vote."

Last fall Central students, along with other Connecticut social work students, worked to register voters. During the drive, the Central students, who registered nearly 200 new voters, became aware of the difficulty in becoming deputized as special assistant registrars of voter registration, she said.

Under the current system, local registrars of voters deputize citizens who want to register new voters at sites other than town registration offices. Efforts to do

this have been easier in some towns—Middletown, for example—than in others, such as Bridgeport, where registration takes place only in the central office.

By becoming active in the political process, the Central social work students are complementing their curriculum, which includes client advocacy and community mobilization, Sosnowitz said. Their efforts coincide with the launching of non-partisan drives throughout the country aimed at poor, black and Hispanic residents who have not voted before.

An Inspiring Thought

There is no wealth but life.

Summary of Faculty/Student grant: Student Action for  
Innovative Alternatives to Voter Registration

In February, 1984 the schools and programs of social work in the state of Connecticut were charged with helping the poor and disenfranchised take part in the upcoming presidential elections. This was kicked off with a campaign at the University of Connecticut School of Social Work. As Central Connecticut State University Social Work Program has always required their seniors to do a community organization project, I requested our students to attend the first campaign conference. Central was the most well represented school there, as 100% of of students asked to attend, did attend.

Upon returning to our classes, the students and I decided to apply for a faculty/student grant so that we could pay some speakers to explain the issues to us and perhaps mount a more organized campaign. We called our project Student Action For Innovative Alternatives To Voter Registration. A grant of \$400 was received. The proposal was to cover two groups of social work students. The class of 1984 and the class of 1985. The class of 1984 spent most of their time writing letters and following a proposed bill through the Connecticut legislature as well as running a voter registration drive with the Woman's center for Centrals' students. Over 100 new voters were registered in the spring of 1984.

In the fall, as the November elections drew near, the class of 1985, became concerned with the issues. Some joined political parties and helped organize minority groups. Half of the students were able to become deputized and registered new voters in their communities. Another voter registration drive was run with the Womens' Center. Over 300 hundred new voters were registered in the fall of 1984. Students who were not United States citizens also became involved in the process, making signs and ushering people to the registration booths, as well as driving voters to the polls and making follow up telephone calls along with the rest of the class.

In all Central Connecticut State University's tiny Social Work Program, far out shone the rest of the schools and programs in the state. We became more involved with the whole political and electoral process and registered more new voters than any other school or program. This project enhanced our reputation as a well run and organized Social Work program, and benefited the University's reputation as well. The students learned a very important social work method of community organization and most importantly over 400 new voters were inducted into the political process.



## CCSU students form group to research alternatives to how state enrolls voters

In this Presidential election year, the drive to register voters in Connecticut has taken a new direction.

Social work students at Central Connecticut State University, saying they are concerned that the state's registration system lacks uniformity, have organized a group to research alternatives to Connecticut's present voter registration system.

Through Student Action for Innovative Alternatives to Voter Registration, the Central seniors have begun to research the political and social processes involved in changing current laws. They have been interviewing state senators and representatives, tracking bills in the state legislature, testifying at hearings, and lobbying for revisions in the

present voter registration policies.

To date, 19 states have adopted simplified alternatives to voter registration procedures.

The Central students have mobilized, said Asst. Professor of Sociology Barbara Sosnowitz, because they were "shocked at the difficulty new voters have in registering to vote."

Last fall, Central students, along with other Connecticut social work students, worked to register voters. During the drive, the Central students, who registered nearly 2,300 new voters, became aware of the difficulty in becoming deputized as special assistant registrars of voter registration, she said.

Under the current system, local registrars of voters deputize citizens who want to register new voters at sites other than town registration offices. Efforts to do this have been easier in some towns than in others, such as Bridgeport where registration takes place only in the central office.

By becoming active in the political process, the Central social work students are complementing their curriculum, which includes client advocacy and community mobilization, Sosnowitz said. Their efforts coincide with the launching of non-partisan drives throughout the country aimed at poor, black and Hispanic residents who have not voted before, she said.

The drive to register new voters in Connecticut has taken on a new dimension. Social work students at Central Connecticut State University, along with other Connecticut social work students, were involved in a voter registration drive last fall. Although Central students were the smallest in number, they gained the greatest results in registering new voters. Deputized students registered close to 200 new voters.

During the drive, Central students were dismayed because of the difficulty they found in becoming deputized as special assistant registrars of voter registration. The students were also shocked at the difficulty new voters have in registering to vote. They decided to do something to change this.

Following the lead of 19 other states that have adopted simplified alternatives to voter registration procedures, Central's social work students began to take action.

Students applied for and received a research grant of \$400 after forming an organization called Student Action for Innovative Alternatives to Voter Registration (SAIAVR). This group is to research for alternatives to Connecticut's present voter registration system. In January, 1984, the social work students formed committees and began to research the information of the political and social processes involved in changing current laws. This complimented their curriculum which includes client advocacy and community mobilization.

The social work students in their committees are presently interviewing State Senators and Representatives, tracking bills in the State Legislature, testifying at hearings, and lobbying for revisions in the current voter registration policies. The social work students are also encouraging students at the University, as well as citizens throughout the State, to keep informed and support this process.

## Students Revamp Voter Signup

Social work students at Central—with a Presidential year election ahead—have taken a different approach to voter registration.

Concerned that the state's registration system lacks uniformity, the students have organized a group to research alternatives to Connecticut's present voter registration system.

Through Student Action for Innovative Alternatives to Voter Registration (SAIAVR), Central seniors have begun to research the political and social processes involved in changing current laws.

They have interviewed state senators and representatives, and tracked bills in the State Legislature. They have testified at hearings, and lobbied for revisions in the present voter registration policies.

To date, 19 states have adopted simplified alternatives to voter registration procedures.

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Under the current system, local registrars of voters deputize citizens who want to register new voters at sites other than town registration offices. It is easier to do this in some towns—Middletown, for example—than in others, such as Bridgeport, where registration takes place only in the central office.

In becoming active in the political process, the Central

social work students are complementing their curriculum, which includes client advocacy and community mobilization, Sosnowitz said. Their efforts coincide with the launching of nonpartisan drives throughout the country aimed at poor, black and Hispanic residents who have not voted before.

One such drive by the Human Services Employees Registration, Voting and Education Campaign draws volunteers from government employes as well as from among students and social workers who tend to serve lower-income people, minorities and women.

**March Planetarium Shows**  
For all ages, "Springtime of the Universe," Friday and Saturday at 8:30 p.m. Children's Show, "Spaceship Earth," Friday, Saturday, and Sunday at 4 p.m. Admission: \$2, adults; \$1, children; students and faculty \$1/AD.

Plan to Visit A'

# Voter Registration

VOTER REGISTRATION will be held in the Student Center Lobby on October the 5th between 12 and 2 p.m. and on October the 7th between 9 and 12 noon. Citizens must register before October the 18th if they want to vote this year.

This special event to register here on campus is sponsored by the Dept. of Social Work and the Women's Center. The theme for the two days is "Power is in Your Vote." Studies indicate that a disproportionate number of young people do not vote.

Christine Taylor, a student in the Dept. of Social Work working under the leadership of Mrs.

Barbara Sosnowitz, Director, of the Social Work Program at Central Connecticut State University, will be responsible for the swearing in of new voters. Lynne Stolle and Amy Kratenstein will be assisting her in filling out the applications. Both women are on the staff of the Women's Center.

This special activity, sponsored by the Social Work Dept. in conjunction with the Women's Center is planned to encourage students, faculty, and staff to register at a convenient place. Opportunity will be provided for registering to vote in New Britain or any other town in the State.

N. 3 12 19 83 10/11/83

## CCSU students join the political system

Dear Editor:

A very successful registration of voters was held on the campus of Central Connecticut State University because the New Britain Registrars of Voters; Edward J. Karwoski and Dorothy R. Turnruse were willing to spend a great deal of time in training members of the staff of the Women's Center. Both Registrars of Voters were willing to share their expertise therefore, 120 students were registered on Oct. 5 and 7.

This was an excellent experience in Democracy in action. the program was carried on with the cooperation of the Department of Social Work, Women's Center, Student Center Staff, and the officers in the Registry of Voters.

The students appreciated the opportunity to register on the campus.

CHRISTINE S. TAYLOR, Intern  
RUTHE W. BOYEA, Director  
Women's Center, CCSU

We welcome your letters. Please keep them to 300 words or less, sign your name in ink, and provide your street address and telephone number. The name and city or town of every writer will be published; no pen names will be permitted except under special conditions. We reserve the right to edit letters.

## United Way gets aid from CCSC beyond \$

The measure of support for the annual New Britain-Berlin United Way campaign is assessed in terms beyond dollars at Central Connecticut State College.

Through combined efforts of faculty, students and staff, the College has long supported the annual fund appeal, often exceeding the dollar goal assigned the New Britain campus.

Support for the United Way and its 17 local agencies can be gauged in terms of time and expertise as well as financial contributions. Volunteers from the faculty and student body have been active in United Way agencies for more than two decades, with over forty serving as directors, assistants and aides in the agencies this year. More than two dozen faculty members and students are presently serving in New Britain's Red Cross Chapter's programs.

### 'Loaned executive'

This year Associate Dean of Student Affairs Marie White represents the college as Central's "loaned executive" to the United Way effort, enlisting aid from the financial sector. She is the third member of the college to serve in that capacity since the program was begun by the United Way. White is on the United Way's allocation committee, the boards of the Connecticut Yankee Girl Scouts and YWCA, and most recently has been nominated to the board of the Community Health Services.

### Not understand scope

Canvassing the business sector, White explained one problem was that many people don't understand the scope of United Way programs. "I've spoken to people who agree the United Way is a worthy organization, but don't realize that they themselves have benefited through its programs, such as the Boy Scouts and Girl Scouts, the YWCA and YMCA. One of my

goals is to make people more aware of this. By releasing me from some of my duties to assist in this conscious raising, Central's administration has shown they are sensitive to the needs of the community."

### Judd active in Red Cross

Long active in community affairs, Executive Dean of Development and Student Services Richard Judd has been chairman of the New Britain Red Cross Chapter, a member of the community Council Board (the United Way's Advisory branch) and helped sponsor both YMCA and YWCA fund drives as well as Central's blood drives.

"Supporting the endeavors of the United Way is a positive statement of commitment towards the community," said Judd. "Working through such a viable organization, and seeing the results accomplished makes the time invested well worth while."

### Students helpful, too

Although faculty and administration members have more years of volunteer experience, students are no less capable of achieving practical results. For example, Central sophomore Salvatrice D'Agostino is helping form a Girl Scout troop in the Walnut Hill convalescent home. It began at a social work course at Central, where she was urged to join a volunteer group, and led to her joining the Connecticut Yankee Girl Scout (CYGS) organization. D'Agostino became part of a venture, which according to the CYGS, has not been previously attempted in Connecticut—basically a Girl Scout troop at the convalescent home.

"I love the whole project," said D'Agostino. "I'm going there now to help prepare the patients to be assistant leaders for the troop, which is almost ready to move in. The patients are so involved, making suggestions and helping with the plans. Both the Girl Scouts and patients will benefit—and I think it's great."



Beverly Burke helps Sue Hushcah make a Christmas stocking in class for handicapped at Middlesex Community College. At right, Sue displays the finished product.

(Photo by Weisenburger)

## Classes Started At MxCC to Help Retarded Adults

The Connecticut State Department of Mental Retardation is expanding its Life Enrichment Education Program to Middletown.

Under this program, previously only available in Meriden, mentally handicapped adults may take special classes at Middlesex Community College. The classes are designed to help retarded men and women live in the least restrictive environment possible.

Each semester a series of courses is offered in five different areas — academics, personal skills, vocational skills, leisure skills and independent living. Classes are small and students may choose programs to fit their individual needs.

Courses are taught on three levels of difficulty: for people who may be living independently within the next few years, for people who wish to assume responsible abilities for independence some time in the future, and for people who require supervision in most areas.

The Life Enrichment Education Program is a cooperative effort by a number of public and private enterprises — The Central Connecticut Regional Center of the State Department of Mental Retardation, Middlesex Community College, The Community Mental Health Program, E.B. Kuhn Training Center, and the Middlesex Association for Retarded Citizens. The Department of Mental Retardation is trying to decentralize its programs in an effort to provide as many services as possible in the towns in which handicapped people live.

This particular program began in 1977 at the department's regional center in Meriden, and it moved to Platt High School in Meriden in 1979. The department plans to expand the program to the New Britain area in the next year.

Further information may be secured from any of the cooperative agencies, or from John G. Humphrey, director of the Lee Program, Central Connecticut Regional Center, P.O. Box 853, Meriden, Connecticut, 238-6313.



## NEW BRITAIN • BRISTOL • SOUTHWINGTON

# BUZZ Is the Word for Students Trying To Help People Cope

NEW BRITAIN — There is nothing unusual about the setting. Two college students are catching up with their homework while they wait in a dorm room for a telephone call.

Only, they do not know who, if anyone, is going to call during their five-hour vigil, and when the phone does ring they know it is not going to be an invitation to a party, but a stranger calling for help.

The students are members of BUZZ, a volunteer crisis hot line service at Central Connecticut State College for students and residents with problems who either want information or just want to talk to someone about their situation.

BUZZ volunteers have answered more than 100 calls since the program began in spring 1979, ranging from students having trouble with their classes to parents having trouble communicating with their teenage son or daughter.

Other calls have included requests for information about pregnancy testing or birth control as well as people concerned that they cannot control a drug or alcohol problem.

The confidential hot line service, which began as a project for a social work class two years ago, now includes about 20 volunteers who answer the phones. Each of the volunteers undergo two weekend training seminars before being assigned a shift, Barbara

Sosnowitz, BUZZ's faculty advisor and assistant professor in the college's sociology department, said.

"Talking to people comes naturally — that's why we do it," said Christine Perrin, BUZZ president. The callers are given no lectures, she said. A volunteer may suggest options or refer the person to a more appropriate agency, she said. The purpose of BUZZ is to assist troubled people by listening to their problems and making their situation clearer to them, she said.

While most of the calls have been from college students, the BUZZ program has been upgraded to where it is ready to serve residents in Farmington and Newington as well as New Britain, Perrin said. BUZZ volunteers

are available each day from 5 p.m. to 10 p.m. while school is in session, she said.

The volunteers include sociology, political science and history majors as well as an accounting major. None receive pay or college credit hours for their time, Perrin said. People who call BUZZ remain unknown even to the volunteer, as nobody asks for their name or address, Perrin said. "Sometimes it's frustrating to talk to a caller and not know what eventually happened to them; I'd like to think I was able to help someone," she said.

"A service like BUZZ sometimes can be more effective than a professional service because the volunteers don't probe too deeply, asking a caller

if he was breast fed or wet his bed at a late age," Sosnowitz said.

Among past BUZZ callers have been some "heavy breathers," Sosnowitz said. These people may lack the courage to ask a question or talk about a difficult issue, so BUZZ volunteers tell them that if they call back and talk, someone will be there to listen to them, she said. An increasing number of calls deal with teenage sexuality, Sosnowitz said.

There is no one way to deal with callers, Perrin said. Each volunteer will listen to the person and react to the situation. "It's hard to explain, but I don't worry about how my next words are going to come out," she said.

"Sometimes it's frustrating to have there three nights in a row without getting a call," said BUZZ volunteer Kathleen Cochetki. "You do it because you care about people," said the junior sociology major.

The BUZZ program is funded through Central's student senate and located in a dorm room on campus. An answering service has been added to increase the efficiency of the program, Sosnowitz said. People who have a problem can call during BUZZ's hours and be assured that someone will be there to talk to them in complete confidentiality, she said.

The telephone number for BUZZ is listed in the New Britain telephone directory.

## CCSC's 'Buzzline' to host Children's Hospital patients

Fifteen youngsters from Newington Children's Hospital will be treated to a Christmas party at Central Connecticut State College Wednesday.

The children, aged 6-13, have been invited to the afternoon celebration by Buzzline, a crisis-intervention phone line operated by Central students studying social work.

Central junior Kathy Moriarty of Vernon and senior Elizabeth Kendrick of South Windsor, organizers of the party, said student volunteers from Buzzline will be preparing the refreshments. Toyrific, a Meriden toy store, has donated gifts as grab bag items.

Under the supervision of Barbara Sosnowitz, CCSC assistant professor of sociology, Buzzline has been in operation two years. The service offers confidential advice to callers experiencing crisis situations and refers them to appropriate social agencies for additional assistance.



**CAMPUS HELP LINE**  
**“BUZZ”**

**223-4991 or 229-2932**

***“if you need information  
or just a friend”***

*Volunteers are needed.*

*Meeting: Feb. 20th at 7:30 p.m.  
North Room, Student Center*

# Advocacy program aims to broaden horizons for mentally retarded citizens

By KATHERINE G. TULLAI

An effort to promote community awareness of the needs of mentally retarded citizens is one of the primary goals set by the new director of the Companion Advocacy Program at Central Connecticut Assn. for Retarded Citizens (CCARC).

"The retarded have rights too," said Julie Furs in an interview shortly after she accepted the director's post last month. "They need to feel part of the community," she added.

The advocacy program is designed to match volunteers from the community on a one-to-one basis with one of CCARC's clients to help the "protege" widen his horizons and live a fuller life.

The volunteer would provide the protege with companionship and also serve as a spokesman for that person should the need arise.

The program was started last April with the groundwork laid by Furs' predecessor, Debby Park, who studied similar programs in Hartford and Bristol.

According to Furs, there are about 90 clients who attend the daily programs at CCARC and about 30 of these would benefit from the advocacy program. They range in age from 21 to their 70s, she said.

Younger mentally retarded are now educated within the school systems, she explained.

No special background or prior experience with the mentally retarded is necessary to become an advocate, Furs stressed, and training is provided for the volunteers.

"Sometimes people with no experience make better advocates," she added, "because they can be more objective and flexible. They're willing to try anything."

The relationship is basically one of friendship with the advocate filling the emotional needs of the "protege." He would also be able to help with practical needs, giving assistance in such areas as shopping, grooming and filling out legal forms.

Some of the clients are employed by the Constructive Workshop in New Britain, and have income tax forms to fill out each year, she explained.

Most of CCARC's clients are educable, Furs said, but it would be hard to classify them any further with regard to the degree of retardation. "They may be only mildly retarded socially," she said, "but severely retarded academically."

Priority in assigning advocates will be given to



JULIE FURS  
New director

those who live in extended-care facilities and have no one visiting them on a regular basis. Furs said about half the clients live in an institutional setting and there are "quite a few" who don't know where their families are.

However, those who live with their families could also benefit from having an advocate.

"Everyone loves getting a card or letter from a friend," she pointed out. Also, a situation might arise within the family where the advocate could, as a friend, supply the necessary objectivity which the family could not.

No specific amount of time per week must be spent with the protege but CCARC does ask that a volunteer agree to continue the relationship at least six months.

Furs is also interested in speaking to groups throughout the area in an effort to educate the public to the needs of the retarded.

Furs conducts the first interview with the prospective advocate and provides a tour of the CCARC facility on Franklin square.

A second interview is also conducted before the advocate is matched with a protege according to the interests and skills of both partners.

Continued guidance and support are offered by the agency as needed during the length of the relationship.

The Weather

Light snow tonight, clearing tomorrow. Details on Page 2

Established 1880

101st Year, No. 14

New Britain, Connecticut, Friday, January 16, 1981

26 pages in 2 sections

Central Connecticut's Largest Afternoon Daily



Dec. 13, 1979

# For Kids Who Can't Go Home

By NANCY SWAIN

If walls could talk, the house at 1019 Farmington Avenue could tell a lot of stories.

About the little girl who's always been the apple of her father's eye. As she grows older and the boys begin to flock around, father gets jealous and sets down impossibly rigid rules. At 14, she runs away.

Or about the boy who's always grounded. He's basically a good kid, but his parents feel he's hanging around with the wrong crowd and maybe smoking dope. His father works long hours to try and support the family. His parents yell at each other a lot and he yells even louder to stop them yelling at each other. At 16, he runs away.

Or about the 15-year-old girl who's the oldest of six children. Her mother married at 15 and now is only 31. Six children are more than she can cope with. The oldest feels too much responsibility falling on her shoulders. She runs away.

These are three kids out of 153 that have found shelter this year when they desperately needed a place to go when they felt they could no longer go home.

The house at Farmington Avenue, dubbed Junction 1019, has taken them in. It's provided more than food and shelter and an ear to listen.

IT'S PROVIDED supportive therapy, counseling with parents, trips to such places as the Hartford Stage Company, and a morning school program.

The program, which is run by volunteers — one a retired social worker who bikes to the shelter — involves teaching the kids to communicate better change harmful attitudes and acquire good values.

The shelter, which has been open for a year this month, houses a maximum of 10 young people for up to two weeks.

When the counseling is successful and there's a real desire between the parents and children to work things out, the young people go home. That's what happens in about 85 percent of the cases that walk in off the street, says Sue Ellen Aptman, the director.

But when the young people are chronic runners and are referred to the shelter, the problems have already multiplied, she says. Then the counseling isn't as likely to be successful. Some parents, she says, simply don't want the kids returned except their terms.

"The kids are coming to us full of pain and hurt," she says. And the parents are as overwhelmed as the kids. They're confused as to whether it should be giving directions. "Some are imposing rigid controls and others are too laissez-faire."

"Some are imposing rigid controls and others too laissez-faire."

"Value systems today are just not as clear cut as they were. The families we're seeing are disturbed. And the kids have chronic needs."

THE SHELTER IS SEEING about twice as many kids as when it first opened. She attributes partly to its credibility and visibility, but also



Sue Ellen Aptman (left) is the director of Junction 1019. With her are Carrie Jacobs (center) of 70 Kane Street, a youth worker, and Rita Dichele of Collinsville, a social work student at Central Connecticut State College. She's the daughter of Mr. and Mrs. Louis Dichele of 33 Farmhand Rd.

Photos by Nancy Swain

fact that families are more aware of the need for outside help.

The support from the community and the extended family aren't there anymore, she says.

A surprising number of young people are involved with alcohol, Mrs. Aptman says. She says there's a "tremendous need for a support group for teen-age alcoholics here." The closest one is in Manchester.

She suspects they're drinking more because of the increased cost of drugs. "We've only had two or three kids who were regular users of marijuana and none on hard drugs."

"The kids we see are smoking cigarettes like crazy," she says, "but that may be because they're in a crisis situation."

MRS. APTMAN, WHO moved here to take the job at the shelter, says it's been a "hectic year."

She often puts in a 60-hour week.

The support from the community has been marvelous, she says. The Hartford Stage Company and the Hole in the Wall Theater in New Britain have both provided free tickets. The YWCA gives free memberships.

Both the police and fire departments have been "incredibly supportive," she says.

Some 45 people from the community work at the shelter as volunteers after first having the mandatory 20 hours of training that's provided there. There are four peer counselors from Hall High School who donate their time.

HER HOPES FOR the future include offering a course in job and living skills. "They need to learn such things as how to go about applying for a job,

and about such basics as budgeting, shopping and insurance."

Mrs. Aptman has looked unsuccessfully for a volunteer to teach such a course.

She believes the community is "going to have to address the problem of alternative living situations for kids who can't go home."

The center's youth line has, in at least one case, saved the life of a potential suicide. A girl whose mother had rejected her because she wanted to see her father, telephoned the shelter to say she'd taken an overdose of pills. The volunteer taking the call telephoned the police, who were able to get there in time. She survived, although with liver damage.

The shelter is under the aegis of The Bridge, which is located at the First Baptist Church, 80 North Main St. Mrs. Aptman feels it would be ideal if they were housed in the same building, but she doesn't see that as a possibility. She recalls the problem The Bridge had in finding a house to use for the shelter. Neighbors of two larger houses The Bridge had tried to buy objected to having the shelter in their neighborhoods.

The house at 1019 is small. It houses Pierre Gagnon, the youth worker in residence, and last week there were nine young people staying there. There's a social worker and four youth workers who come at times. Meetings often have to be held in Mrs. Aptman's small office.

But, small as it is, this very ordinary-looking dwelling is often a haven for the teen-ager who can't go home.



HEENKIAN PHOTO

### *Santa Comes to Town*

Tina Marie Lasko, 8, from Newington Children's Hospital, tells Santa Claus (Michael Lupinacci) what she wants for Christmas during a party Wednes-

Elizabeth Kendrick, vice president of the campus Buzzline, which sponsored the party for about 15 of the hospital's children. Buzzline is a crisis interven-



**SEASON'S MEETING** — Santa Clause (Michael Lupinacci) listens to Christmas wish of Marie Lasko, 8, during Christmas party held for children of the Newington Children's Hospital. The campus Buzzline, a crisis intervention service operated by students of the Sociology Department, sponsored the party. photo by Bill Schackner



Annette Ward, a participant in the area adult probation department's volunteer program, conducts an "intake" interview with a potential probationer. The volunteer programs, which began in 1970, are playing an increasingly important role in the state's probation set-up.

(Photo by Kramer)

## Volunteers Beef Up Area's Adult Probation Programs

By TOM HENNING

In Middlesex County alone, there are over 500 convicted felons on probation. That's more than 500 people who must report regularly to probation officers as part of a court imposed sentence. To handle those probationers, Middlesex County has but five fulltime probation officers.

Enter the volunteers.

Now while the volunteers don't swoop in for dramatic rescues a la Superman, their contributions to the adult probation program are certainly of heroic proportions.

Started around the state in the early 1970's, volunteerism in adult probation has grown in size and stature since its inception.

On any given day in Middletown (the county courts are here), volunteers can be found filing in the tiny probation office on Court Street, sitting in one of the two courts as observers or meeting with a probationer as a volunteer probation officer.

"Those are responsibilities usually assumed by the probation officer," explained Sara Doonan, local Adult Probation Volunteer Coordinator. "I be-

lieve our volunteers help relieve some of the burden that's placed on the probation officers. They have extremely heavy caseloads these days."

"They're a huge help," agreed Sandy Tatum, the county's chief probation officer. "With the volunteers, we can give attention to areas which might otherwise have been passed over."

### Four Programs

The volunteers usually work in four basic programs: Volunteers in Probation (VIP) where volunteers work on a one-to-one basis with probationers, Volunteers in Court (VIC) where volunteers work in the courtroom and help process a probationer's papers, Volunteers Assistance Program where volunteers do some secretarial work and Probation Intern Program where col-

lege seniors work with the professional staff for partial college credit.

"All of the programs serve an important role," Ms. Doonan said. "The volunteers in probation are able to give certain probationers a little extra attention. The volunteers in court free a probation officer from the courtroom and the others perform important roles."

The program which is currently growing in importance is VIP. About 20 area residents now have "caseloads" and the volunteer program coordinators are looking for participants.

"We give a volunteer the equivalent of a probation officer's duties," Ms. Doonan said. "Usually, we encourage the volunteers to establish close rela-

(Continued on Page 5)

## Volunteers

(Continued from Page 1)

tionships with their probationers. In fact, we usually match up the volunteers with probationers who need extra attention. We're always looking for a situation where the extra help might reduce chances for a repeat offense."

Volunteers are usually asked to deal with younger (16-21) probationers who have committed less serious but "adult" crimes.

"We usually are asked to handle first time offenders," said Etta Benway, a volunteer for four years. "We get some shoplifters or some kids who have committed breaking and entering crimes. We usually are kept away from dangerous situations."

VIP volunteers are also required to go through a rigorous state supervised training program. "We try to train the volunteers how to handle certain situations. How they handle their probationer is really up to them. They can be a confidant, a counselor or fill whatever role they think the situation merits," Ms. Doonan said.

Professionals and volunteers agree that the VIP program has been successful.

"I think we've had some remarkable results with volunteers and probationers," said chief probation officer Tatum. "They're giving attention that we simply would not have had the time to give."

"I think the program is successful. It's certainly rewarding," said Etta Benway, a volunteer. "I enjoy the responsibility."

The Volunteers in Court fill a different role for the probation officer but are of enormous value helping the officer wade through the daily mazes of paper work.

"Normally, the probation officer would have to sit in court all day and make out referral forms and process any felon given a sentence which included probation. The volunteer handles that, though, and frees the probation officer to handle cases," Ms. Doonan said.

The volunteer handles the "in-take" process after a felon is handed a sentence which involves interviewing the potential probationer and obtaining vital information for the in-take "face sheet"; not necessarily an easy task.

"Some of them are very hostile," said Annette Ward, a Southern Connecticut State College student, who is in the VIC and PIP programs. "You have to make them understand that they have to cooperate. They have just been sentenced by a judge, though, so you have to know just how to handle them."

"I find it very challenging because I get to deal with so many different kinds of people of different ages. I have to try to make the person comfortable enough to talk with me," she added.

Ideally, the probation volunteer programs will expand. Ms. Doonan noted that she is always looking for more help to build a program which has only been in existence since 1970.

"I think we utilize our volunteers more than any area in the state," said chief officer Tatum. "We can always use more help."

"I have certainly found the program rewarding. We get right into the probation process. It can be frustrating, but when a probationer finishes probation and is working at job you encouraged her to get... that's rewarding," Mrs. Benway said.

And if you ask an overloaded probation officer, the volunteers aren't the only ones to reap rewards from the volunteer programs.

## Bus route pamphlets to be distributed

The New Britain Transportation Coalition will meet Thursday at 10 a.m. in the community room of the New Britain Public Library.

Pamphlets describing bus routes of the New Britain Transportation Co. will be distributed to members and social service agencies.

Copies will be available at the Senior Citizen Center, 55 Pearl St., Lafayette-Newbrite

Neighborhood Corp., 6 Tremont St., and the New Britain Transportation Co., 257 Woodlawn Rd., Berlin.

Prepared by Barbara Parsons of the local Community Council, the pamphlet includes local bus runs, including stops at hospitals, clinics and community centers, as well as routes to Plainville, Farmington, Berlin and Westfarms Mall.

## N.B. — UConn bus service survey response lags, coalition reveals

The New Britain Transportation Coalition today discussed the lack of response from social agencies concerning a survey on a proposed bus route to the University of Connecticut (UConn) Health Center in Farmington.

Peter Palermino, coalition chairman, started the meeting out by telling the group it is no longer directly handling the Health Center route survey. Because he is employed by the Health Center, he said it was decided to turn the survey over to the Community Council to avoid any conflict.

Barbara Parsons, a Community Council representative, reported the agencies asking how many of their clients use the Health Center and whether they would use the bus if provided, were supposed to be returned by Nov. 15. Most of the questionnaires, she added, have yet to be received and the Community Council is working to get them returned.

On the same subject, Mr. Parsons said similar questionnaires have been prepared for the Health Center patients asking where they live, how they get to the center, and if they'd use the bus if there were one. Questionnaires have also been prepared for students at the UConn Health Center and its employees, she said. The students will get their questionnaires in their

mailboxes, while the employees will receive theirs in their paychecks.

Ed Dwyer, a representative of the state Department of Transportation (DOT), noted another survey for a bus route from Bristol to the Health Center has received responses from about 40 persons. He indicated that half of the persons who respond to such surveys actually use the bus services once they are instituted.

It is still unclear and will be until all the information is obtained, according to Ms. Parsons, whether the bus route would go directly from downtown New Britain, or whether

it would pick up other passengers in neighboring towns.

In other matters, Dwyer reported DOT has essentially approved a new bus stop on Martin Luther King drive and a letter of approval should be issued shortly. Once it is issued, he said, the new route should begin operation 10 days later. The route is so positive, he noted, that it has been included on a newly-printed bus route map.

The coalition also decided to ask a representative of the Town and Country Yellow Cab Co. to speak at its next meeting. Several members voiced the opinion the taxi firm is refusing to transport handicapped persons. The company representative will be asked if the allegation is true and if so, how it can be remedied.

The Hartford Courant  
December 14, 1978

## Agency Studying Demand For Medical Center Busing

By  
**MARYELLEN WAZORKO**

**NEW BRITAIN** — The Community Council of Central Connecticut is researching the number of staffers, patients and students at the University of Connecticut Medical Center, Farmington, who would use public transportation from New Britain.

The idea is to provide such transportation if a need is found.

At a New Britain Transportation Coalition meeting Thursday, Barbara Parsons of the community council said at a series of questionnaires for various groups are being distributed, but that the response hasn't been very good.

Peter Palermino, coalition chairman, said the study, started by the coalition, has been turned over to the community council, which since has distributed questionnaires to city neighborhood agencies.

Ms. Parsons said that only about 12 responses have been received. They indicate a need for transportation to the medical center, she said.

Ms. Parsons said three additional questionnaires, one for patients at the hospital, one for students there and one for employes, are being readied for distribution to find out what times people need the transportation and how many would use the bus if it were available.

Although there has been no publicity on the surveys, Ms. Parsons said the council has received numerous calls supporting such service.

Representatives of the Department of Transportation at the coalition meeting said a similar survey for a bus between Bristol and the health center showed about 150 persons were interested in service.

However, variations in times resulted in the number being narrowed down to

about 40 persons, who all needed transportation at 8:30 a.m. and 4:30 p.m.

Edward Dwyer of the transportation department said that while there hasn't been any decision yet on whether to offer the Bristol-Farmington service, the response to that survey was good.

Ms. Parsons said the council is attempting to obtain more response from the city's social agencies on the need for the transportation and, in the meantime are awaiting medical center approval to offer the surveys to out-patients at the facility for their response.

Ms. Parsons said a questionnaire also will be placed in student mailboxes at the center and will be enclosed in employe paychecks.

A tentative two-month timetable was given by Ms. Parsons to compute survey responses.



APPENDIX 2

SOCIOLOGY/SOCIAL WORK GRADUATES

August 1980 through December 1981

Number of Graduates - 31  
 Number Responding to Survey - 26 (84%)

Summary of ResponsesGraduate School

Full time, Social Work	-	4 (UConn)
Part time, Social Work	-	1 (UConn)
Other full time	-	1 (Springfield)
Total		<u>6 (23%)</u>

Employed Full-Time

Social Work related	-	13 (50%)
Other field	-	3 (12%)
Total		<u>16 (62%)</u>

Employed Part-Time

Seeking full time		3 (12%)
Not seeking		1 (3%)

Total employed full time or graduate school: 22 (85%)

CENTRAL CONNECTICUT STATE COLLEGESOCIOLOGY/SOCIAL WORK FOLLOW-UP  
SPRING 1980

A survey form was mailed to 42 Sociology/Social Work Majors in March, 1980 to acquire additional data on graduates of this program. A total of 26 responses (62%) were received from eight 1978 graduates and eighteen 1979 graduates.

## Of the respondents:

Employed in a social work related position	-	11	
Full time graduate study	-	5	
		(Social Work - 4)	
		(Counseling - 1)	
Total in social work related fields		<u>16</u>	64%
Other employment	-	9	
Still seeking employment in social work	-	3	
Length of time to find a position			
3 months	-	2	
6 months	-	8	
9 months	-	2	

## Reported sources for jobs:

"Pounding the Pavement"	-	5
"Word of Mouth"	-	1
Personal Contact	-	5
Newspaper	-	3
Prior Employment with this Organization	-	1

Was your CCSC field work experience influential in any of the following ways?

Working with the same agency	-	2
Working in a related field	-	6
Helpful, but not working in the same area	-	1
Not helpful	-	1

## Listed Employers - Social Work Related

Lafayette-Newbrite Neighborhood Corporation  
 Thames Valley Council for Community Action  
 State of Connecticut - Income Maintenance Dept.  
 Norwich State Hospital  
 Kolburne School  
 City of Hartford, Dept. of Social Services  
 Connecticut Mental Health Center  
 Northeast Area Regional Educational Services  
 York County Counseling Services (Maine)  
 Middlesex Memorial Hospital Mental Health Clinic  
 Greentree Manor Convalescent Hospital

Job Titles

Social Service Aide, Social Worker Field Coordinator,  
Outreach Worker, Eligibility Technician, Child Care Worker,  
Psychiatric Aide, Career Employment Counselor

Graduate Schools

UConn School of Social Work (2)  
Wayne State University School of Social Work  
Boston University School of Social Work  
Central Connecticut State College

Other Employers

Ritter Finance, Hartford Insurance Group, Pratt & Whitney,  
Advo Systems, Manchester Community College

Full-time Occupations of Sociology Majors Graduating Over the Past Four Years  
(1980-1984)

Sociology Majors - Social Work Concentrates

Human Services Occupations

Nurses Assistant  
 Case Worker - State Income Main.  
 Soc Worker - State Protective Svcs.  
 Eligibility Tech Ct. DIM.  
 RN in Hospital  
 Recreation Supervisor - Conv. Home  
 Soc Worker - Nursing Home  
 Child Svc-Worker-Hospital  
 Mental Health Worker - Ep 1  
 Advocate Counselor - Battered Women  
 Attendance Officer, New Britain  
 Fraud Investigator - DIM  
 Comm. Organizer - Anti-Hunger Grp.  
 Social Worker - Wethersfield  
 Youth Worker  
 Psychiatric Tech.  
 Psychiatric Social Worker  
 Dorm Director  
 Day Care Social Worker  
 Child Care Development  
 Social Worker - Nursing Home  
 Crisis Counselor  
 Transitional Employment Coord.  
 Social Worker - Psychiatric Rehab.  
 Eligibility Tech. - DIM

Other Occupations

Grad School - UCONN  
 Homemaker  
 Unemployed  
 Dance Instructor  
 Hallmark Cards  
 U.S. Army  
 Head Teller - Credit Union  
 Wife and Mother  
 Secretary  
 Grad School - UConn Soc. Work  
 Swimwear Model  
 Phone solicitor  
 Walt Disney World - EPCOT  
 Accounts Receivable - Keypuch Operator  
 Administrative Analyst  
 Real Estate Sales  
 Sales Coordinator - Beauty Products  
 Office Manager - Sales Dept.  
 Grad School - UConn Soc. Work

# Schools of Social Work Swamped by Applicants

By ISABEL WILKERSON

Special to The New York Times

CHICAGO, Nov. 8 — In what some scholars are calling a return to the social activism of the 1960's and others fear is opportunism, the nation's graduate schools of social work are seeing significant increases in enrollment after nearly a decade of decline and stagnation.

At the University of Chicago, about 300 students applied to the School of Social Services Administration this year, nearly double the number that applied last year, and astonished officials were unable to process them all.

At Boston University, the School of Social Work had to start a waiting list for the first time in nearly a decade. There, officials who had seen enrollment nearly halved since the mid-1970's saw enrollment rise by 20 percent and have handled more inquiries from interested students so far this term than in all of last year.

Across the country this year, from the University of Maryland to the University of Southern California, from 10 percent to 15 percent more students applied to schools of social work than last year, according to the Council on Social Work Education.

## Uncertainty Over Causes

The schools have yet to reach the peak numbers they had in the late 1960's and early 1970's. But schools that lost potential social workers to law and business schools over most of this decade are now trying to figure out how to absorb the additional students and whether to hire more teachers.

"The applications came in like mad," said Dr. Philip Hovda, dean of students at the School of Social Work at the University of Chicago, which started a new three-year degree program this year. "We were concerned whether we would have enough students for a class, and we ended up having to increase the class size and still had a waiting list. Now we're having a series of heavy meetings to figure out whether we should add to our faculty."

Educators are uncertain why the numbers have risen so suddenly, but some speculate that the recent growing awareness of social problems such as AIDS and homelessness has prompted new interest in social welfare.

"There is a change going on out there," said Dr. Robert W. Roberts,

dean of the School of Social Work at the University of Southern California, where enrollment rose 10 percent this year. "Perhaps people are recognizing the importance of our society's unsolved problems."

Enrollments in the schools have been loose barometers of the nation's political mood, educators say. Some go as far as to say that the healthy class sizes in these schools this year may portend the outcome of next year's Presidential election. "It's my hunch that this means we could get a Democrat in the White House," said Dr. Ann Hartman, dean of the School of Social Work at Smith College, where applications were up 27 percent over last year.

## Altruism or Opportunism?

Others worry that it is not social altruism but opportunism that may account for the rise in enrollment, and may reflect a fundamental shift in the field itself. They fear that, as the field becomes increasingly specialized, some students may be turning to social work as a shortcut to lucrative practices in psychotherapy.

"This could be dangerous because it moves social work away from its roots," said Ken Schulman, director of admissions at the School of Social Work at Boston University. "Social work is rooted in helping those most in need and has a distinct urban mission. But you find many fewer private practitioners in the inner city than in the suburbs."

The percentage of social workers in private practice rose dramatically in the past decade as more states began requiring insurance companies to accept claims from certified or licensed social workers who provide therapy and counseling. About two-thirds of all social workers were doing psychotherapy either full time or part time in 1986, as against about a quarter in 1982, according to figures from the National Association of Social Workers.

The shift is not lost on aspiring social workers, who say they see social work as a "salable degree" that allows them the flexibility of helping the disadvantaged and earning more money than earlier generations of social workers could imagine. Many are self-described "60's people," in attitude if not age, who are searching for social relevance.

"My mother carried me on a p... March when I was a baby," s... Shimon Wagner, a 24-year-old gra... ate student in social work at the U... versity of Chicago. "Maybe that had effect on me."

## A Mood of Triumph

Many of them expressed triumph over their friends in business schools who, they say, are fretting over a stock market these days. "I M.B.A.'s will be my first clients," said Rosie Gianforte, another graduate student there.

The schools say they are seeing a mix of students, from former honormakers returning to school after raising children to young idealists who saw a revelation while in the Peace Corps.

But they are also beginning to see more and more people like Barry Lipson. Mr. Lipson, a 31-year-old former commodities trader, is getting a masters in social work at the University of Chicago.

"I was a stockbroker for a year," said Lipson. "I hated it. I wasn't the suit-and-tie type. And there's not a lot of positive strokes when you call 70 people in a day and have them slam the phone down on you."

Now he wants to be a psychotherapist and help drug-dependent people. "There was a lot of influence around me in the 60's," Mr. Lipson said. "I went around in a big circle rediscovering myself. Now I'm coming back to it."



The New York Times/Jan White

"The applications came in like mad," said Philip Hovda, dean of students at the University of Chicago's School of Social Work.

APPENDIX 3

CIVIL RIGHTS CERTIFICATE

ASSURANCE OF COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, SECTION 504 OF THE REHABILITATION ACT OF 1973, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, AND THE AGE DISCRIMINATION ACT OF 1975

The applicant provides this assurance in consideration of and for the purpose of obtaining Federal grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Education.

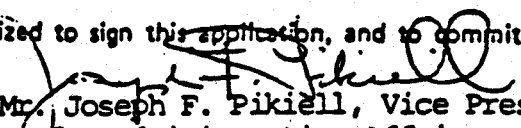
The applicant assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.
3. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.
4. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The applicant agrees that compliance with this Assurance constitutes a condition of continued receipt of Federal financial assistance, and that it is binding upon the applicant, its successors, transferees, and assignees for the period during which such assistance is provided. The applicant further assures that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above statutes, regulations, guidelines, and standards against those students or employees. In the event of failure to comply the applicant understands that assistance can be terminated and the applicant denied the right to receive further assistance. The applicant also understands that the Department of Education may at its discretion seek a court order requiring compliance with the terms of the Assurance or seek other appropriate judicial relief.

The person or persons whose signature(s) appear(s) below is/are authorized to sign this application, and to commit the applicant to the above provisions.

March 9, 1983  
Date

  
Mr. Joseph F. Pikiell, Vice President  
for Administrative Affairs  
Authorized Official(s)

Central Connecticut State University  
Name of Applicant or Recipient

1615 Stanley Street  
Street

New Britain, Connecticut 06050  
City, State, Zip Code



APPENDIX 4

CENTRAL CONNECTICUT STATE UNIVERSITY

DEPARTMENT OF SOCIOLOGY - SPECIALIZATION IN SOCIAL WORK

INFORMATION BULLETIN

## INTRODUCTION

The Social Work program is a specialization in the Department of Sociology. The students major in Sociology and specialize in Social Work. It is our belief that this combination is an excellent one for the preparation of a social worker. Our students receive a BA degree in Sociology at the end of four years. It has been our experience that graduates of the Social Work program are both acceptable for beginning social work jobs and graduate schools of social work.

A student specializing in Social Work is requested to take courses in several other disciplines. In their major of Sociology, the social work student must take Introductory Sociology, Social Problems, The Sociological Imagination, Theories of Social Organization, The Family, The Sociology of Poverty, and Research Methodology.

In fulfillment of the General Education requirements, it is recommended that the social work student take from the Department of Psychology, Developmental Psychology and Abnormal Psychology; from the Political Science Department, Politics of Human Service; and from the Philosophy Department, a course on Moral Issues.

These courses should greatly enhance the social work students theoretical understanding of the required social work courses.

## HISTORY

The Social Work program has developed rapidly over the past few years from a program staffed by a single part-time professor teaching three courses to a full program staffed by two full-time professors.

## GOALS

It is our educational goal to graduate students as "generalists" in the field of social work. The students, through their course work, will be exposed to several aspects of social work and encouraged to incorporate all of these into a "generic" approach to social work practice.

## COURSE REQUIREMENTS AND ACCEPTANCE INTO THE SOCIAL WORK PROGRAM

The student is required to take six semesters of social work courses beginning with the sophomores entering in the Fall.

Semester I. An introductory course giving the students an historical background of the development of social work in the United States. This course exposes the students to systems theory of cause and effect and knowledge of the social work delivery system (mini-practicum). Three credits.

Semester II. A course concerned with the normal human behavior throughout the life cycle: the kind of stresses that are precipitated by both environmental and developmental adjustments are included (mini-practicum). Three credits.

Semester III. A course on one-to-one social work practice, non-verbal communication, interviewing skills, recording skills, and use of supervision (mini-practicum). Three credits.

Semester IV. A course on working with groups, formation of groups, variety of group methods and the leadership roles of the social work in groups (mini-practicum). Three credits.

Semester V. Fourteen hours of field work practicum and practicum seminar. Six credits.

Semester VI. Fourteen hours of field work practicum and practicum seminar. Six credits.

The first four semesters of social work require a "mini practicum" consisting of five hours a week of volunteer work in a social work setting. The student is given a wide variety of agencies to choose from and arranges his/her own mini practicum. The students remain in their mini placements one year and have the opportunity to change agencies at the completion of two semesters.

#### ACCEPTANCE INTO THE SOCIAL WORK PROGRAM

Ideally, students entering the Social Work program take the Semester I and II courses with the expectation of continuing in the program. However, it is possible that the student and/or the instructor conclude that a student is not fully motivated toward or understanding of the responsibility this program requires and therefore leaves the program.

Before any student is allowed to register for Semester III a formal application must be made and accepted by the Department. Acceptance to the program is based on four factors:

1. The motivation for entering the field of social work.
2. Previous experiences related to the field of social work, i.e., volunteer work in high school.
3. Academic achievement, the student must be able to accomplish an integrated course of study.
4. Successful completion of two semesters (including two mini practicums) in the Social Work program.

#### THE SENIOR YEAR FIELD PRACTICUM AND SEMINAR FOR THE SOCIAL WORK STUDENT

The senior year consists of a fourteen hour a week practicum in a social work agency. It is the belief of this Department that there is an important need on the part of the student to integrate course content with practical experience. The practicum is a time for the student to operationalize the theoretical knowledge, values, and skills learned in the classroom.

## PRACTICUM SEMINAR

The practicum seminar meets once a week for three hours. It is a shared learning experience among all participants, designed to provide an opportunity for information exchange in depth. Case processes and agency analyses are required and discussion of social work philosophies, values and ethics in the delivery system are encouraged.

The seminar is seen as an additional support to students in various agency settings. It helps the student see the commonalities in social work, as well as the differences. The seminar also broadens their overall perspectives by being exposed to more than one setting through the experiences of their classmates.

## EDUCATIONAL GOALS OF THE FIELD PRACTICUM AND SEMINAR

1. To acquaint the student with professional Social Work roles, and functions.
2. To develop an understanding of the philosophy and functions of the social work delivery system.
3. To provide an opportunity to compare, contrast, and develop an understanding of differing life styles, ethnic and religious backgrounds.
4. To understand social work concepts and how to use them in field agencies.
5. To develop skills in performing the role of social worker.

## BEHAVIORAL OBJECTIVES OF THE FIELD PRACTICUM AND SEMINAR

1. To understand the basic social work delivery system.
2. To identify gaps in the social work delivery system.
3. To identify the impact of diverse racial, ethnic and cultural patterns on the social work delivery system.
4. To integrate various methods used by professional social workers.
5. To make use of the supervisory experience to enhance their educational process.

### FACTORS IN DETERMINING STUDENT PLACEMENTS

1. The interest of the student as it relates to the educational needs of the student.
2. The potential exposure to additional experiences within the social work profession.
3. The particular structure of the agency which would best meet the educational needs of the student.
4. The availability of a qualified supervisor within the agency.
5. Incorporation of the special needs of individual students with regard to transportation, etc.

Placement is a very personal experience for each student. The primary concern in determining a placement is that the field experience be one that continues the professional development in an educationally directed manner. It is also expected that the assignment to a particular agency will reflect considerable knowledge of the student's academic needs, special interests and aptitudes.

### PLACEMENT PROCEDURES FOR FIELD PRACTICUM

In the spring semester of the junior year the students will meet with the social work advisors to discuss the field practicum. The advisor and student will discuss the student's needs and interests including several agencies that the student might wish to visit. It is the student's responsibility to contact these agencies. Only agencies that have been approved by the Department will be used. However, students are encouraged to make suggestions regarding other agencies that might be better suited to their needs. These agencies will be contacted by the Department to determine the advisability of placing a student in a practicum with them.

Once the student and the agency supervisor have agreed on the responsibilities of the field practicum, the departmental advisor will contact the agency to formalize the placement.

### CRITERIA FOR THE SELECTION OF FIELD PRACTICUM AGENCIES

We seek to work with agencies whose boards and staff are committed to the training of undergraduate social work students. Agencies should indicate a willingness to structure a variety of learning opportunities to offer students an educationally productive learning experience.

The following are criteria which should be met by participating agencies:

1. The agency's general philosophy and operational standards should be consistent with the goals of social work education and the social work profession.
2. The agency must be willing to provide a qualified professional social work supervisor (M.S.W.). In some instances the Department may decide it would be appropriate to utilize an agency that cannot provide this kind of supervision, in which case the the Department will assume responsibility of supervision along with the agency supervisor
3. The supervisor should be able to provide at least one weekly conference.
4. Assignments should be made according to both the educational and experiential value to the student. They must involve participation not merely observation.
5. The agency should be able to provide adequate space and supplies for the assignment.

#### RESPONSIBILITIES OF THE FIELD PRACTICUM AGENCY

The agency should:

1. Provide the student with an orientation to the agency.
2. Work with the departmental faculty to design an educationally productive field experience for each assignment.
3. Provide regularly scheduled supervisory conferences.
4. Ideally, offer other opportunities for the student to practice more than one social work skill.
5. Evaluate students periodically and submit final report provided by the Department.
6. Immediately notify the Department of any problems with the assignment so that corrective action may be taken.
7. Provide equivalent remuneration to those given regular agency staff (i.e., mileage, field expenses) whenever possible.
8. Treat the student as part of staff, including attendance at staff meetings, whenever time allows.
9. Require supervisors to attend orientation and training sessions offered by the CCSU Social Work program.

**RESPONSIBILITIES OF THE STUDENT FOR FIELD PRACTICUM**

The student must:

1. Complete the prerequisites for the field practicum.
2. Allow a minimum of 14 hours per week for the field practicum.
3. Treat all information regarding client/client group as confidential.
4. Abide by the rules and regulations of the agency.
5. Dress in a manner appropriate and acceptable to the agency.
6. Treat agency clients with dignity and respect.
7. Absences should be reported to the field supervisor and lost time should be made up.

**GRADING**

The responsibility of grading the field practicum is borne by the Department. The grade will be based on the following:

1. Written report furnished by the agency.
2. The level of difficulty of the assignment.
3. The quality of the student's performance of duties in the field practicum.
4. The quality of the student's classroom participation in the field practicum seminar.
5. The quality and completion of all agency and classroom assignments.



The following agencies and organizations have accepted CCSU students and worked closely with them throughout their practicum.

Adult Probation  
Hartford, CT

Adult Probation  
New Britain, CT

American Red Cross  
Farmington, CT

Andrews House Health Care  
New Britain, CT

The Bridge  
West Hartford, CT

Bristol Community Organization  
Bristol, CT

Bristol Mental Health Clinic  
Bristol, CT

Catholic Family Services  
New Britain, CT

Central CT Assoc. for Retarded Citizens  
New Britain, CT

CCSU Campus Counseling Center  
New Britain, CT

Community Council of Central CT  
New Britain, CT

Constructive Workshop  
New Britain, CT

Dept. of Corrections  
Hartford, CT

Div. of Public Defender Services  
Windsor, CT

Dodd, Christopher, Office

East Hartford Board of Education  
East Hartford, CT

Family Services  
Waterbury, CT

Family Relations Division  
New Britain, CT

Hartford Health Dept.  
Hartford, CT

Home - Hospice  
Hartford, CT

Institute of Living  
Hartford, CT

Jewish Community Center  
West Hartford, CT

Junction 1019  
West Hartford, CT

Juvenile Court for State of CT  
Bristol, CT

Juvenile Court for State of CT  
Hartford, CT

Lafayette-Newbrite Neighborhood  
New Britain, CT

Manchester Board of Education  
Manchester, CT

Mt. Sinai Hospital  
Hartford, CT

New Britain Bd. of Education  
New Britain, CT

New Britain Memorial Hospital  
New Britain, CT

New Britain General Hospital  
New Britain, CT

New Britain Senior Center  
New Britain, CT

Elmcrest Hospital  
Portland, CT

Family Services  
Bristol, CT

Family Services, Inc.  
New Britain, CT

Plainville Senior Citizen Center  
Plainville, CT

Prudence Crandall Center for Women  
New Britain, CT

St. Mary's Home for Elderly  
West Hartford, CT

Sexual Assault Crisis Services-YWCA  
Waterbury, CT

TRIAGE  
Plainville, CT

West Hartford Senior Center  
West Hartford, CT

Women in Crisis, Inc.  
Hartford, CT

Child and Family Services  
Hartford, CT

Community Health Parent Aid Program  
Middletown, CT

Jefferson House  
Newington, CT

Project COPE  
Farmington, CT

Southington School System  
Southington, CT

Newington Children's Hospital  
Newington, CT

Oakhill School for the Blind  
Hartford, CT

Office of Protection & Advocacy,  
for Handicapped & DD persons  
Hartford, CT

Planned Parenthood League of CT  
Hartford, CT

Public Defender's Office  
Hartford, CT

Salvation Army  
Hartford, CT

Sheldon Community Guidance Clinic  
New Britain, CT

United Way  
New Britain, CT

Women's Center, CCSU  
New Britain, CT

YMCA  
West Hartford, CT

United Farm Workers, AFL-CIO  
Hartford, CT

Senator William A. DiBella  
Hartford, CT

Newington Dept./Social Services  
Newington, CT

YMCA Youth Emergency Services  
Hartford, CT

Wethersfield Dept. of Rec-  
Therapeutic Rec.  
Wethersfield, CT