INDEPENDENT STUDY AGREEMENT

This form must be completed whenever a student makes arrangements with an instructor to do an Independent Study - SASS 598. It is the responsibility of the student to complete this form, have it signed by the instructor and to return it to the Registrar, Office of Student Services, Room 121, at the time of (pre) registration. No credit will be given for the course and it will not appear on the student's transcript, unless this form is completed.

______________________________________________________________ has agreed
Instructor's Name

to work with _________________________________________________ on SASS 598
Student's Name & EMP ID Number

Independent Study Course during (Please one) Fall  Spring  Summer, ______

For ____ credit hours. Topic to be focused on: __________________________

Which curricular area is this focused upon? (Please check one)

POLICY    SOCIO-BEHAVIOR    METHODS    GENERAL

______________________________________________         _________________
Student's Signature     Date

______________________________________________         _________________
Instructor's Signature    Date

Please return this form to MSASS Registrar
Individual readings courses are intended to allow students to study topics not covered or covered briefly in established courses. Individual readings courses cannot be used to substitute for courses already in the MSASS curriculum. The proposed policy is intended to provide a guideline for faculty and students interested in pursuing individual reading courses.

1. Students interested in pursuing SASS 598 will enlist the cooperation of a full-time faculty member at the Mandel School of Applied Social Sciences.

2. Students interested in pursuing SASS 598 will develop a brief proposal which includes the following:

   A. **Purpose of the Reading Course**
      The student should provide a statement of the overall purpose and a rationale supporting the fact that the content to be studied is not available in the MSASS curriculum.

   B. **Educational Objectives**
      What are the educational objectives of the course?

   C. **Educational Activities**
      What will be the activities of the course? How will the educational objectives be met?

   D. **Products of the course**
      What will be the product(s) of the course?

   E. **Resources**
      What educational resources will be needed?

   F. **Timeline**
      What is the time line of the activities outlined in the educational plan?

3. The student and the faculty member will both review and revise the proposal.

4. The student and the faculty member will both sign the proposal.

5. The student will present the signed proposal to the Registrar at registration and file a copy with the Master's Program chairperson.
Kathryn Betts Adams Ph.D.
Depression in older adults, normal aging, caregivers of persons with Alzheimer’s disease, mental health treatment methods, intervention research

Sarah Andrews M.S.S.A.
Family development, death and bereavement, women’s issues, spirituality and social work

David E. Biegel Ph.D.
Mental health, informal support systems, aging, caregiving

Mark G. Chupp Ph.D.
Inter-group dialogue and conflict transformation, citizen participation, community building, community organizing and Appreciative Inquiry

Claudia J. Coulton Ph.D.
Research and statistics, poverty, neighborhoods, urban affairs

David Crampton Ph.D.
Research/teaching in child welfare

Kathleen J. Farkas Ph.D.
Alcohol and other drug abuse, gender issues, aging

Robert L. Fischer Ph.D.
Program evaluation, social/behavioral intervention research, child and family interventions, nonprofit programming, policy studies

Grover C. Gilmore Ph.D.
Visual perception and aging, Alzheimer’s disease, intelligence

Wallace J. Gingerich Ph.D.
Practice evaluation, clinical social work practice, family therapy, computer applications

Victor K. Groza Ph.D.
Child welfare, special needs adoption, family therapy, gay and lesbian issues, international social welfare

Merl C. Hokenstad, Jr. Ph.D.
International social welfare, health and social services policy and programs for older people, social work education

Deborah Regenbogen Jacobson Ph.D.
Practice evaluation, social work methods, women’s issues, international education

Mark L. Joseph Ph.D.
Urban poverty, community development, mixed-income development, comprehensive community initiatives

Lenore A. Kola Ph.D.
Alcohol and other drug abuse, dual disorders

Gerald Mahoney Ph.D.
Early childhood mental health, early intervention, parent education, disabilities

Oren Meyers Ph.D.
Pediatric mood disorders

David B. Miller Ph.D.
African-American fatherhood, violence as a public health problem, child maltreatment, adolescent resiliency factors, treatment of individuals exposed to violence

Dorothy C. Miller D.S.W.
Women’s economic well-being, equality, public policy

Sharon E. Milligan Ph.D.
Evaluation of community-based initiatives, urban poverty, health and mental health service use among African-Americans

G. Regina Nixon Ph.D.
Poverty/high-risk populations, cultural diversity

Mark I. Singer Ph.D.
Adolescent mental health, adolescent substance abuse, youth-related violence

Gerald A. Strom M.S.W.
Child abuse, growth and development, sex abuse investigation and treatment, clinical practice

Aloen L. Townsend Ph.D.
Adult development and aging, research methods and statistics, physical and mental health, families and formal service systems

Elizabeth M. Tracy Ph.D.
Co-occurring substance use and mental health disorders, school social work, social networks and social supports

Zoë Breen Wood M.S.W.
Child welfare, policy and practice, social work methods