



CASE WESTERN RESERVE
UNIVERSITY

MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES

SUPPORTING STUDENTS *FOR* SUCCESS

TEACHING AND
ACADEMIC
ADVISING
IN THE
MSSA
PROGRAM

2009-2010

TEACHING AND ACADEMIC ADVISING IN THE MSSA PROGRAM 2009 – 2010

WELCOME TO 2009-10 ACADEMIC YEAR!

FOREWORD/ABOUT THIS HANDBOOK

The purpose of this handbook is to provide faculty with information concerning the teaching and academic advising roles at MSASS for the period indicated. MSASS and/or the University have the right to amend, add, or delete any information herein, including any course of study, program, or regulation of the Mandel School of Applied Social Sciences or of the University. Announcements of such changes are made on a routine basis. For a comprehensive discussion of University and MSASS policies and procedures relevant to both students and faculty, please refer to the MSSA Student and Faculty Manual, 2009-2010.

MESSAGE FROM THE DEAN

In spring 2008, the Faculty of the Mandel School of Applied Social Sciences reaffirmed its mission statement:

MSASS provides and integrates professional social work education,
research and service, to promote social justice and empowerment in communities
through social work practice locally, nationally and internationally.

We want instructors and staff who can help us fulfill this mission, working within a community-based practice framework. You are a faculty member, because we believe you are able to do this.

At the Mandel School, our classes need to evoke both creative and critical thinking. This necessitates that our teaching be student centered. Teaching becomes student centered when faculty and students partner as “co-learners,” seeking how best to help students master the concepts that are essential for good social work practice. It may mean working with students to modify assignments so they can best get their educational needs met, or helping students develop new assignments in order for them to fulfill their learning objectives for individual courses, in addition to the objectives you as a faculty member have outlined for the course.

Teaching is student centered when the courses are rigorous and challenging. Teaching is also student centered when we evaluate their strengths and weaknesses. Most importantly, teaching is student centered when we as teachers recognize that everyone in the class has something to offer and something to gain, when we actively communicate the reality that we are all teacher-learners.

We are excited about our school, our students, and our faculty. We are committed to improving the teaching, research, and service mission of the school. You are an integral part of this mission and we appreciate your contributions. This manual is intended to assist you in your role as a faculty member in the MSASS master’s degree program. Please feel free to contact us with any questions, concerns, or ideas.

Grover C. Gilmore, Ph.D.
Dean and Professor

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TEACHING AT MSASS ... FOR ALL FACULTY

COURSE SYLLABI

We realize faculty are very busy with multiple tasks, but in order to ensure the availability of materials to our students, we ask that instructors be sure to adhere to the following schedule. Syllabi for all courses must be posted on Blackboard at least four weeks before the first class in order for students to purchase books and prepare for class. To facilitate student access to Blackboard, Theresa Wilson's name has been added to each site as a course builder.

SYLLABI DUE DATES 2009-10

DATE CLASS BEGINS	DATE SYLLABUS SUBMITTED FOR REVIEW (ON OR BEFORE)	DATE SYLLABUS APPEARS ON BLACKBOARD (ON OR BEFORE)
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Fall 2009 Full-time Program

August 25	July 18	July 25
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Fall 2009 Intensive Weekend Program

September 4	July 28	August 4
September 11	August 4	August 11
October 9	September 2	September 9
November 6	September 29	October 6
November 13	October 6	October 13
December 11	November 4	November 11
December 12	November 5	November 12

Spring 2010 Full-time Program

January 11	December 4	December 11
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Spring 2010 Intensive Weekend Program

January 15	December 8	December 15
January 8	December 1	December 8
February 12	January 5	January 12
March 5	January 30	February 5

Summer 2010 Intensive Weekend Program

May 7	March 30	April 7
July 9	June 2	June 9

Summer 2010 Twelve-month Program

April 26	March 19	March 26
April 29	March 22	March 29
June 8	May 1	May 8
June 10	May 3	May 10

Emailing your students (using Blackboard makes it easy!) to let them know the syllabus has been posted is a good idea; ask students to print the syllabus and bring it to the first class. Please verify course enrollments on your Blackboard site regularly in the several weeks before class begins to ensure students who are registered for your class have access to your site.

Syllabi should be assembled in the specified format by following the **Elements of an MSASS Syllabus**, the MSASS master course outline, which should include the instructor's name, address, phone number, course number, class number, title, and dates. The syllabus must include faculty office hours or other information for faculty availability. Adjunct faculty must indicate how students can contact and/or meet with them. Please be sure the syllabus specifies assignments, deadlines, grading criteria, due dates, and consequences.

ELEMENTS OF AN MSASS SYLLABUS

- Course description—pre-requisites, goals, structure, content, skills (EPAS)
- Course objectives
- Course topics
- Required and (when applicable) recommended readings
- Methods to attain course objectives
- Instructor responsibilities
- Method to use to contact course instructor

- Attendance Policy (*accepted by MSASS Constituent Faculty, May 11, 2009*)
Students are expected to attend all classes. If a student is unable to attend class, he/she must let the instructor know in advance. A message on the instructor's voice mail or e-mail is sufficient if it is sent before the class meets. Attendance will be taken at all class sessions. If the student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class. Students who miss more than 20% of class meetings, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it or receive a grade of F. In the Intensive Weekend program, students may not miss more than one day; in the full-time program, students may not miss more than three classes. Instructors have the discretion to establish a stricter policy and list it in the course syllabus. Instructors may permit exceptions, with prior consultation from the Assistant Dean for Student Services and with a written plan signed by both the student and instructor of how time missed from class will be made up. Please note, it is not always possible to make up missed time because of the nature of some courses.

- Conformity to MSASS policies as they pertain to the Professional Code of Conduct, Plagiarism, and Incompletes as stated in the MSASS Student and Faculty Manual 2009-2010.
 - Professional Code of Conduct – Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies.
 - Plagiarism – The submission of work done by another with the intent that it be viewed and evaluated as one's own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data,

and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

➤ Incompletes – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

- Statement on Disability

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

- Grading Policy (*approved by faculty at Constituent Faculty Meeting, March 24, 2008*)

Grade	Points	Meaning	Explanation
A	4	Outstanding/Superior	Exceptional performance; consistently exceeds expectations
A-	3.7	Excellent	Strong performance; often exceeds expectations
B+	3.3	Very Good	Consistently meets and occasionally exceeds expectations
B	3	Good	Meets expectations
B-	2.7	Somewhat Below Expectations	Sometimes falls short of expectations
C+	2.3	Often Below Expectations	Often falls short of expectations
C	2	Below Expectations	Unevenness or inconsistent in grasp of content and experience
C-	1.7	Well Below Expectations	Very inconsistent in grasp of content and experience
F	0	Fail	Complete lack of grasp of content and experience; does not meet minimal expectations
I	0	Incomplete	Automatically becomes an “F” by instructor if work is not completed within the specified time period
W	0		Official withdrawal

- Online Course Evaluations

The course evaluation is designed to assess the quality of the course, the instruction, and the effect that both had on your learning. Evaluations need to be completed within a two-week time frame: one week prior to and one week after the close of classes. The link for completing evaluations is as follows: <https://its-services.case.edu/course-evals/evaluate>

The evaluation serves several important functions. Personally, it allows you to reflect on the course and how it impacted your learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty use the feedback to improve instruction. Therefore, it plays a significant role in the school, and your full and careful attention is appreciated.

- Approach to grading
- Assignments—content, due dates, credit
- How late assignments will be handled

LILLIAN F. AND MILFORD J. HARRIS LIBRARY

Room 227

Hours: Vary; available on website

Phone: 368-2302

Fax: 368-2106

Email: harrisref@case.edu

Website: <http://msass.case.edu/harrislibrary>

The Lillian F. and Milford J. Harris Library is located in the Mandel School of Applied Social Sciences. It is one of five campus libraries at which faculty have borrowing privileges. Faculty members receive a full range of services at the Harris Library. A summary of all library policies and services is available on the library's website at: <http://msass.case.edu/harrislibrary>. Library and reference hours may vary between semesters and during breaks. Hours are posted on the library website and are updated on a regular basis.

Part-time faculty and instructors are given faculty borrowing and library use privileges during the contract period. Privileges are extended for the contract period and are not automatically renewed. A current contract or letter of hire is necessary for verification before you are given a Case ID. This ID is also used to verify library privileges. Part-time faculty should be aware that overdue fines are charged to all faculty, as well as to all students and staff.

The librarians will work with faculty to introduce information literacy concepts into the MSASS curriculum. Faculty wishing to have library related instruction offered in a course should contact the Harris Library at least three weeks prior to the date of the class to make appropriate arrangements. Reference librarians are available to familiarize students with resources specific to a particular subject area or to provide an overview of the steps in conducting a literature review.

Blackboard

Blackboard is the online course management software used at Case. The software allows faculty to place course materials, links, and quizzes online for their students. In addition, Blackboard features communication tools including email and discussion boards. For students and faculty, Blackboard

offers access to course materials through a common interface or portal that also has time management tools.

To log into Blackboard, follow these steps:

1. Go to <http://blackboard.case.edu/>. Click on the User Login button to the left of the screen.
2. Type in your Case ID and password (the same ones that you use to access your Case email) in the appropriate fields in the Single Sign-On page.
3. Click the Sign On button.

When you log into Blackboard, the first screen you will see is called My Institution. This page displays announcements from the Blackboard system administrators, from the courses you teach, and from the courses and organizations in which you are enrolled. When you first log into Blackboard, it is possible that the My Courses area will be empty. A course does not appear on your Blackboard page until you create your course sites.

The Blackboard Wizard allows you to do several tasks involved in creating and managing a Blackboard course site, including:

- Create a site for a new course
- Reuse a site for a course taught previously
- Allow one or more specific class sections to use a course site
- Synchronize student enrollment data from the University Registrar with the roster information of a Blackboard site.

The Blackboard Wizard is the first link located in the Resources area of the Case Blackboard Instructors organization. All instructors of Case courses should be automatically enrolled in this organization. If you are teaching a course and do not see it listed under My Organizations on your My Institution page, contact blackboard@case.edu. Only Case instructors can use the Wizard. Authentication is based on your Case network password. You may create a course site only if the Registrar has you listed as the instructor of a course.

When you enter the Wizard, you will see a navigation bar to the left with several links including one for adding a new Blackboard site. If you click the link, you will be prompted to enter your Case ID and password. Once you enter your information, you will see a drop-down menu listing semesters. Select the semester that you want and click the “Next” button. You will see another drop-down menu prompting you to select a course. Once you select the desired course from the menu, please follow the prompts to create the course site.

Computer Lab

The MSASS Computer Lab is located in the Harris Library. The computing lab contains 16 computers equipped with Microsoft Office and additional course-supported software. Each computer is connected to the full range of network resources, including the library catalog and databases, the software library and the MSASS network.

The lab is available as an extension of library services, allowing access to all online information resources at Case Western Reserve University. It provides an electronic environment that enables faculty to supplement classroom teaching. The lab is also used for training programs for students

and area social workers. When the computer lab is not in use for instructional purposes, it is available for use by MSASS students.

The computer lab itself is available for classroom instruction. All faculty, staff, teaching assistants and students must attend an orientation to the facility before use. Contact the MSASS IT Department with any questions or reservation requests (368-2313).

Course Readers

1. Faculty members are strongly encouraged to have course readers prepared by the bookstore. The Office of Student Services will have the necessary paperwork for faculty regarding the mechanics of having materials put into class packets and will have copies of any paperwork needed to create the packets.
2. In lieu of course readers, faculty can place all readings on their Blackboard sites when permitted by copyright law.

Equipment

Mobile Computer Lab

The Mobile Lab is available in the Harris library for instructors who want to use computers in MSASS classrooms. The Lab has 14 laptop PCs that have wireless cards and software commonly used at the Mandel School. Faculty and staff can borrow the Lab for 24 hour periods, and it must be reserved at least a week in advance by calling 368-2302. New users are required to contact the MSASS Information Technology department at 368-3945 to schedule an orientation session on how to use the equipment. The instructor will have to sign a contract when checking out the Mobile Lab for the first time. The mobile lab is NOT available for student check-out.

LCD Projector

The Harris Library has a portable LCD projector available for faculty and staff use. All faculty and staff are required to have an orientation to the LCD equipment prior to checking out the equipment from the library. A request for orientation and reservation of the equipment may be made through Lena Ford (368-2302 or lena.ford@case.edu).

Library Resources

The holdings of the five campus libraries (Kelvin Smith, Law, Health Center, Allen and Harris) are integrated into one online catalog. The library catalog is one of many resources that comprise Case's gateway to library resources. The University also makes available an extensive number of databases providing access to citations and the full text of many current journal articles. Access to most of these resources is also available off-campus via the Internet.

Case is also a member of OhioLINK, a consortium of more than 85 libraries in Ohio. MSASS faculty, staff and students can borrow material directly from any OhioLINK library with a current Case ID. OhioLINK also allows patrons to order books online from participating libraries for delivery and pickup at Harris Library, or pickup at other OhioLINK libraries.

Material not found at Case or not available through OhioLINK can be ordered through the ILLiad interlibrary loan system. Information on ILLiad interlibrary loan service is available at the Circulation Desk or on the Harris Library website.

Harris Library reference librarians are available to assist faculty in learning how to search Case Western Reserve University's online resources. Individual appointments can be made with any of the librarians for one-on-one instruction.

Media

In addition to printed material, the library has a large collection of videos on VHS and DVD. Videos are available for course use and may be checked out of the library for seven days. Late fees are assessed at \$5.00 per day.

Videos are booked on a "first come, first served" basis, although reservations may be made in advance <http://msass.case.edu/downloads/Harris-Library/videosfm.pdf>.

Reserves

Library reserves are used to provide students with access to materials that will be in high demand. Required texts ordered through the University bookstore will automatically be put on reserve. Recommended materials will only be placed on reserve in the Harris Library if requested by an instructor.

It is the responsibility of the faculty member to make sure that reserve requests are turned in to the Harris Library in a timely manner. There is no guarantee that reserve materials will be ready for use if the request is not met by the recommended deadline of six weeks prior to the start of classes. Reserve materials received after the recommended deadline will be processed in the order in which they are received.

Book Reserves

There are three levels of reserve for books. Faculty may choose how they want students to borrow material.

A. 'Two-hour In Library Use Only.' This reserve option is used for library books or personal faculty books over which the library wants to maintain more control. Books are not allowed to circulate overnight. Late charges are \$2.00 for each hour or fraction thereof.

B. 'Two-hour 'In-Library/Overnight.' This reserve option allows library books or personal faculty books to be checked out for two hours. Items in this category that are checked out within two hours of the library closing time, are due back the next morning within an hour of the library opening. Late charges are \$2.00 for each hour or fraction thereof.

C. 'One Week / 7 Days.' This reserve option is best used for books when the reading can be done any time during the semester and is more appropriate with recommended (rather than required) readings. This option should be used for books only if the student is not expected to read more than 50% of the item. It should be used with discretion.

Guidelines for Book Reserves

1. Requests for books to be placed on reserve should be submitted at least six weeks in advance of the start of classes.
2. Required textbooks will be placed on reserve at the rate of one text for each 25 students enrolled in the class.
3. Single copies of other reserve books will be put on reserve.

4. Books that are on the recommended reading list are not automatically purchased by the library for reserve. Faculty must supply a personal copy of the library or make a recommendation for the library to purchase the title.

Article Reserves

The library no longer accepts articles for reserve. Instructors may choose to post or link articles in Blackboard (<http://blackboard.case.edu>) or create course readers through the University Bookstore.

VPN (Virtual Private Networking)

To access the campus network and use electronic resources from off campus requires downloading and installing a program called VPN (Virtual Private Networking) on your computer. VPN allows you to access resources that would normally be restricted to on-campus users. VPN grants you full access to online library resources, the Software Center Library, and other Case-exclusive online resources.

You can use VPN if you currently have a high-speed connection such as a DSL line or a cable modem for your Internet connection from off campus. You cannot use VPN with dial-up providers.

You would use VPN when you want to access electronic journals, e-books, research databases, and links to class readings in Blackboard.

Where to get more help with network connectivity issues

The University Help Desk
Phone: 368-HELP (x4357)
Email: help@case.edu
Webpage: <http://help.case.edu>

Questions

If you have any questions, comments, or would like any further information, please do not hesitate to contact the Harris Library staff at 368-2302, or email us at harrisref@case.edu. We look forward to working with you.

TEXTBOOK ORDERING

Textbooks can be ordered by logging onto case.bncollege.com. To get to the textbook requests page you must first log in or register. Registered faculty/staff members can submit course and book information to the bookstore around the clock; review what books were used for courses in previous terms; select new titles; and provide the bookstore with additional information about courses and book needs. For answers to additional textbook questions, contact the bookstore at sm364@bncollege.com or rjr17@case.edu or fax at 368-5205.

DESK COPIES

It is the responsibility of each individual faculty member to order a complimentary desk copy of a textbook. Order forms can be obtained from the Associate Dean's Office.

COPY MACHINES

The copy machine is located on the first floor, in the rear of the building, next to room 120 and adjacent to the steps leading to the 2nd and 3rd floors. The copy code is 4634. Faculty can also use the copiers located in various offices. Check with office personnel to obtain copy codes.

ELECTRONICALLY ENHANCED CLASSROOMS AND AUDIOVISUAL AIDS/ WHAT'S AVAILABLE?

All MSASS classrooms are electronically enhanced, providing a document camera (which replaces overhead projectors), VCR and CD/DVD players, live internet connections and a personal computer. Instructors may also connect a laptop to the system or use a flash drive.

To access the full technology, training is provided by Mike Olenik – Michael.olenik@case.edu – with a full introduction to the control panel and its varying functions. Training is required for all new adjunct faculty; please contact Mike for updates, as well, particularly if you have not taught for a semester or two. Once faculty has completed the training, he or she will be given login and password access; please be sure to keep this information private and do not share it with others. The equipment is very expensive, and remaining fully trained helps prevent expensive errors. Training and password access to the classroom equipment is not provided to students; if students ask to use classroom equipment for course presentations, the instructor must log in and is responsible for equipment use.

Room 323 is the only room with distance learning and video-conferencing capabilities. A portable videoconferencing cart that has all the same capabilities and ability to conduct a videoconference is also available and can be reserved and checked out from Harris Library.

MSASS has three interview rooms that can record live interaction and in room 325 the live interaction can be shown to the audience in room 323. Room 325 is wired to allow a facilitator in room 323 to talk with the interventionist in the interview room. Two additional portable recording rooms are available in the psychology department in Mather Memorial. All interview rooms can be scheduled at the front desk in the MSASS lobby. Camcorders may be reserved and checked out to produce video instruction. The camcorder can be plugged into the auxiliary of classroom control units and the contents displayed on the screen.

Reserving the Interview Rooms

There are three interview rooms where students can record interviews for class assignments. They are rooms 145, 146, and 325. The process for reserving these rooms is as follows:

- Contact Mike Olenik in Information Technology (368-2313 or michael.olenik@case.edu) and arrange for him to train your students on the use of the equipment. With sufficient advanced notice, Mike can come into your class and do a 15-20-minute session for all students.
- Keep a list of all of the students trained and give it to Mike at the end of the session.
- Mike gives the list to the library to identify the students who have been trained.
- Students who have been trained may go to the front desk to reserve the room (it is usually for a two-hour block).
- At the reserved time, student goes to the library with his/her ID and checks out the room key and the three remotes. The library will verify that the student has been trained.

Other questions about the use of the interview rooms should be addressed to Mike Olenik.

CLASSROOMS/TIPS FOR USE

All classrooms are in a standard configuration; if you move furniture during your class (to create a circle, for example), please be sure to end class a few minutes early to re-configure the classroom for the next instructor.

In the full-time program, instructors appreciate having the room available a few minutes before their class is to begin. We ask that at the end of class instructors walk students in conversation into the hallway in order to help clear the way for the incoming class. Be sure to log off the classroom equipment so it is ready for the next instructor's use. Logging off is a separate action to be completed BEFORE turning off the equipment on the touchpad.

Logging off is important for several reasons. First, the equipment will become out of sync causing the projector to freeze and unable to start without a difficult reset. Second, anyone entering the room will have access to the documents and materials that are on the user's area of the server without restriction. Third, and most important, if a person entering the room is attempting to compromise the server's files, he or she has been granted account access, which, under other circumstances, is one of the most difficult stages of protection to break. Please don't provide an "open door" to data; log off the computer when finished with work.

Occasionally, we find a projector that has been switched off by standing on a table and physically flipping the switch to the "off" position. Should this occur while the lamp is hot, it could explode causing projector damage and serious personal injury. Under no circumstances, should the projector lamp be turned off in this way. The projector bulb is also thousands of dollars to replace. Contact Instructional Technology (IT) or the Help Desk (368-HELP) to request assistance for whatever problem is occurring. The white phone under each lectern can be used for this.

MSASS SUPPORT/SECURITY DURING INTENSIVE WEEKEND

Student Services support is provided in Room 120 from 9am to 5pm on Saturdays during Intensive Weekend; no staff support is available on Sundays. Support for classroom technology is available during Intensive Weekends on both Saturday and Sundays from 9am to 5pm with personnel stationed in the Student Services/Academic Affairs area.

Security is on duty at the front desk on both Saturdays and Sundays during Intensive Weekend and will unlock classrooms and the first floor copy room door at 8am; doors will be locked at 5pm. If you have a security question or emergency, stop at the front desk or call University Security at 368-3333. If you need assistance or have other questions during the weekend that need attention, call Jerry Strom, Director of Intensive Weekend, at 216/338-4306.

The white phone under the lectern in each classroom may be used to summon assistance with the classroom equipment (368-HELP) or Mike (368-2313) and for emergency purposes. The phone is clearly printed with 368-3333 for Case Security; security should be called FIRST in the event of ANY classroom emergency, medical or otherwise. They will dispatch immediately and will decide what action next to take.

Seat cushions are available for students and faculty and are located in the third floor storage room at the end of the classroom hallway. Please return these to storage at the end of the class.

When teaching Intensive Weekend, if an instructor wants materials left on the board or papers to remain in the room, he or she should leave instructions for the cleaning staff. On Sunday evening, trash should be in trash receptacles and recycle bins, and the room configured as it was the first day of class.

NEW COURSE APPROVAL PROCEDURE

1. New courses may be proposed by any faculty member or Faculty Committee. Proposals should include a complete syllabus along with supporting educational rationale.
2. New course proposals must be reviewed by the appropriate foundation area or concentration faculty, whose recommendations must be forwarded to the Curriculum Committee in writing. Courses that have no clear affiliation should be reviewed by that concentration specialization expected to recommend the course as an elective.
3. New course proposals must be reviewed and approved by the Curriculum Committee. This review should address the questions outlined in the Curriculum Committee Evaluation of New Courses. Contact the chair of the Curriculum Committee for these questions.
4. Courses to be offered as sections of existing Special Topics courses (e.g. SASS 500) may be offered twice with the approval of the Curriculum Committee only. Special Topic courses that are offered more than twice must have full faculty approval.
5. All new courses (except as noted in 4 above) must receive final review and approval by the full faculty.

STUDENT CONTACT INFORMATION

In the event an instructor needs to get in touch with a student or with the class quickly, please have students list their names and contact information (cell phone numbers, email, etc.) for you on the first day of class. Please keep this with your class records so students can be contacted quickly in the event of an emergency or your need to cancel class.

CANCELLING CLASS

In the event of personal illness or emergency and the need to cancel a class in the full-time program, instructors are asked to contact students as soon as possible using the list of names/contact information submitted the first day of class. Please contact Theresa Wilson – tlb2@case.edu – as well, to alert Academic Affairs to the cancelled class; Theresa will post a sign in the lobby announcing the closing. Please cancel class only in an emergency, as some of our students commute from a distance to attend class; if known absence will occur during the semester, please arrange to hold class with a guest presenter. MSASS expects that instructors will arrange with the class to make up the missed time.

GUEST LECTURES

A \$50 stipend is available for one guest per semester per course. Additional lectures must be on a volunteer basis. Payment requisitions can be obtained from Theresa Wilson and must be submitted after the lecture to the Associate Dean of Academic Affairs for approval.

RETURNING STUDENT ASSIGNMENTS

Graded course assignments may be returned in class or placed in student mailboxes located in the Student Lounge. When instructors collect an assignment, we ask that they take brown envelopes to class for students to self-address. Students who will collect papers from their mailboxes need only put their names on the envelope. Intensive Weekend students who live at a distance and must have materials mailed are asked to put their mailing information on the envelope. Because of postage fees, we encourage student materials be returned to mailboxes as often as possible. Envelopes are available in the faculty/staff mailroom or from Theresa Wilson. Give student papers to be mailed to Theresa Wilson.

SUBMITTING FINAL GRADES/INCOMPLETES

Final grades must be entered and submitted in the Student Information System (SIS), and grades must be submitted on time. Dates for grade submission in the full-time program are on the 2009-2010 Academic Calendar. Intensive Weekend grades are due five weeks after the conclusion of the second weekend of classes. If the instructor has granted an Incomplete for extenuating circumstances, the instructor should submit the signed and dated Incomplete form to the Registrar with his or her final grades. The form must have the instructor's authorization (signature), a due date for final submission, and a list of assignments due to the instructor. Go to <http://msass.case.edu/registrar/incomplete.html>

TEACHING SUPPORTS

The Case Writing Resource Center can work with faculty to develop and present in-class writing workshops to cover a variety of topics including research and documentation, the writing process (planning-drafting-revising-editing), audience awareness, and strategies for selecting and narrowing topics. Workshops can be designed to fit content and assignments specific to your course and can range in length from thirty minutes to two hours. Contact Hazel Emery hazel.emery@case.edu for more information.

UCITE (The University Center for Innovation in Teaching and Education) <http://www.case.edu/provost/UCITE/> is the teaching and learning center at Case. Its purpose is to encourage and support faculty growth in teaching. Established in 1994, UCITE provides weekly programs for full time and adjunct faculty; individualized support for teaching; seminars; grants and fellowships, and a lending library.

“The Skills and Dynamics of Teaching: Addressing the Hidden Group in the Classroom” was designed by Professor Lawrence Shulman, School of Social Work, University of Buffalo. The series http://www.socialwork.buffalo.edu/facstaff/skills_dynamics.asp presents seven one-hour sessions of an ongoing voluntary workshop comprised of University of Buffalo full-time faculty, adjunct faculty, and PhD students with some new to teaching and others experienced. Some teach in a BSW program, others in an MSW program. The series assumes that classroom instructors can serve to enhance learning or create obstacles, and examples discussed are drawn from practice, policy, research, program evaluation, and advanced elective social work courses. An interactive index allows the viewer to quickly search for individual sessions. The videos may be viewed online; permission is also given to download.

Session #1 provides the background and framework and discusses contracting with class participants and the importance of classroom/group culture; Session #2 focuses on use of authority;

Session #3 discusses grading and boundary issues; Session #4 discusses the challenges in teaching research, policy, and program evaluation; Session #5 discusses group development followed by the #6 focus on group theory in the classroom: emotions; projection; time issues; and anxiety; Session #7 discusses special issues for PhD students; those new to teaching; those with a visual impairment; and the impact of the school culture on student classroom behavior. Reviewing Session #1 prior to viewing the others is highly recommended.

CaseLearns at Kelvin Smith Library offers computing classes for the Case community. Please go to <http://library.case.edu/caselearns> for the 2009-10 course schedule. Cost for adjunct faculty is \$100 per class.

Teaching support is also available to adjunct faculty from the Assistant Dean of Academic Affairs either while preparing for teaching or during the semester when concerns arise. Email Sarah Andrews ssb4@case.edu for an appointment. Other faculty resources include the Lead Instructor and Concentration/Specialization Chairs.

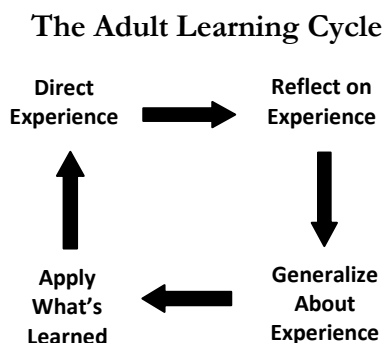
Written materials that may be helpful include the following as well as over 200 books and periodicals in the UCITE Lending Library. :

Friedman, B. D. (2008). *How to teach effectively: A brief guide*. Chicago: Lyceum Books. (MSASS Stacks LB1025.3.F765 2008)

Zull, J. E. (2002). *The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning*. Sterling, VA: Stylus Publishing. (On order for Harris Library)

THE ADULT LEARNING CYCLE

The Adult Learning Cycle offers basic principles for the design of adult education.



- **Experience:** The cycle begins by anchoring the new topic in the experience of the learners. This is done either by creating or simulating an experience in the classroom, or by having participants describe what they have already experienced in their own lives, related to the new topic.
- **Reflection:** The next step is to reflect on that experience, focusing attention on key aspects of the experience that relate to the new topic.
- **Generalization:** The third step is to generalize about what happened, considering what knowledge, attitudes, or skills they can learn from it and integrating new information into their knowledge base.

- **Application:** Finally, the last step is to apply the new learning to other situations, to see if it holds true in other situations. This final step provides a new “experience,” and the cycle begins again.

Cycle Steps	Instructor's Role	Methods	Questions for Students
1. Have Direct Experience/ Learning Activities	Structure the experience – present objectives, instructions, and time frame	<ul style="list-style-type: none"> • Small-group work • Case scenarios • Role plays • Skills practice • Games & large-group exercises 	<p>What is the purpose of this activity?</p> <p>What else do you need to know to carry out this activity?</p> <p>How is it going?</p> <p>How much more time do you need?</p>
2. Reflect on the Experience/ Discussion	Help the learner to focus on key points and to share ideas and reactions with others	<ul style="list-style-type: none"> • Small-and large group discussion • Reporting from small groups • Participant presentations • Individual exercises 	<p>What happened?</p> <p>How did you feel when ... ?</p> <p>What did you notice about ... ?</p> <p>How do others feel about ... ?</p> <p>Why do you agree or disagree ... ?</p>
3. Generalize about the Experience/ Presentation of Content	Guide the learner to new insights based on experience and discussion	<ul style="list-style-type: none"> • Large-group discussion • Interactive presentations • Demonstrations • Small group activities 	<p>What did you learn from this?</p> <p>How does all that we're discussing fit together?</p> <p>What are some major themes we've seen here?</p> <p>What are its implications for other issues?</p>
4. Apply What's Been Learned/Skill Practice	Coach the learner by providing feedback, advice, and encouragement	<ul style="list-style-type: none"> • Action planning • Skills practice and role playing • Field visits • Discussion 	<p>How can you apply this to your own situation?</p> <p>What do you think will be most difficult when you use this?</p> <p>If you were to use this in your own situation, how would you do it differently?</p> <p>How can you overcome barriers to applying what you've learned?</p>

The Center for Development and Population Activities (CEDPA). Training Trainers for Development. CEDPA, Washington, DC, 1995, p. 28.

TEACHING EVALUATIONS

Mid-term Evaluation of the Course

A mid-term evaluation is not required but is highly recommended to give the instructor the students' perceptions of the course. Students can be asked what is helping them to learn and what interferes with their learning; we recommend this be done in writing and submitted to the instructor. Subsequently, discussing the student feedback with the class can be important to making helpful changes. In the full-time program, we suggest evaluation in the 7th or 8th week of the course; in the Intensive Weekend, students should provide feedback at the end of the first weekend.

Final Evaluation of the Course and Instructor

Final course and instructor evaluations play a significant role. These are conducted on-line and questions are asked to help assess the quality of the course, the instruction, and the effect both had on students' learning. The evaluation serves several functions. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall preparation for social work practice. Administratively, faculty can use the feedback to improve instruction.

Students have three weeks to complete evaluations – one week before and two weeks after the last day of classes. Faculty are able to access their evaluations – <https://its-services.case.edu/course-evals/report-instructor> – after their final grades have been submitted.

ADJUNCT FACULTY

ADJUNCT FACULTY DEFINITION AND TITLE

Adjunct faculty are formally appointed, contractual instructors who teach in class or field in the full-time and/or Intensive Weekend program at MSASS. Teaching in the MSASS' Professional Development and Continuing Education Program does not constitute adjunct faculty status. Instructors are considered adjunct faculty during the year of their formal appointment. If they are not teaching or providing field instruction, they are no longer considered adjunct faculty, nor should they present themselves as such.

ADJUNCT FACULTY APPOINTMENT AND EVALUATION

Adjunct faculty play a significant role in teaching at MSASS. Responsibility for the appointment, orientation, monitoring, and evaluation of adjunct instructors rests primarily with the Associate and Assistant Deans of Academic Affairs. While support may be available through a lead instructor; concentration/specialization chair; and orientation by the Assistant Dean for Academic Affairs, the assumption is that adjunct instructors will not need substantial support to carry out their teaching assignment at a high level.

Instructors are recruited on an ongoing basis rather than on a semester-by-semester basis. Appointments are based on a review of the individual's credentials as well as a personal interview. The responsibility for recruitment rests with the Associate Dean for Academic Affairs, and full-time faculty provide consultation regarding recruitment and appointment in a manner consistent with existing definitions of their roles.

Each adjunct instructor receives a written letter of agreement reviewing the nature of the contractual arrangement between MSASS and the instructor, specifying the course(s) to be taught, and the necessity of evaluating student performance. The contract also states the instructor's responsibility to follow a master course outline or its equivalent. (If a master course outline is not available, the course developed by the adjunct faculty is reviewed by a full-time faculty person designated by the Associate Dean prior to implementing the course.) The contract also specifies a **Lead Instructor**. This full-time faculty person serves as the content specialist for the course and should be contacted with content-related questions. Lead instructors for some courses with multiple sections schedule small group meetings for all faculty teaching that course, thus giving instructors the opportunity to share ideas, experiences, successes, and challenges with others. Theresa Wilson can provide names of lead instructors for all courses.

In conversation with students, we ask adjunct faculty to be mindful that his or her agency may not be a current field site and to take care not to refer a student to the agency for field placement consideration; rather, please refer students with interest in a particular field placement back to his or her Field Advisor for further discussion.

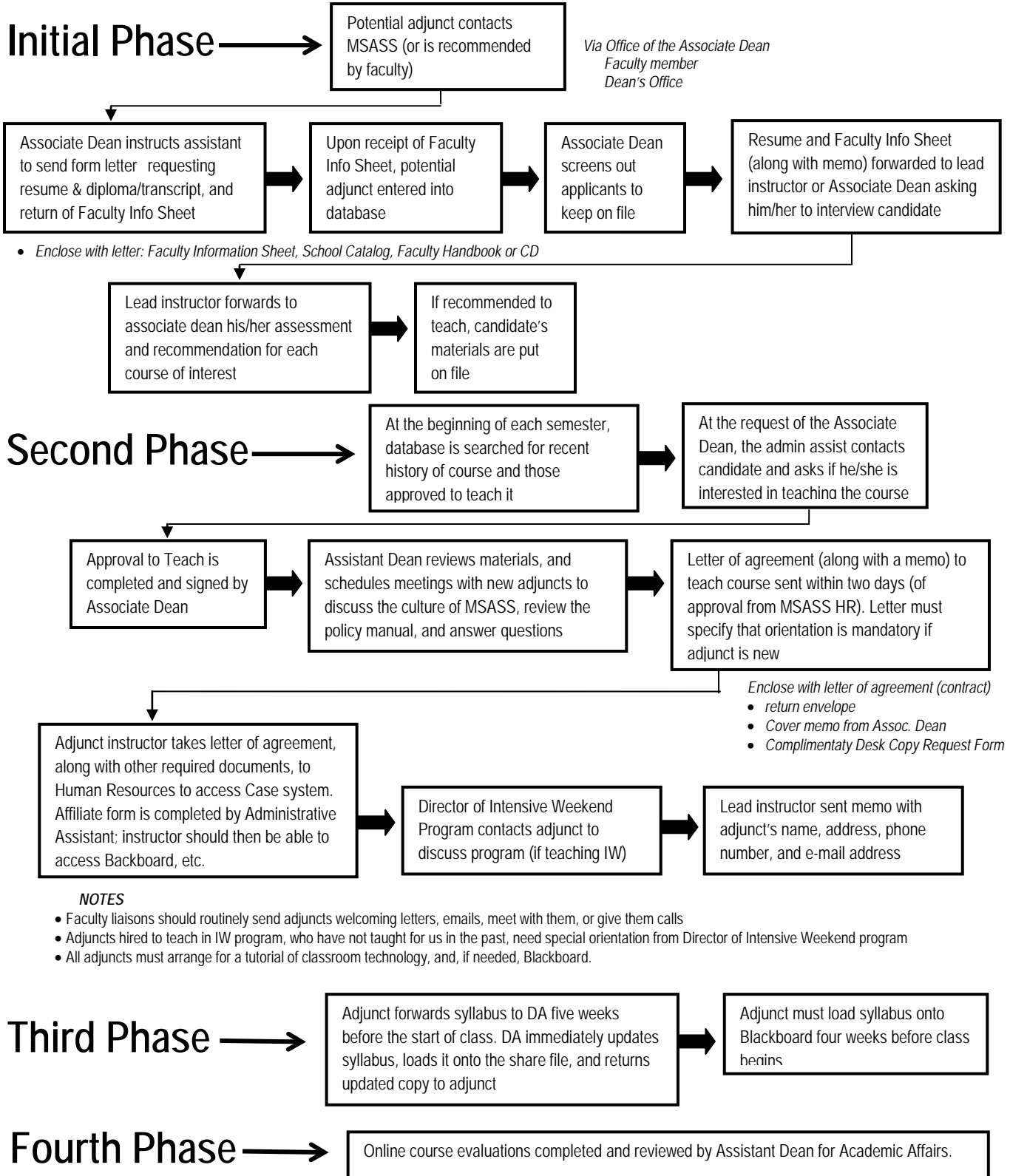
MSASS contractually **requires** adjunct faculty to attend a yearly Fall Update Session whether they are scheduled to teach that year or not. It is difficult to hire adjunct faculty to teach a course without their having ongoing information about changes in program or policy, as information changes from year to year.

Students' final online course evaluations will be reviewed each semester. The Associate Dean of Academic Affairs will review evaluation of full time faculty; the Assistant Dean of Academic Affairs will review evaluations of adjunct faculty. The Assistant Dean will meet with adjunct faculty whose student evaluations indicate significant challenges in order to assist with teaching support and/or problem-solving.

ADJUNCT FACULTY ORIENTATION AND PREPARATION

New adjunct faculty are **required** to meet with the Assistant Dean for Academic Affairs for an orientation prior to the first teaching experience. The orientation may be one-on-one or in a small group and will include information about the organization and content of the MSASS curriculum; use of the Harris Library; Blackboard and classroom technology; approaches to teaching and grading; administrative issues; appropriate contacts when student issues arise; and other relevant practical issues. Concentration/specialization chairs and lead instructors may also follow up with orientation specific to the course being taught. Adjunct faculty teaching in the Intensive Weekend program for the first time are asked to meet with Jerry Strom, Director of Intensive Weekend.

THE FOUR PHASES OF ADJUNCT HIRING AND SUPPORT



ENTERING THE CASE SYSTEM/CASE USER ID AND PAYROLL

Adhere to the following procedure to enter the Case system.

Payroll

- Take your letter of agreement, passport or driver's license and social security card to Human Resources, Crawford Hall, room 220;
- Complete all appropriate forms, i.e., federal and state tax, I-9, personal information, and direct deposit;
- Take your authorization to Access Services (ground floor) and receive your Case ID card.

Case User ID

- go to www.case.edu (Case website)
- Go to Computing
- Click on Account Activation
- Click on Network ID/Account Activation (under Network Connection)
- Click on start the registration (it is imperative that all information matches the information you submitted to Human Resources, e.g., if you submitted your name as John R. Doe, you must type John R. Doe, NOT John Doe.

If you have problems/questions, call 368-help.

ACCESS TO THE MSASS BUILDING

The building is open from 8am to 6pm during the week and until 5pm during Intensive Weekend. Case Security opens and closes the building; MSASS staff and faculty cannot. NOTE: Students, faculty, and staff may use their ID cards to access the building after building hours by using the card swipe located outside the front doors.

ADJUNCT FACULTY PARKING

Parking is available in Lot 29 (Severance Hall) and the Cornell-Mayfield Garage (on the north side of Euclid). Bring your parking ticket with you and present it to the receptionist at the front desk to be stamped. Parking may also be available adjacent to the MSASS Building during your class. Call the receptionist (216/368-2290) at least two days prior to your class and request a parking pass, if one is available. You may also park in the MSASS lot after 5pm and on weekends if there are spaces available; the lot is not monitored at those times.

ADJUNCT FACULTY OFFICE

The office is located on the first floor in the Student Lounge, room 143. Obtain the key from Harris Library Circulation Desk; it can be charged out for an hour as reserve material. The key can be renewed once by phone or in person. Overdue keys are subject to fines, as are other reserve materials. The office can be used for adjunct faculty paperwork and for meeting with students or other faculty, as needed.

EMAIL COMMUNICATION WITH ADJUNCT FACULTY

All communications from MSASS will be sent electronically to adjunct instructors using the email account provided to us. Please read MSASS email in a timely fashion for announcements and for student-related information. If a reply is required, please do so as soon as possible. This is particularly important in communication with students. If a personal email account is changed, notify Theresa Wilson tlb2@case.edu as soon as possible.

ADJUNCT FACULTY: “FOR HELP WITH, PLEASE CONTACT...”

- content and assignments for your course, contact your Lead Instructor (name is on your contract);
- interpretation of student accommodation letters, contact Andrea Porter agp8@case.edu;
- student behavioral concerns, absence, illness, contact Andrea Porter agp8@case.edu;
- teaching questions/support, academic issues with students, Patterns of Enrollment, academic advising, contact Sarah Andrews ssb4@case.edu;
- Blackboard, contact Kristen Kirchesler kja13@case.edu in Harris Library and the Blackboard Wizard <http://www.case.edu/its/itac/BBWizard/>;
- classroom technology training and support, contact Mike Olenik Michael.olenik@case.edu or Tom Franchina cx34@case.edu;
- clerical support, typing, copying, syllabi, obtaining Case ID, contact Theresa Wilson tlb2@case.edu;
- parking pass, contact Front Desk in MSASS Lobby, or call 216/368-2290 in advance of need;
- payroll, contact Delores Mathews d4m@case.edu;
- field education, contact Zoe Breen Wood zbw@case.edu;
- overall responsibility for master’s program, contact Sharon Milligan sem@case.edu;
- Student Information System (SIS) questions or class lists, go to <http://www.case.edu/provost/registrar/sisfaqfac.html> or contact Debra Fields daf3@case.edu;
- all questions related to registration, withdrawal, and grades, contact daf3@case.edu;
- financial aid, contact Becky Sloan rfs9@case.edu;
- request to change Academic Advisor, contact Sarah Andrews <ssb4@case.edu>;

ADJUNCT FACULTY PROFESSIONAL DEVELOPMENT

MSASS provides a continuing education learning opportunity each spring to support faculty teaching. These programs create both personal and professional growth as faculty work to foster a student-centered classroom. Through workshops, discussions, and individual coaching, adjunct faculty are offered the opportunity to reflect on current teaching practices and to learn about other educational initiatives while receiving support and feedback. The Spring, 2010, workshop will focus on students with disabilities and needs for academic accommodation.

MSASS STANDING COMMITTEES

Adjunct faculty representatives serve on the Committee on Students, Curriculum Committee, and Library Committee. The Committee on Students provides consultative and administrative functions regarding students who present problems academically, in field, or in professional conduct areas. A

complete description of the Committee may be found in *The MSASS Manual: Supporting Students for Success, 2009-10*.

The Curriculum Committee provides leadership, establishes standards, and initiates activities for overall development and coordination of the master's program. The Library Committee makes recommendations to faculty on the overall mission and direction of Harris library services.

ACADEMIC ADVISING

ROLE OF THE ACADEMIC ADVISOR

Each MSASS student is assigned a full time faculty as his or her Academic Advisor. Academic Advisors help set the tone for the relationship students will have with the School. Academic advisors serve as mentors; as “sounding boards” for decision-making; and as sources of encouragement, guidance, and challenge. Academic advisors assist students in making the most of their time at MSASS by answering questions about concentration/specializations and assisting with elective choice.

When students are successful, Academic Advisors are there to cheer them on and help develop further learning plans; when students experience difficulty, Academic Advisors can help student strategize to overcome those difficulties and to navigate administrative procedures. Academic Advisors develop ongoing relationships with advisees to help guide academic decisions and foster self-reflection, helping ensure students make decisions and set goals appropriate for their curriculum and congruent with the values of the profession.

ASSIGNING ACADEMIC ADVISORS

The Assistant Dean of Academic Affairs will assign Academic Advisors to incoming students during late July. Student names will appear immediately on each faculty's Student Information System (SIS) page; click on “View My Advisees” to see your list. Students are assigned, as much as possible, to an Academic Advisor who shares the student's stated academic interest at the time of confirmation of attendance.

SUGGESTIONS FOR ACADEMIC ADVISING...

- Check your faculty page on the Student Information System (SIS) for a list of academic advisees each fall. The list will include returning advisees as well as new students. If a name appears and the student has graduated, been dismissed, or you are sure you are not the correct Advisor, please contact either the MSASS Registrar or the Assistant Dean of Academic Affairs to investigate and/or remove the name;
- Meet with new students early in fall semester to help create the Pattern of Enrollment (POE); blank copies of all Patterns of Enrollment, as well as listings of courses available in the full time and Intensive Weekend programs, can be found at <http://msass.case.edu/registrar>. The student's Pattern of Enrollment, in all program formats (including Intensive Weekend), is due to the MSASS Registrar by **Friday, October 10**. The student should submit the original POE to the Registrar and a copy may be retained by the Academic Advisor and by the student. Incoming advanced standing students meet with an Academic Advisor during orientation as they have electives to select for fall semester;

- Remind students they must have Academic Advisor permission to make a change on a signed Pattern of Enrollment POE and that they are responsible for knowing and meeting all requirements for graduation;
- Complete a quick check of your advisees registration each semester by clicking on the student's name then using the drop down menu to access "course history." Completed courses, those in progress, and those registered for the next semester will appear. Contact the student for discrepancy with the Pattern of Enrollment;
- Refer students, as appropriate, to other curriculum specialists using the "Go To" list in **The MSSA Student and Faculty Manual, 2009-2010**. The list includes specialty faculty for concentrations, specializations, certificate programs, and joint degrees.
- Advise students they may consider electives outside MSASS for their Pattern of Enrollment (POE), but they must discuss with you and seek permission to ensure the choice is appropriate to their curriculum;
- Advise full-time students they may only take courses in the Intensive Weekend format if a) the course is advertised for both full time and Intensive Weekend students; or b) if they petition the Assistant Dean of Student Services for permission. The Student Information System (SIS) includes a registration block, helping to ensure students register for courses in the program to which they were admitted and protecting needed seats for Intensive Weekend students. Permission for full-time students to enroll in a weekend section is seldom granted.

CHANGE IN ACADEMIC ADVISOR

If a student changes concentration/specialization or pursues a certificate or joint degree, the student will be transferred to the faculty assigned to that program for academic advising. Students or faculty may contact the Assistant Dean of Academic Affairs to request the change.

CASE GRADUATE STUDENT SENATE MENTORING GUIDEBOOK

A Mentoring Guidebook for Faculty: Helping Graduate Students Grow into Respected Professionals and Trusted Colleagues was created by the Case Graduate Student Senate Subcommittee on Mentoring, a group of graduate student volunteers who spent many hours during the 2007-08 academic year drafting and editing this document. To view, go to <http://gss.case.edu/documents/2007-2008/MentoringDocuments/GSS-Mentoring%20Guidebook%20for%20Faculty.pdf>. Although some of the document is specific to the mentoring relationship between faculty and doctoral students, much of the content applies to our advising and mentoring students for the MSSA.

INDEPENDENT STUDY (SASS 598) AND INDEPENDENT RESEARCH (SRCH 536)

Students interested in pursuing an Independent Study or Independent Research should go to <http://msass.case.edu/registrar/independent.html> for instructions and forms to submit to the Registrar at the time of registration.

STUDENT GRADE POINT AVERAGE (GPA)

Students can access their current grade point average via the Student Information System (SIS). They may go to the drop down menu on their page and click on “Other Academic,” then “Transcript – View Unofficial.” It takes several minutes to process, but the student will access an unofficial transcript with the overall grade point average to three decimal places. MSASS does not manually compute student grade point average.