Instructor's Manual

2008-2009

Mandel School of Applied Social Sciences
http://msass.case.edu
FOREWORD

Accreditation

Case Western Reserve University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. In addition, the Master of Science in Social Administration (MSSA) program at the Mandel School of Applied Social Sciences is accredited by the Council on Social Work Education, a nationally recognized professional accrediting association.

About this Handbook

The purpose of this Instructor’s Manual is to assist you in your role as an instructor in the MSSA program of the Mandel School of Applied Social Sciences for the period indicated. It should not be construed as the basis of an offer or contract between the University and the instructor. The University has 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.
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 faculty 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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Students at the Mandel School of Applied Social Sciences (MSASS) participate in an innovative curricular and instructional program: the Ability Based Learning Environment (ABLE).

**Six key principles characterize the ABLE approach:**
- educational outcomes drive the curriculum
- outcomes are defined as student abilities
- course and field education objectives are tied to abilities
- assessment of abilities occurs throughout the educational process
- self-assessment becomes part of the student’s learning
- assessment of abilities leads to continuous program improvement

To establish student outcomes for the program, community stakeholders, students, alumni, adjunct faculty, employers, and clients were asked to determine those abilities most critical to effective social work practice. A content analysis of the data resulted in the formulation of eight core Abilities:

1. **Intentionally Use Yourself:** Students demonstrate an awareness of “self” and use relationships as key components in social work practice. Students can accurately assess their impact on others and use their knowledge and skills to accomplish professional tasks.

2. **Apply Social Work Methods:** Effective community-based practice integrates all other Abilities. MSASS graduates are able to assess problems and strengths, weigh intervention alternatives, implement change strategies, and evaluate results at the individual, family, group, organizational, and community levels.

3. **Integrate Social Work Values and Ethics:** Students demonstrate their commitment to core social work values – service, justice, dignity, and worth of the individual, importance of human relationships, and integrity. They are able to manage ethical conflicts competently.

4. **Value a Diverse World:** Students understand and appreciate a diverse world; they are able to employ culturally sensitive intervention strategies that are specifically suited to the client population.

5. **Think Critically:** Students think critically about their practice and its knowledge base. They bring this critical perspective to the social problems and situations they encounter.

6. **Communicate Effectively:** Students have the oral, written, and attending skills that allow them to communicate effectively and appropriately for the audience and setting. They will make appropriate use of audiovisual and communication technologies.

7. **Advocate for Social Justice:** Students are effective advocates for social change and can identify advocacy as a major responsibility of the profession. Students employ a range of advocacy as a major responsibility of the profession. Students employ a range of advocacy strategies with individuals, families, groups, and communities.

8. **Succeed in the World of Work:** MSASS graduates are life-long learners, committed to ongoing professional development and success in the world of work. They are effective team members, employ productive work habits, and exhibit leadership skills.
Implementation

Learning how to self-assess is an important outcome of the ability-based learning approach. Yet, the attainment of self-assessment skills may be the most valuable outcome of the ABLE approach. The ability to assess one’s professional skills, set personal goals for development, and evaluate the results of those efforts guarantees a process for lifelong learning.

Ability Statements

1 Intentionally Use Yourself

For professional social workers, the most important tool in the human repertoire is the self—your values, knowledge, skills, feelings, perceptions, and expressions.

In your work, you will use yourself everyday to encourage feelings of hope, trust, safety, and confidence in those you are trying to help. In direct practice with individuals, families, and groups, you will empower people to engage in self-determined relationships to fulfill their needs, to achieve their greatest potential, and to recover their independence as quickly as possible during periods of crisis. In practice with organizations, communities, and social systems, you will help individuals understand how their decisions and actions (and the decisions and actions of the group) may help or hinder others in their efforts to achieve and maintain empowerment, self-confidence, and independence. Regardless of the level of practice, you will learn to use yourself to build sustainable healthy communities.

Social workers who intentionally use themselves as a catalyst for positive change are excellent communicators and students of the human condition. They are equipped with astute interpersonal skills and a working knowledge of human dynamics, including theories of personality development across the lifespan, as well as theories of interpersonal relationships and group dynamics. With clinical knowledge and skills, you will intentionally use yourself in many capacities with clients and service systems—as role model, guide, coach, advocate, and partner.

Practice the following skills to develop and enhance your ability to intentionally use yourself as catalyst for positive change:

Foundation Level

- Be constantly aware of your own strengths and limitations
- Practice basic skills, including intake, assessment, and appropriate use of self-disclosure; recognize and define appropriate boundaries
- Commit to enhancing your strengths and minimizing your limitations
- Place client and community needs over your own
- Demonstrate an understanding of the concepts of power, empowerment, and participation within a multi-cultural context
- Balance work and personal life
- Ask for feedback

Advanced Level

- Understand your own biases and judgments and their impact upon clients
- Practice advanced skills, including intentional use of yourself as a tool in professional relationships and as an agent of change
- Know when to consult with other professionals, to refer clients elsewhere, and to terminate relationships
- Accommodate your own professional strengths, weaknesses, and needs to the organizational structure of an agency or organization
- Manage authority relationships professionally
- Mentor new social workers in their professional use of self
- Utilize feedback from others to enhance social work skills
Apply Social Work Methods
The ability to engage in effective, advanced, social work practice requires the capacity to engage, assess, plan, intervene, and evaluate at the individual, family, group, organization and community levels.

Graduates of the master's program at MSASS are advanced practitioners in a social work environment that is undergoing major transformation. In part, these changes reflect external forces, such as devolution, privatization, welfare reform, globalization, the move towards evidence based practice, and managed care. They also reflect the creative efforts of social workers themselves to redesign services and reshape practice to make services less fragmented and reactive, more comprehensive, integrated, flexible, and responsive.

Social work in this environment requires a revitalization of our profession's tradition of community-oriented practice. You need to analyze and apply knowledge of biopsychosocial variables that affect individual development and behavior. But you also need to understand and intervene in the patterns of interaction that generate or perpetuate problems that may involve multiple system levels (such as family, neighbors, school, and social service or justice systems). Applying social work methods means that you see lasting solutions to problems as arising from the strengths of the community and culture of the individuals and families concerned. It recognizes that clients are involved in larger patterns of formal and informal helping that may involve social networks, including family, church or temple, friends, neighbors, or community organizations as well as other professionals. Social workers intervene at all levels, with individuals, families, groups, organizations, and communities, with the aim of building partnerships with those involved to strengthen the caring capacity of communities as they work to resolve issues of immediate concern.

Integrating all the other core abilities necessary for effective social work practice, Mandel School graduates are able to assess problems, weigh intervention alternatives, implement change strategies, and evaluate results. You will become advanced practitioners who draw upon your knowledge of theory, research, policy, and practice in an area of concentration in order to be effective change agents in community-based efforts with individuals, families, groups, organizations, and communities of various kinds.

At the advanced level, MSASS students select a concentration in community and social development, or direct practice, and students in direct practice further specialize in a field of practice such as children, youth and families; mental health; aging; health, or substance abuse.

Students concentrating in Direct Practice develop advanced skills in problem identification, screening, assessment and intervention for work with a selected population. Students also gain advanced knowledge of the policies and service delivery system relevant for their area of specialization.

Students concentrating in Community and Social Development acquire advanced skills in organizing, planning, development, policy analysis, advocacy, and research and evaluation, to strengthen and empower communities to bring about social change.

Foundation Level
- Critically analyze and apply theories and knowledge of biopsychosocial variables that affect biological, sociological, cultural, psychological and spiritual development and behavior across the life span;
- Analyze and apply theoretical frameworks for understanding patterns of relationship among individuals, families, groups, organizations, and communities; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well being;
• Evaluate research relevant to practice situations and apply findings;
• Engage clients and client systems in an appropriate working relationship
• Identify and define problems and issues relevant to client systems at multiple levels;
• Collect and assess data relevant to the identified issues, problems, needs, resources and assets including a community resources/assets assessment
• Plan and contract for service delivery with clients;
• Identify alternative empirically based interventions at various system levels, implement a plan of intervention from an empowerment and strengths perspective for populations-at-risk, terminate, and evaluate program outcomes and the effectiveness of the intervention;
• Organize, conduct and evaluate interviews with clients and client systems for the purpose of gathering information and analyzing problems and strengths;
• Apply screening and interview information to assessment and goal planning efforts with and on behalf of clients and client systems;
• Value the strengths and assets of the individuals, families, groups, organizations, communities, and cultures involved in practice situations;
• Value teamwork, partnership, and collaboration in practice that promotes social justice and empowerment in communities;
• Use supervision and consultation to enhance professional knowledge and skills;

Advanced Level

• Synthesize and apply a broad range of knowledge and theory with respect to practice intervention in an area of concentration;
• Demonstrate the ability to engage and orient clients and client systems at the advanced level;
• Use a variety of interviewing and communication skills at an advanced level;
• Conduct a variety of specific screening and risk assessments appropriate to an advanced level of practice;
• Demonstrate the ability to conduct an assessment which includes information on development, history, culture, patterns of formal or informal helping, and social context in an area of specialization at the advanced level;
• Demonstrate the ability to apply appropriate empirically based interventions in an area of specialization at the advanced level;
• Secure resources and or training to support specific interventions;
• Apply research findings to practice and demonstrate your own research skills;
• Empirically evaluate your practice and the interventions of others;
• Value clients and other community members as contributors to resolution of their own concerns and those of their community, and as partners in the design, delivery, and oversight of services;
• Use supervision and consultation to enhance professional knowledge and skills.

3 Integrate Social Work Values and Ethics

YOU will integrate social work values and ethics into every aspect of your learning and preparation for advanced professional practice.

A historic and defining feature of social work is its focus on individual well-being in a social context and the well-being of society. Thus, our mission is rooted in a set of core values that are the foundation of social work's unique purpose and perspective. These values are: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These core values are reflected in the National Association of Social Workers (NASW) Code of Ethics, which establishes a set of specific ethical...
standards to guide social work practice. The focus of the ability, Integrating Social Work Ethics and Values, is to enable you to understand the process of ethical decision making. Ethical responsibilities flow from all human relationships; specific applications of the code must take into account social, professional, and personal context. Reasonable differences of opinion may exist among social workers with respect to the ways in which values, ethical principles and ethical standards should be rank-ordered when they conflict. In a given situation, social workers must apply informed judgment and consciousness of the ethical standards of the profession to make decisions and actions that are consistent with the spirit and letter of the Code of Ethics. Social work ethical behavior will result from your personal commitment to uphold the profession's values and act ethically.

Practice the following skills to develop and enhance your ability to integrate social work values and ethics:

**Foundation Level**

- Understand social work values and ethical principles; be cognizant of the limits of confidentiality to clients; know the requirements of informed consent; understand the vagaries of self determination;
- Establish professional relationships built on regard for individual worth and dignity; Engage the individual/client group/organization and community in making independent decisions;
- Facilitate active participation and partnership in the helping process;
- Display a commitment to social justice, a vision of community and global connectedness and identification with the purposes and ethics of the social work profession;
- Comprehend the purposes and content of the NASW Code of Ethics; understand the Standards in the Ohio and MSASS Codes of Conduct and their application in social work practice; be familiar with current judicial decisions and liability issues which have defined practice;
- Distinguish between privileged communication and confidentiality; describe common waivers of privileged communication; engage in behaviors which reduce vulnerability to malpractice lawsuits; provide accurate information to clients about their legal rights;
- Be aware of your personal values, biases and prejudices and the impact they have on client/organization/group;
- Identify issues which promote self analysis; identify and separate personal issues and values from professional practice in the context of diverse population, client systems, agency personnel and multidisciplinary systems;
- Examine the relationship between own values and action, identifying congruence among values and between values and behavior;
- Accept and utilize constructive feedback regarding values;
- Analyze ethical dilemmas and the ways in which they affect practice, services, and clients and client systems;

**Advanced Level**

- Understand the characteristics of ethical dilemmas; use a framework for ethical decision-making;
- Anticipate and clarify conflicting values and ethical dilemmas; assess and develop a plan of action; take a position on an ethical issue, defend it, give evidence, and provide alternatives;
- Demonstrate competency in the identification of your own ethical stand in relation to controversial issues;
- Think critically and articulate the beliefs, ethics, and value system with knowledge and skill;
• Review and discuss current judicial decisions and liability issues that affect professional behavior;
• Handle conflict responsibly; assume responsibility for personal ethical conduct; discourage and aid in the correction of unethical conduct of colleagues;
• Promote ethical practices of the organization with which you are affiliated; assume responsibility for the quality of practice and secure opportunities for continuous growth in professional knowledge and skills.

4 Value a Diverse World

You will integrate into your practice the knowledge, skills, and values needed for understanding and appreciation of a diverse world, and for ongoing development of competence in working with diverse populations

From its inception, social work has dealt with diverse people. Historically, social workers served the poor and oppressed, and those who were discriminated against by the larger society on the basis of race, gender, religion, behavior or other factors. Although today social work serves persons from all classes and walks of life, it retains a special mission to serve the poor, oppressed and disenfranchised as reflected in the School’s mission.

As we progress in the 21st century, Valuing a Diverse World becomes even more essential for effective social work practice, in the United States and around the world. This diversity is reflected in the composition of the social work profession itself, requiring us to understand and work effectively with persons different from ourselves in all aspects of social work practice.

Diversity is not seen in isolation, however. Although we want to learn to appreciate difference, we do not lose sight of the fact that we are all part of the human family. Just as our differences distinguish us and add value to the human experience, our shared humanity and commitment to the well-being of the larger community binds us together.

At the Mandel School we believe that to Value a Diverse World is a life-long developmental process in which we continuously strive for a better understanding of ourselves and those we serve. Competence in dealing with diversity begins with ourselves and the particular background and experiences we bring to our work, and includes the biases and “veils” as well as the strengths that arise out of our differences. To work effectively with persons different from ourselves we need also to understand others – people from other racial, ethnic and cultural heritages, and people whose values, beliefs and experiences are different than our own. Central to this is an understanding of structural and institutional discrimination and oppression based on differences.

To be an effective practitioner in a diverse world, however, social workers must be more than self-aware and knowledgeable of other groups, they must be competent in interpersonal skills and intervention methods suited to the particular client group with whom they are working. Thus, at the advanced levels of competency students are expected to learn intervention methods and techniques suited to the particular client populations they will be working with at their selected level of social work practice (direct practice, management, community development).

We recognize that it is impossible for any social worker to be thoroughly knowledgeable about all of the different ethnic and cultural groups they are likely to encounter throughout their career. Thus, competence in Valuing a Diverse World includes the ability to develop new competencies as needed. This involves learning to recognize when new competencies are needed, knowing how to develop the requisite new competencies, and implementing the competencies effectively.
Foundation Level

- Have personal and professional awareness of your own cultural values and biases, and how these impact your ability to work effectively with others;
- Identify the types and causes of oppression experienced by the populations served by the organizations in which you practice;
- Be able to give and receive constructive criticism and feedback from others; to take various perspectives; and to integrate one's values, beliefs and behaviors;
- Recognize the need to develop personal and professional competence in working with persons different from yourself; recognize the need for honesty and personal integrity in developing your professional self;
- Understand the worldviews of persons of difference, particularly persons of African-American and Hispanic origin, women, the poor and underclass, gay men and lesbians, and other populations as individual learning needs require. Understand how social and institutional factors historically have influenced patterns of inequity among diverse groups;
- Understand that there are many cultures and many worldviews and recognize the strengths that exist in all cultures; appreciate the strengths and personal resources of members of diverse groups; recognize the heterogeneity within groups and the need to individualize each new situation; acknowledge that cultural and other differences have an impact on social work services;
- Demonstrate understanding of how group membership influences access to resources; demonstrate an understanding of strategies designed to redress these inequalities;
- Develop skill in defining, designing, and implementing strategies for effective practice with persons of diverse cultures and groups;
- Explore the concept of privilege and its impact on your professional growth;

Advanced Level

- Develop competency in new areas of diversity as required by the needs of the practice situation, and demonstrate its effective application nationally or internationally;
- Engage a client system of difference in a social work intervention in a way that is culturally sensitive and builds on the client system’s inherent strengths;
- Demonstrate the ability to examine and confront your own biases;
- Recognize the need to continually increase your ability to value diversity as new situations arise, realize that changing economic, political, and social conditions influence and alter the perception and reality of diversity;
- Develop a positive personal/professional identity based on your own race, gender, sexual orientation, and other relevant factors;
- Apply your knowledge of the types and causes of oppression to all aspects of your social work practice;
- Demonstrate the ability to recognize the impact of your client system’s experience with internalized oppression;
- Evaluate and analyze your own ability to Value a Diverse World, identify areas for further professional growth, and plans for developing the needed competence.
Think Critically

Professional social workers utilize critical thinking to enhance their ability to help those in need. Critical thinking is an approach to existing knowledge, knowledge development and knowledge utilization. As an approach to knowledge it examines the evidence and the assumptions upon which claims are based. As an approach to knowledge development it is empirical and accumulative, building on what we know and do not know. As an approach to knowledge utilization it is parsimonious and efficient—in other words, what works.

As a critical thinker you operate with a healthy skepticism; knowledge claims, regardless of who makes them, are weighed exclusively against the evidence to support them. You scrutinize the legitimacy and utility of ideas, facts and opinions. You are neither deterred by ambiguity and complexity nor are you distracted by authority, dogma, popularity, jargon, tradition or any of the many other impediments to problem-solving (Gambrill, 1997).

As one who thinks critically, you are always questioning and willing to be questioned. You strive to understand and be accountable for presenting positions so that they are understood. These are not easy tasks because we tend to hold sacred our ideas, approaches, and practice wisdom.

Critical thinking is crucial at every stage of the change/helping process. Whether in direct practice or community and social development, it requires attention to what we know works in engaging, assessing, diagnosing, formulating, planning, intervening, evaluating and terminating with clients and client systems. Just as important is attention to what does not work and is not helpful. As a critical thinker you recognize both the limits of professional knowledge and of your own expertise. In all endeavors you embody humility and openness to evaluating your practice.

There are a number of components that comprise how critical thinkers approach problem definition, formulation, and intervention. These components include: clarity; precision; accuracy; relevance; depth; breadth; logic and significance. These features define the critical thinker's strategy for assessing any knowledge claim or problem. To think critically entails disciplining yourself to search rigorously for alternative explanations and solutions.

Foundation Level

- Demonstrate the ability to examine and articulate similarity and difference, agreement and contradiction in content within and among the foundation courses (policy, practice, research, theory and field);
- Articulate a theoretically-based, empirically grounded rationale in analyzing a problem;
- Inquire about missing information and alternative explanations;
- Identify areas of weakness in your practice, solicit feedback on such and develop and execute a plan of improvement;
- Use criteria to evaluate cited sources and research studies;
- Use research to inform practice;
- Distinguish explanatory from applied research;
- Complete a comprehensive assessment;

Advanced Level

- Demonstrate the ability to examine and articulate similarity and difference, agreement and contradiction in content within and among the advanced courses (policy, practice, research, theory and field);
- Among alternatives, select, defend and articulate a theoretically-based, empirically grounded rationale in analyzing a problem and developing a strategy;
- Examine the pros and cons of policies, problems, interventions, etc. and present a sound rationale for their equivalence or
Difference and use that information as a basis for decision making;

- Synthesize disparate information and see patterns;
- Develop a position and conclusion that are based on a comprehensive “examination of the evidence, an exploration of reasonable alternatives, and an evaluation of consequences” (HandS Educational Consultants, 1998);
- Integrate multiple units of analysis (intrapsychic, developmental, interpersonal, familial, and societal) into formulating and operationalizing an intervention;
- Use research as a basis for practice;
- Evaluate your effectiveness dispassionately by using data, supervision, and feedback from classroom instructors, peers, clients, and self.

Communicate Effectively

Throughout your career, you will utilize a variety of communication techniques as you interact with individuals, groups, organizations and communities and work to advocate for social justice. You will utilize interpersonal skills to engage with and to encourage trust among diverse populations. You will use writing skills to compose cohesive case notes, reports, and letters, and to develop funding proposals. And you will use presentation skills to collaborate with colleagues, to teach and explain interventions to families and communities, and to deliver testimony to administrators and policy makers.

In your work, it is important to be aware of the intended and unintended consequences of your own communication and the communication of others as miscommunication and misunderstanding can create barriers to the development of relationships needed to affect change. The most effective communicators interact with individuals and groups in a non-judgmental manner that acknowledges and accepts cultural differences and diversity.

Practice the following skills to develop and enhance your ability to communicate effectively.

Foundation Level:

- Understand the basic components of good composition, including grammar and sentence structure; elements of effective public speaking, including presentation without notes, how to capture the attention of an audience; basic computer skills;
- Understand the power of written and verbal communication; be aware of and respect non-judgmental communication;
- Demonstrate appreciation of the importance of non-verbal communication in professional practice;
- Compose clear and logical papers and statements, with attention to structure and tone;
- Be able to use a computer and navigate through basic software programs;
- Demonstrate competence with search engines and other research avenues on the Internet;
- Demonstrate elements of effective public speaking and professional presentations;

Advanced Level:

- Demonstrate competence with the components of a case record and its necessary data;
- Apply the principles and skills inherent in professional collaboration;
- Demonstrate the appropriate expression of professional opinions;
- Demonstrate the ability to communicate with people at different skill and developmental levels;
- Demonstrate listening skills and be able to demonstrate understanding of the power of silence;
- Document case records and reports; deliver testimony, communicate effectively as a team member;
Use advanced computer applications such as presentation software, spreadsheets, graphing programs and database management.

**Advocate for Social Justice**

Social policies arise from political and economic ideologies that have a wide range of intended and unintended consequences that help or hinder the well-being of individuals, families, groups, and communities. Throughout the history of the profession, social workers have encountered the negative effects of social policies firsthand and have responded on behalf of the under-represented and oppressed. They have directed public attention toward social injustices and have motivated individuals, communities, groups, and representatives of governments to enact change. In their efforts, these social work advocates have confronted and surmounted many barriers. They have fought prejudice, bigotry, racism, institutional discrimination and oppression, and economic inequities. Their achievements have been great. They have helped American society fulfill a long list of human needs, including but not limited to the following:

- Civil rights
- Labor laws and fair wages
- Accessible and affordable food, clothing, housing, health care, and education
- Protection against violence and crime
- Humane treatment of individuals with severe and persistent physical and mental illnesses, as well as the humane treatment of their caregivers

As contemporary social workers, you practice in this tradition. As you advocate on behalf of your clients, you will utilize the disciplinary knowledge of the profession, your practice experience, and the Abilities described on the previous pages to persuade lawmakers and agency administrators to enact policies and to design institutions that are more humane and responsive to human needs. You will also use a variety of advocacy tools to convince others to take action. These tools include, but are not limited to, the following:

- Policy analysis
- Community organizing
- Lobbying
- Letter writing
- Proposal writing
- Public speaking

Practice the following to develop and enhance your ability to advocate for social justice:

**Foundation Level**

- Know the history, mission, and philosophy of social work and social welfare;
- Understand the major economic and political forces that have shaped the development of social policies;
- Understand how public policies are developed in all levels of government—local, county, state, and federal;
- Recognize contemporary injustices and understand their historical roots;
- Understand the impact of injustices upon clients and identify the resulting service needs;
- Understand the public policies that create and perpetuate injustices;
- Analyze the impact of social policies on client systems, social workers, and agencies;
- Participate in a citizen advocacy project that is designed to combat social and economic injustice;

**Advanced Level**

- Maintain a thorough understanding of social welfare policies and issues in a specific area of practice (concentration);
- Be aware of those individuals and organizations who can help or hinder efforts for policy change and service system change;
- Provide leadership and work collaboratively with individuals, groups, communities, policymakers, and administrators of service agencies and social systems to motivate...
them to work together to enact policy and service changes;
- Provide leadership in a citizen advocacy project that is designed to combat social and economic injustice;
- Engage in lobbying and/or organizing activities to advocate for legislative and social change and to combat social and economic injustice.

**Succeed in the World of Work**

Self assessment is the key to success in the world of work. It enables social workers to identify their strengths and weaknesses, to fulfill their needs for professional development, and to pursue opportunities for career advancement. Accurate and effective self-assessment emerges from self-awareness, which develops from understanding oneself in the context of the profession and in relation to clients, colleagues, systems of care, and the multidisciplinary perspectives of integrated service teams.

You have numerous opportunities for self-knowledge in contemporary social work practice. You may acquire formal feedback about your work from quantitative and qualitative research data as well as from informal feedback provided by clients, colleagues, and supervisors. This self-knowledge will enhance your work habits, professional development, and leadership development.

Success in the world of work is also influenced by your efforts to integrate the knowledge and methods of other areas of social work practice and other professional disciplines into your own area of expertise. Multidisciplinary knowledge and skills will improve your ability to interact with clients, colleagues, and systems of care. It will also increase opportunities for career advancement. Today, professional social workers can expect to change jobs approximately four to six times throughout their lives. The successful professional is always ready to respond to new opportunities.

Practice these skills to develop and enhance your ability to succeed in the world of work:

**Foundation Level**
- Understand licensure requirements and their value to the practitioner, profession, clients, and the community;
- Demonstrate effective work habits, flexibility, and time management skills.
- Commit to lifelong learning and to enhancing your capacity to set priorities, budget time, and engage in respectful relationships with other professionals;
- Recognize desirable leadership skills;
- Actively participate in supervision and incorporate feedback into your practice;
- Conduct self evaluations;
- Compose a resume;
- Participate in a variety of professional development opportunities;

**Advanced Level**
- Pursue professional growth and development;
- Attain and maintain professional credentials and licensures;
- Make rational decisions about your practice based on the outcomes of observations and research;
- Actively participate in supervision and incorporate feedback into your practice;
- Collaborate, negotiate, and make decisions;
- Demonstrate leadership skills;
- Demonstrate the ability to access and use community resources;
- Contribute to the educational/learning environment at your field site;
- Attain and maintain positions of increasing responsibility;
- Mentor others;
- Interview successfully in a variety of settings.
**Program Descriptions**

**Full-Time Program (FT)**

The Full-Time program is designed to provide professional, graduate-level education to qualified individuals seeking careers in social work over a four-semester or two-year period.

**Extended Degree Program (EDP)**

Some students elect a slower start to their studies and begin the program with minimal coursework (6 hours) and no field work their first year. These students are following the Extended Degree program and will move into full-time or nearly full-time loads in their second and third years.

**Intensive Weekend Program (IW)**

The Intensive Weekend program is designed to provide professional, graduate-level education to employed social workers. It is unique in student demographics, scheduling and course format. An adult learning approach is employed in which the students and faculty are viewed as partners in the educational process.

**Field Education**

The field education component of the program is a vital piece of the professional education of MSASS students. The purpose of field education is to develop a social work practitioner who: 1) is grounded in the values and knowledge base of the social work profession; 2) who uses the full spectrum of the values and knowledge base to guide interventions with clients and client systems; 3) who evaluates the outcomes of interventions in order to improve the quality of service delivery; and 4) is aware of the importance and value of professional use of self. This requires the ability to integrate the knowledge and skills acquired in the classroom setting with the opportunity to apply and strengthen them in the field practicum. The Field Education Department provides extensive information and assistance to students. A Field Education Manual is provided to all students.

(FT) Full-time students begin their practicum during their first semester. Advanced standing students devote three semesters and an average of 24 hours per week to fulfill the required field education assignments and hours, while students in the two-year program devote four semesters and an average of 16 hours per week during their first semester and 24 hours per week during subsequent semesters.

(EDP) Extended degree students begin their practicum in the fall of the second year and follow the same field education format as full-time students.

(IW) Intensive weekend students complete their practicum at their social work related places of employment with activities that are differentiated from their usual work activities and specifically designed to provide new learning experiences. In those instances in which advanced, in-depth field education is not available in their places of employment, students have the option of alternative field placements.

Intensive weekend students begin field education during the spring semester of their first year. Most students devote an average of 10 to
14 hours per week to fulfill their required field education assignments and hours. Students with advanced standing complete the practicum requirements in the summer semester of their second year. Other students complete the practicum requirements in the spring semester of their third year.
**Curriculum Description**

The curriculum includes content on foundation and advanced levels. The professional foundation curriculum (24 credit hours) covers the knowledge, values, processes, and skills essential for the general practice of social work. The advanced curriculum (36 credit hours) builds on the foundation and provides advanced knowledge and practice skills in a concentration and specialization selected by the student. Students who received foundation content in their undergraduate social work studies may have certain foundation coursework waived through advanced standing.

The foundation curriculum consists of general courses in social work methods, human development, social policy, research methods, and two semesters of field education. Students also complete a course in theories of oppression and social justice as part of their foundation.

**Curriculum Outline**

**Foundation Curriculum (24 credit hours)**

- SASS 426 Research Methods in Social Work (3)
- SASS 440 Human Development in Context I: Child and Adolescent (3)
- SASS 441 Human Development in Context II: Adult (3)
- SASS 470 Social Policy (3)
- SASS 477 Direct Practice Methods and Skills for Work with Individuals and Families (3)
- SASS 478 Macro and Policy Practice Skills for Work with Groups, Organizations, and Communities (3)
- SASS 484 Theories of Oppression and Social Justice (3)
- SASS 495 Field Education Seminar (1)
- SASS 601 Field Education (2)

**Advanced Curriculum (36 credit hours)**

Advanced courses are selected on the basis of the chosen concentration and specialization. Total credit hours required for graduation equal 60 hours (24 foundation hours and 36 advanced elective hours, of which 15 hours are field education).
Foundation Course Descriptions

SASS 426. Research Methods in Social Work (3). This course is an introduction to the research methods and tools that are used in social work. It includes qualitative and quantitative research content that provides an understanding of scientific, analytic, and ethical approaches to building knowledge for practice. The content prepares students to develop, use and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy and social service delivery; and to evaluate their own practices.

The class employs a critical perspective with the goal that students will be able to judge the strengths and weaknesses of research designs and the degree to which ethical standards have been met. Students are introduced to the formulation of scientifically testable research questions and hypotheses of importance in social work. They learn how to design studies so that they will be effective in addressing social work research questions. The concept of validity is introduced and the course examines measurement, sampling, and research design from the point of view of the degree of confidence that can be placed in research findings that are produced by these methods. The importance of conducting research in ways that respect cultural diversity and are valid across diverse populations is emphasized. The course includes qualitative and quantitative methods.

This course is structured to have a strong emphasis on skill development. Students gain experience with the following social work research skills: Formulating a question that can be answered by research; Comparing and contrasting research findings; Assessing the relative validity of research designs and measures; Interpreting effect sizes and confidence intervals; Evaluating statistical and clinical significance; and Communicating their evaluation of studies and the application of research findings to social work.

SASS 440. Human Development in Context I: Child and Adolescent (3). This foundation course examines theories and research on the biological, social, cultural, and spiritual development from infancy through adolescence.

Particular consideration is given to biological, emotional, cognitive, behavioral, and environmental influences and their contributions to child and adolescent development. Social and economic influences like poverty, discrimination and parenting styles are also considered. The course will consider how social work values, the impact and role of spirituality and the perspective of empowerment relate to development. Equal consideration is given to factors supporting individual development, such as the strength of sociocultural belief systems, health, and capacity for resilience. The course stresses interactions between the individual and his/her environment (including family, peers, school and community), and the reciprocal relationship between the child/adolescent and his/her environment. This course examines concepts of life course tasks, conflicts, attachment and loss, and self regulation. The roles of culture, class, race, ethnicity, sexual orientation, gender, and family structure as they relate to development will be presented during this course.

The etiology of symptom formation in major developmental deficits during childhood and adolescence will be addressed, however the primary focus of this course is on the developmental achievements that are based on the completion of tasks through the child/adolescents strengths and ability to adapt to physical, biological, and emotional events and change as well as one’s ability to deal with conflict.
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■ SASS 441. Human Development in Context II: Adult (3). This course builds on SASS 440 Human Development I (child and adolescent) by comparing the general themes of feeling (emotion), thinking (cognition), and acting (behavior) with adult emotional, cognitive, and behavioral development. Students will understand the differences and similarities between earlier (child and adolescent) and later (adult, including older adult) emotional, cognitive, and behavioral development by examining, across the life-span, the idea/concept of: (1) adult development as gains/losses, (2) adult development as plasticity and variation (i.e., development can take many forms and can change), (3) adult development as risks, conflicts, protective factors, and resilience, and (4) adult development as context (e.g., family, society, gender, culture, ethnicity, social class, discrimination, sexual orientation, and socio-historical [i.e., cohort] contexts).

This course adds new content and perspectives to Human Development I by beginning with the debates about the transition from adolescence to adulthood, what some scholars have called “late adolescence,” “emerging adulthood,” or “young adulthood” (ages 18-24), and ending with death. The course is not organized by assuming that a person’s chronological age is a predictor of developmental achievements — for example, training and education (ages 18-24), work/career (ages 24-35), intimacy/marriage/domestic partnership (ages 24-35), family/parenting (ages 35-55), retirement (age 65-85), and death (age 85+). Instead, it assumes that gains/losses, plasticity, resilience, and context matter throughout adult life, regardless of age or developmental task. Emphasis is placed on variation in developmental task challenges, conflict, and change, not prescriptive, normative, or linear progressions from one developmental task to another, leading up to, for example, the “good” or “perfect” death. Overall, the course is designed to provide students a model for thinking about and assessing adult life-span development so that an adult client’s dysfunction, disorder, disease, or problems (social and/or psychological) can be situated in the context of a person’s developmental achievements, conflicts, and strengths.

■ SASS 470. Social Policy (3). This first semester foundation policy course examines the philosophical, historical, and socio/economic foundations of social welfare and the evolution of social policy and the social work profession in the United States. It then focuses on the problems of poverty and discrimination and analyzes the adequacy and effectiveness of policies and resulting programs designed to address those problems. Consideration is given to the principles of economic and social justice along with other values of the social work profession in this analysis. The connections between social policy and social work practices are also emphasized.

The course then addresses social policy in an interdependent world. Attention is given to cross-national comparisons of social policies designed to prevent and alleviate poverty and social exclusion. Human rights issues and the programs of international organizations designed to promote and protect human rights are discussed. Finally, social work’s roles in the field of human rights, both at home and abroad, are considered.

■ SASS 477. Direct Practice Methods and Skills for Work with Individuals and Families. The overarching goal of this course is to develop culturally competent social work generalist practitioners who are armed with the knowledge and skills necessary to practice ethically with individuals and families in diverse social work practice settings. This course is structured to include lecture and discussion (1.5 hours) and experiential laboratory (1.5 hours) learning. The lab portion provides the opportunity for students to practice skills and receive constructive feedback from the instructor and peers.

This course is structured to have a strong emphasis on skill development and includes a significant experiential learning laboratory component. The
lab portion provides the opportunity for students to practice skills and receive constructive feedback from the instructor and peers. The course is intended to integrate the experiential laboratory learning with readings and discussion of the relevant practice concepts. Accordingly, class time will often include a mix of experiential work, instructor input, discussion, and work in task groups.

A historical view of social work practice will be presented, as well as an overview of social work values and ethics. Also, the opportunity to apply the NASW Code of Ethics to direct practice cases will be provided in the lab. Major social work theories/approaches to practice – such as systems-ecological theory, empowerment, strengths-based approaches, and evidence-based practice – will be introduced to frame students’ learning in micro social work practice. Students will also be introduced to systems-based, cognitive-behavioral, and relationship-based intervention approaches utilized in social work practice with individuals and families.

Interviewing skills for beginning practitioners relevant to work with individuals and families will be a major focus of work both in lectures and during the skills lab. The introduction and application of skills will focus on the skills needed to carry out generalist practice, namely engagement, assessment, goal-setting/treatment planning, intervention and evaluation, termination, and follow-up. The skills taught in the lab are intended to build a foundation, or core base, that students can build on in field placements and further in advanced methods courses.

**SASS 478 Macro and Policy Practice Skills for Work with Groups, Organizations, and Communities (3).** The overarching goal of this course is to develop culturally competent social work generalist practitioners who are equipped with the knowledge and skills necessary to practice ethically with task groups, organizations, and communities in diverse social work practice and policy settings. Additionally, as a second semester course, it will be built on first-semester learning in the areas of social policy, diversity, discrimination and oppression. The skill development of the practitioner will complement and reinforce this course from the direct practice methods course and from the field practicum. The community assessment and change strategies will be situated within the context of social policy and include policy analysis and the necessary skills for affecting policy.

This course is structured to have a strong emphasis on skill development and includes a significant experiential learning laboratory component. The lab portion provides the opportunity for students to practice skills and receive constructive feedback from the instructor and peers. The course is intended to integrate the experiential laboratory learning with readings and discussion of the relevant practice concepts. Accordingly, class time will often include a mix of experiential work, instructor input, discussion, and work in task groups.

Students will be introduced to task groups, community organizing and advocacy/policy practice approaches utilized in social work practice. Major social work theories/approaches to practice, such as group dynamics, community assessment, conflict and consensus organizing, power relations and community building approaches will be introduced to frame students’ learning in macro social work practice. Special attention will be given to working with task groups and communities made up of varying race, ethnicity, social class, immigration status and gender and to advocating with and on behalf of disadvantaged groups.

Students will gain experience in the lab with the following social work practice skills: community and group assessment, recruitment, engagement and participation, leadership development, issue identification and analysis, group process, effective meetings, organizational development, the development and enactment of social policies, strategies to influence different types of policy, and
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evaluation. The skills taught in the lab are intended to build a foundation, or core base, that students can build on in field placements and further develop in advanced methods courses.

■ SASS 484. Theories of Oppression and Social Justice. This course provides students with theoretical understandings of how oppression operates to restrict the life changes of members of minority and disenfranchised groups. Increasing knowledge is one component of valuing a diverse world; internalizing knowledge about the nature and dynamics of oppression is a fundamental dimension of the ability to value a diverse world and requires self-assessment and reflection on discrimination, oppression, and privilege as components of individual insight. Such insight will help students become better practitioners so they can work with clients without discrimination and with respect, knowledge and skills related to age, class, color, culture, ability, ethnicity, family origins, gender, relationship status, national origin, race, sex, religion or sexual orientation.

In this course, the emphasis is on how oppression manifests at the individual, institutional, and societal/cultural levels. It highlights the pervasive nature of inequality and bias woven throughout social, cultural, political, and economic institutional and interpersonal systems. Multiple theories will be presented to explicate how structures of dominance, privilege, and subordination are manifested, paralleled, and interconnected. Major consideration will be given to the structures of oppression and privilege related to racism, sexism, heterosexism/homophobia, religious bigotry/xenophobia, classism, ableism, and ageism.

As a foundational course for developing the ability to value a diverse world, this course also provides students with an opportunity to enhance self-awareness and critical thinking through a systematic reflection of their own experiences with oppression and privilege. Students also will be challenged to understand and value the worldviews of persons different from themselves and develop the ability to take different perspectives in their work. This course elevates students’ skills to interview and participate in dialogue with persons different from themselves.

■ SASS 495. Field Education Seminar. The field education seminar provides the support and guidance necessary to assist the social work student in beginning to integrate professional experiences as a developing practitioner.

■ SASS 601. Field Education. This course is designed to be taken by entering foundation level social work students in the first semester of their master’s program. Students enrolled in SASS 601 take SASS 495, Field Education Seminar concurrently.

The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective competent developing practitioners.

The field instructor is based at the social service setting and provides direct instruction for the student. The field faculty advisor, who is based at the School, serves as a liaison between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student’s learning experience. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. Student, field instructor, and field faculty advisor all participate in various ways in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade.
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Class Scheduling

(FT) Classes in the Full-time program are offered four days per week (Mondays, Tuesdays, Wednesdays, and Thursdays). Classes are scheduled from 8:30 a.m. to 8:30 p.m. with lunch from 12:45 p.m. to 2:00 p.m. Three-credit-hour classes meet for two hours, one day per week, with the exception of SASS 477 and SASS 478; these two classes meet for three hours, one day per week. Students may be required to take some classes in the Intensive Weekend program.

(IW) Classes in the Intensive Weekend program are held one weekend per month. Students are required to attend classes eight Fridays and one Thursday the first year, and five Fridays the second and third years. Classes meet from 9:00 a.m. to 5:00 pm, with lunch from noon to 1:30 p.m. and brief morning and afternoon breaks.

Students complete a total of five classes per academic year. The Intensive Weekend schedule is planned one year in advance. This makes it possible for students to know of their year-long weekend commitments early so that they may make personal and professional arrangements, accordingly.

Concentrations

- Community and Social Development
- Direct Practice with specializations in:
  - Aging
  - Alcohol and Other Drug Abuse
  - Children, Youth, and Families, including School Social Work
  - Health
  - Mental Health
  - Child and Adolescent Track
  - Adult Track

Course Material

(FT) It is also recommended that syllabi be posted on Blackboard several weeks prior to classes so students can purchase textbooks online and prepare for the first class. Emailing students (easy to do using Blackboard) to let them know when your syllabus has been posted is a good idea, and you may want to ask them to print it off and bring it to the first class rather than you bringing hardcopies to hand out. Please verify course enrollments on your Blackboard site regularly, particularly during the several weeks before classes begin and the drop/add period, to make sure that students who are registered for your class have access to your site.

(IW) Syllabi for Intensive Weekend courses need to be posted on Blackboard a minimum of six weeks before the first class so students have time to purchase texts and prepare for the first weekend of classes.

Graduate Instruction

The purpose of graduate instruction is to challenge students’ minds with more complex and sophisticated levels of information. Students are engaged in classroom and field activities designed to stimulate critical thinking.

MSASS graduate classes are generally small, but the instructional methods and delivery systems vary. Many courses are taught in the traditional lecture format. In addition to the lecture format, other instructional methods include groups, case studies, guest lectures, videos, and class discussions.
The format of assignments and instruction is designed to accommodate both the structure of the Intensive Weekend program and the needs of the students. The Intensive Weekend program is designed to follow an adult learning model. Educational researchers have noted significant differences in the ways that experienced adults learn, compared to younger adults or adolescents. Adult learners are generally able to make easy connections between their course work and their present or past experiences. In addition, their experiences and knowledge are viewed as a resource for other students.

Each class includes, at a minimum, the following: (1) a pre-class assignment. This assignment ensures that the students are prepared for active participation in the class through readings, papers, exercises, and/or self assessments. This assignment may be graded or ungraded. It may be sent to the instructor in advance of the class meeting or may be due at the first class meeting. (2) A final paper or project is due approximately three weeks after the final class meeting. Faculty usually require more assignments to ensure that course material is sufficiently covered and mastered by students.

Pattern of Enrollment

The Pattern of Enrollment (POE) contains a semester-by-semester layout/list of all the course work (including electives) required for the MSSA degree as approved by MSASS faculty. The POE should be prepared with the assistance of the student’s assigned faculty advisor by the end of the first semester and must be on file with the MSASS Registrar prior to the student’s second semester. Although the student’s advisor is available to help in this area, the final responsibility for ensuring that all degree requirements are met rests with the student.

Suggested Pattern of Full-time Registration

- First fall: 15 hours
- Second fall: 15 hours
- First spring: 15 hours
- Second spring: 15 hours

Teaching Evaluations

Mid-Term Evaluation of the Course
(recommended)
A mid-term evaluation is not required but is highly recommended to give you feedback about student perceptions of the course (see mid-semester course evaluation samples). These evaluations focus on students informing you about what helps them to learn and what interferes with their learning. We suggest you evaluate courses the seventh and eighth weeks of the semester.

Evaluation of the Course and Instructor
(required)
Course evaluations are conducted on-line and are designed to assess the quality of the course, the instruction, and the effect that both had on students’ learning. It serves several important functions. Personally, it allows students to reflect on the course and how it impacted their learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practices. Administratively, faculty will use the feedback to improve instruction. Therefore, it plays a significant role in the school. Students have approximately three weeks to complete evaluations (one week before and two weeks after the last day of the course).
of classes). Faculty will be able to access evaluations approximately three weeks after the last day of classes. The link is https://its-services.case.edu/course-evals/report-instructor.

Advising “Go To” People

CONCENTRATIONS

I. Community and Social Development – Mark Joseph (mark.joseph@case.edu)

II. Direct Practice
   Aging Specialization – Terry Hokenstad (merl.hokenstad@case.edu)
   Alcohol and Other Drugs of Abuse Specialization – Kathy Farkas (kathleen.farkas@case.edu)
   Dual Disorders – Lenore Kola (lenore.kola@case.edu)
   Mental Health Specialization: Child or Adult – Michelle Munson (michelle.munson@case.edu)
   Children, Youth, and Families Specialization – Jerry Mahoney (gerald.mahoney@case.edu)
   Early Intervention – Jerry Mahoney (gerald.mahoney@case.edu)
   School Social Work – Betsy Tracy (elizabeth.tracy@case.edu)
   Health Specialization – David Miller (david.miller@case.edu)

JOINT DEGREES

MSSA/JD – Sarah Andrews (sarah.andrews@case.edu)

MSSA/MNO – Rob Fischer (robert.fischer@case.edu)

MSSA/MBA – Sharon Milligan (sharon.milligan@case.edu)

CERTIFICATES

Gerontology – Terry Hokenstad (merl.hokenstad@case.edu)

Nonprofit Management – David Miller (david.miller@case.edu)

OTHER CONTACTS/SPECIALTY AREAS

Student Services – Andrea Porter (andrea.g.porter@case.edu)

Financial Aid and Field Stipends – Rebecca Sloan (rebecca.sloan@case.edu)

Registrar – Debra Fields (debra.fields@case.edu)

Field Education – Zoe Breen Wood (zoe.wood@case.edu)

Intensive Weekend – Jerry Strom (gerald.strom@case.edu)

Advanced Standing – Sarah Andrews (sarah.andrews@case.edu)

Committee on Students – Jerry Mahoney (gerald.mahoney@case.edu)

International Education (short-term study abroad) – Deb Jacobson (Deborah.jacobson@case.edu)

Academic emphasis in International Social work – Terry Hokenstad (merl.hokenstad@case.edu)

Office of International Affairs (international student support) – Soad Mansour (soad.mansour@case.edu)
The MSSA Curriculum

Mandel Council (student organization)
– Rachel Wilson
   (rachel.wilson@case.edu)

Office of Continuing Education – Ina Brand
   (ina.brand@case.edu)

Doctoral Program – Betsy Tracy
   (elizabeth.tracy@case.edu)
Absence/Attendance

Instructors can access their class rosters from page 6 of the Student Information System (SIS) (see SIS Faculty Guide). Instructors will verify class enrollment during the first day/week of classes and email a list of non-attendees to the MSASS Registrar. We encourage you to stipulate the attendance policy in your syllabus. 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.

(FT) In the full-time program, students may not miss more than three classes. Instructors may permit exceptions at their discretion and may require makeup assignments for any amount of time missed from class.

(IW) In the Intensive Weekend program, students may not miss more than one day; Instructors have the discretion to establish a stricter absence policy and list it in the course syllabus. Instructors also have the discretion to require make-up assignments for any amount of time missed from class.

Appeal Procedures

It is the responsibility of the Mandel School of Applied Social Sciences to assure that students enrolled for graduate credit have adequate access to faculty and administrative consideration for their grievances concerning academic issues. Accordingly, the following procedure has been established for graduate students to present issues that are susceptible to administrative remedy.

Appeal of Administrative Policies:
Students may request exceptions to administrative policies, such as extensions of deadlines for withdrawal dates, drop/add dates, etc. The request should be made in writing, including the rationale for the exception, and presented to the Assistant Dean for Student Services. The Assistant Dean will consider the appeal and respond in writing to the request. In the event that the appeal is denied, the student may present the appeal, again in writing, to the Associate Dean for Academic Affairs. Should the decision be again denied, the student may present the request to the Dean, whose decision will be binding.

Appeal of Academic Decision:
Students with a complaint should first discuss their grievance with the faculty member against whom the complaint is directed. A student who brings a grievance against a faculty member directly to the attention of the Assistant Dean for Academic Affairs or to the Dean will be advised to inform the faculty member of the complaint and discuss it with him/her prior to further action.

In those instances where discussion with the faculty member does not resolve the grievance to the student's satisfaction, he or she should then present the complaint in writing to the Assistant Dean for Academic Affairs. The Assistant Dean for Academic Affairs will review the complaint with the student and the faculty member in an effort to arbitrate the issue, and may consult with other faculty or submit the matter for deliberation to the School’s tenured faculty.

In the event that the efforts of the Assistant Dean for Academic Affairs fails to satisfy the student that his/her grievance has been adequately resolved, a statement in writing to this effect may be submitted to the Dean. The Dean will then meet with the student and the Assistant Dean for Academic Affairs to evaluate the particulars of the case. If the situation warrants, the Dean may appoint an ad hoc committee to recommend what action be taken. Final responsibility for resolution of the grievance rests with the Dean.

This policy is intended to provide a means of appeal for students who feel that they have been treated unfairly on academic issues. Judgment of the quality of a student's work remains the prerogative of the faculty member. Academic decisions generally will not be altered unless the Dean
Academic Policies

determines that the academic decision is (1) discriminatory or (2) sufficiently irrational or unreasonable that the decision is beyond the exercise of reasonable academic discretion.

**Advisors**

Each student at MSASS is assigned two advisors: an academic advisor and a field faculty advisor. The roles of these two advisors vary. Academic advisors are responsible for assisting students in planning their academic programs, facilitating their academic success, non-academic issues, and career planning. See the Field Education Manual for the role of the field advisor. The field faculty advisor serves as the liaison for the student, the field placement site, and the school. The field faculty advisor (a) assists the student with securing a field placement that fits his/her learning needs, (b) participates in the development of the learning contract, (c) reviews the field evaluation, and (d) assigns the grade for field education each semester. The field faculty advisor also helps to troubleshoot, should issues arise during the field education experience. Field faculty advisors are assigned by the director of field education, based on the student’s academic program and area of concentration and specialization.

When possible, academic advisors are assigned by concentration/specialization to students when they enter the program. These assignments are maintained until the students graduate or until they secure written approval of an alternative academic advisor. This written approval to change advisors must be submitted to the Assistant Dean for Academic Affairs. Special academic advising responsibilities include the following:

1. Notifying advisees of the preferred method of communication, i.e., establishing office hours, appointments, or invitations for telephone calls.
2. Assisting students in course selection and planning their academic programs. Advisors sign the Patterns of Enrollment and initial subsequent changes. Academic advisors can be particularly helpful in assisting students in their selection of elective courses, ensuring that the courses meet the curricular distribution requirements and the students’ needs.
3. Referring students to appropriate Office of Student Services personnel (registrar, financial aid officer, and/or the Assistant Dean for Student Services) when the students need to change course loads, sequences, or graduation dates. Field education questions should be referred to the student’s field faculty advisor.
4. Monitoring student’s academic progress by reviewing grades each term (see SIS Faculty Guide, page 10). Academic advisors should be especially alert to possible problems associated with “incomplete” grades.
5. Arranging meetings of the Committee on Students when necessary (see section on Committee on Students).
6. Discussing with students their decisions to voluntarily withdraw from (a) a program, (b) a class, or (c) the School.
7. Assist student in thinking about the world of work.

**Candidacy for the Degree**

On the recommendation of the faculty of the Mandel School of Applied Social Sciences, Case Western Reserve University confers the degree of Master of Science in Social Administration (M.S.S.A.) upon all candidates who have successfully completed the following prescribed minimum requirements:

1. Forty-five (45) credit hours of class work.
2. Fifteen (15) credit hours for non-advanced standing students, equivalent to 1,180 clock hours of field practice, and nine (9) credit hours for advanced standing students, equivalent to 1008 clock hours of field practice.
3. Acceptable standards of professional conduct and ethics.

Adherence to the standards of professional conduct is a prerequisite to practice in social work.
Academic Policies

A candidate for the degree must have a satisfactory record in the required academic courses and in field education. Students who present credits from other graduate schools of social work and who wish to qualify for the degree must have had at least one year of residence at the School.

CASE Employees

Students in the master’s program who are also Case employees are required to complete all of the requirements for Field Education. This often necessitates that the employee negotiate work release time from the job to allow him or her to be placed in an appropriate site. Case employees considering the master’s program must consult with the Office of Field Education as part of the admissions process.

Class Sections

The school reserves the right to assign course sections to both first and second-year students.

Code of Ethics (NASW)

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it. – link: http://www.socialworkers.org/pubs/code.asp

Communication with Students

Students’ papers, etc. may be placed in their mailboxes located on the first floor of the MSASS building. Please put students’ papers and confidential materials in envelopes to guard students’ privacy. If you are returning papers via US mail. Please have your students write their mailing addresses on envelopes, which will be given to you upon request.

Course Preparation

Textbook Ordering

Using the Web

This is the most popular method. It allows you to have a personal record of your orders that may be edited, viewed, and saved for future semesters. Follow these steps:

1. Enter the following address in your browser window: http://case.edu
2. Select Bookstore.
3. Select Faculty.
4. Enter your Course and Book Information - provide information for all required fields in Step 2 -5. Hit "Submit". An email confirmation will be sent to the designated email address.
5. You must provide Lena Ford (lena.ford@case.edu) in the Harris Library with your book order information. You may copy the webpage or forward your email confirmation to Lena.

**Manual/Paper Process**

1. Use the pre-printed “Course Book Information Request Form,” which lists the books that were used in a previous term. Follow the instructions listed on the top left corner of the “Course Book Information Request Form.”

2. List any comments.

3. Provide contact information (suggestion: include your email address)

4. Sign and return “Course Book Information Request Form” to the Case Bookstore. You may send your orders to the Bookstore by:
   - Email: rjr17@case.edu
   - Fax: 216-368-5205
   - stopping in to Thwing Center

5. Make two copies of “Course Book Information Request Form.” One for your records and one for Lena Ford in the Harris Library.

Blank order forms are available in the mailroom.

**Desk Copies**

Faculty members are responsible for ordering their own desk copies from the publisher.

If you have questions, please contact the bookstore:
Telephone 216 368 1653 - Email: rjr17@case.edu

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**Course Syllabi**

Syllabi for Intensive Weekend courses need to be posted on Blackboard at least four weeks before the first class, in order for students to have time to purchase textbooks and prepare for the first weekend of classes. It is also recommended that syllabi for full-time courses be posted on Blackboard several weeks prior to classes so students can purchase textbooks online and prepare for the first class. To facilitate student access to Blackboard, Theresa Wilson’s name has been added to each site as a course builder.

We realize that you are very busy with multiple tasks, but in order to insure the timely availability of materials to our students, we ask that you be sure to adhere to the following schedules:

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Date class begins</td>
<td>Date syllabus submitted for review (on or before)</td>
<td>Date syllabus on Black Board (on or before)</td>
<td>Date syllabus on Black Board (on or before)</td>
<td>Date syllabus on Black Board (on or before)</td>
</tr>
<tr>
<td>August 25</td>
<td>July 18</td>
<td>August 5</td>
<td>August 12</td>
<td>August 5</td>
</tr>
<tr>
<td>September 5</td>
<td>July 29</td>
<td>September 3</td>
<td>September 10</td>
<td>September 5</td>
</tr>
<tr>
<td>September 12</td>
<td>August 5</td>
<td>September 30</td>
<td>October 7</td>
<td>September 5</td>
</tr>
<tr>
<td>October 10</td>
<td>November 7</td>
<td>November 5</td>
<td>November 12</td>
<td>November 5</td>
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<td>November 12</td>
<td>December 5</td>
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<td>December 16</td>
<td>December 9</td>
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<tr>
<td>January 16</td>
<td>April 1</td>
<td>June 3</td>
<td>April 8</td>
<td>June 10</td>
</tr>
</tbody>
</table>

Emailing students (easy to do using Blackboard) to let them know when your syllabus has been posted is a good idea, and you may want to ask them to print it off and bring it to the first class rather than you bringing hard copies to hand out. Please verify course enrollments on your Blackboard site regularly, particularly during the several weeks before classes begin and the drop/add period, to
make sure that students who are registered for your class have access to your site (also see SIS Faculty Guide, page 7).

Materials should be assembled in the specified format by following the Elements of an MSASS Syllabus and the master outline, and identified by the instructor’s name, address, phone number, course number, class number (CN), title, and dates. Please specify assignments, deadlines, and grading criteria, including exact dates.

**Dismissal Policy (Academic)**

Dismissal based on Academic Performance: A student will not be allowed to continue in the program if he/she receives:

- a second grade of F in the program, or
- a grade point average of 2.0 or below in any one semester, or
- a grade point average less than 2.8 entering the final semester

Dismissal based on Field Performance: A student will not be allowed to continue in the program if he/she receives two semesters of no pass in the field.

For extended degree and intensive weekend students, all policies apply in two semester blocks of time.

**Elements of an MSASS Syllabus**

(These elements were approved by faculty at the Constituent Faculty Meeting, May 14, 2007, and must be included in all syllabi)

- 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
- Student responsibilities, including expectations regarding class attendance

**Wording:** 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. 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 may permit exceptions at their discretion and may require makeup assignments for any amount of time missed from class.

- Conformity to MSASS policies as they pertain to the Professional Code of Conduct, Plagiarism, and Incompletes as stated in the MSASS Student Manual.

  - 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

**Wording:** 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)

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

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

**Final Grades**

Final grades must be entered and submitted in SIS (see SIS Faculty Guide, page 9), and grades must be turned in on time. For Intensive Weekend, grades are due 5 weeks after the conclusion of the 2nd weekend of classes. If an Incomplete has been granted, the instructor must submit the signed and dated form with his/her final grades.

**Grading Policy (approved by MSASS Faculty March 24, 2008)**

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</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Official Withdrawal</td>
<td></td>
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</tbody>
</table>

Mandel School of Applied Social Sciences
http://msass.case.edu

Instructor’s Manual 2008-2009

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Grades in field work are assigned at the end of each semester; or, in the case of Intensive Weekend, at the completion of field hours. Grades in field work are Pass or No Pass and are given by the student’s faculty advisor in consultation with the student’s field instructor. A B average (GPA of 3.0) in class work is required for graduation.

Graduation
Students register online via new system. The University holds one graduation ceremony each year in the spring. Students graduating in August and January receive diplomas at that time and are asked to participate in the spring ceremony that follows the date of the completion of their degrees. It is the student’s responsibility to monitor his/her course of study to ensure that graduation requirements are met. A curriculum checklist is made available for this purpose. Students can graduate only when ALL the graduation criteria have been met.

Grievance Procedure
Case Western Reserve University has established a mechanism whereby students of the University may express a grievance against the actions of other students or members of the faculty. Details of the grievance procedure are included in the University’s Student Services Guide, an annual publication of the University Office of Student Affairs. Students who wish to have a specific problem reviewed should contact Student Affairs.

Guest Lectures
A $50 stipend is available for one guest lecturer per semester per course. Additional lectures must be on a volunteer basis. Payment requisitions can be found on the back wall in the mailroom.

Incompletes in Courses
1. 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.

2. The student and the instructor should agree on a due date for fulfilling the requirements for the Incomplete. A signed (by both the instructor and the student) “Request for an Incomplete Grade” must then be submitted to the MSASS registrar. This form can also be printed from the MSASS registrar’s website at http://msass.case.edu/academic/registrar. The extension may not go beyond the end of the subsequent term (fall, spring, summer).

3. All incomplete grades not made up by the end of the subsequent term will automatically revert to an “F” or a “NP” for field work.

4. For exceptional situations in which there are extenuating circumstances, the student and advisor may request an extension beyond one semester from the Assistant Dean for Academic Affairs, with instructor’s approval. A “Request for Extension of Incomplete” form must be signed and submitted to the registrar.

5. If a student accumulates three or more grades of “Incomplete,” he/she may not enroll in the subsequent course or term and will be considered to be “on probationary leave” from the program. This policy includes grades of “Incomplete” in Field Education. These students will be required to clear all but one grade of “Incomplete” on their records before they will be allowed to re-enroll in School.
Incompletes in Field Work

Incompletes in the field should be treated in the same manner as Incompletes in academic courses. Incompletes are only appropriate when insufficient hours were spent in placement, or assignments were not finished for reasons of illness or other excused absences. Incompletes are also used for field education when the student is assessed to be performing at the marginal level and a remediation plan is required to be completed prior to a determination being made as to whether the student receives a P or an NP for the field period. Incompletes must be removed before entering the subsequent semester of field work.

Late Papers

Papers are due on the date assigned. Exceptions must be cleared in advance with the instructor. In the absence of a mutual agreement by the student and instructor, the instructor is not obligated to accept papers and a grade of “F” can be entered for the assignment. If the instructor determines justifiable circumstances, additional time may be granted.

Multiple Relationships at MSASS

A multiple relationship exists when a faculty member, staff member, administrator, or student is in a professional role with a person and (a) at the same time is in another role closely associated with or related to that person or (b) at the same time is in a relationship with another individual closely associated with or related to that person. Multiple relationships are not, ipso facto, unethical, but they do pose potential risk for harm or exploitation or for favoritism.

Potential Problems Associated with Multiple Relationships:

• Providing an objective evaluation for admission, performance, or supervision;
• Having access to private information that not everyone who might be affected by the information has;

• Treating the person in a preferential manner or being perceived as treating the person in such a way;
• Creating additional work for other faculty, staff, or administrators when responsibilities have to be realigned in order to protect against problems associated with multiple relationships;
• Generating concern over damage to collegial relationships— and untenured faculty may feel at particular risk for retribution.
• Generating concern over damage to the external reputation of the School.

The following policies are designed to minimize the risk posed by such relationships.

MSASS Policies:

The following policies pertain to multiple relationships of MSASS faculty, staff, administrators, or students that pose the potential for risk of harm, exploitation, or favoritism or the perception thereof.

• A relationship that meets the definition of a “multiple relationship” as outlined above must be disclosed immediately to all parties who may be affected by the relationship including the MSASS Dean. Such disclosure is likely to occur at the time of application for admission to an educational program or experience, for hiring, for promotion, or at enrollment in a specific class.
• In addition, an annual disclosure form regarding multiple relationships shall be filed with the Dean’s office by each member of the MSASS faculty, staff, and administration.
• The parties involved in a multiple relationship, in collaboration with the MSASS Dean, shall establish a written plan for avoiding or managing any potential risk
for harm, exploitation, or favoritism due to said relationship.

- Individuals in multiple relationships with members of the faculty, staff, administration, or students must be evaluated against the same standards as their peers.

- Individuals shall not be involved in the supervision or the evaluation of the individuals with whom they have multiple relationships.

- Students shall not enroll in classes taught by faculty with whom they have multiple relationships. This means that the School will first try to find another faculty member to teach a course, if a multiple relationship with a member of the faculty occurs. If this is not possible, other alternatives to provide a student with the same educational content shall be sought.

- Hiring of individuals in multiple relationships as members of the faculty, staff, or administration must be conducted through established University hiring processes.

The Dean shall be responsible for ensuring compliance with policies and procedures related to multiple relationships.

Despite the formulation of these policies, it should be noted that multiple relationships, as defined in this document, are not to be encouraged within the School.

First draft discussed by Steering Committee on January 8, 2007; Revised January 8, 2007; Second draft discussed and approved (with revisions) by Steering Committee on February 12, 2007; Final – Approved by Constituent Faculty on February 19, 2007

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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 (see Curriculum Committee Evaluation of New Courses).

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 those concentrations 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.

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.

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Plagiarism

(approved by faculty vote March 29, 1990)

Plagiarism is defined as the conscious representation of another’s words, figures, or ideas as one’s own in an academic exercise. Quotations, paraphrases, and borrowed information must be properly acknowledged. In cases of plagiarism the following procedure will be followed:

- Faculty members are required to inform the chair of the Committee on Students (COS) of all cases, and together they shall decide on the next steps. However, when a student’s name is reported more than once, the chair will consult with the other COS members regarding the next steps (i.e., inform student’s faculty advisor, inform
reporting faculty member of past indiscretion or consider other administrative action). Regardless of the action taken by COS at this time, the reporting faculty member retains the right to award the course/project grade if plagiarism has occurred.

COS also will be involved in cases of student plagiarism in the following ways:

- provide consultation for faculty members asking for assistance in determining if student plagiarism has occurred;
- provide a forum of students or faculty members for purpose of reviewing the disposition of cases involving student plagiarism; and
- recommend action to the dean, including student suspensions, terminations, or no further action.

All steps taken by the faculty member and/or advisor and COS will be reported to the student in writing and noted in the student’s file. The MSASS policy on plagiarism will be included in the Student Handbook and described at the beginning of each new school term and whenever faculty members deem appropriate (e.g., the writing workshop).

**Plagiarism Defined – Forms of Academic Dishonesty**
(adapted from the Ohio Wesleyan Bulletin, 1989-90)

Academic dishonesty can take several forms, including cheating, fabricating, facilitating academic dishonesty and plagiarism. The most complex is plagiarism. Webster’s New Collegiate Dictionary notes that to plagiarize is to “steal and pass off [the ideas or words of another] as one’s own; use [a created production] without crediting the source; present as new or original an idea or product derived from an existing source” (Woolf, 1997, p. 877).

Care must be taken to avoid plagiarism in the following situations:

Direct quotations: If you use the exact words of another author, you must identify this fact by placing quotation marks around the words and crediting the source.


The most common response was the lack of emotional support from loved ones. In many cases, feelings of loss may have been mixed with feelings of guilt. Refugees felt a considerable amount of guilt over leaving friends and family members in Vietnam (Matsuoka & Ryujin, 1989).

Example of student plagiarism using above quotation: Vietnam refugees reported similar feelings. The most common response was the lack of emotion support from loved ones.

In American Psychological Association (APA) writing style, this should read: Vietnam refugees reported similar feelings. “The most common response was the lack of emotional support of loved ones” (Matsuoka & Ryujin, 1989, p. 28).

Paraphrase: If you summarize or rephrase material from another source, you must credit that source. Even if you are using only the author’s ideas you must reference the source to avoid plagiarism.


It was difficult for these respondents [Vietnamese refugees] to partake in and share the commodities of a more affluent economy. Many restricted themselves materially in order to minimize their feelings of guilt.

Example of student plagiarism in paraphrasing: Vietnam refugees often feel guilty about material wealth they can attain in the United States.
Academic Policies

Note that the student borrowed the ideas of the original and combined them into a sentence of his/her own. This, however, is plagiarism unless the ideas are credited to the original authors.

In APA style, this should read: Vietnam refugees often feel guilty about the material wealth they can attain in the United States (Matsuoka & Ryujin, 1989).

Borrowed facts or common knowledge: Some information can be considered common knowledge or borrowed facts, and as such, does not need to be credited. In the social work field, for example, it would not be necessary to reference the following statement:

Example: Jane Addams is considered to be one of the earliest founders of social work.

Care should be taken, however, in assuming this information is common knowledge. Where there is doubt, it is always appropriate to credit an outside reference; it may be dishonest not to do so.

Probation Policy

Probation based on Academic Performance: A student who receives a grade point average below 3.0 in any semester will be placed on probation. A student on probation must obtain at least a 3.0 average in the subsequent semester in order to be removed from probation.

Probation based on Field Performance: A student will be placed on probation based on the following ratings of performance in the field:

Direct Practice:
Two or more summary ratings of marginal or poor in quality of practice and patterns of learning and one or more ratings of marginal or poor quality of functioning as a professional person.

Community and Social Development:
Two or more summary ratings of marginal minimal or poor in practice skills and one or more summary ratings of marginal/minimal or poor in professional development.

Students who are placed on probation based on field performance are referred to the Committee on Students for review and recommendations regarding further educational planning. Two consecutive semesters of probation based on field performance automatically leads to termination.

Professional Code of Conduct

The following framework guides the policy on professional conduct. Failure to meet generally acceptable standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies (CSWE, Commission on Accreditation, Supplement to the Handbook of Accreditation Standards and Procedures).

Ethical Obligations
Students are ethically and professional bound to:

• adhere to the NASW Code of Ethics and Code of Practice and Professional Conduct for Social Work Licensure in Ohio;
• appreciate the value of diversity by demonstrating effective and nonjudgmental relationships and to work with others who are different than themselves; and
• adhere to issues of confidentiality as they relate to human services, classroom activities, and field placement.
Students are required to meet all of the following requirements to maintain good standing at MSASS:

**Professional Commitment**
- Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Behavior judged to be in violation of the current NASW Code of Ethics as well as the Ohio Licensing Code may result in a consultative review and/or administrative action by the Committee on Students.
- Demonstrates commitment to the essential values of social work, which includes respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).

**Professional Behavior**
- Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
- Appearance and personal demeanor reflect a professional manner.
- Uses sound judgment in decision making.
- Shows potential for responsible and accountable behavior by:
  - knowing and practicing within the scope of social work,
  - respecting others,
  - being punctual and dependable,
  - prioritizing responsibilities,
  - attending class regularly,
  - observing deadlines,
  - completing assignments on time,
  - keeping appointments or making appropriate arrangements, and
  - accepting supervision and criticism in a positive manner.
- Works and communicates effectively with others, regardless of level of authority.
- Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution.
- Shows a willingness to receive and accept classroom feedback and field supervision in a positive manner and uses such feedback to enhance professional development.
- Exhibits appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff in class and field.

**Personal Behavior**

**Stress Management**
- Demonstrates ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with scholastic and professional performance.
- Handles stress effectively by using appropriate self-care and developing supportive relationship with colleagues, peers, and others when stress impacts scholastic and professional performance.

**Emotional Problems**
- Seeks and effectively uses help for problems that interfere with scholastic and professional performance.
- Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
  - Compromises scholastic or other performance
  - Interferes with professional judgment and behavior
  - Jeopardizes the best interest of those to whom the social work
student has a professional responsibility (as outlined in the Code of Ethics by the National Association of Social Workers and the Ohio State Board of Social Work Examiners for Social Work Licensure).

Harassment
There will be zero tolerance for any form of harassment, which includes the following:

- Conduct that intimidates, threatens, or endangers the health or safety of any person.
- Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
- Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means.

Policy and Procedures for Review of Professional Conduct
Information concerning a student’s breach of professional conduct may be obtained from any member of the MSASS community, including, but not limited to, faculty, adjunct instructors, staff, academic and field advisors, and field instructors. If a breach of professional conduct occurs, the following procedures may be followed:

The student will receive either a disciplinary warning, disciplinary probation, or referral to the Committee on Students. More than one of these steps may be utilized or any one of these steps may be utilized without using a prior step (i.e., a student may be referred to the Committee on Students without first receiving a disciplinary warning or disciplinary probation).

Disciplinary Warning
Academic team members who have concerns about a student not meeting any of the standards of professional conduct will:

- discuss those concerns directly with the student and seek to work with the student to resolve concerns;
- document dates and content of meetings with student in a written memorandum that will be sent to the student and the academic advisor;
- forward a copy of the memorandum to the Assistant Dean for Academic Affairs, who will maintain a separate student file and a log for the purpose of identifying a pattern of student issues. This memorandum will constitute a disciplinary warning and will inform the student that continuation or repetition of the conduct that has been judged inappropriate will be cause for more serious disciplinary action.

Disciplinary Probation
- Depending upon the severity of the action and/or the establishment of patterns of problematic behavior in violation of MSASS Professional Conduct Policy, the student will be notified by the Assistant Dean for Academic Affairs that he or she is no longer in good standing at the School and that further violations of the Professional Code of Conduct will result in the Student being referred to the Committee on Students for consultation or administrative action, including the possibility of termination (See Policy on Committee on Students).
- If the problematic behavior is sufficiently egregious, this may result in immediate referral to the Committee on Students without the student receiving disciplinary warning or probation.
- Students on disciplinary probation are ineligible to participate in school committees or hold elected positions in the Student Governing body.
- If a student is placed on academic probation and/or referred to the Committee on Students, the academic team members who brought the concern to the Assistant Dean for
Academic Policies

Academic Affairs will be notified of the disposition of their referral.

Referral to Committee on Students

• See Policy governing the Committee on Students

Appeal Procedures

The student may appeal the disciplinary probation. If this occurs, the appeal process spelled out in Section VI of the Committee on Student’s Policy statement shall apply.

Approved by the Faculty on Oct 16, 2000


Readmission to Candidacy

A student who leaves the School in good standing without completing requirements for the degree may re-enter within a three-year period and receive credit for previous work. Any former student who wishes to complete degree requirements and who has been out of school for three years or more must reapply for admission. All information regularly required for an admission application must be updated. The application will be reviewed in light of current admission policies.

Upon acceptance for readmission, the specific courses and field work required for completion of the student’s program will be determined in accordance with current degree requirements. Credit hours will not be granted for work completed more than five years before readmission. Readmission of a student terminated from the School based on unsatisfactory performance will not be considered until two semesters after termination.

If a student is terminated due to inadequate academic performance, he/she may request reinstatement. A written petition must be forwarded by the student to the chair of the Committee on Students, who will present the petition for possible review by the full committee at

the next scheduled meeting. In all cases, the student must remain separated from the School for a minimum of two semesters (fall, spring, and summer terms are considered semesters).

The petition must include the following: a) the student’s reason for requesting the reinstatement, b) an identification of the circumstances that led to the termination, and c) evidence of personal, educational, or professional activities or accomplishments that would demonstrate the student’s readiness to return to school and successfully complete the degree program. The Committee will meet with the student, if desired, and thereafter recommend to the Dean one of three possible responses: 1) readmit, 2) readmit with condition, or 3) do not readmit.

Registration

When a student registers, he or she agrees to pay tuition and fees to the University according to payment policies and schedules. If the student wishes to cancel registration and avoid payment of tuition and fees, the student must do so by the end of the first week of classes.

The MSASS registrar will contact currently enrolled students by email with registration date. Students can use SIS to make course adjustments, subject to University policies and deadlines, after the registration deadline has passed.

Students are admitted to specific programs (full-time, intensive weekend) and are expected to register for classes in their own programs. Exceptions to this rule are (1) when otherwise designated on registration materials, or (2) with permission from the Assistant Dean for Academic Affairs in an unusual circumstance.

Most MSASS students currently enrolled may preregister early. A student may not register early if the student is:

• a non-degree student
• a student newly admitted to MSASS.

New students will register during New
Student Orientation for their first semester;
• a student with academic or financial holds.

Consult the MSASS website for registration instructions, registration dates, and deadlines.

**Time Limits**

Students have five years from the first registration in an MSASS course to complete the master’s degree.

**Transcripts**

A transcript of grades will be released only upon written request of the student, either in person or by mail. A $5 fee is charged for each transcript copy. Transcripts will not be issued to, or on behalf of, students who have not discharged all delinquent obligations with the University. Requests for official transcripts must be made to the University Registrar, Transcript Office, 110 Yost Hall (216.368.4318).

**Transfer Credits**

Transfer credits may be given for master’s course work completed within the past seven years in programs other than social work. Credit hours may not have been applied toward another graduate degree. Students must submit course syllabi as well as official transcripts of courses completed to the Office of Student Services. All courses must have been completed with a grade of B or better. A maximum of 6 semester hours may be applied toward the M.S.S.A. for this type of transfer credit (see MSASS Catalog for information concerning transfer of credits from another school of social work). Credits that transfer must have the approval of the Assistant Dean for Academic Affairs.

**Unregistered Students/Visitors**

Only students who are officially registered for a class are permitted to attend that class. Instructors may permit students/visitors to sit in on occasional classes at their discretion, but persons who wish to attend class regularly without receiving credit should be advised to register as auditors. Any person who attends class but is not listed on the class roster should be directed to see the Registrar or the Office of Undergraduate Studies to resolve any registration problems he/she may have, and should not be admitted to the classroom until formally enrolled. Unregistered persons should never be permitted to take part in laboratory activities.

**Withdrawal**

*Complete Withdrawal:* A student must 1) complete a University Withdrawal Form, 2) submit the Case Western Reserve University ID card, and 3) meet with the Assistant Dean for Student Services before his/her application for withdrawal can be processed. It is highly suggested that an exit interview also take place with the Director of Field Education and/or the Assistant Dean for Academic Affairs. (See Academic Calendar for withdrawal deadline and Withdrawal Schedule of tuition charges.)

*Dropping a Course:* A student may drop a course using SIS. A student who drops a course or courses after the normal drop/add period without completely withdrawing from the University is not entitled to a tuition refund for the course(s) dropped. This rule applies to both semesters and summer sessions. MSASS amends this policy for Intensive Weekend students to allow for cases in which, because of unforeseen and unavoidable circumstances, the student must drop a course or courses but does not wish to withdraw completely.
The goal of the Student Information System (SIS) implementation project is to build a secure, flexible, easy-to-maintain environment for creating and managing academic records.

The new Student Information System and, therefore, this guide, includes some new terminology which will be displayed in **bold** throughout the guide. A glossary of new SIS terms, their previous equivalents, and detailed definitions are included on pages 14 and 15 of this guide.

**NOTE**

At the time of publication not all functionality described is available. Please visit the project website for updates.

www.case.edu/projects/erp/sis
Dear Colleagues,

Welcome to the new Student Information System (SIS). As executive sponsor for the SIS project, I am excited for the Case Western Reserve community to discover what the system has to offer.

The SIS is a secure, flexible, easy-to-maintain environment for creating and maintaining academic records. Highlights include:

- Class and advisee rosters with photos and e-mailing options
- Semester schedule and configurable weekly schedule
- On-line grade entry for instructors with proxy options
- Pre-requisite/co-requisite checking at registration
- Convenient access to grant permissions, overrides, and release advising holds

Replacing the university’s aging and unsupported student information system with a robust and powerful on-line system has been a major endeavor. The project team has put countless hours into making it a success, and now you will be able to experience the fruits of their hard work.

If you have any questions regarding the new system, please do not hesitate to contact the project team. Please see the Contact Information section of this guide for a list of SIS resources.

DONALD L. FEKE
Executive Sponsor for the Student Information System
Vice Provost for Undergraduate Education
Sign in is simple and secure.
The URL to access the system is www.case.edu/erp/sis

**TIP** Save the URL as a favorite.
No VPN required.
Sign out.

Once inside the system, you can log out by clicking the Sign Out link on the blue tab in the upper-right corner of any screen.

**TIP** Once in the SIS, do not use your Internet browser’s Back button—this could cause you to lose information.

**IMPORTANT SECURITY FEATURE** The SIS automatically signs you out after 20 minutes of inactivity.
The Faculty Center is the main launching point for accessing both teaching and advising information.

My Teaching Schedule is the first feature you see when you log in to the Faculty Center. From this grid, you can view your Class Schedule, Exam Schedule, Class Roster, and Permissions.

My Exam Schedule, directly beneath the Teaching Schedule, enables you to view the final exam schedules for your classes as soon as they are published.
1 View My Advisees. Connect to your advisee roster and advising tools through this link.

2 My Teaching Schedule. View classes you are teaching, the days and times, meeting locations, and enrollment totals. Link to Class Roster (5), Permissions (6), and Grade Roster (7).

3 Weekly Schedule. Click the View Weekly Teaching Schedule link to see your schedule organized by week rather than by class number and title.

4 My Exam Schedule. Lists the dates, times, and locations of final exams for classes you instruct as soon as the information is published.

5 Class Roster. Click on this icon to connect to a class list, e-mail students, and view student photos. (Refer to page 6 for full screen view of this link.)

6 Permissions. Click on this icon to override prerequisites, class limits, and grant consent to students to enroll in your class. (Refer to page 8 for full screen view of this link.)

7 Grade Roster. Click on this icon to review and submit grades online. (Refer to page 9 for full screen view of this link.)
Class Roster.

Class Roster streamlines the process of viewing student data and communicating with students.

1 To view student photos along with the Class Roster list, click the Include Photos in List radio button. This will bring up the photo of the first student in Class Roster. To see all student photos click the View All link. To return to the Class Roster without photos click the Link to Photos radio button.

2 Each student’s Academic Program is listed under Program and Plan.

3 Each student’s academic level is listed under Level.
4 You can e-mail one student or a select group of students by clicking the check box next to their name(s) and clicking the Notify Selected Students button.

5 You can e-mail all students on the Class Roster by clicking the Notify Listed Students button.

6 To print the Class Roster, click the Printer Friendly Version button and print using your browser’s delivered print functionality.

7 View of Class Roster with student photo.
Permissions.

The Permissions screen allows you to override prerequisites and grant consent to students who want to enroll in your classes.

1 Click the Class Details link to view what students see in the Class Schedule. It lists all enrollment requirements, e.g. prerequisites and if consent to add the course is needed.

2 The Defaults section lets you pick permits to apply to all students in the class.

3 The 7-digit Student ID of the student receiving the permit goes in the ID field under Class Permission Data. Click to search for a student.

4 You can assign an Expiration Date by which the student must use the permit to add your class.

5 Click to add a student to the permission list. Click to remove a student from the list.
Grade Roster.

Grade Roster enables you or your designee to enter grades.

1 Final grades will be entered and submitted in SIS. The Approval Status dropdown menu indicates if the official grades for this class have been submitted.

2 The Roster Grade dropdown menu contains the applicable grades for each student.

3 Each student’s Academic Program is listed under Program and Plan.

4 Each student’s academic level is listed under Level.

5 You can e-mail one student or a select group of students by clicking the check box next to their name(s) and clicking the Notify Selected Students button.

6 You can email all students on the Grade Roster by clicking the Notify All Students button.

7 To print the Grade Roster, click the Printer Friendly Version button and print using your browser’s delivered print functionality.
Click on **View My Advisees** from the Faculty Center to access the Advisee Roster—your tool for e-mailing advisees, releasing advising holds, and seeing advisees’ Student Centers.

1. Click the **Include Photos in List** radio button to see photos of advisees.

2. Use the **Program** and **Level** filters to select the type of advisee that appears in the roster.

3. Click **View Student Details** to see an advisee’s Student Center, where you can access tools like **My Planner**, **Shopping Cart**, and **Advisement Reports** (*Refer to page 11 for further details*).

4. Click **Release Advising Hold** each semester to permit a student to register for classes. PINS are no longer necessary.

5. You can email one advisee or a select group of advisees by clicking the check box next to their name and clicking the **Notify Selected Advisees** button. You can email all advisees in the Advisee Roster by clicking the **Notify All Advisees** button.
From the Advisee Roster screen, click the View Student Details link next to a student’s name to access these features in the Student Center:

1. View an advisee’s Shopping Cart of class choices prior to enrollment. (Refer to page 13 for full screen view of this link.)

2. View an advisee’s Planner prior to enrollment.

3. View an advisee’s class schedule.

4. View holds on an advisee’s record.

5. View an advisee’s Enrollment Appointments.

6. Find your advisee’s contact information.

7. View an Advisement Report (formerly known as the Degree Progress Report or DPR) of an advisee’s academic requirements.

8. View the Course History for an advisee. (Refer to page 12 for full screen view of this link.)

9. View an advisee’s final exam schedules.

10. View an advisee’s grades.

11. View an advisee’s unofficial transcript.

12. Approve a graduate student’s Program of Study. (Refer to page 13 for full screen view of this link.)

13. Create an advising What-if Report that shows progress toward a degree if a student would choose a different Program or Plan.

Other Academic dropdown box

Advisor view of an advisee’s Student Center
The Course History, Shopping Cart, and My Planner features allow advisors to see their advisee’s past, present, and future enrollment plans.

Course History

The Course History screen is where you can view a list of courses the student has transferred, taken, or in which they are currently enrolled.
Shopping Cart

The Shopping Cart displays the class(es) in which a student wants to register prior to the enrollment request being submitted. Students can begin placing classes in their Shopping Cart prior to their advising hold being removed and before their Enrollment Appointment begins.

My Program of Study

For graduate advisees, use the My Program feature of the Planner to access the individual’s Planned Program of Study.
<table>
<thead>
<tr>
<th>SIS TERM</th>
<th>PREVIOUSLY KNOWN AS...</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Career</td>
<td>N/A</td>
<td>Term that classifies both students and curricula as belonging to one of nine categories: Undergraduate, Graduate, Management, Law, Medicine, Applied Social Sciences, Nursing, Dental, and Non-degree.</td>
</tr>
<tr>
<td>Academic Organization</td>
<td>Departments</td>
<td>Colleges, schools, and departments that conduct curricular studies at Case Western Reserve University. Academic Organizations are responsible for maintaining their class schedules in SIS each term.</td>
</tr>
<tr>
<td>Academic Plan (Plan)</td>
<td>Majors, Minors</td>
<td>The method by which a student pursues their studies. For undergraduate students, majors and minors are Academic Plans. In the School of Graduate Studies, Plan A and Plan B options are Academic Plans.</td>
</tr>
<tr>
<td>Academic Program (Program)</td>
<td>School or College</td>
<td>The program to which a student is admitted and/or from which he or she graduates. For example, there is an undergraduate Academic Program in the College of Arts and Sciences. In the School of Graduate Studies, an Academic Program is the scholarly pursuit to which the student is admitted; for example, the doctorate program in Astronomy.</td>
</tr>
<tr>
<td>Advisement Report</td>
<td>DPR</td>
<td>Compares the classes and benchmarks that a student has achieved towards fulfilling graduation requirements. Advisement Reports list each class a student has completed, grades achieved (if applicable), credits earned (if applicable), and classes yet to be taken to fulfill requirements.</td>
</tr>
<tr>
<td>Class Components</td>
<td>N/A</td>
<td>The primary format of a class or class section; for example, lecture, lab, recitation, seminar, clinical.</td>
</tr>
<tr>
<td>Class Number</td>
<td>CRN</td>
<td>Each class offering of a course is assigned a unique four-digit number when created.</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Class Section</td>
<td>Each class offering is assigned a class section number that makes it easily identifiable within the course. The first scheduled class section of a course is 100.</td>
<td></td>
</tr>
<tr>
<td>Enrollment Appointment Registration Start Date</td>
<td>The date a student may begin to register for classes</td>
<td></td>
</tr>
<tr>
<td>Planner (My Planner)</td>
<td>A self-service tool that enables students to select courses they want to take in upcoming semesters from the Course Catalog. For students in the School of Graduate Studies, the Planner is attached to My Program, which allows students, advisors, and the School to view, approve, or deny changes to a student’s Planned Program of Study (POS).</td>
<td></td>
</tr>
<tr>
<td>Service Indicators</td>
<td>Also known as Holds on the Student Center screen. Can be positive or negative. Negative service indicators may prevent students from enrolling in upcoming terms. Advising Holds, for example, are negative and are applied to students who are required to see an advisor prior to registration. Advisors can remove the Advising Hold once they have met with a student. This process eliminates the need for PIN numbers.</td>
<td></td>
</tr>
<tr>
<td>Shopping Cart</td>
<td>Works with the Schedule of Classes and holds the classes in which a student wants to enroll before submitting an enrollment request. Students enroll in classes via their shopping cart once their enrollment appointment (or open enrollment) arrives. Advisors can view their advisees’ Shopping Carts before enrollment.</td>
<td></td>
</tr>
<tr>
<td>Sub-Plan</td>
<td>A track or concentration that the student is following within an Academic Plan.</td>
<td></td>
</tr>
<tr>
<td>What-If Report</td>
<td>A report that asks, “What if this student were to change majors?” Compares the student’s current curriculum and benchmark achievements with a proposed major and minor combination, and lists the requirements that would and would not be satisfied if the student were to make a change.</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>The internal name for a semester and year. For example, Fall 2008 is a term.</td>
<td></td>
</tr>
</tbody>
</table>
SPOT stands for Self-Paced Online Training. It’s available while you work in the system.

To get started, just click the blue, underlined Help link that appears in the upper right-hand corner of the Faculty Center home page. This launches SPOT in a new window.

Find the topic you want to learn more about, and then left click on it. This highlights the topic name (a).

In the upper right-hand corner you will see three options for learning: See It!, Try It!, and Do It! Click on the one you would like to activate.

About the SPOT help features in SIS:

1 See It! enables you to learn by watching an animated demonstration of operations in a simulated environment. All the required activities (moving the mouse, entering data, etc.) are completed automatically.

2 Try It! enables you to learn interactively. SPOT prompts you to perform mouse clicks or keystrokes as you complete tasks in a simulated environment.

3 Do It! enables you to learn interactively while you work with actual data in the live system. You are presented a small window that displays each step for a particular task. As you complete a step, click the Next Step button to display the next step in the process.
Contact Us.

erpsis@case.edu
This address is monitored by the ERP Student Information System (SIS) team. General questions about the SIS should be directed to this address.

reghelp@case.edu
This address is monitored by the University Registrar’s Office to answer questions about self-service and student system functionality.

courses@case.edu
This address is monitored by the University Registrar’s Office to help answer any questions relating to the schedule of classes, classrooms, and courses.

registrar@case.edu
This address is monitored by the University Registrar’s Office to help answer any questions relating to registration, records, and policies.

As always, you can contact the Help Desk 24/7 at 368-HELP.

Enterprise Resource Planning, 10900 Euclid Avenue, Cleveland, Ohio 44106-7231
http://www.case.edu/projects/erp/sis
Adjunct Faculty Definition
Adjunct faculty are formally appointed instructors, who teach in class or field in the Full-time and/or Intensive Weekend programs at the Mandel School of Applied Social Sciences (MSASS) or the Mandel Center for Nonprofit Organizations. Teaching in MSASS’ Continuing Education program or the Mandel Center’s Leadership Education program does not constitute adjunct faculty status.

Adjunct Faculty Office
The office is located on the 1st floor, in the Student Lounge, Room 143. Keys can be obtained from the Library Circulation Desk and are charged out for an hour as reserve material. Keys may be renewed once (by phone or in person). Overdue keys are subject to fines, the same as other reserve materials.

Adjunct Faculty Title
Instructors are considered adjunct faculty during the year of their formal appointments. If they are not teaching or providing field instruction at the Mandel School or Mandel Center, they are no longer considered as adjunct faculty, nor should they present themselves as such.

Appointment and Evaluation
Adjunct instructors play a significant role in teaching at MSASS. Responsibility for the appointment, orientation, monitoring, and evaluation of adjunct instructors rests primarily with the Associate Dean and Assistant Dean for Academic Affairs. While support may be available through a full-time faculty liaison, concentration chair, educational consultant, or orientation by the assistant dean, the assumption is that adjunct instructors will not need substantial support in order to carry out their teaching assignments 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 an individual’s credentials as well as a personal interview. The responsibility for recruitment rests with the Associate Dean for Academic Affairs.

Full-time faculty provide consultation regarding recruitment and appointment in a manner that is consistent with existing definitions of their jobs. Each instructor receives a written letter of agreement reviewing the nature of the contractual arrangement between the School and the instructor, specifying the course(s) to be taught, and the necessity of evaluating student performance. The letter of agreement states that one of the instructor's responsibilities is to follow a master course outline or its equivalent. (If a master course outline or its equivalent is not available, the course outline developed by the adjunct faculty member is reviewed by the assistant dean prior to the implementation of the course.) The letter of agreement specifies that the instructor must add to his or her course outline where and when students can contact the instructor for consultation outside of class. Instructors teaching foundation or required concentration courses are expected to be available to consult with students in an office provided by the Mandel School. Instructors teaching other courses are expected to indicate how students can contact the instructor outside of class.

Course Evaluations
Student evaluations of courses taught by adjunct instructors will be reviewed each semester by the Assistant Dean for Academic Affairs. Occasionally, a faculty liaison will ask to sit in on your class to give you helpful feedback on your course or your teaching.

Guest Lectures
A $50 stipend is available for one guest lecturer per semester per course. Additional lectures must be on a volunteer basis. A Payment Requisition (located in the mailroom) must be submitted, after the lecture, to the Associate Dean’s Office for approval.
Faculty Development
MSASS will attempt to provide several learning opportunities for adjunct faculty to improve their teaching. We will attempt to offer programs designed to foster both personal and professional growth of faculty members as they work to facilitate a student centered classroom. Through workshops, small group discussions and individual coaching, adjunct faculty will have the opportunity to reflect on their current teaching practices and to learn about other educational initiatives, while, at the same time, receiving support and feedback. Also, please contact the faculty liaison designated on your letter of agreement as the contact person if issues arise or contact the Assistant Dean for Academic Affairs.

Orientation and Preparation
Instructors are required to attend a general update session each fall that covers the following:
- the organization and content of the MSASS curriculum,
- various teaching strategies
- use of the library, Blackboard, and classroom technology
- approaches to grading
- handling problem students
- other relevant practical issues; the session will be the responsibility of the Assistant Dean for Academic Affairs; concentration and foundation chairs provide consultation

New adjunct faculty must also meet with the Assistant Dean for Academic Affairs before their first teaching experience.

Payroll and Case User ID
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.

Frequently Asked Questions
- **What is the code for the copy machine?**
  In the copy rooms (1st and 3rd floors) the code is 46340. In the offices (120 and 121) the code is 4634
- **Is it my responsibility to make copies of material for my class?**
  Yes, but if you need help, we will copy your handouts, etc. if you get the material to us at least two days in advance.
Adjunct Faculty

- **Do adjunct faculty have an office?**
  Yes, it is located on the first floor in the Student Lounge, room 143. Keys can be obtained from the Library Circulation Desk.

- **When is my syllabus due?**
  For the Intensive Weekend program, you need to get your syllabus to me via email five weeks before the start of classes. For the full-time program, it’s also five weeks. Your contract states the exact date. We will check for the correct information (e.g., CRNs, dates, etc.) and make the necessary changes, keep an electronic copy for our files, and return it to you. You must then load it onto Blackboard. All syllabi must be on Blackboard at least 4 weeks before the start of classes.

- **I haven’t received my check; who should I contact?**
  All money matters are handled by Delores Mathews, 368-6827, dam4@case.edu.

- **Where can I park?**
  Parking is available (a) adjacent to the MSASS building (call the reception desk – 368-2290, at least two days prior to your class to reserve a spot), (b) in the Severance Garage (at Severance Hall), or (c) in the Cornell Mayfield Garage (north side of Euclid). Bring your parking ticket with you and present it to the receptionist, at the reception desk, to be stamped.

P.S. Most questions can be answered by reading your contracts.
**Adjunct Faculty**

**Adjunct Faculty Hiring and Support Process**

**Initial Phase**

Potential adjunct contacts
MSASS (or is recommended by faculty)

Via Office of the Associate Dean
Faculty member
Dean's Office

Associate Dean instructs assistant to send form letter requesting resume & diploma/transcript, and return of Faculty Info Sheet.

Upon receipt of Faculty Info Sheet, potential adjunct entered into database

Associate Dean screens out applicants to keep on file

Resume and Faculty Info Sheet (along with memo) forwarded to lead instructor or Associate Dean asking him/her to interview

- Enclose with letter: Faculty Information Sheet, School Catalog, Faculty Handbook or CD

**Second Phase**

Lead instructor forwards to associate dean his/her assessment and recommendation for each course of interest

If recommended to teach, candidate's materials are put on file

At the beginning of each semester, database is searched for recent history of course and those approved to teach it

At the request of the Associate Dean, the admin assist contacts candidate and asks if he/she is interested in teaching the course

Approval to Teach is completed and signed by Associate Dean

Assistant Dean reviews materials, and schedules meetings with new adjuncts to discuss the culture of MSASS, review the policy manual, and answer questions

Letter of agreement (along with a memo) to teach course sent within two days (of approval from MSASS HR). Letter must specify that orientation is mandatory if adjunct is new

- Enclose with letter of agreement:
  - Copy of agreement for adjunct/return envelope
  - Cover memo from Assoc. Dean
  - Textbook Ordering Information

Adjunct instructor takes letter of agreement, along with other required documents, to Human Resources to access Case system. Affiliate form is completed by Administrative Assistant; instructor should then be able to access Blackboard, etc.

Director of Intensive Weekend Program contacts adjunct to discuss program (if teaching IW)

Faculty liaison sent memo with adjunct's name, address, phone number, and e-mail address

Adjunct forwards syllabus to DA five weeks before the start of class. DA immediately updates syllabus, loads it onto the share file, and returns updated copy to adjunct

Adjunct must load syllabus onto Blackboard four weeks before class begins

**NOTES**
- Faculty liaisons should routinely send adjuncts welcoming letters, emails, meet with them, or give them calls
- Adjuncts hired to teach in IW program, who have not taught for us in the past, need special orientation from Director of Intensive Weekend program
- All adjuncts must arrange for a tutorial of classroom technology

**Third Phase**

**Fourth Phase**

Online course evaluations completed
Assignments

Advanced preparation and independent learning are integral to Intensive Weekend instruction. Therefore, course plans should include, at a minimum, the following:

- A pre-class assignment. This assignment should ensure that the students are prepared for active participation in the class through readings, papers, exercises, and/or self-assessment. This assignment may be ungraded, if you wish. Students may be asked to send the assignment to you in advance of the class meeting or it may be due at the first class meeting. In either case, its purpose is to help you and the student determine the student’s readiness for the course material.
- A final paper or project due no later than three weeks after the final class meeting.

At the discretion of the instructor, additional assignments may be made to build on these minimum requirements.

Attendance

Students who miss more than one day of class in a three-hour Intensive Weekend course, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it. Re-registration will be necessary. Instructors have the discretion to establish a stricter absence policy and list it in their course syllabi. Instructors also have the discretion to require make up assignments for any amount of time missed from class.

Blackboard

Blackboard should be used for dissemination of information, communication between faculty and students, and to reinforce computer literacy. Students and faculty can access Blackboard through the Blackboard link on the Mandel School web page. If you need assistance or tutoring in the Blackboard system, please contact Kristen Kirchgesler in the Harris Library (216.368.1658 – kjka13@case.edu) or Tom Franchina in Information Technology (216.368.2307 - cxf34@case.edu).

A Student Quick Guide to using Blackboard can be found at www.Case.edu/net/csg/C/1/stuquickstart.html. You will need to have VPN installed and running on your computer to access the articles from off campus. More information can be found at http://www.Case.edu/net/guide/help.vpn.html.

Classrooms

All rooms are equipped with a high level of information technology. This requires all faculty to attend training in the use of this equipment. At the conclusion of the training, faculty will be given login and password access. Once you have completed the training and have access to the equipment, it would be good to check in with the MSASS IT Department (cxf34@case.edu - 216.368.2307) one week prior to your class with any specific questions or requests.

The white phone under the lectern in each classroom can also be used for emergency purposes. The number to security is clearly printed on the phone: 368-3333, and should be called FIRST in the event of a classroom emergency.

Seat cushions are available for students and faculty, and are located in the 3rd floor storage room. Each evening, please leave your classroom as you found it. If you want material left on the board or papers to remain in the room, leave instructions for the cleaning staff. On Sunday evening, trash should be in its proper place and the room should be arranged as it was on the first day of class.
Class Scheduling

Classes are held one weekend per month. Students are required to attend all classes. Classes meet from 9:00 a.m. to 5:00 pm, and must fulfill 6.5 class contact hours, except on Fridays (see schedule below). On Fridays, Intensive Weekend classes end at 3:00 pm, at which time students are expected to participate in co-curricular activities such as workshops, lectures, etc.

Weekend #1

<table>
<thead>
<tr>
<th>Friday (4.5 class contact hours)</th>
<th>Saturday (6.5 class contact hours)</th>
<th>Sunday (6.5 class contact hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning session: 9:00am to noon</td>
<td>Morning session: 9:00am to noon</td>
<td>Morning session: 9:00am to noon</td>
</tr>
<tr>
<td>(10-15 minute break)</td>
<td>(10:30 –10 to 15 minute break)</td>
<td>(10:30 –10 to 15 minute break)</td>
</tr>
<tr>
<td>Lunch: noon to 1:30pm</td>
<td>Lunch: noon to 1:30pm</td>
<td>Lunch: noon to 1:30pm</td>
</tr>
<tr>
<td>Afternoon session: 1:30 to 3:00pm</td>
<td>Afternoon session: 1:30 to 5:00pm</td>
<td>Afternoon session: 1:30 to 5:00pm</td>
</tr>
<tr>
<td>Co-curricular activities: 3:15 to 5:00</td>
<td>(3:00 –10 to 15 minute break)</td>
<td>(3:00 –10 to 15 minute break)</td>
</tr>
</tbody>
</table>

Weekend #2

<table>
<thead>
<tr>
<th>Saturday (6.5 class contact hours)</th>
<th>Sunday (6.5 class contact hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning session: 9:00am to noon</td>
<td>Morning session: 9:00am to noon</td>
</tr>
<tr>
<td>(10:30 –10 to 15 minute break)</td>
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</tr>
<tr>
<td>Lunch: noon to 1:30pm</td>
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</tr>
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</tr>
<tr>
<td>(3:00 –10 to 15 minute break)</td>
<td>(3:00 –10 to 15 minute break)</td>
</tr>
</tbody>
</table>

Students complete a total of five classes per academic year. The Intensive Weekend schedule is planned one year in advance. This makes it possible for students to know of their year-long weekend commitments early so that they may make personal and professional arrangements, accordingly. Classes can be found on the MSASS website.

Class Sections

The School assigns students to course sections in both first- and second-year schedules.

Communication with Students

Because communication is challenging in the Intensive Weekend program, it is imperative that instructors include on each syllabus their phone numbers and email addresses, where they can be easily reached. Students should include their home and email addresses, and phone numbers on their papers as well.

In order to facilitate prompt feedback and return of papers, the following cover format is suggested for all student papers. Please remind your students of the necessity of following this format.

Middle of paper:
Title of paper
Course number and title
Instructor’s name
Date

Right-hand corner:
Name of student
Street address
Email address
Course Evaluations

Mid-Term Evaluation of Courses (recommended)
A mid-term evaluation is not required but highly recommended to give you feedback about student perceptions of the course (see mid-semester course evaluation samples). These evaluations focus on students informing you of what helps them to learn and what interferes with their learning. It is suggested that you have Intensive Weekend students evaluate courses at the close of the first weekend of classes.

Evaluation of Course and Instructor (required)
Evaluations are conducted on-line. Students will be notified (several times) as to when the evaluations are available. The results of the evaluations will be forwarded to the instructors. The findings are used by the Dean to assure that the learning process meets student needs, expectations, and MSASS standards.

Course Preparation

Course planning requires much advanced thought in the Intensive Weekend program. It is best to think of the course as actually beginning four weeks before the first class meeting. It ends when the final papers are graded and course grades are submitted. Preparatory notes, syllabi, bibliographies, textbook requirements, and first assignments must appear on Blackboard four weeks prior to the first class. Faculty must email their syllabi to Theresa Wilson (tlb2@case.edu) at least five weeks prior to the first class. She will check for omissions and the correct format and return it to you immediately to be placed on Blackboard.

Materials should be identified by instructor’s name, course number, course ID, course title, and dates. Please specify assignments and deadlines, including exact dates. The following timetable will assist you in getting materials in the hands of students in a timely fashion. It is important to meet the various time line deadlines to ensure an effective instructional process, uninterrupted by delays.

<table>
<thead>
<tr>
<th>FALL 2008 INTENSIVE WEEKEND PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date class begins</td>
</tr>
<tr>
<td>September 5</td>
</tr>
<tr>
<td>September 12</td>
</tr>
<tr>
<td>October 10</td>
</tr>
<tr>
<td>November 7</td>
</tr>
<tr>
<td>December 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING 2009 INTENSIVE WEEKEND PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date class begins</td>
</tr>
<tr>
<td>January 9</td>
</tr>
<tr>
<td>January 16</td>
</tr>
<tr>
<td>February 13</td>
</tr>
<tr>
<td>April 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER 2009 INTENSIVE WEEKEND PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date class begins</td>
</tr>
<tr>
<td>May 8</td>
</tr>
<tr>
<td>July 10</td>
</tr>
</tbody>
</table>
**Curriculum**

The curriculum followed by Intensive Weekend students does not vary from that offered to Full-Time students. Students take the same courses, beginning with foundation courses and followed by advanced courses.

Intensive Weekend students may select from the following concentrations and specializations:

- Community and Social Development
- Direct Practice with Specializations in...
  - Children, Youth, and Families
  - Mental Health (Adult)
  - Aging
  - Alcohol and Other Drug Abuse

**Drop/Add**

Deadlines for dropping and adding courses in the Intensive Weekend program are indicated on the Intensive Weekend Academic Calendar (see MSASS website). Courses may not be added later than three weeks prior to the first day of classes. Students who do not add three weeks prior to the first class will not be permitted to take the course. Students who do not officially drop a course or withdraw from the University will receive an F grade for the course.

**Faculty Support**

Faculty support, i.e., typing, xeroxing, etc., is provided all day on Friday and from 8:00am to 1:00pm on Saturday.

**Field Education**

Intensive Weekend students complete their field education hours in their places of employment. Students begin field education following the completion of the Field Education Seminar and the Social Work Methods course in their first year. Students with advanced standing begin Field Education in September of their first year.

Intensive Weekend students, field advisors, and instructors may participate in integrative seminars offered to assist them in their efforts to integrate classroom content and field education.

**Final Grades**

Grades are due to the MSASS registrar five weeks after the last class session. Adjunct instructor contracts are considered complete when final grades have been submitted.

**Harris Library**

Room 227  
Fax: 368-2106  
Hours: Vary; available on website  
Email: harrisref@case.edu  
Phone: 368-2302  
Website: [http://msass.case.edu/harrislibrary](http://msass.case.edu/harrislibrary)

The Lillian F. and Milford J. Harris Library is located on the second and third floors of the Mandel School of Applied Social Sciences. It is one of a handful of social work libraries located within a school of social work in the United States. It is also one of five libraries on the Case campus (Kelvin Smith, Health Center, Allen, and Law). Students may borrow items from any of the Case libraries using their Case ID card as their library card. Books are generally loaned out for 21 days and can be renewed up to 4 times. Other materials can have different loan periods; check our website for current policies.

**Security**

Security is on duty at the front desk and will unlock classrooms at 8:00am and will lock classrooms at 5:00pm. If you have a security emergency or question, please stop at the front desk or call 368.2290 or University Security at 368.3333. If you need assistance or have a question or concern during the weekend, please contact Jerry Strom, 216.338.4306, Director of the Intensive Weekend Program.
Textbook Ordering

Using the Web
This is the most popular method. It allows you to have a personal record of your orders that may be edited, viewed, and saved for future semesters. Follow these steps:
1. Enter the following address in your browser window: http://case.edu
2. Select Bookstore.
3. Select Faculty.
4. Enter your Course and Book Information - provide information for all required fields in Step 2 - 5. Hit "Submit". An email confirmation will be sent to the designated email address.
5. You must provide Lena Ford (lena.ford@case.edu) in the Harris Library with your book order information. You may copy the webpage or forward your email confirmation to Lena.

Manual/Paper Process
1. Use the pre-printed “Course Book Information Request Form,” which lists the books that were used in a previous term. Follow the instructions listed on the top left corner of the “Course Book Information Request Form.”
2. List any comments.
3. Provide contact information (suggestion: include your email address)
4. Sign and return “Course Book Information Request Form” to the Case Bookstore. You may send your orders to the Bookstore by:
   - Email: rjr17@case.edu
   - Fax: 216-368-5205
   - stopping in to Thwing Center
5. Make two copies of “Course Book Information Request Form.” One for your records and one for Lena Ford in the Harris Library.

Desk Copies
Faculty members are responsible for ordering their own desk copies from the publisher. If you have questions, please contact the bookstore: Telephone 216 368 1653 - Email: rjr17@case.edu

Instruction
The format of assignments and daily instruction must accommodate both the structure of the program and the needs of Intensive Weekend students. The Intensive Weekend program is designed to follow an adult learner model. Educational researchers have noted significant differences in the ways that experienced adults learn, compared to younger adults or adolescents. It is recommended that you familiarize yourself with the various adult learner models. Some suggested readings are included in this handbook.

Instructors are asked to be mindful of the geographic restrictions experienced by Intensive Weekend students. It is recommended that instructors develop a phone list for students who choose to exchange telephone numbers, making the list available to the students concerned.


1. **Experiencing**: Give the students a learning experience – activity or task – or talk with them about their current experiences and how they relate to the course topics. For example, when interviewing is the topic, have them interview each other as they would interview their clients.

2. **Processing**: Share reactions and observations of experiential activities or discussions about current experiences. For example, ask students to share their reactions and observations of interviewing each other (how did it feel to be the interviewee, to be the interviewer?), or ask them to give their reactions to the discussion as to how they interview various clients (did you enjoy talking about the client, did you hear new information, ideas?).

3. **Generalizing**: Review general principles that should be derived from the learning experience, or present the theory related to the topic. For example, help students see the relationship between communication theory and the general principles of interviewing, or give a presentation about various interviewing skills.

4. **Applying**: Plan new behaviors to implement in their work and give students an opportunity to practice them, when applicable. For example, discuss how they can interview clients more effectively, or have them practice interviewing in a role play or other type of activity.

The learning activities do not have to be in the order illustrated in the adult learning cycle. The importance of the cycle is that a combination of the elements constitutes a total learning process. When planning class sessions, try to include every step of the cycle.

The cycle can be reorganized to present a topic in various ways. For example, you can start with a presentation on theory (generalizing), give students an opportunity to apply the new knowledge in an activity (applying), then discuss a learning experience (experiencing), and, finally, share reactions (processing).

**Learning Activities**

Learning activities and their relationship to the learning cycle:

1. **Activities (experiencing)**: Methods that provide the student with a concrete experience and intense involvement. The activity chosen must be directly related to the topic. For example, students interview each other in pairs; the group views a video tape; students complete questionnaires or tests.

2. **Discussion (processing)**: Methods that provide the student with a way to reflect upon his or her ideas and derive information from them (often done in small groups). For example, sharing ideas about improving communication; brainstorming about how to work with a certain type of
client; diagnosing; reporting the reactions to an activity.

3. Presentation of Content (generalizing): Methods that provide the student with knowledge (general truths) that is often followed by a discussion. For example, lecturettes (with overheads, flip charts, slides); reading sheets with information relevant to the topic; hand-outs and key points.

4. Skill Practice (applying): Methods that provide the student with an opportunity to apply new knowledge/skills. For example, discussion of case study, and role-play between worker and client.
**Description**

The Office of Student Services and the Office of Academic Affairs provide the following assistance and information.

**To All Faculty**
- Class Rosters are now provided through the new Student Information System (SIS) – see Faculty Guide
- Grade Rosters are now provided through the new Student Information System (SIS) – see Faculty Guide
- Inform faculty of students’ extended absences – Andrea Porter
- Inform students and faculty of students’ probationary status – Debra Fields

**To Adjunct Faculty**
- Prepare adjunct letters of agreement – Theresa Wilson
- Provide sample syllabi – Theresa Wilson

The Office of Student Services was created in order to give students a place to find answers to their questions. Student Services staff handle functions associated with recruitment and admissions of students, financial aid/student finances, registration, career development and commencement. They are dedicated to providing convenient, confidential, and timely services.

**Admissions**

The Office of Student Services provides support for many students throughout their time at the Mandel School. In addition to recruiting future students, the office provides the following information for new and current students:
- Advanced standing and transfer credits
- Housing information

- Accommodations for students with disabilities

Students wishing to assist the Office of Student Services can volunteer to help at open houses, and college and job fairs.

**Career Services**

The MSASS Office of Career Services provides students and alumni with individual and group assistance in career and job searches through prearranged appointments, drop-in-times, workshops, telephone and e-mail. Students are encouraged to meet with Thomas Matthews, Mandel School liaison and Director of University Career Center (216.368.4446 or thomas.matthews@case.edu) during their first year to discuss such topics as career exploration, resumes, correspondence, networking, interviewing, negotiating, and many other related topics. Career Services also sponsors the annual Career Fair in March and October.

Students can access the Case Careerlink System on the Career Center’s website (http://careercenter.case.edu) using their Case network ID and password. In addition, faculty are great sources for career exploration.

**Commencement**

The University-wide Commencement is held the third Sunday in May. MSASS graduation is a two-part process involving The Case Commencement Exercise (which is held in the morning) and the Mandel School of Applied Social Sciences’ graduation ceremony (which is held at an appropriate site in the afternoon). MSASS graduates are required to attend both ceremonies.

Students graduating in August and January may participate in the spring ceremony that follows the date of completion of their degrees.
During the MSASS graduation ceremony, degree candidates are conferred by the Dean to receive their degree. The name of each graduate is announced as his/her robe is affixed. Each graduate receives his/her diploma and takes a picture with the Dean.

Diplomas can be picked up in the Registrar’s Office, the Monday after graduation during normal working hours. Diplomas not picked-up will be mailed to the address listed on the application for diplomas on file.

Degree candidates must clear all outstanding financial obligations with the University’s Student Accounts Receivables Office before graduation. No diplomas, certificates, or transcripts will be issued to students who have not made satisfactory settlement of their accounts. Student loan recipients are required to have an EXIT interview.

**Financial Aid**

To help students meet educational costs, the Office of Financial Aid serves as a clearinghouse for information on financial assistance through the University and from outside sources. Financial aid includes scholarships, grants, federal and private loans, and federal work student funds earned through full-time students’ field placements. The Office of Financial Aid provides answers to questions on the following:

- Financial aid application procedures
- Loan eligibility
- Work Study eligibility and agreement forms
- Billing and tuition charges
- Grant and scholarship awards through MSASS
- Refund eligibility

**Proficiency Exams**

Students without a BSW degree are eligible to take the proficiency examinations for the following core courses:

- SASS 426 Research Methods in Social Work
- SASS 440 Human Development in Context I: Child and Adolescent
- SASS 441 Human Development in Context II: Adult
- SASS 470 Social Policy
- SASS 484 Theories of Oppression and Social Justice

Testing dates are noted on the academic calendar and MSASS website. Credit hours are not granted for passing proficiency exams. Successful completion of the exam(s) exempts the student from the requirement to complete the course(s). Elective courses may be substituted in order to earn the required credit hours needed for graduation.

There is no fee or penalty associated with taking proficiency exams. However, each exam may be taken only once. Students must make reservations to take these exams with the Office of Student Services.

**Registrar**

The MSASS Registrar and staff maintain academic records for all MSASS students. They assist students with registration, assign academic advisors, post grades, monitor academic performance, and determine students’ eligibility for graduation.

**Writing Skills Assistance**

Strong writing skills are essential to academic and professional success. Accordingly, MSASS Student Services provides writing skills assistance to students. Assistance includes:

- APA workshops offered each semester
- Individualized assistance for remedial writing skills by referral from the instructor.
In addition, the Writing Resource Center (WRC) at Case Western Reserve University provides supplemental, discipline-specific writing instruction to students of all levels at the university. Their writing consultants work one-on-one with students on a wide variety of projects. They encourage visits from students at every stage of the writing process, from brainstorming and drafting, to revising and organizing, to sharpening expression. While they also work with students on issues of mechanics and grammar, WRC is not a proofreading service. In other words, their goal is to provide writing instruction that ultimately empowers students to become better writers on their own.

It is strongly recommended, also, that if a student has great difficulty with writing, he/she register for ENGL 180, a one-credit weekly tutorial in which the student is guaranteed to have sustained writing assistance.

**Classroom Presentations and In-Class Workshops.** Faculty members are welcome to request that the WRC Director, Assistant Director, or WRC consultants visit their classrooms to deliver a short presentation on the WRC and the resources that we offer to students. Generally such 10-15 minute presentations take place at the beginning of the semester, but can be delivered at any time. The WRC also offers faculty in-class workshops on disciplinary or other general writing topics. Website: [http://www.case.edu/artsci/engl/writing/writingcenter.html](http://www.case.edu/artsci/engl/writing/writingcenter.html)
Offices of Academic Affairs, Student Services, & Continuing Education (rooms 120/121)

Office of the Associate Dean for Academic Affairs

Sharon Milligan  
Associate Dean  
for Academic Affairs  
368-2335/sem@case.edu

Sarah Andrews  
Assistant Dean  
for Academic Affairs  
368-2327/ssb4@case.edu

Theresa Wilson  
Administrative Assistant  
368-8671/tlb2@case.edu

OFFICE OF STUDENT SERVICES

Andrea Goodloe Porter  
Interim Assistant Dean  
for Student Services  
368-8529/agp8@case.edu

Sharon Mackel  
Admissions Counselor  
368-5883/

Debra A. Fields  
Registrar  
368-2101/daf3@case.edu

Rebecca Sloan  
Department Assistant  
368-6756/rfs9@case.edu

Edna Wade  
Department Assistant  
368-2280/eaw34@case.edu

Constance Lewis  
Department Assistant  
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OFFICE OF CONTINUING EDUCATION

Barbara Romito
Department Assistant
368-5368/bjr2@case.edu

Ina Brand
Department Assistant
368-2274/imb@case.edu
Continuing Education

The Office of Continuing Education offers social workers, community and social developers, and human service professionals a variety of life-long learning opportunities to (a) expand their knowledge and skills, (b) keep current with new approaches in policy and practice, and (c) widen their professional networks.

In addition to offering continuing education courses and workshops, this office provides information on licensure and preparation materials. Currently enrolled MSASS students are entitled to a 70% discount on all CE courses and workshops. The only exception is a workshop that has a limit on enrollment; students are welcome to attend if the workshop is not filled. The student cost for a full day workshop (6 hours) is $35; a half day workshop (3 hours) is $18. The Social Work Licensure Course is $40; cost is for the Study Guide only.

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<tr>
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<th>Faculty</th>
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* When MSASS students or recent graduates (within two years) sit for the licensing examination, we recommend they take the basic level examination (LSW) and wait to take the advanced or clinical examination when they qualify for the LISW. The Association of Social Work Boards (ASWB), which is the national accrediting Board, expressly advises against new MSSA (MSW) graduates taking the clinical or advanced exam and acknowledges that the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board is one of the few state boards that allows or encourages students to do so. Further, MSSA strongly encourages students to take the MSASS Social Work Licensing Examination Review Course before they sit for the licensure test. The Mandel School Continuing Education Program will waive the $150 registration fee (one time) for the course, but students will pay $40 for the cost of the written materials.

** Repeat

*** Duplicates

For complete descriptions of the workshops, please stop by the Office of Continuing Education, room 120, and pick up a brochure.
Information Technology and Computing Services

The Mandel School of Applied Social Sciences is continually striving to integrate state-of-the-art information technology with the social science disciplines and to maintain its position on the leading edge of networking technology. Case Western Reserve University is the first university to base its network entirely on fiber optics. The vast networking capabilities available at the University provide access to almost limitless information sources, allowing users to share information via computer, thus greatly enhancing scholarly academic and research activities. Any student, faculty or staff member has the privilege of using these network services at no charge.

MSASS is part of the CASE network that supplies communication services for data, voice and video. The network provides access to electronic software libraries, software for courseware, EuclidPLUS (the University’s collection of online resources), e-mail services, Usenet services and more. Wireless access is available in all MSASS classrooms, offices, and in the library, allowing students to access the network with laptop computers. Laptop computers are available (from the library) to MSASS students for a three-day loan period.

The general standards of conduct expected of members of an educational institution also apply to the use of University computing, network facilities and resources. These resources include:

- Wiring and other physical infrastructure used for electronic communications
- Electronics and other equipment used for processing or communications
- Programs, programming language systems, instructions or routines that are used to perform work on a computer
- Digital information, such CD’s, images, video or textual material stored on or accessible through a computer

Students can use classroom technology only under the direct supervision of faculty and/or staff.

Computer Lab

The MSASS Computer Lab is located in the Lillian F. and Milford J. Harris Library. The lab is available as an extension of library services, allowing access to all online information resources available 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 individual MSASS students.

MSASS students are provided with an orientation to the lab at the beginning of their first semester. They are expected to have a basic understanding of computer applications before using the facilities. Computer-related workshops are offered to students through MSASS and the University Library system. Lab technicians are also available to provide assistance to lab users.

The computing lab contains 16 Pentium III computers and a high-speed laser printer. All computers run Microsoft Office Professional and SPSS. Each computer is connected to the full range of CASE computer resources, as well as to the MSASS network. All students of the University are provided with an e-mail account upon registration.

As MSASS continues to integrate state-of-the-art information technology with the social science disciplines, students will find it increasingly advantageous to own a personal computer.

The Software Center

This site offers a software bundle free of charge to all current students, staff, and faculty of the University. Software packages include Adobe Acrobat 7.0, Microsoft Windows XP Professional, MS Office 2003 Professional, and Symantec AntiVirus. Students are required to agree to the
The Software Center is designed to work with Internet Explorer and Netscape Navigator. Other web browser programs may experience problems.

### The Mandel School Alumni Association

The Mandel School of Applied Social Sciences has more than 6,000 alumni living in 50 states, the District of Columbia, and over 26 countries around the world.

Our alumni are employed in a variety of community and social development settings, including clinical, medical, school social work, chemical dependency, adoption, foster care, and as social work faculty. Graduates are also professionals in employee assistance, corrections, policy analysis, fund-raising, administration, and advocacy.

The Association’s mission statement reads:

*The Alumni Association of the Mandel School of Applied Social Sciences is an organization of graduates of the School whose mission is to serve both the School and the profession of Social Work in ensuring excellence. To carry out its mission, the Association involves itself in the development of resources, leadership and the appropriate recognition among alumni, students, and faculty in service of the School and the profession.*

For students, the Mandel School Alumni Association plays a major role at MSASS by offering a mentorship program, workshops in career development, a free-of-charge continuing education event, sponsors several student/alumni social events and provides names and addresses of alumni in particular geographic locations to students for the purpose of job networking. Moreover, the Alumni Association awards scholarships to outstanding students nominated by faculty or field instructors and provides a fund through the Student Services Office to encourage the professional development of students through conferences and conventions.

Alumni are a precious resource at MSASS. They are liaisons between MSASS and the community, locally, nationally, and internationally. Alumni also play a significant role in the lives of our students by offering their professional competence, knowledge, and experience. Our alumni make an excellent program even stronger.

### The Mandel Council

**Who is the Mandel Council?**

The Mandel Council for Student Community Leadership (abbreviation: Mandel Council) strives to enhance social welfare and alleviate social problems through leadership in social policy advocacy, scientific inquiry, and excellence in social work practice.

The Mandel Council is an officially recognized student organization. Membership is open to any interested student. The Mandel Student Council has its own constitution, policy for the election of officers, and establishes its own committees and meeting schedule. It is the main channel through which students participate in the affairs of the School. Members are elected as student representatives to School meetings. The organization and members have been active in supporting area human service agencies and presenting guest speakers on various social work topics.

**What is our purpose?**

The purpose of the Mandel Council is to promote and preserve the educational, professional, and social interests of the students of the Mandel School of Applied Social Sciences. As a council, we seek to encourage leadership development among the student body while also encouraging active civic involvement in the greater Cleveland area. Per our constitution, we also seek “to ensure progressive relationship with the administration, faculty, and staff of the Mandel School of Applied Social Sciences.”
The Mandel Student Council executive officers are responsible for identifying students to serve on the following School committees:

- Faculty Committee
- Curriculum Committee
- Library Committee
- Field Education Advisory Committee
- Recruitment Advisory Committee
- Committee on Students
- Alumni Board

Students are encouraged to join or form an alliance that represents their interest. The process for being recognized requires that the leader of any recognized alliance must serve on the Mandel Council, thus creating School-wide involvement as well as leadership for the constituent student group. Copies of the Mandel Council by-laws are emailed to students.

The Leadership
President – Rachel D. Wilson; Community and Social Development Concentration
Vice President for the Development of Social Action – Natalia Samman
Director of Communications – Rachel E. Dugan
Director of Finance – Catlin Payne
Director of Programming – Katie Kurtz

Umbrella Organizations
LINK- Local InterNational Konnections – Soad Mansour
BSA- Black Student Association – Teshauna Moore
ALLIES- Gay, Lesbian, Bisexual, Transgender, and Straight Student Association – Jessica Julian and Sarah Bartholomew
Mobilize – Social Action Student Organization
SLAM- Student Leaders Advocating for Mental Health – Sarah Schwepppe
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. Students will not be able to see your course site until you make the course available to them in the Control Panel of the course site.

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. Faculty who expect their students to use a particular software program for a course must make arrangements through the MSASS IT Department to have the software loaded in the computer lab. 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. A form for reserving the lab, having software pre-loaded, etc., is available on the Harris Library website.

### 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. There will be one copy of each reader available in the library. If a faculty member wishes to have a second reader on reserve, he or she must supply the library with that second copy.
3. Course readers and articles belonging to faculty will only be retained in the library for three weeks after the end of the course or semester. Notices will be sent out by the library indicating the deadline for pickup of reserve items. Any material not picked up within the designated timeframe will be discarded.
4. In lieu of course readers, faculty can place all readings on their Blackboard sites.

### 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
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).

The LCD projector is also available for student presentations; however, only a faculty member can make reservations for its use. By making the reservation, the faculty member is allowing the equipment to be checked out under his or her name. This is done to insure that whoever checks out the equipment has had the orientation and understands the basic operation of the equipment.

**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.

**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. 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 $1.00 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 at a time during the day and night. Items in this category can be checked out within two hours of the library closing time and are due back the next morning within an hour of the library opening. Late charges are $1.00 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.

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. Electronic reserves are not available for all courses in Blackboard (http://blackboard.case.edu).

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 can use VPN with certain dial-up providers. Please be aware this will make your internet connection extremely slow and sluggish. You may get timed out of certain resources such as library databases or Blackboard as you wait for items to download.

If you are unsure if VPN will work with your ISP, contact them directly and ask their customer support line. VPN is NOT compatible with AOL, AOL for Broadband, MSN, CompuServe, and EarthLink.

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
Help Desk Hours:

*Call Center:*
  24 hours a day / 7 days a week / 365 days a year

*Peter B. Lewis Bldg. Walk In Center:*
  M-F 8:30-8:00pm

*Sears Bldg. Walk In Center:*
  Monday - 9-5, Tues-Fri. 9-7

*Wade Commons Walk In Center:*
  M-F 8:30-7:00pm


**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.
Access to MSASS

The building is open from 7:00 a.m. to 8:00 p.m. during the academic year. During the summer, the building is open from 8:00 a.m. to 6:00 p.m. During the weekend class sessions, the building is open from 8:00 a.m. to 6:00 p.m. Note: MSASS students may use their University ID to access the building after posted building hours.

Bulletin Boards and Locations

First Floor
- Center on Urban Poverty and Community Development (Student Lounge)
- Student Bulletin Board (Student Lounge)
- Field Education (outside room 110)
- Mandel Council for Student Community Leadership (across from elevator)
- Student Services (outside room 121)
- Concentration Information (across from student mailboxes)
- Ohio/Samiecoe (across from room 101)

Second Floor
- Administrative Services (outside room 210)
- Office of Research and Training (atrium)
- Harris Library (across from elevator)
- Center on Intervention for Children and Families (outside room 221)

Third Floor
- Doctoral Program (atrium)
- LINK (across from elevator)
- The Dr. Semi J and Ruth Begun Center for Violence Prevention Research and Education (outside room 313)
- Dean’s Suite (outside room 312)

Electronically Enhanced Classrooms and Audiovisual Aids

All MSASS classrooms are electronically enhanced. The classrooms provide document cameras (which replaced overhead projectors), VCR and CD/DVD players, live internet connections, and a PC computer. You may also connect your laptop to the system. To access the full technology, you will need an introduction to the control panel and its different functions. Classroom 323 is the only room with both long distance learning and videoconferencing capabilities. Long distance learning is defined as the use of technology for live interactive transmission from a remote site to MSASS. A portable videoconferencing cart that has all the above capabilities and the ability to conduct a video conference is available; it should be reserved and checked out from the library. In addition, we have an interview room that can record live interaction and/or the live interaction can be shown to an audience in room 323. This interview room 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, Mather Memorial. All interview rooms can be scheduled at the front desk, MSASS lobby. Camcorders may be reserved and checked out to produce video instruction. The camcorder can be plugged into the auxiliary inputs of each control unit and the contents immediately displayed on the screen.

Email to Students

Official communications from the University may be sent electronically using the student’s University-assigned e-mail address. The University expects students to read official University communications in a timely fashion. Students who choose to forward e-mail from their University account to another e-mail address remain responsible for receiving and reading official University communications.
Emergency Procedures

Emergencies and disasters are unpredictable and often strike without warning. It is essential that all Case faculty, staff and students respond quickly and appropriately to emergency situations in order to reduce the risk of injury and property damage.

Case Western Reserve University has produced a manual that provides essential information to guide you in reacting to various emergencies. It is a quick reference to inform you of the steps to take and the actions that will be implemented should an emergency situation arise.

Location of MSASS Emergency Procedures Manuals

- Front Desk Lobby
- Field Office Room 110
- Student Services Suite Room 120/121
- Circulation Desk, Harris Library
- MSASS News Message Board – 2nd Floor Atrium
- Administrative Services Room 210
- Deans Suite Room 312

The manual can also be accessed at: http://www.case.edu/finadmin/security/protserv/emergencyprocedure3.pdf

Faculty Mailboxes

Faculty/adjunct faculty mailboxes are located on the first floor. Students do not have access to faculty mailboxes. Students must leave messages and papers (to be submitted to faculty) with the receptionist at the front desk, who will put the document(s) into the mailboxes.

Faculty Office Hours

Faculty Office hours are posted on their course syllabi. The posted hours are the best times to reach faculty (to address academic matters) in person or by phone.

MSASS Website

The Mandel School’s website at http://msass.case.edu is a good source of information about the School. Students are encouraged to visit this site regularly.

Opportunities for Student Input and Feedback

Twice a year the Dean holds an open forum for all students and meets regularly with students by appointment.

Photocopy Machines

Copy machines are located on the second floor of the Harris Library and in the Student Lounge. Both machines have card readers, coin vends, and accept $1 and $5 bills. Students can use their Case Cards or pay cash (10 cents per copy). Public printing done in the Harris Library or in the Computer Lab will be charged the same as photocopies.

Smoking – Designated Area

Case Western Reserve University permits no smoking in its facilities with the exception of residence hall rooms. Smoking is permitted in residence hall rooms only if it is acceptable to all of the assigned occupants. It is permissible to smoke on campus grounds; smokers are asked to use urns provided for ash and butt disposal and to respect the rights of non-smokers at public gatherings on the grounds. The designated smoking area for the Mandel School is located at the rear of the parking lot adjacent to the building. A sign is posted on the small brick storage building.

Student Mailboxes

Student mailboxes are located on the first floor next to the Field Education Office. Students should check their mailboxes each time they are in the building.
## Telephones

The University campus telephone is located in the main lobby. Students are able to contact any campus office from this phone by dialing the last four digits of the telephone number.

## Use of MSASS Facilities

An MSASS student may request the use of a room by completing the Room Request Form. Please check with the front desk personnel for availability and restrictions. Rooms are also available in Thwing Center (the campus student center). Thwing also houses a cafeteria, the Mather Gallery, a Post Office substation, and study areas.

## Vending Machines

Snacks and hot and cold beverages can be obtained from vending machines located on the first floor in the kitchen area. In addition to the Student Lounge, food and drink may be consumed in the atria located on the 2nd and 3rd floors.

## Weather Statement

In the unlikely event that the decision is made to suspend Case classes or other operations, official closing information will be broadcast on local commercial radio and television stations, and on the University’s Cable Channel 2 “Ingo Board,” and will be available by dialing 216.368.WARN. Case will remain open unless information to the contrary is disseminated.
Full-time students are charged a flat rate up to 16 credit hours. Full-time students taking credit hours in excess of 16 are charged per credit hour.

Intensive Weekend and Extended Degree students are charged per credit hour up to 11 credit hours.

**Health Insurance**

The University Medical Fee Plan is automatically charged on a per semester basis to students registered for one or more credit hours. Students who have health coverage are eligible to waive the Medical Plan fee. Students can waive the medical fee online at http://studentaffairs.case.edu/medicalplan/student

**Late Registration Fee**

There is a $25 late fee for students who register after the start of classes.

**Methods of Payment**

1. Checks and money orders. To ensure proper credit, the student should include his or her student ID number on the check and make check/money order payable to Case Western Reserve University.

2. QuikPay. This is the University’s online billing system that automatically sends an email reminding students of outstanding balances. Students may pay tuition bills online with e-check and Discover cards. Students may also authorize third-party payers (i.e., agencies, sponsors, etc.) to submit payments on their behalf.

3. E-2 Pay Tuition. Spread tuition over 10 months with this option.

   Students are e-mailed invoices monthly until all outstanding charges are paid in full. Invoices reflect all financial aid that has been awarded and accepted.

   4. Financial Aid. Students must return a signed copy of their Terms and Conditions. First-time loan borrowers at the University must complete the online loan entrance counseling and complete promissory notes.

   Note: Students must enroll for a minimum of six credit hours to qualify for federal loans, federal work study, and MSASS financial aid. Some loan deferments require students to be enrolled full time (12 credit hours). Students are encouraged to contact their lenders for information on credit hour requirements.

**Refunds**

Refunds due to overpayment will be issued only after all charges are paid in full. The refund process will not begin until the drop/add period has concluded. Refunds will be mailed to the student’s current address in the registrar’s system. Special arrangements must be made with the Office of University Financial Aid for refunds to be sent to the cashier’s office for student pick up. Students must present their Student IDs. Student refunds will not be given to anyone other than the payee.

While the University’s Student Accounts Receivable Office processes all student bills, MSASS students are encouraged to bring their billing questions to the MSASS Office of Student Services, where explanations can be provided and corrections expedited.

**Transcript Fee**

There is a $5 transcript fee for each transcript ordered.

**Tuition Deposit**

New students accepted into the program are charged a $100 (non-refundable) tuition deposit.

**University Tuition Policy**

One half of all charges (tuition and fees) are payable by the first day of classes each semester. The balance is due approximately six weeks after classes
Tuition and Fees

begin. For current tuition rates, payment due dates, and specific billing and refund information, students should contact the Student Accounts Receivable Office at 216.368.2226, or visit the website at http://www.Case.edu/finadmin/controller/st_ar.html.

University Withdrawal Schedule

A student who completely withdraws from a fall or spring semester must pay a percentage of the tuition charge. The percentage charged is based on the number of weeks classes have been in session at the time of withdrawal.

<table>
<thead>
<tr>
<th>Week of Class</th>
<th>Amount of Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2-3</td>
<td>12%</td>
</tr>
<tr>
<td>4-5</td>
<td>25%</td>
</tr>
<tr>
<td>6-7</td>
<td>37%</td>
</tr>
<tr>
<td>8-10</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

There is no tuition refund after the tenth week of classes.

A student who completely withdraws from a summer session must likewise pay a percentage of the tuition charge. Students should consult the withdrawal schedule.

The University will refund any tuition paid for a semester by any student in good standing who is inducted into the armed forces before the end of the semester and who does not receive credit for the work completed during the semester.
STUDENT RECORDS

Directory Information

For the convenience of faculty and students, the Family and Educational Rights Privacy Act (FERPA) provides a category known as directory information, that may be released without requesting the student’s prior consent. Rather, the Act requires that students be notified annually of the types of information included in this category and be given an appropriate period in which to express, in writing, a preference that such information about themselves not be released. For this purpose, directory information is defined to include:

- Name (including both maiden name and married name, where applicable)
- Address, telephone listing, and electronic mail address
- Date and place of birth
- Major field of study
- Date of attendance
- Degrees and awards received
- Participation in officially recognized sports and activities
- Weight and height (members of athletic teams)

Any student who would prefer that the School not release such information about himself or herself should complete the Basic Educational Data Form during New Student Orientation, appropriately indicating confidentiality of his/her personal information, or contact the MSASS registrar.

Educational Records Maintained

Dean’s Office

The following records are generally maintained for each student in the office of his or her dean in order to facilitate and document the student’s academic work. Access to these records is normally limited to the staff or the dean’s office and to other academic and administrative officers of the University who are judged to have legitimate and appropriate reason for access.

- Directory information
- Application materials
- Pre-admission and other test scores
- Letters of recommendation (however, letters of recommendation received in confidence before January 1, 1975 are not among those material to which students are provided access by FERPA)
- Transcripts of current and past academic work
- Copies of correspondence between the student and the dean’s office
- Application review record
- Reports on the student’s academic progress
- Copies of letter of appointment and related payroll information for a student named to a fellowship or assistantship
- Letters presenting medical reasons for a student's absence
- Materials related to academic or disciplinary probation, if applicable (notation of certain forms of disciplinary action is not retained in the student’s permanent record)
- Reports from Educational Support Services
- A record of financial aid awards, if applicable
- A photograph of the student, if furnished

Financial Aid Offices

The following records are maintained for students in order to administer the University’s programs of financial assistance. For undergraduate, graduate, and professional students, these records are maintained in the University Office of Financial Aid; for the School of Medicine, records are maintained in the office of the dean. Access to these files is normally limited to authorized personnel, to other academic and administrative officers of the University judged to have legitimate and appropriate reasons for access, and to other individuals who must review a student’s records when the student applies for externally funded financial assistance. Items marked with an asterisk are not among those to which the student may have access under the provisions of FERPA.
Student Records

- Parents’ financial information
- Student’s financial information
- University Financial Aid Application
- Parents’ federal income tax return (IRS form 1040, 1040A, or 1040EZ)*
- Student’s federal income tax return (IRS form 1040, 1040A, or 1040EZ)*
- Parents’ statement of nonsupport (independent students only)
- Financial Aid Transcript (graduate and transfer students)
- Verification forms (dependent and independent students)
- Copies of application for Stafford Student Loan, Supplemental Loan, or Parent Loan
- Copies of student’s financial aid award
- Statements regarding assistance from outside sources
- Copies of all correspondence and interview notes related to requests for financial assistance
- Student’s employment records
- Copies of draft registration compliance form
- Ohio Student Choice Grant Program Eligibility form
- Correspondence from a parent including a specific request that it be withheld from student*

Registrar’s Office
The University Registrar’s Office’s files contain current schedules and grade reports. In addition, the Registrar’s Office maintains the complete historical permanent record of courses and grades on microfilm and on paper for all students who have attended the University. The registrar regularly provides the deans’ offices with copies of permanent student records for student files, advisors, and students.

Departmental Files
An academic department may maintain a semi-permanent file for a student whose course of study is under the direction of members of that department. The student should check with the chairperson of his or her department with respect to any such file.

MSASS Files
Only information relevant to a student’s education is kept in student files. Access to records is restricted to individuals working with or on behalf of individual students. Faculty members consulting files are required to inform students of this access by completing the “Record of Access” form attached to folders.

Students may consult their file, but must request it from the Assistant Dean for Student Services. Files may not be removed from the Office of Student Services.

Access to Files
Students may request, in writing, an opportunity to review the contents of their educational files. Certain materials are excluded from review as specified in FERPA. Among these are:

- Records that are created by, and that are the sole possession of, faculty, staff, and other personnel, and that are not accessible to any other person, except a substitute.
- Records created and maintained by law enforcement units, solely for law enforcement purposes that are not made available to persons other than law enforcement officials of the same jurisdiction.
- Records created and maintained by a physician, psychiatrist, psychologist, or other professional or paraprofessional acting in that capacity in connection with the provision of treatment to a student. Such records can, of course, be reviewed by a physician or other appropriate professional of the student’s choice.
• Employment records of a student made and maintained in the normal course of business.
• Financial records of a student’s parents, or any information contained therein.
• Confidential letters and statements of recommendation placed in the file before January 1, 1975.
• Records for which the student previously waived his or her right of access.
• Records that contain only information about a person after that person is no longer a student, such as alumni records.

The office to which the request is made will arrange an appointment within a reasonable period of time (not to exceed 45 days) for the student to review the file in the presence of a member of the office staff.

If, during the course of this review, the student questions the accuracy of a record contained in the file, the staff member will attempt to resolve the problem informally. Should this attempt at resolution be unsuccessful, a formal hearing will be set up and a decision made by the University official or other party chosen by the University who does not have a direct interest in the outcome of the hearing. At this hearing, the student will be given a full and fair opportunity to present evidence relevant to the issue under consideration, and the decision will be given in writing within a reasonable period of time after the hearing.

If, as a result of the hearing, the University decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or rights of the student, it will amend the educational records of the student accordingly and so inform the student in writing. If, as a result of the hearing, the University decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or rights of the student, it will inform the student of the right to place in the student’s educational records a statement commenting on the information in the records or setting forth any reasons for disagreeing with the University’s decision.

The purpose of this provision of FERPA is to “insure that records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein and to insert into such records a written explanation…respecting the content of such records.” This provision of the act was not intended, in the words of the Secretary of Health, Education, and Welfare, “to overturn the established standards and procedures for the challenge of substantive decisions made by the institution,” nor “to permit a parent or student to contest the grade given the student’s performance in a course.”

The student may request copies of those records to which he or she has access under terms of FERPA. The student will be charged a nominal fee per page for these copies.

Funding

Release of Personally Identifiable Records

In general, the University will not release personally identifiable student record information to a third party, unless the information has been specifically requested in writing and the student has consented to its release in writing. At the student’s request and expense, the University will furnish a copy of the information whose release has been requested. FERPA provides for certain exceptions to the requirement of prior student consent for the release of student record information. These include the release of information:

• To other University officials who are determined by the University to have legitimate educational interests. University officials are persons who are employed by the University and whose job descriptions include duties the performance of which may require access to student files. The
University considers a legitimate educational interest to be any interest that is reasonably related to the educational process and overall functioning of the University.

- To officials of other schools in which the student wishes or intends to enroll, upon written authorization by the student, provided that the student is notified of the transfer, receives a copy of the record, if desired, and has an opportunity to challenge the record.
- In connection with financial aid for which the student has applied or which he or she has received, in order to determine eligibility, amount of, or conditions for aid or enforcement of these conditions.
- To authorized representatives of the Controller General of the United States, the Attorney General of the United States (for law enforcement purposes), Secretary of Education, to certain state or local officials under certain circumstances.
- To organizations conducting studies for educational agencies or institutions, provided that theses studies are conducted in a manner that will not permit the personal identification of the students or their parents by persons other than representatives of these organizations.
- To accrediting organizations that need the information to carry out their accrediting functions.
- To the parents of a dependent student, as defined in the Internal Revenue Code of 1954.
- To the parent or legal guardian of a student under the age of 21 regarding the student’s violation of a law, rule, or institutional policy pertaining to use or possession of alcohol or controlled substances, under certain conditions.
- In compliance with a judicial order or subpoena, provided that the student is notified in advance of compliance, except in those cases where notification is not permitted.
- To appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of a student or other persons.
- To a court if the student or his or her parent(s) initiate legal action against the University.
- *As specified under “Directory Information” below.

Under the terms listed above, personal information will be released from a student's file to a third party only on the condition that the third party will not share the information with any other party without the written consent of the student. Case Western Reserve University will maintain a record of request for access to and disclosure of personally identifiable information.

**Student Rights and Responsibilities**

The following rules are designed to preserve freedom of expression and association on the Case Western Reserve campus and to reaffirm the civil, personal, and property rights of the University and its members. University members who violate one or more of these rules will be subject to disciplinary action. Conduct which is subject to University disciplinary action includes the following:

1. Interference with freedom of speech or movement, or intentional disruption or obstruction of teaching, research, administration, or other functions on University property.
2. Actual or threatened physical or mental harm or abuse of any person on University premises or at functions sponsored or supervised by the University.
3. Refusal to comply with the directions of University officials, instructional or administrative, acting in performance of their duties.

4. Theft or vandalism of University property or that of a member of the University community or a campus visitor.

5. All forms of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the University, forgery, and the alteration or misuse of University documents, records, or instruments of identification.

6. Unauthorized carrying or possession on University premises of firearms or any weapon with which injury, death, or destruction may be inflicted.

7. Violations of civil law on University premises or in connection with University functions.

8. Violation of published University rules and regulations.

There are also specific rules and regulations within the University and its several components, violations of which are subject to disciplinary action. Any member of the University community accused of violating a rule or regulation is entitled to adequate notice of all charges and to a fair hearing. While the University’s rules and regulations exist to affirm the special values and functions of the academic community, it should be noted that, as citizens, all members of the University are subject to civil laws, including those governing the use of alcohol and drugs.

**Student’s Right to Know**

The Student’s Right to Know and Campus Security Act requires that universities throughout the country produce statistics on the retention and graduation rates for their students, as well as crime statistics on their campuses. This data is available in the Office of the Provost in Adelbert Hall and in the various undergraduate, graduate, and professional schools’ admissions offices.
Alcohol Use and Guidelines


The University conforms to all state and local laws controlling the sale and use of alcoholic beverages. It is illegal to sell, provide, or serve beer, wine, or liquor to anyone who is under the legal age of 21. Servers of alcohol and sponsors of social events must be aware of and comply with all state statutes and with Case policies and procedures.

The University expects responsible behavior of students who choose to drink alcoholic beverages and requires an environment free of coercion for those who choose to abstain. Therefore, students must adhere to guidelines provided by the University for responsible and legal consumption of alcoholic beverages. Individual students must accept responsibility for their own behavior and should demonstrate a concern for the safety and well-being of others in the University community.

The following regulations apply to all events, both on and off campus, at which students are present:

1. The sponsors of events where alcohol is served must file a Case Alcohol Use Report in the Office of Student Affairs at least three (3) business days prior to the event. A copy of this form will be needed for student groups to reserve any University facility for events where alcohol is served. The copy should also be posted at the event.

2. Open containers of alcoholic beverages are generally prohibited in public places according to state law and are specifically restricted in some University areas including Harkness and Amasa Stone Chapels. Restrictions for alcohol inside other facilities may vary. When alcohol is present at an outdoor event it must be in clearly defined, roped off areas.

3. At all events where alcohol is served, including BYOB and events with 3rd party vendors, an effective procedure must be established and adhered to for certifying those legally of age to drink. To obtain alcoholic beverages, a valid driver's license or other valid legal document showing proof of age must be presented. A Case ID may also be required for admission.

4. The quantity of alcohol will be determined by using the formula on the Alcohol Use Report. This also applies to BYOB and 3rd party vendor events.

5. When alcohol is sold, temporary F or F-2 permits will be required in accordance with state laws. The sale of alcohol is defined to include such methods for defraying the cost of the beverage or event as sale by the glass or container, advance ticket sales, and cover charges at the door. Please contact the Office of Student Activities & Leadership for more information.
6. At all events where alcohol is served, non-alcoholic beverages must be provided by the sponsor of the event. The amount of alcoholic beverage provided should reflect the proportion of those attending the event who are legally eligible to drink; the amount of non-alcoholic beverage provided should be sufficient to serve the number of people attending the event who are too young to drink or choose not to drink alcohol.

7. No one should be coerced, even subtly, to drink or overindulge, and the rights of those who choose to abstain must be respected. To that end, drinking games are not allowed at any University or student group-sponsored events.

8. When alcohol is served, food must be provided by the sponsor of the event in adequate amounts to last through the event.

9. The kind and amount of security required for an on-campus event will be determined according to Case Police Department guidelines. Factors to be used in determining the kind and amount of security at an event include: the nature of the event, the number of people attending the event, whether alcoholic beverages are being served, and whether cash will be on hand. At an off-campus event the kind and amount of security shall be determined by the third party vendor providing the alcohol.

10. Social events which encourage drinking or drunkenness as themes and the advertisement of such events are considered inappropriate and will not be permitted. Neither the cost nor brand of an alcoholic beverage may be advertised in Ohio.

11. When beer or malt-based beverages are provided, it must be served to individuals in single serving containers of 16 ounces or less. When wine or liquor is provided, it must also be served in appropriately sized glasses, no greater than six ounces for wine and two ounces of liquor per drink.

12. The serving of alcohol must cease at least one-half hour before the scheduled end of the event.

13. When entertainment is included in the event, the type of entertainment and the duration must be listed on the Alcohol Use Report.

14. The gift of alcohol as a reward for any student activity or contest is prohibited.

15. Individuals or groups violating state law or the University student alcohol policy will be subject to disciplinary action.

Consensual Relationships

Case is a community that values an environment of inclusion, trust, and respect as beneficial for the working and learning environment of all its constituents. Romantic or sexual relationships may occur in a University environment given the numbers of people on a University campus. All relationships must be consensual; but, even though the relationship is consensual, it can raise serious concerns about the validity of the consent, conflicts of interest, and preferential treatment.

There are certain circumstances when romantic or sexual relationships are expressly prohibited, unless managed as described below:

1. if between a supervisor and his/her supervised employee,
2. if between a faculty member and his/her student (including without limitation graduate students),
3. if between a supervising staff or student (including graduate student or teaching assistant) and his/her student, and/or
4. if between a senior faculty member and a junior faculty member supervised by the senior faculty member.
The University considers sexual relationships between faculty (including teaching assistants and laboratory supervisors) and their students or between supervisors and their employees, even if deemed to be mutually consenting relationships, to be a basic violation of professional ethics and responsibility when one party has any professional responsibility for the other’s academic or job performance or professional future. Because of the asymmetry of these relationships, “consent” may be difficult to assess, may be deemed not possible, and may be construed as coercive. Such relationships also may have the potential to result in claims of sexual harassment.

**Drugs**


The use or possession of drugs is illegal except when prescribed by a physician. The University cannot protect students from prosecution for violation of federal or state laws. Case Western Reserve University does not condone the illegal possession, consumption, provision, or sale of drugs. The University, however, has a strong obligation to make readily available to students full information about the use and effects of all drugs, and even more important, to make available sources of counseling to those who are using or have used drugs. Definitions of controlled substances are available as part of the Ohio Revised Code and are included in the University’s Drug Free School Notification.

The following rules have been adopted by the University:

1. Illegal possession or consumption of drugs is an offense that may be subject to penalty proportional to the seriousness and extent of the offense.
2. The illegal provision or merchandising of drugs, including prescription medication may result in expulsion.
3. Possession and/or use of drug paraphernalia, including, but not limited to, hookahs, pipes and bongs, on University premises is prohibited and will be confiscated, even if the paraphernalia is not being used for consumption of drugs.

**Felony Statement**

The state of Ohio Counselor, Social Worker and Marriage and Family Therapist Board offers a Social Work Trainee (SWT) designation to graduate students who are enrolled in a field education placement. This designation is helpful to the agencies who provide field placement sites to our students. We require that all of the students enrolled in field education at the Mandel School who are not already licensed social workers in the state of Ohio obtain the SWT designation prior to being placed in a field site. This license is then renewed each semester in which the student is enrolled in field education. While there is no cost for the "license" itself, it does require that the student submit to a criminal background check at the time the first license is issued. The cost of this background check is approximately $60.00 and is to be born by the student. For further information, please consult the Ohio Counselor, Social Worker and Marriage and Family Therapist Board website [http://www.cswmft.ohio.gov/](http://www.cswmft.ohio.gov/)

Persons who indicate on their applications that they have prior felony convictions will be asked to supply documentation on the nature of the offenses and the dispositions. MSASS may also conduct criminal background checks to verify this information. Admission decisions on applicants with felony convictions are made on a case-by-case basis.

If admitted to the program, persons may have conditions placed on them, such as restriction on the choice of areas of study and field placements related to the nature of the felony convictions. Certain field placement agencies require a criminal background check as well and may refuse a student placement on the basis of a felony conviction.
Potential applicants are also advised that the Professional Standards Committee of the Ohio Counselor and Social Work Board, in accordance with Chapter 119 of the Revised Code, may refuse to issue a license or certificate of registration to any person who has been convicted in this or any other state of any crime that is a felony in this state.

Students may be automatically denied admission, or, if enrolled, terminated from the program for any misrepresentation or omission of facts in applications concerning felony convictions. In addition, admitted students who are unable to perform field placements because of felony convictions may be administratively withdrawn from the program.

**Sexual Assault**

([Policy](http://www.case.edu/provost/sexualconduct/policies/SexualAssaultPolicy2007.pdf))

Case Western Reserve University is a community dependent upon trust and respect for its constituent members: students, faculty, staff, and those under temporary contract. Sexual assault is a violation of that trust and respect and will not be tolerated. Sexual assault is a serious crime that can occur to men and women, whether gay, straight, transgender or bisexual.

The following definition of sexual assault is relevant to Case Western Reserve University policies and procedures. All students, faculty, and staff of the University are subject to this policy.

An individual who violates this policy may also be subject to criminal prosecution and civil litigation. For legal definitions refer to the Ohio Revised Code at [http://codes.ohio.gov/orc/2907](http://codes.ohio.gov/orc/2907).

**Sexual Assault Definition**

Any non-consensual physical contact of a sexual nature, whether by an acquaintance or by a stranger, is a sexual assault. Physical resistance need not occur to fulfill the definition of sexual assault. Consent CAN NEVER be given by anyone under the age of sixteen. Sexual assault includes, but is not limited to the following:

- rape
- acquaintance rape (e.g., friend, classmate, peer, co-worker, partner, etc.)
- incest
- sexual assault with an object
- forcible sodomy
- forcible oral sex
- forcible fondling

**Sexual Harassment**

([Policy](http://www.case.edu/finadmin/humres/eod/sexharass.html))

It is the policy of Case Western Reserve University to provide a positive, discrimination-free educational and working environment. Sexual harassment is unacceptable conduct which will not be tolerated. All members of the university community share responsibility for avoiding, discouraging, and reporting any form of sexual harassment.

Sexual harassment is a form of sex discrimination prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments and Section 4112.02 of the Ohio Revised Code.

Sexual harassment can be defined as any unwelcome sexual advance, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's, employment or student status; or
- Submission to or rejection of such conduct is used as the basis for decisions affecting that individual with regard to employment (raises, job, work assignments, discipline, etc.) or to student status (grades, references, assignments, etc.); or
University Policies

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, or creates an intimidating, hostile or offensive work and/or educational environment. The work or educational environment includes classroom and clinical settings, residence halls, activities programs, offices, and all Case sponsored events.

Smoking

(Policy: http://www.case.edu/finadmin/smoking.html)
The university has accepted the opinion of the Surgeon General that smoking is the largest preventable cause of illness and premature death. Since the university has substantial commitments to health-related research and teaching, it has a parallel commitment to protect the health environment of students, employees and guests. Therefore, and in compliance with the State of Ohio smoking ban set out in Chapter 3794 of the Ohio Revised Code, the university does not permit smoking in any of its buildings or structures, including in residence halls or in university vehicles. In addition, all outside walkways and grounds of university property are smoke-free, except for specific university-designated smoking areas. The medical, dental and nursing schools and the health sciences podium and the health sciences garage are entirely smoke-free and do not have any university-designated smoking areas.
**Bookstore**

University Bookstore  
Thwing Center  
1111 Euclid Ave.  
Phone: 216-368-2650  
Fax: 216-368-5205  
[http://Case.bkstore.com](http://Case.bkstore.com)

**Textbook Ordering**

**Frequently Asked Questions**

**Q: Why do you need textbook requests so early?**

**A:** Because Early Book Requests = More Used Books for Students. If we know what books you want to use next term BEFORE the end of the current term, we can increase our supply of lower-cost, used books for next term's students.

**How?**
First we buy back unwanted, used copies from students on campus during finals. Then we start purchasing used copies from national used book wholesalers. Once we've exhausted these options, we purchase new books from the publishers and distributors.

If we don't know what books you're using until a few weeks before the start of term, we have little opportunity to get used copies for your incoming students.

**Q: If I'm using a new edition, can't I wait until a few weeks before the term begins to give you my information?**

**A:** Even if you're using a new edition, it still takes time to get the order filled by the publisher. The sooner we can order your book, the more time we'll have to manage any supply problems that arise.

**Q: What if I plan to use a custom text?**

**A:** We are happy to order custom texts for your course, but they do require extra lead time since they are printed expressly for each course. Notify the bookstore as soon possible if you plan on using a custom text so we have time to get them before the start of term.

**Having trouble selecting the right textbook?**

- Would you like to know what other titles are published in your discipline?
- Would it be helpful to see a national ranking indicating how frequently and at which schools different books are used?
- Would it save time if you could view author biographies, cover images, content excerpts, and the table-of-contents?

The Faculty Center Network (FCN) provides detailed and unbiased information on over 500,000 textbooks titles in an easy to use format that helps streamline the research and decision making process. Go to the following link:  
[www.facultycenter.net](http://www.facultycenter.net).
University Counseling Services
Health Services, 2nd Floor
2145 Adelbert Road
Phone: 216-368-2510
Monday-Friday:
8:30a.m.-4:30p.m.
http://studentaffairs.case.edu/counseling/mindbody/
Website: http://affairs.

The college years mark a time when students face new challenges and undergo significant personal and social changes that can affect their academic performance, career plans, personal lives or their relationships. Understanding and adjusting to these challenges and changes in not always easy, and students often seek help from others. University Counseling Services (UCS), part of the Division of Student Affairs, offers help to students who experience a variety of difficult personal and interpersonal challenges. Our office is staffed with psychologists, psychiatrists, social workers, counselors and doctoral level counseling trainees who specialize in helping students adjust to these changes and to college life in general.

UCS provides services to students enrolled in the University's undergraduate, graduate and professional schools, and to students in the University Circle institutions - Cleveland Institute of Art, Cleveland Institute of Music, and Ohio College of Podiatric Medicine. Spouses and partners of students are also eligible for couples counseling with the enrolled student.

Appointments are available at 201 Sears Building or the Center for Collegiate Behavioral Health.
To schedule a session at Sears Building, call 368-5872, or call 368-2510 to schedule an appointment at CBH. Counseling sessions are approximately 50 minutes to one hour in length. Please arrive a few minutes early before your session begins, or stop by prior to your appointment date to complete the appropriate forms so it will not interfere with your scheduled time. You can also download, print and complete our intake forms, and bring them with you to your first appointment.

Urgent counseling and consultation for emergency situations are available without an appointment. Call 216-368-5872 for information on how to use this service. An on-call counselor is available for emergencies after hours, on weekends and holidays. Call 216-844-8892 and ask to speak with the university counselor on call.

Career Center
Thomas Matthews, PhD
Director
206 Sears Bldg.
Monday thru Friday, 8:30 to 5:00
216.368.4446
Thomas.matthews@case.edu
careers@case.edu
http://studentaffairs.case.edu/careers/partners/

Wherever you are in the career-planning process, the Career Center can help. Determining a career is a process of discovery, exploration, commitment and action. You can successfully complete this process with careful thought and reflection. Our hope is that by accessing the services offered through the Career Center, you will discover work you have a passion for.

Case CareerLink is the Case Career Center's online career management system. It serves as the clearing house for all practicum, internship, and full-time job positions, on-campus interviewing schedules, and employer information.

Case CareerLink is your on-line connection to employers for practicum, internship and full-time positions. You can access the Case CareerLink system using your Case network ID and password.
- Search practicum, internship and full-time positions
- Request on-campus interviews
- Send resumes to employers
- Stay updated on career opportunities and events
CaseLearns?
Kelvin Smith Library
368-3506
http://library.case.edu/caselearns/about.aspx

Instructing Case community members on how to use the library and its resources has always been central to the mission of an academic library. CaseLearns is an instructional program within Kelvin Smith Library designed to fulfill this mission. It offers classes to Case faculty, students and staff in the following areas:

- Microsoft Office products (Excel, Word, Access, PowerPoint)
- How to select and effectively use subject specific research/information resources in all formats.
- Using and creating electronic texts, image databases and other electronic collections of source materials for research and teaching.
- Information literacy skills (particularly targeted to undergraduates).
- Intellectual property issues in a digital environment.
- Multimedia tools including Adobe Photoshop, Dreamweaver, Macromedia Flash, and audio/video editing.

In addition to classroom instruction, librarians also work with faculty to develop classes tailored to specific course assignments and research needs. For more information call the KSL Reference desk at 368-6596 or send e-mail to caselearns@case.edu.

Educational Services for Students (ESS)
470 Sears
216-368-5230
http://ess.case.edu

How Can ESS Help Faculty?
The Office of Educational Services for Students (ESS) provides opportunities for students to reinforce and apply classroom learning and to assess and improve study strategies. ESS, collaborating with Undergraduate Studies and academic departments to provide academic support, can assist faculty in the following ways:

- If you have a student who needs to improve test-taking or time management strategies, an ESS staff member will work with the student in private, confidential sessions.
- ESS also publishes SuccESS Strategies that address topics such as (a) finding your learning style; (b) finding the time to study; (c) how do I prepare for finals; (d) how do I make sense of my notes; (e) how to stay motivated.
- If you have a student who would benefit from intensive one-on-one tutoring, ESS will assign an individual peer tutor.
- If your students want group review sessions, ESS offers Supplemental Instruction each semester in selected courses in mathematics, sciences, and engineering.
- If a student needs assistance with computer literacy skills, the ESS Plain Dealer Electronic Learning Center (PDELC), staffed by the ESS Technology Manager and a group of student lab assistants, can help students understand the network and various software applications.
- If a student requests academic accommodations, Disability Resources in ESS will evaluate the student’s documentation and determine the student’s need for accommodations.

The Office of Educational Support Services (ESS) assists students in all phases of their academic development. Through advising, tutoring, group programs, and individual consultation, the ESS staff services all CASE students by providing opportunities for academic assessment and self-addressing the academic and adjustment needs of specific student populations: participants in CASE’s Minority Scholars Program (MSP); commuting students, and students with special needs. These groups of students are also encouraged to use the ESS Plain Dealer Electronic Learning Center, a center that houses fully networked computers and printers and is staffed by trained student assistants.
ESS utilizes a large team of trained student paraprofessionals. Learning Assistants (LAs) serve as ESS representatives in residence halls, working with Residence Life staff to provide special support and outreach to residential students. Technical Assistance Center (TAC) assistants lead programs and consult with residence hall students about computer-related questions. Campus Computer Assistants (CCAs) lead programs and consult with individual students about computer-related questions. Commuter Assistants (CAs) address the needs of first-year commuting students through individual contacts, programs, and newsletters. Peer Assistants (PAs) work together to plan and coordinate activities for their assigned PA families, and groups of first-year Minority Scholars Program students. In addition, ESS employs a large corps of carefully selected and trained student tutors, walk-in tutors, and supplemental instruction leaders.

The Academic and Computing Excellence Seminar (ACES) is a noncredit course developed by the Office of Educational Support Services. The course is offered at the beginning of each semester and helps students analyze and improve their reading and study habits. The course includes diagnostic testing, classroom instruction, and use of the Electronic Learning Center for hands-on experience with various CASEnet applications. Educational Support Services coordinates training seminars for graduate teaching assistants through the non-credit required course, UNVI 400. ESS also administers graduate testing and the TOEFL at CASE.

**Housing Programs**

Housing, Residence Life & Greek Living
4 Yost Hall
216-368-3780
housing@case.edu
http://studentaffairs.case.edu/living/housing

**Undergraduate Housing**

Case offers numerous opportunities for undergraduate students who want to pursue their academic goals in an environment that encourages success through living and learning. Thrust into the heart of Cleveland's University Circle area, the Case campus is an exciting place to live, learn and explore.

**Graduate Housing**

Due to increasing enrollment of our undergraduate student population, Case does not currently offer an on-campus graduate housing option. In the coming years, we plan to offer new options specifically for graduate and professional students and their families.

**International Student Services (ISS)**

Sears Building, Room 210
Phone: 216-368-2517
Fax: 216-368-4889
http://studentaffairs.case.edu/international/about/

The mission of the Office of International Student Services (ISS) is to enhance the international student experience and promote intercultural exchange at Case. This office also works closely with other administrative and academic departments with the following objectives in mind:

- Provide excellent service to the international students, admissions offices, and academic departments of Case.
- Protect the interests of Case and its international students by remaining knowledgeable about immigration issues and advising students and University personnel according to regulations.
- Assisting international students in achieving their academic objectives.
- Assist Case international students with all non-academic concerns. Although primarily involved with immigration policies and procedures, ISS also assists international students with housing issues, personal problems, and financial and legal matters.
- Advocate on behalf of international students and provide programs that help them adjust to a new university, community, country, and culture.

Mandel School of Applied Social Sciences
http://msass.case.edu
Instructor’s Manual 2008-2009

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University Services

- Provide and encourage other University departments to offer programs and activities that promote intercultural exchange and enrich the Case campus community.
- Providing international students with specialized services, such as leadership training, designed to assist them in contributing to the international dimension of our campus.

Case Western Reserve University has been authorized under federal law to enroll non-immigrant alien students on both F-1 and J-1 visas.

Office of the Veterans Benefits
Yost Hall, Room 110
Phone: 216-368-4310
http://www.Case.edu/provost/registrar/veterans.html

All students planning to receive veterans education assistance from the Department of Veterans Affairs (VA) must provide enrollment information to the Veterans Certifying Official, 110 Yost Hall, phone 216.368.4311. To be certified for benefits, veterans must be officially registered for classes. Veterans must notify the University Veterans Certifying Official immediately when changing hours, grade options, withdrawing from a class, or withdrawing from the University.

Parking Procedures
Access Services, Crawford Hall, lower level
Phone: 216-368-2724
http://parking.Case.edu/parking/aboutprk.htm

The Case Office of Access Services manages the University's parking program and is responsible for implementing its policies and procedures.

Case is a member of the Central Parking Operation (CPO) which is managed by Standard Parking. We subscribe to the CPO general policies as stated in the Standard parking brochure. All applicable policies are incorporated into the University's parking policy and procedures including violations, towing, appeals, and visitor parking.

Case's parking philosophy is to provide parking to Case faculty, staff, and students on a "first come, first served basis. The overall objective is to fulfill the parker's needs in the most equitable and convenient manner within the constraints of available resources.

Student Medical Plan
The Student Medical Plan is offered as a supplement to the excellent care available to all Case Western Reserve University students from the University Health Service and the University Counseling Services. The Student Medical Plan is sponsored by Case Western Reserve University.

The plan extends eligibility to The Cleveland Institute of Music, The Cleveland Institute of Art, and Special Programs.

The university also offers the Optional Dependent Medical Plan for those students who wish to purchase coverage for their dependent spouse, domestic partner and children. A separate summary plan description is available with enrollment and payment information.

Our intent is to provide you with the opportunity to obtain efficient and effective medical coverage that responds to your individual needs.

For additional information about the Student Medical Plan, go to the UHS website (www.Case.edu) or telephone at (216) 368-3050. All students should receive a brochure about the current Student Medical Plan yearly. Additional copies may be obtained by calling (216) 368-3050.

Dependent Coverage
Information regarding optional medical coverage for dependent spouse, domestic partner, or children is available at UHS.
University Services

Students with Disabilities
Office of Disability Resources
Educational Services for Students (ESS)
470 Sears Building
(216) 368-5230.

Case Western Reserve University is committed to providing all students with opportunities to take full advantage of the university's educational programs. We recognize that students with documented disabilities may need assistance or accommodations in order to achieve this objective.

This document outlines the policies and procedures used in determining a student's eligibility for disability services. These procedures are applicable to all undergraduate students and all graduate students registered through the School of Graduate Studies, MSASS, the FPB School of Nursing, and the School of Medicine. Students in graduate programs at the Weatherhead School of Management, the School of Dental Medicine and the School of Law should consult with their student services' personnel for policy information.

University Health Services
2145 Adelbert Road
Phone: 216-368-2450
Appointments: 216-368-4539
http://studentaffairs.case.edu/health/services/

The University Health Service (UHS) is supported through tuition dollars. All Case students who are registered for one or more credit hours are eligible to make use of the services offered within UHS. Full-time students who attend the Cleveland Institute of Art (CIA), the Cleveland Institute of Music (CIM), or the Ohio College of Podiatric Medicine (OCPM) are also eligible to use the services offered within UHS by paying a mandatory fee each semester (Fall and Spring) to their respective school.

UHS is staffed by several professionals, all of whom share an interest in college health. These include physicians, nurse practitioners, psychologists, psychiatrists, social workers and registered nurses. A number of the physicians are affiliated with University Hospitals of Cleveland and with the Case School of Medicine.

Students are seen on an APPOINTMENT BASIS ONLY, except in cases of emergency where a walk-in clinic is available daily from 3:00 to 4:00 pm at the Sears Building location.

For medical or mental health emergencies after business hours, weekends or holidays, a nurse, physician and member of the counseling staff are always available by calling (216-368-2450). This service assists students and resident advisors in making decisions about illnesses, injuries and the use of emergency services.

What We Need from Each New Student
Each new student should receive in the mail a copy of the Medical History and Immunization forms. They should complete these and return them to Health Services by the deadline noted on the form (it would be helpful to keep a copy of the Immunization History for your future records, for travel abroad, etc.). The Immunization History may be completed by a family physician, or students may send a copy of their school immunization record.

A tuberculin skin test (Mantoux) is required of all students in the healthcare profession (medicine, dentistry, nursing, applied social sciences, podiatry) as well as all international students. These will be provided without charge after arrival on campus, unless appropriate testing within the past 6 months is documented by a physician.

Students who have not been immunized because of illness or religious beliefs should document that for our records. In some instances, they might be excluded from classes and residence halls in the event of an outbreak of a vaccine-preventable disease.
The Writing Resource Center (WRC) at Case Western Reserve University provides supplemental, discipline-specific writing instruction to students of all levels at the university. Writing consultants work one-on-one with students on a wide variety of projects. WRC encourages visits from students at every stage of the writing process, from brainstorming and drafting, to revising and organizing, to sharpening expression. While they also work with students on issues of mechanics and grammar, it is not a proofreading service. In other words, its goal is to provide writing instruction that ultimately empowers students to become better writers on their own.
Committee on Students

I. Goals
The Mandel School of Applied Social Sciences (MSASS) prepares students for the practice of professional social work. The nature of this educational process differs from that of non-professional programs. The academic success of students is linked to their ability to become effective social work professionals. During the course of their studies at MSASS, there are a number of persons who are in a position to evaluate the students’ academic performance. This would include everyone in the academic enterprise, including faculty, adjunct instructors, field instructors, field and academic advisors, and staff (hereafter called the “academic team”).

Meeting the criteria for scholastic achievement is necessary, but not sufficient to ensure continued enrollment in the program. Professional conduct and scholastic performance in both the field and classroom comprise the academic standards at MSASS.

The following three educational components should help students have a successful experience at MSASS and will be used to evaluation academic performance:

1. field performance;
2. scholastic performance; and
3. professional conduct

The committee is designed as an integral planning body in the education of students who need special consideration beyond the normal participation of instructors and advisors in addressing concerns that may interfere with their academic performance. It is the hope of the School that by functioning in this way, the committee may be helpful to the student and members of the academic team in evaluating the student’s academic performance as well as meeting his/her educational needs by arriving at a fair decision in those instances where the student’s ability to perform satisfactorily is in serious question.

II. Functions
The Committee on Students shall be responsible for formulating policies related to carrying out its consultative and administrative functions and for recommending such policies to the Steering Committee and faculty for action.

The committee shall make consultative decisions regarding:

a. students who are presenting problems, either in the classroom or in the field, that are affecting their performance;
b. students who, after being placed on disciplinary warning or probation (See Professional Conduct Policy), develop a pattern of problematic performance in violation of the MSASS Professional Conduct Policy;
c. determination of whether or not student plagiarism has occurred;

Following deliberations in this consultation role, the committee shall recommend a plan of action to the associate dean for academic affairs, including recommending that the committee consider administrative action or no further action.

The committee shall make administrative decisions regarding:

a. students who, after being placed on disciplinary probation (See Professional Conduct Policy) and/or after consultation with the Committee on Students, appear to be unable to make satisfactory progress in meeting academic expectations;
b. students who appear to be unable to make satisfactory progress in meeting field expectations;
c. students who are placed on field work probation;
d. a student’s petition for reinstatement following termination due to inadequate academic performance; and
e. Disposition of cases involving student plagiarism
Standing Committees

Following deliberations in this administrative role, the committee shall recommend a plan of action to the associate dean for academic affairs including suspension, termination, or no further action.

Student appeals of Committee on Students’ actions shall be made to the dean.

III. Membership
The committee and its members shall be appointed by the dean. The committee includes the director of field education or his/her designee, the appointed chairperson of the committee and two other faculty members, one member of the Field Education Advisory Committee, two students, and alternates for faculty, field, and student members. The alternates serve when regular members are unable to attend.

The associate dean for academic affairs and the administrator for student services participate as ex-officio members.

All faculty members shall have a responsibility to serve on the committee. Faculty members shall be appointed for a maximum of a three-year term. Provision shall be made for staggering the terms of office, with no more than two rotating off in any one year. Vacancies shall be filled by the appointment of the dean.

The representative from the Field Education Advisory Committee shall be recommended to the dean by the chairperson of the Committee on Students. One student and an alternate from the first year class shall be elected by the officially recognized student government organization in January. An additional first year student is elected in May. Names of students are presented to the dean for appointment to the committee to serve until January and May of the following year.

All members, except ex-officio, are voting members. A quorum is defined as four voting members. Voting members who cannot attend a meeting are required to arrange for an alternate:

faculty and student members, and the Field Education Advisory Committee representative arrange with their alternates and the director of field education with a designated field office staff member.

IV. Consultative Duties and Procedures

Duties
As a consultative body, the committee has the responsibility to provide guidance to Academic Team members in the consideration of problems that students may be having that are affecting academic performance and to recommend a plan of action.

The effectiveness of the committee in carrying out the consultative function is largely dependent upon its ability to consider the student’s situation early before problems become serious. Faculty are encouraged to seek consultative assistance at the earliest signs of the student’s problematic academic performance.

As a consultative body, the Committee has the responsibility to gather information from relevant sources to help determine the nature of the concern and to advise the academic team member of the corrective action to be taken.

As the consultation is directed toward assisting the academic team member, it is not necessary to inform the student of the consultation. However, it will be expected that, in most situations, the academic team member will have discussed the problem with the student before requesting consultation.

Procedures
1) Any member of the academic team may seek consultation from the Chair of the Committee whenever the need arises in relation to the student’s problems in meeting the expectations of academic performance.
2) The member of the academic team will clarify with the Chair of the Committee whether
consultation or administrative review is being sought.

3) A log will be kept by the Chair of all consultative activities.

4) The academic team member will prepare a statement of the situation for distribution to Committee members at least 10 days prior to the next scheduled meeting of the Committee on Students. The student will not be identified by name in the statement, but he/she will be identified in the log.

5) The academic team member seeking consultation will be asked to be present at the Committee meeting in order to provide further information.

6) Committee Deliberation: the academic team member will participate in the Committee’s deliberations.

7) Recommendations
   a) The Committee’s decision and recommendations will be made to the academic team member in writing immediately following the meeting.
   b) Recommendations should clearly and specifically inform the academic team member seeking consultation of the advice of the Committee.
   c) Recommendations may include the following:
      1. Employing different educational approaches and/or changes in the student’s program.
      2. Discussion with the student regarding the concerns about his/her professional conduct, and work with the student to resolve the difficulties.
      3. The student may be asked by the academic team member, in writing, to modify his/her behavior and/or seek appropriate assistance. In the latter situation, the action may include establishing goals, a plan, a timeline, and appropriate monitoring; seeking mentoring and support; or demonstrating that the student has sought counseling or support for the problems that have affected his/her academic performance.

4. Administrative Evaluation: If, in the course of the consultation process, the facts indicate serious question about the student’s ability to continue in the program or the matter involves plagiarism or another serious academic matter, the Committee may then recommend to the member of the academic team that the basis of the Committee’s involvement be altered from consultation to administrative evaluation of the student’s situation. If this occurs, all of the procedures spelled out under “Administrative Duties and Procedures” in Section V shall apply.

8) Notification of Academic Field Advisors. If more than two consultations are sought for the same student, the appropriate academic or field advisors will be notified.

9) Transmittal of Decision
   a) In addition to the written copy of the Committee’s decision and its recommendations given to the academic team member, a copy will be kept by the Chair of the Committee on Students. This memorandum will not appear in the student’s file, but will be entered into a separate consultation file that will be kept with the log.
   b) If the consultation has been sought as a result of the student’s breach of professional conduct, the academic team member who initiated the process shall also be informed of the Committee’s recommendations.
Standing Committees

c) The academic team member may consult with the Committee on subsequent occasions, if in his/her opinion, there is a continuation of the problem.

V. Administrative Duties and Procedures

Duties
As an administrative body, the Committee on Students is responsible for deciding whether a student must complete additional requirements, be withdrawn from the School, or be reinstated following termination due to inadequate academic performance. It is preferable that students whose continuance in the School is in question be brought to the Committee on Students by the middle of the second semester of the first year. However, situations may arise after that time that will be referred to the Committee for a decision regarding the student’s continuance.

Procedures
When there is a question about the student’s continuance related to his/her inability to meet the standards of academic performance (including field, classroom, and/or professional conduct), the need for review of field work probationary status, violation of the plagiarism policy, and/or the need to hear an appeal for reinstatement following termination from the School, the following procedures shall be used by the Committee:

1. The Chair of the Committee may present the problem to the Committee for possible review by the full Committee at the next scheduled meeting or may bring the problem to the Committee directly.
2. The student and the relevant educator and/or field instructor will be notified by the Chair of the Committee following a written request by any member of the academic team to the Committee stating that the student’s situation needs to be administratively reviewed by the Committee.
3. The academic team member will prepare a statement of the situation to be distributed in advance to the Committee as well as to the relevant academic and/or field advisor and the student. This statement should include possible alternative solutions. Wherever possible, this statement should be received by the Chair at least 10 working days prior to the next scheduled meeting of the Committee.
4. The academic team member initiating the administrative action shall attend the meeting to present the situation and to discuss the student’s performance.
5. The Chair of the Committee may ask other relevant members of the academic team or other persons to attend the meeting to provide information. Such person(s) should also submit a written statement at least 10 working days prior to the next scheduled meeting of the Committee.
6. Copies of all material relevant to the administrative review must be given to the student and to the relevant educator and/or field advisor if they are not the academic team member initiating the review. This material should be made available to the student and the relevant advisors at least 10 working days prior to the scheduled administrative review.
7. Student’s Rights
   a) The student may, if he/she wishes, appear before the Committee to present his/her view of the problem; or
   b) If the student prefers, he/she may submit a written statement of the problem and possible alternative solutions. The written statement, whenever possible, should be distributed in advance to the Committee (at least five working days prior to the next scheduled meeting) as well as to relevant members of the academic team who sought administrative action.
   c) The student may appear before the Committee as well as prepare a written statement.
The student may ask any member of the academic team or another student to attend the meeting to provide information to the Committee. If such persons plan to provide information, they shall submit a written statement to the Committee prior to the meeting for distribution to Committee members as well as to the team members who sought the administrative review. These statements must be received at least 10 working days prior to the next scheduled meeting.

c) Prior to deliberation, the performance concerns should be stated clearly to the student and other Committee members, i.e. a summary of the initiating action as well as what has been discussed during the deliberations.

8. Committee Deliberation: Both the academic team member, the student, and others who are not part of the Committee, will be asked to withdraw during the deliberations of the Committee leading up to the discussion of the status of the student.

9. Recommendations
   a) Committee’s recommendations will be promptly made in writing to the Assistant Dean for Academic Affairs.
   b) If the Committee determines that a student may continue in the program, the Committee’s recommendations should clearly and specifically inform the student of his/her expectations for performance.
   c) If the Committee’s recommendation to the Assistant Dean for Academic Affairs is that the student not continue in the program, the Committee need only state that the student has failed to meet the minimum standards for performance, but the minutes should reflect the deliberation process including the rationale for the decision.

10. Transmittal of Decision

   a) After consideration of the Committee on Students’ recommendation, the Assistant Dean for Academic Affairs will make the final decision on the Committee’s recommendations and will notify the student of the final disposition. This notification will be sent to the student by registered mail (return receipt requested) and to the appropriate academic team member within 10 working days of the Committee’s deliberations.
   b) Copies will also be sent to other appropriate persons such as the Academic or Field Advisor, Registrar, or any other relevant team member.

VI. Reconsideration
If after the decision of the Committee is rendered, additional facts emerge, the student shall have the right to request in writing another Committee review. The Chair of the Committee shall decide whether there are additional facts that warrant reconsideration. If the Chair rules that another Committee review is in order, the student, with the knowledge of the appropriate academic team member, shall submit a written statement to the Committee for review 10 working days prior to the next scheduled meeting. Copies of that statement will be made available to all relevant academic team members.

VII. Appeal
1) The student may appeal in writing the decision of the Committee to the Dean within ten (10) working days of receipt of the Dean’s letter setting out the final decision and recommendations.
2) If the student appeals, the Dean may uphold or deny the appeal or may ask the Committee to reconsider its decision.
3) The Dean will communicate the decision in writing to the Committee on Students and to the student.
Standing Committees

VIII. Maintenance of Committee on Students Records
1) All relevant material pertaining to the Committee’s discussions must be returned to the Chair of the Committee following deliberations.
2) Minutes of the meeting as well as supporting material will be maintained by the office of the Assistant Dean for Academic Affairs.
3) Access to these records will be limited to members of the Committee and other academic and administrative officers of the University, who are judged to have legitimate reasons for access.

Appeal Procedures
It is the responsibility of the Mandel School of Applied Social Sciences to assure that students enrolled for graduate credit have adequate access to faculty and administrative consideration for their grievances concerning academic issues. Accordingly, the following procedure has been established for graduate students to present issues that are susceptible to administrative remedy.

Appeal of Administrative Policies: Students may request exceptions to administrative policies, such as extensions of deadlines for withdrawal dates, drop/add dates, etc. The request should be made in writing, including the rationale for the exception, and presented to the Assistant Dean of Student Services. The Assistant Dean of Student Services will consider the appeal and respond in writing to the request. In the event that the appeal is denied, the student may present the appeal, again in writing, to the Assistant Dean for Academic Affairs. Should the decision be again denied, the student may present the request to the Dean, whose decision will be binding.

Appeal of Academic Decision: Students with a complaint should first discuss their grievance with the faculty member against whom the complaint is directed. A student who brings a grievance against a faculty member directly to the attention of the Assistant Dean for Academic Affairs or the Dean will be advised to inform the faculty member about the complaint and discuss it with him/her prior to further action.

In those instances where discussion with the faculty member does not resolve the grievance to the student’s satisfaction, he or she should then present the complaint in writing to the Assistant Dean for Academic Affairs. The Assistant Dean for Academic Affairs will review the complaint with the student and the faculty member in an effort to arbitrate the issue, and may consult with other faculty or submit the matter for deliberation to the School’s tenured faculty. In the event that the efforts of the Assistant Dean for Academic Affairs fail to satisfy the student that his or her grievance has been adequately resolved, a statement in writing to this effect may be submitted to the Dean. The Dean will then meet with the student and the Assistant Dean for Academic Affairs to evaluate the particulars of the case. If the situation warrants, the Dean may appoint an ad hoc committee to recommend what action be taken. Final responsibility for resolution of the grievance rests with the Dean.

This policy is intended to provide a means of appeal for students who feel that they have been treated unfairly on an academic issue. Judgment of the quality of a student’s work remains the prerogative of the faculty member. Academic decisions generally will not be altered unless the Dean determines that the academic decision is (1) discriminatory or (2) sufficiently irrational or unreasonable that the decision is beyond the exercise of reasonable academic discretion.

Curriculum Committee
The Curriculum Committee provides leadership, establishes standards and initiates activities for overall planning, development, and coordination of the Master’s program. Recommends to the faculty policies and procedures with respect to curriculum philosophy and standards, overall structure, alternative programs leading to the Master’s degree, requirements for matriculation and graduation.
Standing Committees

Membership consists of 6 full-time faculty members, balanced by rank and responsibility in the School serving overlapping three-year terms.

**Doctoral Program Executive Committee**

The Doctoral Program Executive Committee acts on behalf of constituent faculty in matters related to research and scholarship, degree requirements, curriculum, standards of admission, and student standing and promotion. Shall be composed of four members of the constituent faculty elected at-large, two students who shall be elected by the students enrolled in the Doctoral Program, the Chairperson of the Doctoral Program, the Dean, and those persons who have major responsibility for constituent areas of the Doctoral curriculum. The term of office of elected members shall be two years with one-half elected in alternative years.

**Library Committee**

The Library Committee makes recommendations to the faculty on the mission and overall direction of the library; advises and consults with the library director on the library’s budget and long-range planning; reviews current library policies and makes recommendations that reflect changing user needs. Membership consists of four faculty members, the library director, one student representative from each of the Masters and Ph.D. programs and one alumnus. Faculty membership is appointed by the Dean. Length of service is overlapping 2-year terms. Meets at least twice during each of the fall and spring semesters.

**Promotion and Tenure Committee**

The Promotion and Tenure Committee considers all promotions and matters of tenure to insure the application of equitable standards for assessing credentials and to insure compliance with the personnel policy guidelines established by the Faculty Senate. The Committee shall review candidates in accordance with the Criteria for Promotion and Tenure and the procedures for.

**Steering Committee**

The Steering Committee makes recommendations to the faculty on the mission and overall direction of the School; advises and consults with the dean on the appointment of major academic officers, on formulation of the budget, on the allocation of the School’s resources and facilities, on long-range planning, and on other matters of similar concern to the faculty; reviews and monitors the school’s budget; and reviews current programs, policies, and organizational structures with regard to their effectiveness, and exercises initiative in proposing the development and introduction of new programs, policies, and organizational structures. The Steering Committee shall consist of the chairperson and six (6) faculty members and shall meet at least twice in a semester and on call by the chairperson. Elected members serve overlapping 3-year terms.
Changes in the Nature of the Social Work Environment

As the 21st century approaches, the social work practice environment is undergoing a major transformation. In part, these changes are due to external forces, particularly in federal funding mechanisms and legislation. Devolution, for example, reduces the role and responsibility of the federal government in welfare and human services and returns power, responsibility, and control to state and local governments. Moreover, the increasing trend toward privatization of public social services through managed care now encompasses health care, child welfare, mental health, and aging services (Strom & Gingerich, 1993). According to Strom-Gottfried (1997), the emergence of managed care as a dominant paradigm for health care, mental health services, and social services for children in out-of-home placement, etc. requires changes in agency structures and service delivery, and places new demands on the skills of social workers.

Changes are also taking place because of internal forces at work within the field of human services. In reaction to human service systems that are unresponsive, stigmatizing, and ineffective, there has been a ferment of local experimentation in recent years. Practitioners in many fields, usually working in isolation from each other, have redesigned services and reshaped practice. Those involved have worked to make services less fragmented and reactive, more comprehensive, integrated, flexible, and responsive (Johnson, 1998a).

Schorr (1988), for example, described examples of successful programs in education, health, and social services and drew lessons from successful for those who wish to redesign services. As Schorr’s examples indicate, innovative service delivery requires a shift in relationship between professionals and those who use their services – a shift that recognizes the strengths and capacities of families, social networks, and communities, and seeks to work in partnership with them. The community, rather than the service system, needs to be the starting point of analysis (Adams & Nelson, 1997).

Shifting the focus on human services in this way emphasizes that the care and protection of children or elders or people with disabilities is a shared responsibility (Moroney, 1986) involving families, local communities, and the state. The view leads to a broadening of the conception of human services, as promoting and enhancing the development of families and communities, as well as responding to problems and deficits (Chapin Hall Center for Children, 1994). For example, social support interventions direct social work attention toward enhancing the growth, development and adaptive capacities of people, removing environmental obstacles, and increasing the responsiveness and nurturing properties of the social and physical environment (Tracy & Whittaker, 1987).

Increasingly, social support is seen as having relevance for all types of social work practice (Kemp, Whittaker, & Tracy, 1997).

A community-based approach to service delivery and practice recognizes that most of the work in which social workers and other helping professionals are engaged is done by others – families, kin and neighborhood networks, informal groups, churches, schools, and other organizations. In their role, community-based social workers become involved with these networks of individuals and organizations. The social work task is to understand the patterns of interaction that generate or perpetuate problems that may involve multiple system levels (such as family, neighbors, school, and social service and juvenile justice systems) and to intervene to change them. For example, the vital role of family members as partners in the caregiving process expands the role of the social worker to include serving as enablers, educators, facilitators, consultants and advocates (Biegel, Johnsen, & Shaffran, 1997).
In this context, the professional-client relationship is seen as involving partnerships and collaboration. In family-centered services, for example, this has meant not only shifting from the individual to the family as the unit of attention, but involving parents and caregivers as full partners in the design, delivery, and oversight of services (Cohen & Lavach, 1995). There is research evidence that a partnership mode of helping, which engages the strengths, resources, and creativity of service users, enhances people’s sense of control over their own lives (Dunst, Trivette, Boyd, & Brookfield, 1994; Saleeby, 1992). For example, solution-focused (Berg & De Jong, 1996) and other forms of therapies require that the client/client system and the social worker become involved in the co-construction of competence.

Involving service users and other citizens in the design and delivery of services is fundamental to developing an integrated service system that is responsive to its neighborhood or community context, culturally responsive, and empowering (Minkler, 1997). This approach discourages deficit-oriented and client-blaming discussion of families and their interactions with formal service systems. It enables professionals to see strengths and capacities in families and communities to which they may have been blind, and helps assure that services are driven by the needs of families and communities rather than by funding or bureaucratic considerations.

**Importance of These Changes for Social Work and MSASS**

These major policy and programmatic changes are reshaping the context of social work practice. This changing context of social work practice has implications for every aspect of the social work curriculum, including field instruction and field education (Jarman-Rohde, McFall, Kolar, & Strom, 1997). Preparing students for social work practice in the 21st century requires new attention to community-based and innovative approaches for meeting the complex needs of individuals and families.

New conceptualizations of community-based practices are being forged and refined through demonstration projects and community initiatives sponsored by major philanthropic organizations (Edna McConnell Clark Foundation, 1998; Ford Foundation, 1998; W. K. Kellogg Foundation, 1998) as well as local foundations. According to Kubish, Weiss, Schorr, & Connell (1995), comprehensive community initiatives … contain several or all of the following elements and aim to achieve synergy among them: expansion and improvement of social services and supports, such as child care, youth development, and family support; health care, including mental health care; economic development; housing rehabilitation and/or construction; community planning and organizing; adult education; job training; school reform; and quality-of-life activities such as neighborhood security and recreation programs (p.1).

Naparstek and Dooley’s (1997) community building work identifies “people-based, place-based” strategies for working in geographically distinct, urban areas. This approach focuses on the assets and strengths of communities in combination with comprehensive and integrated neighborhood-based strategies that involve local residents. Other asset-based and community building approaches have been described (See, for example, Gittel & Avis, 1998; Jason, 1997; Kretzmann & McKnight, 1993; Sherraden & Page-Adams, 1997).
In view of changes in the social work practice environment and the growing knowledge of innovative community-based approaches to social work practice, many schools of social work are engaging in curriculum development and revisions regarding the concept of community-based practice. Overall, these changes indicate a revitalization of an historical commitment to community social work on the part of some schools as well as new initiatives within many schools that do not have a historical emphasis in community-based curriculum. Examples of curriculum change related to community-based practice range from new community practice courses to new MSW curriculum, from combined concentration programs to interdisciplinary certificates, from new practicum opportunities to community outreach programs developed and implemented by schools of social work.

**MSASS is in a unique position to adopt the concept of community-based practice as an organizing principle for its curriculum. Interviews with faculty indicate they are already involved in a significant body of research, teaching, and community service interventions related to the concept of community-based practice (Johnson, 1998a).**

The concept of community-based practice is based on 10 principles. Community-based practice …

1. embraces an inclusive definition of community;
2. Values community as a process;
3. views the individual in the context of a pattern of relationships that includes family, groups, organizations, and communities;
4. integrates community and individual practice;
5. builds interventions on the strengths and assets of individuals, families, groups, organizations, and communities;
6. emphasizes participation, teamwork, collaboration, and partnerships at all levels;
7. recognizes that comprehensive interventions are shaped by all interactions and exchanges within the social ecology;
8. involves interdisciplinary and multidiplinary approaches;
9. facilitates empowerment through a reciprocal, educational process of lifelong learning; and
10. encourages innovation and improvement of services.

**Principle 1. Embraces an inclusive definition of community**

The concept of community-based practice is based on an inclusive definition of communities. According to Garvin and Tropman (1992), a community exists when a group of people form a social unit based on common location, interest, identification, culture, and/or activities. Although the concept of community is charged with ambiguity and interpreted different in various situations (Chatterjee & Koleski, 1970), types of communities can be classified into three major groups (Fellin, 1995). These include communities distinguished by common locality or place, by non-place characteristics, and by the sense of an individual’s “personal community” (see Table below).
## Types of Communities, Definitions, Variations, and Interactions

<table>
<thead>
<tr>
<th>Type of Community</th>
<th>Definition</th>
<th>Variations</th>
<th>Interactions</th>
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<tbody>
<tr>
<td><strong>Geographic Communities of Place</strong> (Garvin &amp; Tropman, 1992)</td>
<td>1) A functional spatial unit meeting sustenance needs</td>
<td>Communities vary in terms of size, density, and heterogeneity. Variations are referred to as</td>
<td>People reside in multiple communities of place – that is, locally-based communities overlap with one another, e.g., neighborhoods within towns, etc.</td>
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<td></td>
<td>2) A unit of patterned social action</td>
<td>neighborhoods, villages, towns, metropolitan areas, etc.</td>
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<td></td>
<td>3) A symbolic unit of collective identity (Hunter, 1975)</td>
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<tr>
<td><strong>Communities of Identification and Interest</strong> (Longres, 1990)</td>
<td>Communities of identification are based on a common identity, belief, emotion or feeling of attachment to ethnicity, race, religion, lifestyle, ideology, sexual orientation, social class, profession, type of employment, etc. (African American community, the Catholic community, the gay community, etc.)</td>
<td>Communities of identification are considered communities of interest when they are also engaged in some level of organizational activity (professional associations, religious groups, and ethnic organizations)</td>
<td>Geographic communities often coincide with identification/interest communities – that is, people of a common background of race, religion, national origin or social class may live in residential areas with a high proportion of people with the same characteristics.</td>
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<tr>
<td><strong>Personal Community</strong> (Davidson, 1986)</td>
<td>This concept of community focuses on the membership of an individual in multiple communities</td>
<td>Personal communities consist of all communities – geographic, identification, and interest – in which one engages in social interaction, in use of services and resources, employment, and leisure activities</td>
<td>This definition of community broadens the scope of potential social interactions and resources, including both formal and informal helping networks. The personal community is a context for interpersonal treatment and intervention goals, as well as goals that seek to change organizations and communities</td>
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### Principle 2.
**Values community as a process**
- Communities change over time
- There are differences within communities and between communities
- Communities can be nurturing environments that positively influence the ability of the individual, family group, and organization to develop healthily in unfriendly places that negatively contribute to a locus of problem perpetuating patterns
- The worker becomes a part of the community through formal and informal relationships that involve networking, information sharing, and other activities
- Building community takes time, commitment, and expertise
- **A key social work function involves participating in and building communities that increase resilience at the individual, family, group, and organizational levels**

### Principle 3.
**Views the individual in the context of a pattern of relationships that includes family, groups, organizations, and communities**
- Practice with individuals involves formal and informal relationships in the community
- Family members, kin, neighbors and other social networks and social supports are central to developing and managing interactions and exchanges
- The social ecology includes ethnic/racial, cultural, social class, economic, and political environments
Community-Based Practice

- Assessment and mutual process carried out “with” a client/client system and includes careful consideration of all levels of analysis – that is, family, group, organizations, and communities

Principle 4.
Integrates community and individual practice
- Community-based practice is a perspective that integrates the traditional “either/or” approaches of micro and macro practice into a “both/and” approach
- Community-based practice recognizes that teamwork among practitioners with differing areas of expertise may be needed to effect meaningful and enduring change
- Community-based practice involves a range of different intervention modalities designed to bring about hope that meaningful change can occur
- Community-based practice finds innovative ways to move beyond the constraints imposed by existing policies and funding mechanisms to develop effective methods and practice
- Recognition of current agency needs is balanced by the responsibility to prepare social workers who will shape as well as react to their policy and practice environments

Principle 5.
Builds interventions on the strengths and assets of individuals, families, groups, organizations, and communities
- The client or client system can be individuals, families and other primary groups, community groups such as neighborhoods or interest groups, community organizations, and communities
- Client systems are engaged in a collaborative process of developing a shared understanding of the nature of the problem and reaching goals for improvement/change
- Community-based practice social workers are committed to identifying the strengths and resources in communities, organizations, families and individuals that offer the best hope of solutions
- Community-based practice draws on the expertise of both worker and client in assessing problematic situations and identifies strengths and assets as potential resources for intervention
- Responsibility and decision-making are shared with individuals as close as possible to the situation
- Reciprocity and resilience are valued in all interactions between individual/family and the social ecology

Principle 6.
Emphasizes participation, teamwork, collaboration, and partnerships at all levels
- Community-based practice recognizes that the “clients,” “service users,” or “customers” are equal citizens with professional workers and other members of the community
- Service users and others involved are seen as partners with shared responsibility for assessment, service design, planning, implementation, and problem resolution
- Service provision is driven by the expressed needs of individuals, families, groups, organizations, and communities
- Collaboration and teamwork between public and private sectors, professional, volunteer, and client communities, and informal and formal social networks in communities is essential

Principle 7
Recognizes that comprehensive interventions are shaped by all interactions and exchanges within the social ecology
- Diversity is explicitly valued and supported
- Services are available and accessible with respect to geographic location, social class, culture, religion, race/ethnicity, age, disabilities, and sexual orientation
Community-Based Practice

- Cultural sensitivity and multi-cultural responsiveness are hallmarks of service delivery
- Comprehensive interventions require universal policies and broad-based, non-categorical funding streams
- Community-based practice social workers are committed to building new structures for social service delivery and working in new delivery systems that are more comprehensive, integrated, responsive, and accessible

Principle 8.
Involves interdisciplinary and multi-disciplinary approaches

- Interdisciplinary and multi-disciplinary approaches are part of a continuum-of-services approach
- An integrated approach to practice includes the interweaving of formal and informal systems
- Agency cases are redefined within the context of interorganizational teams
- Approaches from other disciplines (e.g., micro-enterprise from schools of economics and business) are adapted for use as community-based practice strategies
- The community social worker is involved in organizational capacity building including the strengthening of organizational and indigenous leadership

Principle 9.
Facilitates empowerment through an educational process of lifelong learning

- Learning is a reciprocal process that empowers workers, individuals, families, organizations, and communities
- Change and growth occur through building and sustaining a learning community
- The community-based practice social worker is viewed as having an important role as teacher, educator and co-learner

- Academic curricula, continuing education, community education and training are interrelated
- Interventions are grounded in the values of the social work profession, congruent with the NASW Code of Ethics, and reflective of professional education set by the Council on Social Work Education

Principle 10.
Encourages innovation and improvement of services

- Demonstration projects, theory development, evaluation research, new program development, and innovative practice methods are nourished and supported
- Community-university partnerships are valued in research, teaching, and community service
- Qualitative and quantitative measures are used to measure success
- Innovation and improvement in services that build healthy communities are continuously supported

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REFERENCES


References


Kretzmann, J., & McKnight, J. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community’s assets.* Evanston, IL: Northwestern University.


