**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 Student Handbook is to provide students with information concerning 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 a contract between the University and any present or prospective student. 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.
I want to congratulate you on being accepted and welcome you to the Mandel School of Applied Social Sciences. But in a way we also congratulate ourselves because just as we chose you, you chose us from among a great many options for studying social work. We’ll continue to work hard to justify the confidence you showed in the Mandel School.

In spring 2008, the faculty of the Mandel School of Applied Social Sciences reaffirmed its mission statement, and I think as the newest member of the MSASS community, it’s important to share with you what it says:

**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.**

This mission is driven by a statement of our vision for the school, which begins:

**The Mandel School of Applied Social Sciences prepares social work practitioners to imagine, build, and realize sustainable and healthy communities that are available to all individuals and families.**

While we look for faculty and staff who can help us fulfill this mission that leads to building sustainable communities, it’s also what we look for in our students. We believe we’ve found that in you.

We are often delighted—but no longer surprised—with the wonderful use many of our students make of their time here and the time after they leave. Our students engage deeply in their coursework, field placements, and activities outside of school, including volunteer work with political and social organizations. Your social work education can prepare you for a great many opportunities, even avenues unimagined before arriving here, and the faculty and staff of MSASS are committed to helping you realize your potential. If you keep an open mind, we’ll keep an open door for you.

What we hope you’ll find here at MSASS, in addition to a high-quality education, is a real community of people who care about one another and care about the world around them. We gather often—for lectures, symposia, meetings, celebrations—and often these gatherings include breaking bread together (well, sometimes it’s cake, which is even better). We nurture and encourage each other. Our faculty members learn from their students, and each enriches the others’ lives in many, many ways.

It is this strong community, which you will always be part of even after your time here is over, that will help you on your path to building and sustaining other communities. We look forward to our time together and to discovering where it will take us.

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 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

2 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
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;


Ability Based Learning Environment

- Review and discuss current judicial decisions and liability issues that affect professional behavior;
- Handle conflict responsibly; assume responsibility for personal ethical conduct; discourage and aiding 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.

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.
Ability Based Learning Environment

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);
Ability Based Learning Environment

• 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.

6 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.

7 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**

- 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**

- 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;
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:

- Engage in lobbying and/or organizing activities to advocate for legislative and social change and to combat social and economic injustice.

Foundation

- 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

- 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.
The MSSA Curriculum

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.

(FT) The advanced curriculum offered to Full-time students includes two concentrations: (1) Direct Practice Concentration, and (2) Community and Social Development Concentration. Within the Direct Practice Concentration are five direct practice specializations: (1) Children, Youth and Families, including the School Social Work program, (2) Mental Health-Adult and Mental Health-Child and Adolescent, (3) Alcohol and Other Drug Abuse, (4) Health, and (5) Aging.

(IW) The advanced curriculum offered to Intensive Weekend students includes two concentrations: (1) Direct Practice Concentration and (2) Community and Social Development Concentration. Within the Direct Practice Concentration are four direct practice specializations: (1) Children, Youth and Families, (2) Mental Health Adult, (3) Alcohol and Other Drug Abuse, and (4) Aging.

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.
The MSSA Curriculum

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 3:00pm, at which time students are expected to participate in co-curricular activities such as workshops, lectures, etc.

WEEKEND #1

<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 (10:30 –10 to 15 minute break) Lunch: noon to 1:30pm Afternoon session: 1:30 to 5:00pm (3:00 –10 to 15 minute break)</td>
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</table>

WEEKEND #2

<table>
<thead>
<tr>
<th>Saturday (6.5 class contact hours)</th>
<th>Sunday (6.5 class contact hours)</th>
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</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.

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) Syllabi are posted on Blackboard four to five weeks prior to classes so students can purchase textbooks online and prepare for the first class.

(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.

(IW) 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

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### 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 Maboney (gerald.maboney@case.edu)
   - Early Intervention – Jerry Maboney (gerald.maboney@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/Bioethics – Sarah Andrews (sarah.andrews@case.edu)
- MSSA/MNO – Rob Fischer (robert.fischer@case.edu)
## The MSSA Curriculum

**MSSA/MBA** – Sharon Milligan
(sbaron.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 Maboney
  (gerald.maboney@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)

**Mandel Council (student organization)**
- Rachel Wilson
  (rachwilson@case.edu)

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

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

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 again be 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 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.

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 1,008 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.

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](http://www.socialworkers.org/pubs/code.asp)

### Course Evaluations

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

The process of completing online course evaluations is easy. In the MySchedule portlet of the MyCase portal, you will find an icon next to each of your courses available for evaluation that will link to the evaluation site. Alternatively, you may access the evaluation system directly through: [https://its-services.case.edu/course-evals/evaluate](https://its-services.case.edu/course-evals/evaluate). Students have approximately three weeks to complete evaluations: one week before and two weeks after the last day of classes.

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**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.

### Grading Policy (approved by MSASS Faculty 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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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.

**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 by the instructor, along with the student’s grades. This form can also be printed from the MSASS registrar’s website at [http://msass.case.edu/academic/registrar](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 or Associate Dean for Academic Affairs, with instructor’s approval. A “Request for Extension of Incomplete” form must be signed and submitted to the MSASS 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

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 emotional 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).

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

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:
  o knowing and practicing within the scope of social work,
  o respecting others,
  o being punctual and dependable,
  o prioritizing responsibilities,
  o attending class regularly,
  o observing deadlines,
  o completing assignments on time,
  o keeping appointments or making appropriate arrangements, and
  o 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:
  o Compromises scholastic or other performance
  o Interferes with professional judgment and behavior
  o 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
Academic Policies

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 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 October 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 – http://msass.case.edu/academic/registrar/

**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.
OFFICES OF ACADEMIC AFFAIRS, STUDENT SERVICES, & CONTINUING EDUCATION (ROOMS 120/121)

**Description**

The Office of Student Services provides students a place to find answers to their questions and receive support. Student Services staff handle functions associated with recruitment and admissions of students, financial aid/student finances, registration, career development, orientation, 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. Moreover, Career Services workshops are offered on a variety of topics and issues.

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.

**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. (For complete descriptions of the workshops, please stop by the Office of Continuing Education, room 120, and pick up a brochure.)

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.
### Full Day Workshops

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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

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### 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 (May) 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 hood 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 and writing skills workshops offered each year
- Individualized assistance for remedial writing skills at the University Writing Resource Center (WRC)
The WRC at Case Western Reserve University provides supplemental, discipline-specific writing instruction to students of all levels at the university. Its 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. The one-credit hour tutorial is offered at no additional cost for students registered for a total of 16 hours per semester.
Offices of Academic Affairs, Student Services, & Continuing Education (rooms 120/121)

Office of the Associate Dean for Academic Affairs (Room 120)

- 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 / tbl2@case.edu

Office of Student Services, Room 121

- 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
  368-1653 / cxd83@case.edu

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

Student Handbook 2008-2009
Offices of Academic Affairs, Student Services, & Continuing Education (rooms 120/121)

OFFICE OF CONTINUING EDUCATION (ROOM 120)

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

Ina Brand
Department Assistant
368-2274/imb@case.edu
ADDITIONAL SUPPORT SERVICES

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 online license agreement before downloading.
Additional Support Services

software. Information about the Software Center is available at [http://softwarecenter.case.edu](http://softwarecenter.case.edu).
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 Schweppe*
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 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.

Case is also a member of OhioLINK, a group of over 85 cooperating academic and public libraries in Ohio. Anyone with a current Case ID can order books online from another participating library and pick them up either at Harris Library or another OhioLINK library. You can also borrow material directly from an OhioLINK library with your Case ID.

**Assistance**

The librarians in the Harris Library are here to help you in any way they can. If you need help with the research process, APA citations, or anything else with which you may be having difficulty, let them know. The librarians are also available to show you how to search more effectively and even brush-up on computer skills. You can reach the librarians by phone or email, or just drop by the library. You can also schedule an appointment for more in-depth help. Librarians are available during the week and Intensive Weekends Saturdays.

**Computer Lab**

The MSASS Computer Lab is located in the Harris Library and closes 15 minutes before the library closes for the day. It contains 16 computers that are equipped with Microsoft Office, SPSS, and other software. Printing is available for 10 cents per page. A student lab assistant is often available in the lab to help resolve computer problems. The Lab is available to MSASS students when not reserved for classes.

**Laptops**

The Harris Library has a limited number of Dell laptops available for students to borrow for up to 3 nights. Interested students must first receive a laptop orientation from a Harris Library staff member and sign an agreement before they can borrow a laptop. Case has a campus-wide wireless network which is available to everyone. If you are using a laptop on this wireless network you can use Case’s VPN client to access library databases.

**Research**

The Harris Library provides access to hundreds of databases that allow you to search for journal articles; many of which can link directly to the full-text of the article. We also provide access to hundreds of full-text online versions of journals in addition to our substantial print collection. Access to our electronic resources is available from off-campus using Case’s VPN client. Materials that are not available through Case and OhioLINK can be ordered through ILLiad; check our website for more information about this service.

**Reserves**

Faculty often put books on reserve for the students in their classes to read. These items include required textbooks, reference materials, and other readings. Reserve books are held on shelves behind the circulation desk; please have the call number and ask someone at the desk for the item. Reserve
items are only checked out for 2 hours at a time, although some items are permitted to be borrowed overnight if checked out within 2 hours of library closing. Overnight items must be returned to the desk within 1 hour of the library opening.

**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 8:30am-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  
The ITS User Guide- Connecting to the Case Network http://help.case.edu/ and click on the link for VPN (Virtual Private Network) under “Connecting to the Network”

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 8:00 a.m. to 6:00 p.m. during the academic year, including the summer months and Intensive Weekend sessions. MSASS students may use their University IDs 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/Samiccoe (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)

**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 Procedure 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.
MSASS General Information

**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](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 Business Cards**

Students can now have their own sharp looking business cards in Case’s colors (blue/gray), imprinted with the Case logo and all of your pertinent information. You can either select the student business card template or the regular Case business card template, depending upon what information you want displayed on your card.

**Order two ways:** online [http://www.case.edu/finadmin/auxserv/printsrv/studentbc.html](http://www.case.edu/finadmin/auxserv/printsrv/studentbc.html)
or through Printing Services: fax a sample of your business card with new or revised information (368-1250), or take order directly to Printing Services in Thwing.

**Pricing:**

<table>
<thead>
<tr>
<th>Qty</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>$20.00</td>
</tr>
<tr>
<td>250</td>
<td>$30.00</td>
</tr>
<tr>
<td>500</td>
<td>$40.00</td>
</tr>
<tr>
<td>1000</td>
<td>$60.00</td>
</tr>
</tbody>
</table>

**Student ID Cards**

The University ID card is the student’s official identification card. It provides access to everything, including checking out library books, entering the MSASS building during non-business hours, and eating at campus dining areas. Incoming students can obtain a University ID card during the New Student Orientation Program. Please note that students must bring proof of registration (e.g., schedule of classes).

**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.
TUITION AND FEES

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/](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 their 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 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.htm.

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.

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 these 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**

(*policy: [http://www.case.edu/finaladmin/humres/policies/standards/cr.html](http://www.case.edu/finaladmin/humres/policies/standards/cr.html]*)

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 borne 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/

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


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.

**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](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
- 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](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.
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 is 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.
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?

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)

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
website: http://studentaffairs.case.edu/living/

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
Website: 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.
- 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.
University Services

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
Website: 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
Website: 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.

Students with Disabilities
Office of Disability Resources
Educational Services for Students (ESS)
470 Sears Building.
(216) 368-5230.
Website: http://studentaffairs.case.edu/office/handbook/policy/disability.html

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  
Website: [http://studentaffairs.case.edu/health/services/](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.
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<tr>
<td>MSASS Calendar of Events</td>
<td><a href="http://msass.case.edu/calendar">http://msass.case.edu/calendar</a></td>
</tr>
<tr>
<td>MSASS Harris Library</td>
<td><a href="http://msass.cwru.edu/library/">http://msass.cwru.edu/library/</a></td>
</tr>
<tr>
<td>MSASS Home Page</td>
<td><a href="http://msass.case.edu">http://msass.case.edu</a></td>
</tr>
<tr>
<td>MSASS Registrar’s Home Page</td>
<td><a href="http://msass.case.edu/registrar/index.html">http://msass.case.edu/registrar/index.html</a></td>
</tr>
<tr>
<td>MSASS Schedule of Courses</td>
<td><a href="http://msass.case.edu/academic/registrar/masters.html">http://msass.case.edu/academic/registrar/masters.html</a></td>
</tr>
<tr>
<td>Name or Address change</td>
<td><a href="http://www.case.edu/provost/registrar/nameaddr.html">http://www.case.edu/provost/registrar/nameaddr.html</a></td>
</tr>
<tr>
<td>Official Transcripts (how to order)</td>
<td><a href="http://www.cwru.edu/provost/registrar/transcri.htm">http://www.cwru.edu/provost/registrar/transcri.htm</a></td>
</tr>
<tr>
<td>Registration Procedures</td>
<td><a href="http://www.case.edu/provost/registrar/studentreg.html">http://www.case.edu/provost/registrar/studentreg.html</a></td>
</tr>
<tr>
<td>Student Accounts Receivable</td>
<td><a href="http://www.cwru.edu/finadmin/controller/st_ar.htm">http://www.cwru.edu/finadmin/controller/st_ar.htm</a></td>
</tr>
<tr>
<td>Site Title</td>
<td>Web Address</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Student Information System (SIS)</td>
<td><a href="http://www.case.edu/erp/sis">www.case.edu/erp/sis</a></td>
</tr>
<tr>
<td>Student Loan Office – CASE</td>
<td><a href="http://www.cwru.edu/finadmin/controller/st_loans.htm">http://www.cwru.edu/finadmin/controller/st_loans.htm</a></td>
</tr>
<tr>
<td>Student Medical Plan Information</td>
<td><a href="http://studentaffairs.case.edu/medicalplan/student/waiver.html">http://studentaffairs.case.edu/medicalplan/student/waiver.html</a></td>
</tr>
<tr>
<td>University Bookstore</td>
<td><a href="http://cwru.bkstore.com">http://cwru.bkstore.com</a></td>
</tr>
<tr>
<td>University Counseling Services</td>
<td><a href="http://studentaffairs.case.edu/counseling/">http://studentaffairs.case.edu/counseling/</a></td>
</tr>
<tr>
<td>Withdrawal from Case Information</td>
<td><a href="http://www.case.edu/provost/registrar/withdraw.html">http://www.case.edu/provost/registrar/withdraw.html</a></td>
</tr>
<tr>
<td>Certification of Enrollment National Clearinghouse</td>
<td><a href="https://www.studentclearinghouse.org/secure_area/ref_students.asp">https://www.studentclearinghouse.org/secure_area/ref_students.asp</a></td>
</tr>
</tbody>
</table>
The following chart consists of forms/information that can be found on the MSASS Registrar’s website:

<table>
<thead>
<tr>
<th>Forms/Information</th>
<th>Website</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td><a href="http://msass.case.edu/registrar/acadcalendar.html">http://msass.case.edu/registrar/acadcalendar.html</a></td>
<td>Updating your current address, home and work telephone numbers, and email addresses allows the school to be able to contact you in a timely manner when necessary. You must submit all address/telephone number changes in writing. You may send updates via fax (216.368.5065) or via U.S. Mail to 10900 Euclid Avenue, Cleveland, OH 44106-7164</td>
</tr>
<tr>
<td>Change of Address</td>
<td><a href="http://msass.case.edu/registrar/change.html">http://msass.case.edu/registrar/change.html</a></td>
<td></td>
</tr>
<tr>
<td>Master Courses (schedule)</td>
<td><a href="http://msass.case.edu/registrar/masters.html">http://msass.case.edu/registrar/masters.html</a></td>
<td></td>
</tr>
<tr>
<td>Doctoral Courses</td>
<td><a href="http://msass.case.edu/registrar/doctoral.html">http://msass.case.edu/registrar/doctoral.html</a></td>
<td></td>
</tr>
<tr>
<td>Course Descriptions</td>
<td><a href="http://msass.case.edu/registrar/coursedescriptions.html">http://msass.case.edu/registrar/coursedescriptions.html</a></td>
<td></td>
</tr>
<tr>
<td>Patterns of Enrollment</td>
<td><a href="http://msass.case.edu/registrar/patterns.html">http://msass.case.edu/registrar/patterns.html</a></td>
<td>12-month advanced standing students 18-month advanced standing students 2-year students Intensive weekend students Intensive weekend advanced standing students</td>
</tr>
<tr>
<td>Drop/Add Period</td>
<td><a href="http://msass.case.edu/registrar/drop.html">http://msass.case.edu/registrar/drop.html</a></td>
<td>Requests for information to be released to a third party must be submitted to the registrar in writing. Five business days should be allotted for processing.</td>
</tr>
<tr>
<td>Enrollment Verification</td>
<td><a href="http://msass.case.edu/registrar/enroll.html">http://msass.case.edu/registrar/enroll.html</a></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td><a href="http://msass.case.edu/registrar/financial.html">http://msass.case.edu/registrar/financial.html</a></td>
<td>Currently Enrolled Full-Time Students: Please use Field Time Sheet Form to submit field hours worked monthly. View your personal payroll information at <a href="http://www.case.edu/erp/hcm">http://www.case.edu/erp/hcm</a>. You will need your email username (i.e., xyz123) and your email password to access your account. Currently Enrolled Intensive Weekend Students: Students finishing in Summer Semester CANNOT receive financial aid for their last semester due to federal regulations regarding semester length. Students are encouraged to use all/part of their refund from previous semester(s) to pay for summer classes. Information regarding types of financial aid, scholarships, loan counseling, application &amp; notification, tuition and cost of attendance can be found at <a href="http://msass.case.edu/finaid/">http://msass.case.edu/finaid/</a> You may visit the briefCase website at <a href="http://finaid.case.edu">http://finaid.case.edu</a> or contact the MSASS Office of Financial Aid at (216) 368-6756 or via email at <a href="mailto:msassaid@case.edu">msassaid@case.edu</a> for questions or concerns regarding your financial aid.</td>
</tr>
<tr>
<td>Graduation</td>
<td><a href="http://msass.case.edu/registrar/graduation.html">http://msass.case.edu/registrar/graduation.html</a></td>
<td>Each graduate student must apply for graduation by completing a Graduation Application at the beginning of his or her last semester.</td>
</tr>
<tr>
<td>Incomplete</td>
<td><a href="http://msass.case.edu/registrar/incomplete.html">http://msass.case.edu/registrar/incomplete.html</a></td>
<td>If you would like to request an incomplete grade in a course,</td>
</tr>
<tr>
<td>Grades</td>
<td>complete the attached Incomplete Request Form with your instructor’s authorization and submit it to the Registrar.</td>
<td></td>
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</tr>
<tr>
<td>Independent Study</td>
<td><a href="http://msass.case.edu/registrar/independent.html">http://msass.case.edu/registrar/independent.html</a> If you would like to enroll in an Independent Study (SASS 598), please complete and submit this form.</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>URL</td>
<td>Description</td>
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<td>---------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Loan Deferments</td>
<td><a href="http://msass.case.edu/registrar/loan.html">http://msass.case.edu/registrar/loan.html</a></td>
<td>You must request a loan deferment form from your lender each semester. Once completed, loan deferment forms must be submitted to: CWRU Registrar's Verification Office 10900 Euclid Avenue 110 Yost Hall Cleveland, Ohio 44106-7042 Processing will NOT occur until after the drop/add period of each semester.</td>
</tr>
<tr>
<td>Name/SS#change</td>
<td><a href="http://msass.case.edu/registrar/nameschange.html">http://msass.case.edu/registrar/nameschange.html</a></td>
<td>Any Name/Social Security Number changes must accompany an MSASS Name/SS# Form which is available on the racks outside of Suite 121 plus: 1. For changes to your Social Security Number, please submit your original signed Social Security Card to the Registrar; 2. For changes to your legal name, please submit an original court order, certified marriage certificate and/or certified divorce decree. Please note that name changes can only be accepted and processed at the University Registrar's Office in Room 110 Yost Hall. Their office hours are from 9:00 a.m. to 4:00 p.m.</td>
</tr>
<tr>
<td>New Advanced Standing Students</td>
<td><a href="http://msass.case.edu/registrar/advancedstanding.html">http://msass.case.edu/registrar/advancedstanding.html</a></td>
<td>The listing of the courses according to each concentration available for students enrolled in the 12-Month, 18-Month, and Intensive Weekend Advanced Standing Programs.</td>
</tr>
<tr>
<td>Proficiency Exams</td>
<td><a href="http://msass.case.edu/registrar/proficiencyexams.html">http://msass.case.edu/registrar/proficiencyexams.html</a></td>
<td>The Proficiency Exams are for entering students who do not have a Bachelors Degree in Social Work (BSW), but who might have taken courses similar to the foundation curriculum and prefer to waive one or more in favor of more elective courses. No credits hours are granted for passing the 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.</td>
</tr>
<tr>
<td>Transcripts, Official</td>
<td><a href="http://msass.case.edu/registrar/trans.html">http://msass.case.edu/registrar/trans.html</a></td>
<td>You must notify the CWRU Registrar's Office (in person or via U.S. mail) to request an original official transcript. Cost per transcript is five (5) U.S. dollars.</td>
</tr>
<tr>
<td>Withdrawal</td>
<td><a href="http://msass.case.edu/registrar/withdraw.html">http://msass.case.edu/registrar/withdraw.html</a></td>
<td>Withdrawal one or more courses. When a student drops a course(s) after the normal drop/add period, without completely withdrawing from the University, the student will be charged full tuition for the course(s) dropped and will receive a grade of &quot;W&quot;. This rule applies to both semesters and summer session. Not attending a course does not constitute withdrawing from a course; you must complete a drop/add form and submit it to the MSASS Registrar. Withdrawal from the University. Complete withdrawal from all classes and the University requires completing a University Withdrawal Form. Upon receipt of this form and your University Identification Card, you can be processed for withdrawal. Please see the refund percentage table (by date) on the CWRU Registrar's web site <a href="http://www.case.edu/provost/registrar/withdraw.html">http://www.case.edu/provost/registrar/withdraw.html</a>. Please call (216-368-2101) or visit Student Services (121 MSASS) to request a University Withdrawal Form.</td>
</tr>
</tbody>
</table>