



INDEPENDENT STUDY AGREEMENT

This form must be completed whenever a student makes arrangements with an instructor to do an Independent Study - **SASS 598**. It is the responsibility of the student to complete this form, have it signed by the instructor and to return it to the Registrar, Office of Student Services, Room 140, at the time of (pre) registration. **No credit will be given for the course and it will not appear on the student's transcript, unless this form is completed.**

_____ has agreed
Instructor's Name

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

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

For _____ credit hours. Topic to be focused on: _____

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

POLICY SOCIO-BEHAVIOR METHODS GENERAL

_____ Student's Signature Date _____
_____ Instructor's Signature Date _____

Please return this form to MSASS Registrar

Mandel School of Applied Social Science
Case Western Reserve University
Curriculum Committee

Policy on Independent Reading Courses (SASS 598)
Passed by the MSASS faculty December 1993

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

1. Students interested in pursuing SASS 598 will enlist the cooperation of a full-time faculty member at the Mandel School of Applied Social Sciences.
2. Students interested in pursuing SASS 598 will develop a brief proposal which includes the following:
 - A. **Purpose of the Reading Course**
The student should provide a statement of the overall purpose and a rationale supporting the fact that the content to be studied is not available in the MSASS curriculum.
 - B. **Educational Objectives**
What are the educational objectives of the course?
 - C. **Educational Activities**
What will be the activities of the course? How will the educational objectives be met?
 - D. **Products of the course**
What will be the product(s) of the course?
 - E. **Resources**
What educational resources will be needed?
 - F. **Timeline**
What is the time line of the activities outlined in the educational plan?
3. The student and the faculty member will both review and revise the proposal.
4. The student and the faculty member will both sign the proposal.
5. The student will present the signed proposal to the Registrar at registration and file a copy with the Master's Program chairperson.

MSASS Full-Time Faculty & Research Interests

Sarah Andrews M.S.S.A.

Family development, death and bereavement, women's issues, spirituality and social work

David E. Biegel Ph.D.

Mental health, informal support systems, aging, caregiving

Mark G. Chupp Ph.D.

Inter-group dialogue and conflict transformation, citizen participation, community building, community organizing and Appreciative Inquiry

Claudia J. Coulton Ph.D.

Research and statistics, poverty, neighborhoods, urban affairs

David Crampton Ph.D.

Research/teaching in child welfare

Kathleen J. Farkas Ph.D.

Alcohol and other drug abuse, gender issues, aging

Robert L. Fischer Ph.D.

Program evaluation, social/behavioral intervention research, child and family interventions, nonprofit programming, policy studies

Daniel J. Flannery, PhD

Violence prevention, mental health, program evaluation

Grover C. Gilmore Ph.D.

Visual perception and aging, Alzheimer's disease, intelligence

Victor K. Groza Ph.D.

Child welfare, special needs adoption, family therapy, gay and lesbian issues, international social welfare

Merl C. Hokenstad, Jr. Ph.D.

International social welfare, health and social services policy and programs for older people, social work education

Megan Holmes, PhD

Domestic violence, alcohol use and child maltreatment, research

David Hussey, PhD

Substance abuse, violence, social and behavioral science, psychopathology

Deborah Regenbogen Jacobson Ph.D.

Practice evaluation, social work methods, women's issues, international education

Mark L. Joseph Ph.D.

Urban poverty, community development, mixed-income development, comprehensive community initiatives

Gerald Mahoney Ph.D.

Early childhood mental health, early intervention, parent education, disabilities

David B. Miller Ph.D.

African-American fatherhood, violence as a public health problem, child maltreatment, adolescent resiliency factors, and treatment of individuals exposed to violence

Dorothy C. Miller D.S.W.

Women's economic well-being, equality, public policy

Sharon E. Milligan Ph.D.

Evaluation of community-based initiatives, urban poverty, health and mental health service use among African-Americans

Sonia Minnes, PhD

Behavioral and mental health outcomes of prenatally drug-exposed children

G. Regina Nixon Ph.D.

Poverty/high-risk populations, cultural diversity

Mark I. Singer Ph.D.

Adolescent mental health, adolescent substance abuse, youth-related violence

Gerald A. Strom M.S.W.

Child abuse, growth and development, sex abuse investigation and treatment, clinical practice

Aloen L. Townsend Ph.D.

Adult development and aging, research methods and statistics, physical and mental health, families and formal service systems

Zoë Breen Wood Ph.D

Adoption, child welfare, policy and practice, social work methods, international travel and study, leadership, ability based learning