

# Doctoral Program in Social Welfare Student Handbook 2025-2026



**CASE WESTERN RESERVE**  
UNIVERSITY

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# Introduction

Welcome to the Doctoral Program in Social Welfare at the Jack, Joseph, and Morton Mandel School of Applied Social Sciences (MSASS or the Mandel School), Case Western Reserve University.

The purpose of the Doctoral Program at the Mandel School is to prepare scholars, teachers, and leaders to generate new knowledge on the policies and programs of social welfare and the practice of social work.

Our curriculum emphasizes the creative and evaluative skills necessary for independent inquiry, critical thinking, and research.

Students become knowledgeable scholars in:

1. Social and behavioral sciences.
2. Research design, research implementation, statistics, the philosophy of science.
3. Theory-building and theories of social welfare.
4. Methods for the application and transmission of knowledge in social welfare and human services to diverse populations.

Our program enjoys a diverse and talented faculty committed to doctoral education. Students in our program work closely with faculty mentors throughout their doctoral training. We expect that students will have an array of experiences in various phases of the research process. We want students to have opportunities to learn how to teach and practice teaching skills. Developing presentations for national conferences, writing and publishing articles are essential components of doctoral study.

In addition to coursework, there are a variety of supports for career development and preparation for leadership in the profession. A faculty advisor is assigned from the beginning of each student's study.

The policies governing the Ph.D. Program in Social Welfare are described in this handbook and [here](#) in the School of Graduate Studies Section of the Case Western Reserve University Bulletin. The Doctoral Program is under the administration of Graduate Studies. The program follows the policies and procedures of the School of Graduate Studies.

Students are expected to read and follow these policies. This Mandel School Doctoral Student Handbook contains additional information and guidelines for the use by both the Mandel School faculty and students. Any exceptions to the Mandel School Doctoral Program policies contained in the Handbook must be petitioned to the Associate Dean of Doctoral Education and in writing.

## Mandel School Doctoral Program Competencies

The Doctoral Program expects students to demonstrate competency in four areas: research, teaching, theory, and leadership. Under each competency are examples of activities that demonstrate mastery with each competency.

### Research Competency

Research competency means mastery of the skills needed to design and conduct a systematic, empirical, objective, public, and critical investigation of a social welfare problem or issue. It means having the capacity to frame a question about a social welfare issue or problem to be evaluated or examined, using social science research methods, quantitative and/or qualitative. The research may be descriptive, designed to develop a theory, or intended to test a hypothesis. Research competency also entails mastery of oral, written, and visual communication skills needed to disseminate research. Research competency includes the ability to critically evaluate and synthesize research conducted by others. It entails knowledge of, and commitment to, ethical principles guiding research and mastery of skills needed to protect the rights of research participants.

#### **Activities in which a student could demonstrate mastery of the research competency:**

1. Write a critical or systematic review of literature.
2. Design, implement, and defend their own research, as evident by:
  - a. A prospectus approved within 2 years of completing coursework.
  - b. A dissertation defended within 5 years of completing coursework.
  - c. Knowledge of ethical considerations in research and relevant strategies for the protection of human subjects by keeping their Continuing Research Education Credit ([CREC](#)) hours current throughout their time as a student .
3. Use quantitative, qualitative, or mixed methods analytical techniques appropriately.
4. Present research at professional conferences.
5. Author or co-author a technical or grant report to demonstrate use of research skills.
6. Author or co-author a publishable article for a peer-reviewed journal.
7. Create a research statement that outlines your research progress and future trajectory.

#### **Content associated with this competence:**

1. Research Design
  - Cross-sectional
  - Longitudinal
  - Quasi-experimental, experimental, non-experimental
2. Models of qualitative research
3. Mixed methods
4. Evaluation research

5. Survey research
6. Sampling techniques
7. Data collection techniques
8. Analytical techniques
9. Statistics (including descriptive, inferential, univariate, and bivariate)
  - a. Multiple regression and general linear model (including logistic regression)
  - b. Analysis of variance
  - c. Quantitative measurement models (including factor analysis)
  - d. Analytical techniques for qualitative research
  - e. Advanced statistics (based on individual interest)
    - a. Structural equation modeling
    - b. Time series analysis
    - c. Survival analysis
    - d. Multilevel modeling (including factor analysis)
    - e. Latent class analysis
    - f. Measurement
10. Meta-analysis or systematic review

## **Research Ethics, Protection of Human Subjects, and Responsible Conducts of Research**

Case Western Reserve University policy requires that all researchers, including students, who interact with human research participants or private identifiable data about living human subjects must be CREC certified. [CREC](#) is the continuing research education credits program developed by the University's Office on Research Compliance. This policy was approved and supported by the Doctoral Executive Committee on September 13, 2010.

Doctoral students at the Mandel School are required to obtain initial certification while taking SASS 613, Advanced Research Design, and to obtain recertification throughout their entire doctoral program. As of 2024, this is renewed every three (3) years.

## **Teaching Competency**

The teaching competency includes a conceptual understanding of how people learn and the translation of this understanding into delivery of learning opportunities to diverse audiences and in different modalities. Teaching competency at the doctoral level is based upon a general understanding of the historical evolution of higher education as well as current roles, structure, and function of higher education and the social work profession. It requires understanding the relationship of professional education to a liberal arts education as well as knowledge of the history and current context of social work education. This includes knowledge of social work educational policy and program accreditation standards according to the [Council on Social Work Education](#) (CSWE), recognizing



that these standards change continuously. The teaching competency also entails an understanding of learning theory and its application to professional education, including capability in educational program design, curriculum development, and assessment of educational outcomes.

**Activities in which a student could demonstrate mastery of the teaching competency:**

1. Analyze selected social work issues in higher education and educational program design.
2. Prepare a concept paper presenting educational outcomes and curriculum content for a specific area of the social work curriculum.
3. Develop a course syllabus that includes learning objectives and educational outcomes tied to CSWE competencies, course content, teaching resources, assignments, grading guidelines, and a relevant bibliography.
4. Construct and carry out a teaching strategy based on learning theory (teaching, co-teaching, or teaching assistant).
5. Prepare a portfolio containing a teaching philosophy, discussion of teaching experiences, and analysis of the substantive area of expertise that can be used as a foundation for employment applications and interviews.
6. Successfully complete a teaching mentorship.
7. Successfully complete a curriculum-related project under the guidance of the Office of Outcome Assessment (for the bachelor or master programs or courses) or Associate Dean for Doctoral Education.

**Content associated with this competency:**

1. Historical evolution and current roles, issues, functions, and structure of higher education in society
2. History and current context of social work education, its relationship with a liberal arts education, and its place within higher education
3. Educational policy and program accreditation standards for program design, organization, and curriculum
4. How to build course sequences and educational program outcomes at the foundation and advance levels of learning
5. Learning theory and its application to professional education and the development of teaching strategies
6. Communicating educational outcomes, course content and a teaching strategy through the course syllabus
7. Evaluating student achievement of educational outcomes

## Theory Competency

Theory competency means the mastery of skills needed to use theory and conceptual frameworks in social science research. Students mastering the theory competency will be able to use theory effectively to develop research questions and hypotheses for empirical testing/qualitative analysis.

They will possess an understanding of the conceptual nature of theory and the ways theory can be applied in knowledge development. Students who master the theory competency will understand the evolution and history of theory development related to social welfare policies and problems.

**Activities in which a student could demonstrate mastery of the theory competency:**

1. Articulate sources of knowledge and use theory in research.
2. Summarize the current theoretical and conceptual literature on a social welfare topic, including a comparison and contrast of key theories.
3. Apply a framework to analyze, compare and critique social science theory.
4. Apply a theoretical framework in research on a social welfare problem.
5. Discuss the implication of empirical research findings on theoretical relationships.

**Content associated with this competency:**

1. The nature and development of theory
2. Epistemological roots of social science theory
3. Philosophical perspectives on knowledge and knowledge development
4. Models of critical analysis of theory
5. Application of theory to social science research
6. Relationship of theory and empirical evidence

## Leadership Competencies

Leadership is a process whereby an individual motivates, inspires, influences, and mobilizes others to achieve a common goal. There are many different styles of leadership, and it can be formal or informal. Social work/social welfare leaders:

1. Show humility; set an example by aligning action with shared values; demonstrate principles and professionalism through their actions.
2. Are visionaries who see beyond the status quo; develop a vision of the future; see how systems could function better.
3. Inspire and mobilize others by inspiring, motivating, delegating, and persuading.
4. Are entrepreneurial and adept at doing more with less; demonstrate ingenuity, resourcefulness, and innovation.
5. Develop creative responses to conflict and help others work through differences.
6. Demonstrate empathy.

Leadership in academia is unique in that the organizational structure is more horizontal and shared, while in most organizations it is hierarchical. Academic leadership can be enacted on many levels, including the department, programs in a department, school, college, or university wide. Leadership can be local, regional, national, and international. The NASW Code of Ethics highlights social workers'

responsibilities for leadership to the profession, their community and the broader society/globally.

Students will achieve competency in leadership by understanding their own and others' styles of leadership, identifying opportunities for formal and informal leadership that enhance their career, and participating in student and professional activities that nurture leadership skills. Leadership competency includes learning how to balance leadership and service with other responsibilities such as teaching and research.

**Activities in which a student could demonstrate mastery of the leadership competency:**

1. Membership in a professional organization related to an area of their expertise.
2. Student representative on the Doctoral Program Executive Committee or other committees in the program, at the school or at the university.
3. Representative for the Mandel School Doctoral Program to Graduate Student Senate.
4. Perform any other volunteer, appointed, or elected leadership roles.
5. Develop a career plan that outlines their service and leadership agenda for at least 5 years.
6. Form mentorship relationships both as a mentor and a mentee.
7. Identify policies, practices, and structures that could be improved and recommend steps for positive change.
8. Initiate and/or organize events, activities, or partnerships with others to achieve a common goal.
9. Participate in leadership training programs or workshops.
10. Engage in community service.
11. Provide service to the profession (i.e., present a professional development workshop or continuing education, serve on a committee, peer review articles for publication).
12. Receive an honor or award for leadership.

**Content associated with this competency:**

1. Roles of the leaders in an educational environment
2. Collegial decision making in an educational institution
3. Organizational and financial management
4. Role of mentoring in career development
5. Professional development events related to leadership and mentoring

## Program Structure

In response to the different needs and interests of potential Ph.D. students, the Mandel School offers full-time and part-time formats for professionals electing to pursue a Ph.D. degree in social welfare. Requirements in both formats include taking the required 37 credits of coursework, passing the qualifying examinations,



completing 18 hours of dissertation research credits, and completing a dissertation. Required courses are held in the Fall and Spring semesters. The full-time program permits students to complete the required coursework in two years. Full-time students receive individualized fellowship training in social work research with a faculty member. The part-time format accommodates social work professionals who must maintain their employment commitments but wish to pursue a Ph.D. through the completion of six courses per year (14 credits). The Part-time program permits students to complete the required coursework in three years. The path of study for part-time students can be modified as best fit their personal circumstances.

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## Full-time Plan of Study for Doctoral Education Cohort 2025 and Beyond

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### Fall Semester 2025 (10 hours)

|          |                                                                 |
|----------|-----------------------------------------------------------------|
| SASS 608 | Philosophy of Science and Theory Building (required, 3 credits) |
| SASS 613 | Advanced Research Design (required, 3 credits)                  |
| SASS 614 | Qualitative Research (required, 3 credits)                      |
| SASS 638 | Integrative Research Seminar (required, 1 credit)               |
|          | TA training required by Graduate Studies                        |

### Spring Semester 2026 (10 hours)

|          |                                                                                                     |
|----------|-----------------------------------------------------------------------------------------------------|
| SASS 615 | Social Statistics and Data Analysis (required, 3 credits)                                           |
| SASS 644 | Critical Theories in Social Welfare (required, 3 credits)                                           |
| SASS 630 | Seminar in Social Work Education (required, 3 credits)                                              |
|          | Teaching mentorship concurrent with course; can postpone until Spring 2027 and take an elective now |
| SASS 638 | Integrative Research Seminar (required, 1 credit)                                                   |

### Fall Semester 2026 (10 hours)

|                       |                                                                 |
|-----------------------|-----------------------------------------------------------------|
| NURS 630              | Advanced Statistics: Linear Models (3 credit hours)             |
| Elective <sup>1</sup> | Course at the 400 level or above (required elective, 3 credits) |
| Elective <sup>1</sup> | Course at the 400 level or above (required elective, 3 credits) |
| SASS 638              | Integrated Research Seminar (required, 1 credit)                |

### Spring Semester 2027 (7 hours unless international student which requires 10 hours)

|                       |                                                                 |
|-----------------------|-----------------------------------------------------------------|
| NURS 631              | Advanced Statistics: Multivariate Analysis (3 credit hours)     |
| Elective <sup>1</sup> | Course at the 400 level or above (required elective, 3 credits) |
| SASS 638              | Integrated Research Seminar (required, 1 credit)                |

**\*International students are required to enroll in 10 hours each semester, not by the program but by CWRU International Student Services policy.**

*Remember, to be eligible to take the Qualifying Exam, all required courses must be completed, one course must be outside of MSASS and one course must be an advanced research or statistics course. You need to complete 37 hours of coursework, 9 hours of elective coursework.*

### 2027-2029: Qualifying Exam Prospectus within 2 years of completing coursework

**Fall 2027: you start enrolling in SASS 701 and must accumulate at least 18 hours to be eligible for receiving your PhD.**

SASS 701

Dissertation (minimum of 1 hour per semester until at least 18 hours are taken)

TO GRADUATE YOU ARE REQUIRED TO SUCCESSFULLY COMPLETE 37 HOURS OF COUREWORK AND 18 HOURS OF DISSERTATION RESEARCH. YOU CAN EXCEED 18 HOURS OF DISSERTATION RESEARCH. You must enroll in one dissertation hour every fall and spring semester until you graduate.

<sup>1</sup>Students are required to take at least one graduate-level 3 credit elective course outside of MSASS and one course in a research method or statistics.

Effective February 2023, the University approved a faculty-voted policy change to allow doctoral students to take 400 level courses as electives.

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**Part-time Possible Plan of Study for Doctoral Education**  
**Cohort 2025** (*This is a suggested pattern of enrollment. Part-time students should plan their coursework with their advisor*)

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**Fall Semester 2025 (7 hours)**

|          |                                                                 |
|----------|-----------------------------------------------------------------|
| SASS 608 | Philosophy of Science and Theory Building (required, 3 credits) |
| SASS 613 | Advanced Research Design (required, 3 credits)                  |
| SASS 638 | Integrative Research Seminar (required, 1 credit)               |
| UNIV 400 | TA Training required by Graduate Studies                        |

**Spring Semester 2026 (7 hours)**

|          |                                                           |
|----------|-----------------------------------------------------------|
| SASS 615 | Social Statistics and Data Analysis (required, 3 credits) |
| SASS 644 | Critical Theories in Social Welfare (required, 3 credits) |
| SASS 638 | Integrated Research Seminar (required, 1 credit)          |

**Fall Semester 2026 (7 hours)**

|          |                                                     |
|----------|-----------------------------------------------------|
| SASS 614 | Qualitative Research (required, 3 credits)          |
| SASS 638 | Integrated Research Seminar (required, 1 credit)    |
| NURS 630 | Advanced Statistics: Linear Models (3 credit hours) |

**Spring Semester 2027 (7 hours)**

|          |                                                                                                      |
|----------|------------------------------------------------------------------------------------------------------|
| NURS 631 | Advanced Statistics: Multivariate Analysis (3 credit hours)                                          |
| SASS 630 | Seminar in Social Work Education (required, 3 credits)<br>Teaching mentorship concurrent with course |
| SASS 638 | Integrative Research Seminar (required, 1 credit)                                                    |

**Fall Semester 2027 (6 hours)**

|                       |                                                                       |
|-----------------------|-----------------------------------------------------------------------|
| Elective <sup>1</sup> | Elective graduate-level course outside of MSASS (required, 3 credits) |
| Elective <sup>1</sup> | Elective graduate-level course outside of MSASS (required, 3 credits) |

**Spring Semester 2028 (3 hours)**

|                       |                                                                       |
|-----------------------|-----------------------------------------------------------------------|
| Elective <sup>1</sup> | Elective graduate-level course outside of MSASS (required, 3 credits) |
|-----------------------|-----------------------------------------------------------------------|

**\*To be considered full-time, you must take 6 hours each semester.**

<sup>1</sup>Students are required to take at least one graduate-level 3 credit elective course in a research method or statistics.

Effective February 2023, the University approved a faculty-voted policy change to allow doctoral students to take 400 level courses as electives.

*Remember, to be eligible to take the Qualifying Exam, all required courses must be completed, one course has to be an advanced research or statistics course. You need to complete 37 hours of coursework, 9 hours of elective coursework.*

**2028-2030: Qualifying Exam Prospectus within two years after completing coursework**

**Fall 2028: you start enrolling in SASS 701 and must accumulate at least 18 hours to be eligible for receiving your PhD.**

## Doctoral Course Descriptions

**SASS 608, Philosophy of Sciences and Theory Building (3 credits, required):** This is a required foundation course. The nature of theory is examined; inductive and deductive methods for knowledge building are reviewed. Course content draws from the philosophy of sciences as well as empirical and phenomenological research.

**SASS 644, Critical Theories in Social Welfare (3 credits, required):** This is a required foundation course designed to help students acquire a critical and reflective approach to theory in social work research and practice. The course provides a broad overview of theoretical perspectives at the individual, group, community, organizational, and/or societal levels that are utilized in social work practice and that provide the basis for formulating social welfare research questions.

**SASS 613, Advanced Research Design (3 credits, required):** This foundation course in research methods is required of all students. This is a pre-requisite to the advanced quantitative and qualitative courses. Topics covered include operationalization of variables, threats to validity, and experimental, quasi-experimental, and non-experimental research designs.

**SASS 638, Integrative Research Seminar (1 credit, required in semesters 1, 2, 3, 4):**

This seminar will create an active learning community to prepare developing scholars of social welfare to enter an increasingly transdisciplinary research landscape. Using a range of formats (e.g. invited speaker, discussion panels, and student working sessions) the course is designed to respond to challenges that doctoral students are experiencing, enhance integration of methods and theory, and address topics that are beyond the normative bounds of standing courses or project activities. The aim is to foster scholarly development, collegiality, peer mentorship, and cross-cohort community for doctoral students.

**SASS 614, Models of Qualitative Research (3 credits, required):** This course introduces students to the principles, approaches, methods, and analytical techniques utilized when conducting qualitative research in the social sciences. Five models of qualitative research design and methodology are studied, including narrative analysis, case study, ethnography, and grounded theory and phenomenology. This course is designed to provide students with the **tools to critically evaluate as well as** to enhance the academic rigor or “quality” of qualitative data. Prerequisites: SASS 608, SASS 613 or, permission of the instructor.

**SASS 615, Social Statistics and Data Analysis (3 credits, required):** This foundation course (or its equivalent) is required of all students. Content includes descriptive and inferential statistics for univariate and bivariate analyses, and the use of electronic data processing technology to manage and analyze data.

**SASS 630, Seminar in Social Work Education (3 credits, required):** The purpose of this course is to prepare students for careers in academia. The structure and content of American higher education are examined. Emphasis is placed on curriculum design and course development. This course is also designed to help students develop a strategic approach to teaching based on learning theory.

**Potential Electives:** These courses are not offered on a regular basis as elective courses; based on student interest, faculty interest and faculty availability they will be offered and students notified.

**SASS 623: Research Synthesis and Systematic Review Methodology (3 credits).** This advanced course provides comprehensive training in systematic and scoping review methodologies. Through a blend of didactic



instruction and hands-on lab sessions, students will learn and apply each step of the review process. Throughout the semester, students will conduct their own systematic or scoping review, culminating in a manuscript prepared for submission to a peer-reviewed journal.

**SASS 612: Evaluation Research (3 credits).** This is an advanced research methods course focusing on the techniques and principles of evaluation research. Emphasis will be on methods of evaluation and research design, instrument development, and data collection techniques within a public/applied setting. Additionally, students will become familiar with the policy implications and consequences of evaluation research. Focus will be placed on using evaluative research to build students' scholarship/research careers.

**SASS 622: Mixed Methods in Social Science Research:**

This 3-credit course will provide advanced skills to rigorously "mix" quantitative and qualitative methods and analytic techniques using didactic sessions with in-class laboratory sessions. Students will work with real data in the application of "integration" and develop skills to navigate the complex work of mixing methods. The course will focus on an introduction to 1) approaches in mixed methods research, 2) the three core mixed methods designs and related analytic techniques, 3) application of "integration" in methods, analysis, and interpretation, and 4) complex mixed methods designs in the social sciences. Prerequisites: SASS 613 or equivalent.

**SASS 618, Measurement Issues in Quantitative Research (3 credits):** This course covers the operationalization of social science concepts and the development of quantitative methods for their measurement. Issues covered include index and scale construction, validity, reliability, questionnaire design, factor analysis, measurement error, and missing data. Prerequisites: permission of the instructor.

**SASS 631, Job Seekers Seminar (3 credits, elective, not offered every year):** This dynamically dated seminar is designed to prepare doctoral students for a successful academic job search. The course objectives include obtaining knowledge about where to find academic job postings and how to determine appropriate fit; understanding the job search process; developing application materials; practicing mock interviews and mock job talks; and, developing a strategy for a successful first year as a professor. Prerequisite: advancement to candidacy.

**SASS 637, Independent Study (1 – 3 credits, elective):** This is an individual reading course permitting students to select areas of interest and pursue these

interests with a specific faculty. Students must complete the Independent Study Agreement (in the Handbook) before they can be approved for taking an Independent Study.

## Definition of a Credit Hour

1. The assignment of credit hours to a course occurs through a formal review process conducted at the appropriate levels of faculty governance at the school, Graduate Studies, and University.
2. For courses in lecture format, one credit hour represents the subject content that can be delivered in one academic hour of contact time each week for the full duration of one academic semester, typically fourteen weeks along with the final examination period. For graduate and professional courses taught in lecture format, 3 – 4 hours of outside work is expected for each academic hour of contact time.
3. For courses taught in other than lecture format (e.g., seminars, laboratories, independent study, clinical work, research, etc.), one credit-hour represents an amount of content and/or student effort that in aggregate is no less that described in (2) above.

Mandel School doctoral students enrolling in SASS 637 Independent Study (see form in Handbook) or SASS 701 Dissertation should consult with the faculty member supervising these courses to agree on the number of credit hours based on the hours of effort and the products expected during that semester. These expectations should be documented in writing and submitted to the Associate Dean for Doctoral Education; the section of the course will be opened through the Registrar.

## Independent Study Agreement

This form must be completed whenever a student arranges with an instructor to do an Independent Study, SASS 637. It is the responsibility of the student to complete this form, have it signed by the instructor, and return it to the Doctoral Program office.

\_\_\_\_\_ has agreed to work with \_\_\_\_\_  
(Instructor name) (Student name)

on SASS 637 for \_\_\_\_\_ for \_\_\_\_\_ credit hours.  
(Semester and Year) (1 – 3)

In addition to this form, the student must submit a proposal that includes the following:

- Course Description
- Course Objectives
- Course Outline (timeline)
- Course Outcomes/Products
- Rationale for Credit Hours (1 – 3) based on the University and the Mandel School Doctoral Program Policy

\_\_\_\_\_  
*Instructor signature* *date*

\_\_\_\_\_  
*Student's signature* *date*

# Mandel School Doctoral Program Grading Policy

## **Graduate Studies Policies (also Mandel School Policies)** **Maintenance of Good Standing**

A student maintains good standing in the School of Graduate Studies by registering each fall and spring semester, unless on an official leave of absence which has been approved by the School of Graduate Studies. A student is in good standing who meets the standards set by the academic department and the School of Graduate Studies to ensure normal progress toward the fulfillment of the stated requirements at levels of quality without warning or probation or extension of the allowable time limit for degree completion. Students whose quality point averages fall below minimum standards will automatically be placed on probation until the minimum standards are achieved. In addition, a student will be subject to separation from the University for any of the following reasons:

1. Failure to achieve a quality-point average of 2.50 or higher at the completion of 12 semester hours or 2 semesters of graduate study.
2. Failure to achieve a quality-point average of 2.75 or higher at the completion of 21 semester hours or 4 semesters of graduate study.
3. Failure to receive a grade of **S** in thesis research 651 or dissertation research 701. A student who receives a grade of U in dissertation research (Course 701) will be placed on probation and be subject to separation. The probationary status will be recorded on the student's transcript. The student must be removed from probation by the end of the semester immediately following receipt of the grade of U by repeating the course for the same number of credit hours, and achieving a grade of S. The tuition and associated fees for the repeated course may be the responsibility of the student. Although removal from probation restores the student's good standing, the grade of U received will not be canceled or substituted by the grade of S subsequently received. Separation will occur if the student placed on probation receives another grade of U in any following semester; or, if the School of Graduate Studies, in consultation with the academic unit, determines that the student is unlikely to be successful in working independently and productively toward the completion of the thesis or dissertation research.
4. Failure of a conditionally or provisionally admitted student to satisfy the conditions or provisions stated in the letter of acceptance by the end of the first academic year (2 semesters) or after 18 credits of coursework.
5. Failure to make progress towards degree completion. If the student is not making progress towards degree completion, and it has been judged that the student is unlikely to be successful in working independently and productively toward the completion of clinical requirements, thesis or dissertation research the department

and/or the dean of graduate studies (in consultation with the department) can recommend academic separation.

6. In addition to disciplinary actions based on academic standards, on recommendation of the student's department or school, the School of Graduate Studies can suspend or separate a student from the University for failure to maintain appropriate standards of conduct and integrity. Such a suspension or separation will be implemented only for serious breaches of conduct that threaten to compromise the standards of a department or create concern for the safety and welfare of others. In the event of such suspension or separation, the student will be entitled to an appeal through the grievance procedure of the Graduate School.

### **Maintenance of Quality Point Average**

In calculating the quality-point average, courses taken as a student in the School of Graduate Studies at the 400 level or above as well as any courses accepted toward fulfillment of degree requirements for which quality points are given will be counted, including courses which may need to be repeated. Unless otherwise stated by the department, a minimum cumulative quality-point average of 3.00 is required for the awarding of the graduate degrees from the School of Graduate Studies. Any department, school, or curricular program committee may choose to establish quality standards *higher* than those stated above if such additional requirements are made known in writing to the students upon matriculation and are recorded with the School of Graduate Studies. In that case, the departmental standards supersede the minimum standards. Students who do not maintain the minimum quality point average will be placed on academic probation until the minimum standard has been achieved.

### **Admission to Candidacy**

To advance to candidacy, students must have completed all coursework, passed the qualifying examination, and have maintained good standing in the doctoral program.

### **Incomplete Course Grades**

Students should finish all course assignments by the end of the semester in which the course is taught and received a grade. In case of illness or other special circumstances, a student may require extra time and request an incomplete. The instructor in each course decides whether to allow an incomplete. If the instructor grants additional time, this time may not exceed the end of the following semester. Students must be in conformance with this policy to receive financial aid. To receive an incomplete grade, request written permission from your instructor must be completed and signed by the instructor and student with a copy of the signed memo sent to the Doctoral Program office before the end of the semester.

## **Course Repeat Policy for Graduate Students**

Graduate students may petition their department chair to repeat a maximum of two courses during their degree program to improve their performance. When a course is



repeated, the first grade will remain visible on the transcript but will be removed from the calculation of the cumulative grade point average and the grade point average for the semester in which the course was first taken. The new grade will then be used for calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the new grade is higher or lower than the first grade. However, if the first attempt of the course resulted in a passing grade, but the second attempt results in a failing grade, then the original grade will remain. Similarly, if a student withdraws from a course that is being repeated, the Course Repeat Option will not be applied, and the original grade will stand. Course repetition may be exercised according to the following conditions:

1. This course repeat option can only be used on a course in which a C or lower was earned. Courses with a grading basis of Pass/No Pass (P/NP) are not eligible under this policy.
2. A student may not use the P/NP option on a course that is being repeated.
3. A student may only use the repeat option on the same course.
4. SASS 701 is exempt from this repeat policy.
5. The course repeat option may not be exercised after a degree has been awarded.
6. Approval from an advisor and department chair is required. Some departments may also require the signature of the Director of Graduate Studies and/or the Graduate Affairs Committee.
7. The tuition and associated fees for a repeated course will be the responsibility of the students.
8. Select the [course repeat form](#) to petition for this process.

## **DOCTORAL RESEARCH AND TRAINING FELLOWSHIPS (DRT, MANDEL FUNDED), DOCTORAL RESEARCH ASSISTANTSHIPS (DRA, EXTERNALLY FUNDED) AND OTHER SOURCES OF FUNDING**

**As of fall 2025, full-time doctoral students will be eligible for a maximum of four years of total funding from Mandel School, regardless of the source.**

This includes any funding associated with external doctoral research assistantships (DRA). Therefore, DRA funding from the school will not extend beyond four years, even if students' DRA is supported by grant funding.

## **Doctoral Research and Training Fellowship (Mandel funded)**

Doctoral Research and Training Fellowships are provided to enhance the doctoral student learning experience. Full-time students are currently guaranteed a Doctoral Research and Training Fellowship (DRT) for four years of doctoral study. In return, they give 20 hours per week towards research with their advisor.

The maximum that any doctoral student can receive in the form of a DRT fellowship is \$18,000; there will be no exceptions. Stipends are paid monthly beginning at the end of September through the end of May. The total stipend amount is \$18,000 (\$2,000 X 9 months). As a fellowship, these are not taxed as income.

## **Learning Objectives of the Doctoral Research and Training Fellowship**

The DRT fellowship provides individualized training in social work research with a faculty member matched closely with the student's research interests. The DRT Fellows are expected to:

1. Work closely with a faculty mentor(s) throughout their doctoral training.
2. Have relevant experiences in various phases of the research process.
3. Develop presentations for national professional conferences.
4. Be actively involved in writing and publication.
5. Participate in activities that enhance students' preparation for teaching and leadership.
6. Receive guidance as they develop their specific area of research and scholarship.

At the start of each fellowship year, students complete a fellowship activity form that asks them what they would like to learn and identify the activities that would enhance their learning objectives as part of the DRT fellowship. Faculty work with DRT fellows to complete a plan of activities and timeline for the DRT fellowship with their students.

## **Fellowship Hours Policy**

1. The DRT Fellowship starts September 1<sup>st</sup> and ends May 31<sup>st</sup> during the academic year.
2. DRT Fellows are expected to devote 20 hours per week to the fellowship during all four years of the fellowship support. Five of the 20 fellowship hours per week can be devoted to pursuing a line of research of interest to the student's long-term goals, supervised by the advisor or another faculty member.
3. DRT Fellows receive three weeks leave between Fall and Spring semesters, specifically the period from the date that Fall grades

are due to the beginning of the Spring classes. If this schedule changes, then the Associate Dean for Doctoral Education will provide guidance to students and advisors.

4. The Doctoral Program observes the University and Graduate Studies calendar for the dates for all breaks; DRT Fellows have the same breaks as specified by the University Calendar.
5. DRT Fellows are entitled to observe all University closing dates for holidays and other recognized events, per School of Graduate Studies Student Holidays Policy.
6. All-time off should be discussed in advance with fellowship advisors.
7. Any deviations from this policy must be negotiated between the DRT Fellow and the advisor with the change documented in writing.

To be fully compliant with the federal legislation, international graduate students on an F-1 visa can work no more than 20 hours each week when school is in session (Fall and Spring semesters). More hours can be worked during designated vacation periods determined by the Visa and Immigration Services & Advisors (VISA) Office. The VISA Office offers guidance and resources [here](#).

Domestic doctoral students on a Research & Training Fellowship at Case Western Reserve University and who do not hold a F-1 visa can work at the University no more than an average of 29 hours per week.

Doctoral students, in conjunction with their advisor, are responsible for ensuring they do not exceed these limits.

Doctoral students are required to inform their Fellowship advisor and Doctoral Program Associate Dean for Doctoral Education of any paid employment at the university to facilitate accuracy in tracking compliance with this policy.

Students on Doctoral Research and Training Fellowships may be hired as a paid adjunct instructor to teach at the Mandel School once they have fulfilled the unpaid two-part teaching obligation that is part of their Fellowship. It typically consists of one (1) course teaching experience and one (1) curriculum related project, but can be any combination of courses and/or curriculum projects. A TA for doctoral courses does not count towards the teaching requirement. All adjunct teaching arrangements are made through the master's program Associate Dean for Academic Affairs and not through the Doctoral Program.

During the academic year, students on F-1 visas may **not** be hired as paid adjunct instructors while also receiving a paid fellowship/assistantship due to

work hours restrictions. See the policy [here](#). They can be hired during the summer or after their Fellowship finishes.

For Mandel Doctoral students, the allowed work hours computation includes Doctoral Research and Training Fellowships, Doctoral Research Assistantships, Teaching in Mandel master's degree Programs, serving as a Teaching Assistant (TA) for Doctoral Courses (if not concurrently enrolled in a teaching course or seminar), and paid employment at CWRU:

- Research Fellowship: 20 hours per week for 36 weeks (720 hours per year). Fellowships will start September 1<sup>st</sup> and end May 31<sup>st</sup> during any academic year.
- Teaching is 2.5 hours per week per course credit for fourteen weeks for each course taught.
- Teaching Assistant Doctoral Course: Please refer to the Teaching Assistant for Doctoral Level Courses in Appendix E for guidance on hours of commitment.
- Paid CWRU Employment: The hours for paid employment must not exceed the permitted total work hours in paragraph one above after subtracting Research Fellowship hours, and Teaching/TA hours if the student is not concurrently enrolled in an Independent Study focused on Teaching. Students and faculty advisors will track the hours worked by students to ensure that there is not a violation of the policy on student work hours. Doctoral students are required to inform their Fellowship advisor and Doctoral Program Associate Dean for Doctoral Education of any paid employment at the university to facilitate accuracy in tracking compliance with this policy. International students should consult with International Student Services, the Visa office and Associate Dean for Doctoral Education before agreeing to employment.

Students on Doctoral Research and Training Fellowships can be hired as an adjunct instructor to teach or as a TA at the Mandel School once they fulfilled the Fellowship teaching obligation unless otherwise approved by the Associate Dean for Doctoral Education.

A doctoral student may receive an externally funded Doctoral Research Assistantship (DRA) **during the summer under the following conditions:**

- The student must have been enrolled in the doctoral program during the preceding academic year.
- The faculty member's involvement in the training function continues during the summer.
- **The student must enroll in RSCH 750.** This course is 0



- credits and there is no tuition charge or other fees.
- The stipend amount is **a maximum of** \$2000 per month (based on effort), up to three months (\$6000 maximum).

### **Learning Objectives of the Doctoral Research Assistantship**

Like DRT, the Doctoral Research Assistantship's focus is on the learning opportunities and skill building for doctoral students. The DRA provides training in social welfare research with a faculty or staff member. The student is expected to:

- Work closely with a faculty or staff mentor(s) on the specific project.
- Have relevant experiences in various phases of the research process.
- Be actively involved in project reports, presentations and writing for publication.
- Participate in activities that enhance students' preparation for research and scholarship.
- Receive consistent supervision and guidance about the project and their activities for the project.

At the start of each DRA year, the project PI or their designee specifies the exact duties of the DRA position.

### **Graduate Assistants (employment)**

The graduate assistant has specific tasks outlined in a position announcement. The announcement specifies the qualifications and responsibilities/duties. A graduate assistantship is a specific job with specific hours and tasks. The position specifies work hours and vacation. Graduate assistants are generally paid hourly through the University Office of Student Employment and wages are subject to all federal, state, and local taxes. The Mandel School rarely has Graduate Assistants.

### **Research Assistant-Levels 1, 2 or more (employment)**

A research assistant (RA) is a job that requires involvement of CWRU Human Resources (HR).

Research Assistants are graded by HR, depending on the duties required. Hiring a RA follows the specified HR process. A RA is a university employee and are subject to the terms of CWRU



employment policies. A RA can be full-time or part-time.

## Teaching Assistant—Master’s and Doctoral Programs

### **Master’s Programs**

Teaching assistants for the masters’ programs (MSW and MNO) are hired by the Associate Dean for Academic Affairs. Please note the Associate Dean for Doctoral Education has no role in the hiring of students as a TA. Consult the Associate Dean of Academic Affairs about compensation and obligations for being a TA in the masters’ programs.

### **Doctoral Program**

There are several doctoral courses that hire teaching assistants after the student has completed the course and usually after they have completed their teaching and curriculum obligation that is part of their Fellowship. Prior to the semester that a course will employ a TA, there is an announcement and application process with the faculty teaching the course. The faculty teaching the course and the Associate Dean for Doctoral Education of the program coordinate the appointment of a TA. The TA will receive a contract for the course. **A TA for doctoral statistics courses or select advanced methods courses will receive a scholarship of 2 dissertation credits that can be applied in a subsequent semester after successfully serving as a TA.** A TA for a doctoral course is hired by the Associate Dean for Doctoral Education in collaboration with faculty who teach the specific course.

## Adjunct Faculty Teaching—Master’s Programs

Adjunct teachers for the Master’s programs (MSW and MNO) and for undergraduate social work courses are hired by the Associate Dean for Academic Affairs, who is also the Chair of the Master’s programs. The Associate Dean for Doctoral Education has no role in the hiring of students as an adjunct faculty.

Students on a F1-visa and receiving a Fellowship cannot be hired as an adjunct faculty or paid as a TA during the regular school year (Fall and Spring semesters). They can be hired as part of their Fellowship obligation, during the summer or after their Fellowship is complete.

## Doctoral Students Employed at CWRU

Doctoral students who are employed by the University will be expected to utilize tuition waiver benefits provided by the University.



## **Fellowship Activities/Research**

The following form is to have some common ideas about what you as a student expect from the Fellowship experience. Which of the following activities would complement or enhance your research learning objectives? Discuss these with your advisor. Sign and date the form each year.

## Potential Fellowship Activities Research

Student name\_\_\_\_\_ Date\_\_\_\_\_

Advisor Name\_\_\_\_\_

- ☐ Conduct literature reviews
- ☐ Review and summarize literature
- ☐ Assist in peer review of articles submitted to a journal
- ☐ Read and discuss publications dealing with specific conceptual or methodological issues
- ☐ Assist in writing grant applications dealing with specific conceptual or methodological issues
- ☐ Co-author manuscripts submitted for publication as journal articles or book chapters
- ☐ Submit an abstract for presentation at a national conference
- ☐ Attend conferences
- ☐ Participate in research team meeting or meetings with research collaborators
- ☐ Develop coding categories and code open-ended data
- ☐ Manage a dataset (e.g., clean, merge, and check the accuracy of a dataset)
- ☐ Conduct statistical analyses
- ☐ Prepare slides, overheads, handouts, and materials for conference and community presentations
- ☐ Review and provide feedback on manuscripts in preparation
- ☐ Take methodological workshops or courses
- ☐ Take advanced statistical courses or attend workshops
- ☐ Prepare a research statement that can be used as a foundation for employment applications and interviews

## Teaching Activities

***Which of the following activities would complement or enhance your teaching learning objectives?***

- ☐ Teach as part of a Teaching Mentorship
- ☐ Participate in a Curriculum Activity (e.g. planning, course development, outcome assessment)
- ☐ Observe classroom teaching
- ☐ Teaching assistant activities (meet with students, evaluate assignment, assist with student projects from class)
- ☐ Practice teaching (teach a class, workshop)
- ☐ Participate in learning theory seminars (Mandel School, UCITE)
- ☐ Participate in seminars regarding social work education/higher education

## Leadership Activities

***Which of the following activities would enhance your leadership objectives?***

- ☐ Membership in (specify professional organization)
- ☐ Volunteer or appointed position (specify)
- ☐ Elected position (specify)
  - ☐ Mentor others
  - ☐ Receive mentoring
  - ☐ Initiate and/or organize events, activities, or partnerships with others to achieve a common goal (specify)
  - ☐ Participate in leadership training program or workshops
  - ☐ Present a professional development workshop or continuing education
  - ☐ Serve on a committee

## Pathways to Teaching for Doctoral Students

Teaching is an important component of doctoral students' education as recognized by our doctoral program's teaching competency. We provide opportunities for doctoral students to obtain experience in teaching.

As approved by the Doctoral Program Executive Committee (2016-2017) and modified (2021, 2022), entering cohorts of doctoral students that are full-time students with a Fellowship have **two educational-related requirements that are part of their Fellowship**. They will be contracted to teach, co-teach, or serve as a teaching assistant for one (1) course in our graduate or undergraduate programs. They can also participate in one (1) curriculum activity while a doctoral student including, but not limited to, curriculum design and development, syllabi and learning management system accessibility, or outcome assessment. Students will not receive additional financial compensation for teaching activities or participating in a curriculum activity that are an expected part of Fellowship activities. You can teach two courses or conduct two curriculum projects or one of each to fulfill your Fellowship obligations. *Refer to Appendix D in this handbook.* After fulfilling Fellowship requirements, teaching or curriculum activity, you may be eligible for additional compensation. Teaching, co-teaching or providing teaching assistance for courses for bachelor and master courses are contracted through the **Associate Dean for Academic Affairs** (even those that are not compensated). Teaching, co-teaching or providing teaching assistance for doctoral courses are awarded through the **Associate Dean for Doctoral Education**. The **Director of Outcome Assessment** works with students around curriculum projects for the master's programs, which may also involve the **Associate Dean for Academic Affairs**. The **Associate Dean for Doctoral Education** works with students around curriculum projects for the doctoral program. Teaching contracts are issued through HR, even if there is no compensation.

Students register for the Seminar in the Social Work Education course (SASS 630) in their second year for full-time students and the second or third year for part-time students. Also, students are encouraged to utilize resources available from the University Center for Innovation in Teaching and Education ([UCITE](#)) and must register for [Graduate Teaching Assistant Training](#) offered by Graduate Studies before the fall and spring semesters in which they will teach or be a TA and pass the training. International Students can participate in the Spoken English and International Support Seminar as appropriate for their level of English language skills. Before teaching a course in the MSSA programs, doctoral students will be required to attend the Mandel School Adjunct Instructor orientation conducted by Office of Academic Affairs

### A Pathway to Teaching -- Teaching Mentorships

Full-time doctoral students are required to complete a minimum of one teaching mentorship. Part-time doctoral students are encouraged to complete a teaching mentorship; students should talk to their advisor and the Associate Dean for Doctoral Education about teaching mentorships including when and if to plan to complete one.

## Objectives of Teaching Mentorships

- To enhance student knowledge and skills in course design and teaching strategies and course content
- To provide opportunity for student learning resulting from a mentorship relationship with a member of the Mandel School faculty

## Content

Mentorship projects should include student involvement in classroom teaching and grading. All projects should be designed to be completed within one semester. A central component of the project must be the mentorship relationship between the student and the faculty member. Student learning is expected to be achieved through both the substance of the class and the mentorship.

## Procedures

A proposal of not more than two typed pages must be submitted to the Doctoral Program Office no later than the end of their first spring semester. The proposal should briefly explain the following:

1. Learning objectives
2. What will this experience contribute to the student's learning? How will the experience help the student achieve the teaching objectives of their doctoral study?
3. What activities will the student participate in?
4. Role of the Mentor
  - a. What will the mentor do to monitor and enhance the student's learning?
  - b. What is the amount of time dedicated to the teaching mentorship by the student each week? By the faculty each week?

## Outcomes

Students should be able to teach as an adjunct instructor by the end of the Seminar in Social Work Education and a mentorship experience, once any Fellowship obligations are fulfilled. Once the mentorship is complete, the student can complete an adjunct application and submit it to the Associate Dean for Academic Affairs. It should include an endorsement by the mentor.

Students who are uncertain which faculty member might be most appropriate to work with on a teaching mentorship should contact the Associate Dean for Doctoral Education for consultation before the deadline.

At the end of their Teaching Mentorship, each faculty Mentor and student should complete an assessment of the doctoral student, and that assessment should be filed with the doctoral program. **Please submit the Teaching Mentorship Proposal and Evaluation Form--Appendix B of this handbook.**

When the student applies to be an adjunct faculty member, this assessment is included in their application to the Associate Dean for Academic Affairs.

Qualifications to teach practice courses require that a doctoral student have both an MSW from a CSWE accredited program or an evaluation of equivalency from CSWE and two years or the equivalent of 4000 hours of supervised and paid post-masters practice hours. This is a CSWE requirement. There is a detailed timeline and process outline that is found on Canvas in the [MSASS Doctoral Program module](#) so you can plan to meet all the criteria to satisfy this requirement as well as prepare for success on the academic job market if that is your choice. In most situations, a Research Fellowship is not post-master's practice experience.

### **Curriculum Development Activities**

This can take place in the form of participation in a curriculum building or evaluation activity. The activity is planned with either the Director of the Office of Educational Outcome Assessment or the Associate Dean for Doctoral Education. Similar to a teaching mentorship, a written plan must be developed and approved to receive credit.

### **Procedures**

A proposal of not more than two typed pages must be submitted to the Doctoral Program Office no later than the end of their first spring semester. The proposal should briefly explain the following:

1. Learning Objectives
2. How will the experience help the student achieve the teaching objectives of their doctoral study?
3. What activities will the student complete?
4. What role will the mentor play in accomplishing the objectives?
5. What will the mentor do to enhance the student's learning?

At the end of the planned curriculum activity, the Director from the Office of Educational Outcome Assessment and a student will be asked to complete and sign the evaluation provided by the Doctoral Program submit it electronically to the Doctoral Program.

### **Qualifying to Teach Required Practice Courses in Council on Social Work Education (CSWE) Accredited Schools of Social Work**

CSWE does not directly certify individuals to teach practice courses. CSWE lays out the criteria that each school of social work must use to certify the faculty who teach practice courses. CSWE's 2022 Educational Policy and Accreditation Standards requires that "faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work." (EPAS 4.2.2).

The scope of social work practice is defined by the Ohio Administrative Code (4757-21-02).

The scope of practice for a social worker may include the following range of psychosocial duties:

1. Intervention planning.
2. Psychosocial intervention.
3. Counseling.
4. Social psychotherapy under supervision; and,
5. Evaluation.

If there are any questions about whether an individual's post-master's practice experience meets the qualifications, please contact the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs will make the decision.

### **International Degree and Practice Equivalency**

If a student earned their social work master's degree in another country from a non-CSWE accredited program, they should work with CSWE's [International Social Work Degree Recognition and Evaluation Service](#) (ISWDRES). This office determines whether the academic credentials in social work are comparable to accredited baccalaureate and master's degrees in social work in the United States.

Once the student has their letter from ISWDRES certifying that they have earned a degree equivalent to a master's in social work, they are to submit that letter and documentation of their two years' post master's practice experience to the Associate Dean of Academic Affairs. That office will determine whether the student has the necessary practice experience. The same scope of practice and number of hours outlined in the above section applies to individuals whose degrees were earned in another country.

### **Tuition Scholarship and Additional Funding**

Full tuition scholarships for full-time doctoral students are provided for the required doctoral courses (37 credit hours) taken during the first and second years of the program. In the third year, full-time students are provided tuition scholarship for 3 hours of dissertation credits (SASS 701) in the fall and 3 hours in the spring semester (total of 6 towards the 18 dissertation hours required by the University). Domestic students can also use Federal Student Aid to cover the gap in funding that is not covered by tuition scholarships.

Doctoral students can receive **2** additional tuition scholarship for dissertation research credits (SASS 701) by serving as teaching assistant for doctoral statistics courses or select advanced methods courses. Tuition scholarships for Teaching Assistants are expected to be used the semester following their teaching. Students are limited to two (2) appointments throughout candidacy.

For part-time students, a 75% tuition scholarship is provided for the required doctoral courses (37 credit hours) and 6 hours of dissertation credits (SASS 701). The remaining 12 hours are paid by the student.

## Student Health Insurance

All students are required to have health insurance coverage. You will automatically be enrolled in the student medical plan when you register for courses and will be assessed a fee each semester. If you have health insurance with another provider, you can waive the insurance fee at the time of registration. If you enroll in the student medical plan, the doctoral program will cover the fee at 100% for full-time students. Dependent coverage is available at the expense of the student.

## Qualifying Exam

In general, the **Qualifying Exam** determines that the student can undertake the work of the dissertation and assesses mastery of theoretical concepts, methodological approaches and statistical analysis plan with an emphasis on a specific social welfare topic/area of research that they choose.

As stipulated in the [Graduate Studies Policies and Procedures](#) and section of the General Bulletin from their website, a student must be registered during the semester in which the exam is taken.

Students must have completed all required coursework before taking the qualifying examinations. If all course requirements have been met except for an elective, the student may petition the Associate Dean for Doctoral Education to complete the elective either concurrently with the Qualifying Examination or the semester immediately following the Qualifying Examination.

After completing all coursework, students have up until two (2) years to complete their Prospectus Qualifying Examination. Failure to complete it within this timeline of 2 years will result in removal from the program.

## Policy Guidelines for the Prospectus as the Qualifying Exam

A major component of doctoral education is the dissertation. Each candidate for the Ph.D. degree must submit a written prospectus as evidence of their ability to conduct independent dissertation research at an advanced level. The prospectus must present a significant contribution to knowledge in the students' field (i.e., social welfare problem or issue) and be approved by the student's committee (details about the committee are below). The following are some guidelines for students and faculty about the process of completing the prospectus as the Qualifying Examination within 2 years of finishing coursework. If one is not approved within 2 years, the student will be required to leave the program. Students may choose one of two different formats for writing for their prospectus and dissertation. Each format should be carefully considered by the student in consultation with the student's dissertation committee chair.

### **PUBLICATION FROM YOUR PROSPECTUS QUALIFYING EXAM**

Please consult the policy from Graduate Studies. No part of the prospectus or dissertation can be published before the final defense and submission to Graduate Studies.

## **The Prospectus for a Monograph (the traditional dissertation)**

The prospectus for a monograph is a written proposal containing the following:

### **Chapter 1: Introduction/Problem Statement (estimates of 10-20 pages)**

This is a general introduction to the problem, question or issue of concern. This chapter will provide an overview of the important theory and literature. It describes the collective meaning or combined contribution to the field. It should include:

- A definition or statement of the social welfare problem
  - The importance of the problem, i.e., why it is worth researching, why it matters to the field of social work, how it advances knowledge in social work practice/social welfare policy
  - The theoretical foundation(s) supporting the understanding of the problem/issue
  - Problem statement and social welfare significance is clearly articulated.
  - An overview of the research questions to be pursued

### **Chapter 2: Literature Review (estimates of 40-60 pages)**

- The strategy for a review of the literature has been delineated and the appropriate databases, search terms and dates, and non-computerized sources of information have been employed.
- The pertinent literature, conceptual and research, has been reviewed and the most important prior studies have been cited.
- If there is no literature on the problem or social welfare significance, the writer has reviewed studies close to the problem.
- The candidate demonstrates a mastery of the literature in the field.
- The questions and hypotheses flow clearly from the problem statement.
- Key constructs in the literature are defined
- Originality--The potential contribution is stated clearly, is original, and is the product of the candidate's own thinking about a social welfare issue.

### **Chapter 3: Theory (estimates of 10-20 pages)**

- A theoretical framework or perspective is articulated (or developed).
- A rationale is offered for the choice of the selected theory or why a new theory is being developed.
- The strengths and weaknesses of the selected theory are identified (a critique using relevant literature).
- The selected theory is appropriate to a research question.
- The integration of theory and data is evident in the discussion and conclusion.

### **Chapter 4: Methodology (estimates of 10-20 pages)**

- Research question(s) builds on a review of the relevant literature.
- The rationale and assumptions that underlie the study questions are explicit.
- The research question(s) are clearly stated, and sub-questions articulated.
- If there are hypotheses, they specify a clear and testable relationship; the working hypothesis are communicated clearly whether the hypothesized relationships are directional.

## **Research Design, Concepts and Measures**

- The design of the study is appropriate to the research question(s) asked.
- Concepts in hypotheses or research questions are defined.
- Issues relevant to the adequate implementation of the design type and/or model, quantitative or qualitative, are addressed fully.
- The indicators of concepts in the research are specified clearly and justified, if relevant.
- The measures of concepts are described adequately (e.g. reliability, validity, and normative data) or an approach to use the development of concepts is stated.
- Methods and procedures of data collection are made explicit and justified as to their appropriateness.
- Broad issues relevant to internal validity/credibility and reliability/dependability have been addressed.
- Specific issues relevant to research-quality standards have been addressed. (For example, if an experiment is used, research-quality standards for that design are used. If a grounded theory model is used, specific standards for that model are used. There are specific standards for each qualitative and quantitative model in the literature and these should be used.)

## **Population and Sample**

- The population (people, text, files) from which the sample was drawn, the method of sampling, and the rationale for the sampling method is well described.
- The rationale for sample size and the anticipated response rate is indicated. In quantitative studies, the rationale for sample size includes a power analysis.
- The sampling plan is consistent with both the research model and the model used for the analysis of data.

## **Procedures and Data Collection**

- Methods of data collection are clearly described.
- Procedures to enhance access to and cooperation of subjects specified.
- Methods of data collection are appropriate to the population including relevance to age, gender, ethnicity, and other characteristics.
- If appropriate, a pretest or a pilot test has been conducted.
- Evidence is provided for data screening and cleaning, if appropriate.
- Projected timeline and milestones or benchmarks to be used for evaluation of progress

## **Plan for Dissertation**

- The scope of the study is manageable
- Projected timeline and milestones or benchmarks to be used for evaluation of progress, semester by semester

- Consideration of ethical issues and human subjects
- Plan to obtain IRB approval (or IRB approval document if available)

A student presents their prospectus in writing to a committee of 4 faculty, 3 from inside the school and one from another school or department. Written feedback about the prospectus and any required changes that the student must integrate must be completed, signed by the committee members, and notice of approval filed with the Doctoral Program. Once the prospectus is approved, the doctoral student moves to being a doctoral candidate. Students have up until 2 years after completing all coursework to have an approved prospectus. If one is not approved, the student will be required to leave the program.

## **The Prospectus Guideline for a Three-Paper Dissertation**

### **Chapter 1: Introduction/Problem Statement (estimated 10-20 pages)**

This is a general introduction to the problem, question or issue of concern. This chapter will provide an overview of the important theory and literature that ties together the 3 papers and describes the collective meaning or combined contribution to the field.

- A definition or statement of the problem
- The importance of the problem, i.e., why it is worth researching, why it matters to the field of social work, how it advances knowledge in social work practice/social welfare policy
- The theoretical foundation(s) supporting the problem/issue (overview, because each article will have its own theory review)
- An overview of the important literature (overview, because each article will have its own unique literature review)
- A formal statement of the research problem, question, or hypothesis (each research question can be tied to the paper it will be examined in. e.g., the research questions for paper 1 are...).

### **Chapters 2, 3, and 4: Papers 1, 2 and 3**

Each chapter should be approximately 20-25 pages, including citations. This will allow for a journal manuscript of 30-35 pages when you add the results and discussion section for your complete dissertation. Each paper should be written for submission to a specific journal. The student should work with their dissertation committee and/or chair to identify best fitting journal. Students may want to consider their first paper be a review paper (systematic, scoping, or meta-analysis) that reviews the literature on the dissertation topic and the next two papers be research papers (original data collection or secondary data analyses), but this is not necessary; students may conduct three research papers. This decision should be discussed with their chair in advance of drafting the prospectus.

## Review Paper Outline

- Introduction
  - Introduction paragraph(s)
  - Global scope of the problem
  - What is generally known and not known
  - General conceptual approach to the study
  - How this paper addressed the gaps
- Thorough and up-to-date literature review
- Theoretical framework(s) (and possibly a conceptual model)
- Research questions and hypotheses
- Methods
  - Search Strategy
    - How and when particular databases will be searched, years searched, search terms
    - What concerted efforts you will make to locate and include all published and unpublished work on the topic (i.e. what comprehensive and systematic preventative steps will be taken to minimize bias and errors in the study selection process)
  - Inclusion and Exclusion Criteria
    - Inclusion and exclusion criteria with a theoretical and/or empirical rationale if needed.
  - Screening and Data Extraction
    - Describe how studies will be screened, how citations will be reconciled, and how data will be extracted.

## Research Papers 2 and 3 Outline

- Introduction
  - Introduction paragraph(s)
    - Global scope of the problem
    - What is generally known and not known
    - General conceptual approach to the study
    - How this paper addressed the gaps
  - Literature review
- Theoretical framework
- Research questions and hypotheses
- Methods
- Design
- Study population
- Plan for data collection/description of data collection
- Procedures/equipment (if any)
- Measures
- Data analysis approach
- Sample descriptives
- Analyses to test hypotheses
- Missing data analyses (if missing data is expected)

**Plan for Dissertation**

- Projected timeline and milestones or benchmarks to be used for evaluation of progress
- Consideration of ethical issues and human subjects
- Plan to obtain IRB approval (or IRB approval document if available)

**PUBLICATION FROM YOUR PROSPECTUS QUALIFYING EXAM**

Please consult the policy from Graduate Studies. No part of the prospectus or dissertation can be published before the final defense and submission to Graduate Studies.

**To assist faculty and students for the Qualifying Exam/Prospectus hearing, we have developed the following document:**

## **Qualifying Exam/Prospectus Hearing Evaluation Form**

**Mandel School of Applied Social Sciences  
Case Western Reserve University**

### **Student Information**

Student Name:

Date of Hearing:

Chair Name:

Committee Members:

### **Written Prospectus Evaluation**

Each committee member may use this form as a guideline to check the boxes that apply to the written dissertation prospectus. If this form is not used, written feedback about the prospectus and any required changes that the student must integrate must be completed, signed and filed with the Doctoral Program.

| <b>Evaluation Area</b>                               | <b>Satisfactory</b>      | <b>Needs Revision</b>    |
|------------------------------------------------------|--------------------------|--------------------------|
| Clear articulation of problem/phenomenon             | <input type="checkbox"/> | <input type="checkbox"/> |
| Significance to social work/social welfare           | <input type="checkbox"/> | <input type="checkbox"/> |
| Conceptual framework and theoretical grounding       | <input type="checkbox"/> | <input type="checkbox"/> |
| Critical review and synthesis of relevant literature | <input type="checkbox"/> | <input type="checkbox"/> |
| Sound and feasible research design and methodology   | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration of ethical issues and human subjects   | <input type="checkbox"/> | <input type="checkbox"/> |
| Clarity and organization of writing                  | <input type="checkbox"/> | <input type="checkbox"/> |

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## Oral Defense Evaluation

| Evaluation Area                                      | Satisfactory             | Needs Improvement        |
|------------------------------------------------------|--------------------------|--------------------------|
| Presentation clearly summarized the proposed study   | <input type="checkbox"/> | <input type="checkbox"/> |
| Student responded effectively to committee questions | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrated understanding of methodology and theory | <input type="checkbox"/> | <input type="checkbox"/> |
| Ready to proceed with dissertation research          | <input type="checkbox"/> | <input type="checkbox"/> |

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## Committee Vote (Check One)

- ☐ **Pass** – The student is approved to proceed to doctoral candidacy.
- ☐ **Pass with Revisions** – Student must complete revisions to the prospectus within timeframe set by the committee.
- ☐ **No Pass** – A second hearing will be scheduled within 3 months.
- 

## Summary of Committee Discussion (can be multiple pages)

*Chair to complete this section with a concise summary of the hearing, including key strengths, concerns raised, and any required revisions or conditions for approval:*

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## Next Steps / Revision Plan (if applicable)

*Include timeline and responsible party for review of revisions:*

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## Signatures

Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

## **Responsibilities of the Committee Chair, Committee, and Student**

The potential committee members review the prospectus. The prospectus should be available for review two weeks or 10 business days before the formal prospectus meeting date during which the proposal is discussed. If the student has chosen the 3-paper dissertation format, the committee should also agree during the prospectus defense whether to read each paper as it is completed or to read the three-paper dissertation altogether as a single dissertation. When the committee has agreed on the student's prospectus plan and there is a written record of the conversation, the doctoral program chair indicates the date of the agreement and the names of the committee members, informing the Associate Dean for Doctoral Education.

Following approval of the prospectus, the chair and members of the committee are expected to remain on the committee until the dissertation project is completed or until the student exceeds the five-year time limit for completion of the dissertation. If for any reason there is a need to change committee membership, the student should work with the dissertation chair to obtain a new member, and they should orient the new member to the projects to these guidelines. The Associate Dean for Doctoral Education needs to be included in the discussion of changes.

The student is expected to produce a final dissertation that is consistent with the plan stated in the prospectus. The student should discuss any significant deviation from the plan with their dissertation chair and committee members and receive approval in writing about any modifications.

## **The Prospectus and Dissertation Committee**

The committee is selected by the student from among the Faculty of the Doctoral Program and one faculty person from another CWRU school or department. With Graduate Studies permission and justification, a fourth person can be a faculty outside the university. The student's prospectus and dissertation advisor can be different than their academic advisor. It would be unusual for the chair of the prospectus to be different than the chair of the dissertation and any such change needs to involve the Associate Dean for Doctoral Education.

The chair of student's dissertation must be a tenured or tenure-track faculty member in their own Department/School (Graduate Studies policy). The committee must have a minimum of four members; non-tenure track faculty and research faculty can serve on committees but cannot chair a committee per Graduate Studies policy. The Associate Dean for Doctoral Education must agree with the committee composition.

Most students begin to form their committees by tentatively selecting a Chair – typically a faculty with expertise and interest in the student's research area. It is

recommended that doctoral students develop an outline or draft of the research proposal for this discussion. The student and the Chair discuss possible Mandel School committee members whose expertise is relevant to the student's research interest. The student then approaches potential committee members, shares the outline or draft proposal, and discusses possible committee membership. The committee member from outside the department is usually contacted at this time as well. It is the responsibility of the Chair, in collaboration with the student, to ensure that the necessary methodological and substantive expertise is available on the committee.

The selection of potential committee members is an important step. These individuals will contribute advice and assistance to the project, as well as judge the prospectus and the dissertation. The committee members will have to collaborate and come to a consensus regarding the student's methodology and approach to the research topic. The Chair works most closely with the student in implementing the proposal on which the committee has agreed. However, the dissertation is fully a student's responsibility and must demonstrate the student's independent ability to produce research. The Chair provides guidance and personal support but ultimately the committee makes an objective judgment regarding the quality of the student's work.

The selection of committee members should also be discussed with the Associate Dean for Doctoral Education for final approval.

## **SASS 701 Semester Plan Agreement**

The faculty and student are responsible for making consistent progress on their prospectus and dissertation. This form may be completed each semester a student enrolls in SASS 701. The purpose of this form is to outline the student's goals and deliverables for the semester. It is the student's responsibility to complete the form, obtain the dissertation chair's signature, and submit it to the Associate Dean of Doctoral Education.

Student Name: \_\_\_\_\_

Dissertation Chair: \_\_\_\_\_

Semester and Year: \_\_\_\_\_

Number of Credit Hours (1-9): \_\_\_\_\_

Phase of Work (check one):

- ☐ Prospectus Writing
- ☐ Dissertation Research

## **Semester goals**

What are your primary goals for this semester? These should describe the broader academic or research outcomes you aim to achieve. Think about where you hope to be in your dissertation or prospectus process by the end of the term.

## **Expected Deliverables**

What tangible work products will you submit to your chair or committee this semester? These should be specific items that demonstrate progress toward your stated goals.

## **Plan for Progress Check-In**

In consultation with your chair, describe how often you plan to meet and how you will check in on your progress toward your goals and deliverables.

## **Signatures**

Dissertation Chair Signature:

Date: .

Student Signature:

Date: .

Grades of Satisfactory (S) and Unsatisfactory (U) are to be used for dissertation research (SASS 701). Satisfactory indicates an acceptable level of progress towards completion of the research required for the degree; and Unsatisfactory indicates an unacceptable level of progress towards completion of the research for the degree. At the beginning of each semester, faculty supervising students enrolling in dissertation research should establish the specific dates and products required of the student each semester for them to receive a grade of S. The form would help with this plan.

Students must make a report to their dissertation chair on their progress each semester before grades are due. Students can receive a U (unsatisfactory) if they fail to notify faculty of their progress or fail to make progress as planned. A grade of U is a permanent grade and cannot be changed. Any student who receives a grade of U will automatically be put on academic probation. A student who received two (2) grades of U will be separated from the program.

## **Dissertation Completion**

Once the Prospectus is approved, the student can proceed with their dissertation research. The following outline is designed to assist doctoral students, dissertation chairs, and faculty members serving on a dissertation committee in preparing and evaluating the quality of student's doctoral dissertations, based on their prospectus.

## **1. Public and Committee Presentations**

- A. The study has a logical, easily understandable sequence from the initial statement of the problem to the last appendix.
- B. Major topics are separated under appropriately devised subheadings, using APA, 7<sup>th</sup> edition.
- C. The format is tailored to meet the demands of the topic.
- D. Copies of relevant materials such as test instruments, interview schedules, directions to subjects, criteria for selection of experts, and pilot test data are appended.
- E. Given the level of detail contained in the study, an appropriately trained researcher could assess the quality of the study.

## **2. Data Analysis**

- A. Analyses are consistent with the objectives, design, sampling, method, and assumptions of the statistical or other data-analytic models employed.
- B. The analysis is clear, complete, and meaningful in context. Method(s) for testing and addressing violations of key assumptions of the analytic techniques are described and implemented, if appropriate.
- C. The final sample size (number of cases included in the analysis) is clearly stated for each analysis.
- D. The role of the investigator in the research is described and its implication for data collection, analysis, and interpretation explored.

## **3. Findings**

- A. The findings are tied to the literature and implications for research, practice, and policy are noted.
- B. The limitations and strengths of the study are identified.
- C. Findings are clearly and accurately presented and tied to specific research questions (and hypotheses, if appropriate).

## **4. Technical Adequacy**

- A. The study is well-edited with adequate attention to grammar, sentence structure, spelling, and non-sexist language.
- B. Includes appropriate descriptive information and findings (e.g. power tests for determining sample size).
- C. Citations include references to central references for the topic and method under discussion, are up-to-date, and are accurate

## **5. Ethics**

- A. The research has made adequate provisions to ensure the confidentiality of data.
- B. It has been made clear where the data will be stored and for how long.
- C. The research is free from obvious errors and bias.
- D. The research has been approved by the University's Institutional Review Board (IRB) and other organizations involved in the research. The IRB# is recorded in the dissertation.

# MSASS Doctoral Dissertation Process

## Registration and Timing

It is to the student's advantage to make steady progress in their research and aim at the completion of the dissertation.

Once a student registers for SASS 701 (dissertation hours), they must continue to register for SASS 701 each succeeding regular semester (Fall or Spring) until the dissertation is complete or granted a leave of absence. The minimum acceptable registration is one (1) credit hour per semester until the required 18 is reached. The maximum allowable credit hours for SASS 701 are nine (9) in each semester, per the School of Graduate Studies Policy. Students must justify the number of credit hours of 701 each semester, in conformity with the policy on the definition of a credit hour, to Graduate Studies and the program.

## Submission, Defense and Approval of the Dissertation

As the dissertation is being completed, the student shares drafts with the advisor and committee members, as determined by committee members. Any serious or major questions, suggestions, or revisions should be made before the dissertation is sent for final review to the committee members. If the project was carried out as described clearly in the prospectus, no major doubts or changes in directions should arise at this time. The Mandel School Doctoral Program Executive Committee approved the following motion during the 2007-2008 academic year about the scheduling of the oral defense:

"Beginning with the academic year 2008-2009, no doctoral dissertation or prospectus hearing will be scheduled for the months of June, July, and August. If a student desires an August graduation date, the dissertation defense must be scheduled prior to May 31<sup>st</sup>." Under exceptional circumstances, students can petition to have a summer defense to the Associate Dean for Doctoral Education to waive the policy.

It is the responsibility of the dissertation chair, in consultation with the committee members, to communicate needed changes and/or readiness of the document for a defense to the student. When the dissertation chair indicates that the dissertation is generally acceptable, the student and/or dissertation chair completes the Notification for Scheduling the Final Oral Exam for the Ph.D. form which can be found [here](#).

Once the dissertation chair signs, they need to get the signature of the Associate Dean for Doctoral Education and the form is submitted to the School of Graduate Studies (SGS). **This task must occur at least three (3) weeks before the oral defense date and the SGS will post the dissertation defense on their calendar.** The Doctoral Program will announce the defense electronically. All CWRU faculty and students

and interested individuals are invited to attend the public part of the defense.

The Mandel School Doctoral Program policies regarding the public portion of the dissertation defense (i.e., the colloquium) are provided in the following section. The colloquium is followed by a private meeting of the committee during which the committee members will query the student about their dissertation. The primary purpose of this examination is to allow students to demonstrate that they can defend the ideas, analyses, interpretation of results and conclusions contained in their written dissertation. The committee will also make suggestions for additions or corrections if needed. Sometimes major revisions are requested requiring approval by the entire committee. A minimum of three (3) out of the four (4) committee members must approve the dissertation for it to be accepted. If the dissertation is not accepted, the student may begin again with a new prospectus and committee if the five-year limit has not been exceeded.

The student is responsible for reading and understanding current requirements, deadlines, and policies of the School of Graduate Studies through the period of work on the dissertation. This information can be found on [their webpage](#).

The CWRU Human Research Continuing Education Requirements (CREC Program) stipulates that students must be properly certified throughout the entire Ph.D. program, including at the time of their prospectus hearing, during their dissertation research, and at the time of their dissertation defense. Detailed information can be found on their [website](#).

It is the responsibility of both the student and the faculty advisor to ensure adherence to this policy.

### **Policy on Public Portion of the Dissertation Defense**

The public portion of the dissertation defense is a critical component of a doctoral candidate's defense. The public portion serves three (3) key purposes. The first is to demonstrate the candidates' competence to publicly present their dissertation research. The second is to demonstrate the candidates' competence to respond to rigorous intellectual questioning about the dissertation research and its place within the candidates' larger academic discipline. Third is to demonstrate the candidate's competence to consider alternative or new perspectives that go beyond the candidates' perspective or the perspectives of the dissertation defense committee. Hence, the major function of the public portion is to provide the dissertation committee with additional evidence beyond the written document of whether the dissertation meets scholarly standards. The public portion also serves several secondary functions: it provides an opportunity for the doctoral program and the larger university community to engage in intellectual discussion, as well as motivation and peer role models for students at earlier stages in their doctoral career.

For the public portion, the candidate will be asked to give a formal presentation on their dissertation research, findings, conclusion, and implications. This presentation should last 30-45 minutes. It is unlikely the student will be able to present all the

details included in the dissertation; consequently, the student should be selective in the information presented. Following the presentation, the candidate is expected to answer questions from those present at the public portion. This is an important part of the defense, which should not be shortchanged, and a minimum of 30 minutes should be reserved for this part. The chair of the dissertation defense committee is responsible for ensuring that adequate time is provided during the public portion of the defense for questions and answers.

The dissertation committee should consider the candidates' performance during the public portion as part of their overall evaluation of whether the dissertation meets acceptable scholarly standards. Performance during both the oral presentation and answers to questions is important. In evaluating the candidates' performance, however, the dissertation defense committee should be mindful of the stress that this consequential and public event may create for candidates.

For the oral presentation, the dissertation committee can provide feedback on how well the candidate organized and communicated, both orally and visually, the following topics:

- research aims(s), including clear definitions of key constructs and target population.
- background and significance
- theoretical or conceptual model
- research questions, and hypotheses if appropriate
- study design and procedures
- sample
- measures
- analytic strategy
- empirical results
- conclusions
- implications
- study limitations
- key directions for future research

How well did the candidates' answers to questions demonstrate the following?

- a clear understanding of the audience's questions
- breadth of scholarly knowledge
- depth of scholarly knowledge
- ability to "think on their feet"
- a professional, scholarly response style
- ability to ask for clarification when needed
- critical or independent thinking
- creativity or innovation

- ability to respond concisely and clearly
- openness to new or alternative perspectives and ideas
- acknowledgment of their limitation in knowledge (it is acceptable to say “I don’t know, but I will think about that”).
- novel connections drawn between ideas
- insight into implications for social work education, practice, policy, research and/or theory
- appreciation of the value of questioning in research
- ability to accept critical inquiry and their work

Because of time constraints and because of the unpredictable nature of the questions that may be raised, candidates should not be expected to demonstrate all these elements during the question-and-answer period. It is the responsibility of the chair of the dissertation defense committee to prepare the candidate for possible questions and answers.

## Doctoral Program Student Grievance Procedure

It is the responsibility of the School of Graduate Studies to assure that all students enrolled for graduate credit at Case Western Reserve University have adequate access to faculty and administrative consideration of their grievances concerning academic issues. The following procedure has been established for the Mandel School Doctoral Students to present complaints about academic actions they feel are unfair.

1. Students with complaints should first discuss their grievances with the person against whom the complaint is directed.
2. In those instances, in which this discussion does not resolve a grievance to the students' satisfaction, a complaint should be presented in writing to the Associate Dean for Doctoral Education.
3. The Associate Dean for Doctoral Education shall convene the elected faculty members of the Doctoral Executive Committee to review the grievance and make a recommendation(s) to the Mandel School Dean and Vice Provost for Graduate Studies (or equivalent Graduate Studies administrator) The Mandel School Dean shall also make their recommendation(s) to the Vice Provost for Graduate Studies (or equivalent Graduate Studies administrator)
4. If a decision still appears to be unsatisfactory to the student, the student may bring the matter to the attention of the Vice Provost for Graduate Studies (or equivalent Graduate Studies administrator). The Vice Provost for Graduate Studies (or equivalent Graduate Studies administrator) may ask the student to put the complaint in writing. The Vice Provost for Graduate Studies (or equivalent Graduate Studies administrator) will then discuss the case with the student, the Associate Dean for Doctoral Education, and the Mandel School Dean to evaluate the particulars and to make a ruling on it.

The Vice Provost for Graduate Studies (or equivalent Graduate Studies administrator) has the responsibility for the final decision, and the ruling from the Vice Provost for Graduate Studies (or equivalent Graduate Studies administrator) will be considered final and binding on the person involved in the grievance. Additional information about the grievance procedure can be obtained from the [School of Graduate Studies](#).

It should be understood that this grievance procedure relates solely to graduate student complaints concerning academic issues.

### **Terminal Master's Degree for those students who do not complete the dissertation**

The Mandel School Doctoral Program created a terminal master's degree within the PhD. Program in Social Welfare. The degree is a Master of Arts in Research and Theory in Social Welfare. The name of this degree was deliberately chosen in order to reduce any chance of confusion with the MSW degree (or its equivalents), which is recognized as the terminal master's-level degree within social work, and which is a professional degree. The name also reflects the research and theory

competencies that students demonstrate to be eligible for the degree. The Master of Arts degree falls under the School of Graduate Studies "[Plan B](#)" policy for master's degrees. The degree entails no requirements other than those already required of students in the Ph.D. Program in Social Welfare. Specifically, the Master of Arts in Research and Theory in Social Welfare would be awarded to students who have: (a) successfully completed all required coursework; (b) passed the qualifying examination; and (c) have been advanced to candidacy but who are exiting the program before completion of the dissertation. Students exiting the program before completion of the doctorate in Social Welfare may petition to receive the terminal Master of Arts in Research and Theory in Social Welfare after fulfilling the above requirements. This policy was effective as of March 2015.

## Doctoral Student Writing, Spoken Language and Collegial Support

### **ENGL 148, Introduction to Composition or, ENGL 180 Independent Study**

Both courses are undergraduate composition courses that are appropriate for a graduate student for whom English is not his/her first language. Course content varies based on student's needs but covers fundamental grammar and writing mechanics. Doctoral Students may take this course as a fellowship course by completing and submitting the Fellowship Course Application to the School of Graduate Studies. You can find this form [here](#).

Students should also make certain to provide an electronic copy to the Doctoral Program Office to upload to their electronic file. To ensure you are not charged for taking this course, you will not register in SIS, you will automatically be registered by completing this form with the appropriate signatures and submit to the School of Graduate Studies.

### **Writing Resource Center**

The [Writing Resource Center](#) (WRC) provides support for writers across the university. WRC offers in-house programming ranging from campus workshops and student writing groups to one-on-one tutoring. One-on-one tutoring pairs students with a writing consultant to provide individualized, hands-on instruction specific to student goals. The WRC encourages students to utilize its services and focuses on class assignments, theses, and dissertations. The WRC does not offer content support, only writing support.

Email: [writingcenter@case.edu](mailto:writingcenter@case.edu)

## Student Membership on the Doctoral Program Executive Committee

The Doctoral Program Executive Committee makes recommendations to the Associate Dean for Doctoral Education and the doctoral program faculty in matters related to leadership, standards, and activities for the overall planning, development, and coordination of the doctoral program.

Doctoral Students are represented at the Doctoral Executive Committee by a full-time student and part-time student. Nominations need to be made by mid-September; they can be self-nominations, student nominations by peers, or faculty nominations of students. ***If it is one person that is nominated, then no need for election.*** If there are 2 or more, then we have an election.

Two doctoral students serve as student representatives for the Doctoral Program Executive Committee. The responsibilities for each committee member include attending scheduled meetings and preparing a student report that updates faculty on concerns or suggestions proposed by students. The student representatives are expected to represent the interests and perspectives of current students during discussion and decision-making in the Executive Committee, to proactively raise concerns or suggestions from their peers, and to communicate with the other students regarding matters considered during Executive Committee meetings. Student representation does not attend an executive session of the Doctoral Program Executive Committee, when matters related to individual students are discussed.

The student representatives are selected by current students. The DEC is advisory and not supervisory. Doctoral Students are represented on the Doctoral Executive Committee by those students (full-time & part-time is preferred) chosen to represent them. The representatives bring ideas, issues and concerns to the DEC that cannot be resolved administratively. If a student doesn't feel that their idea, issue or concern can be successfully discussed by their representatives, they can ask the administrator of the program to be invited to the meeting.

The student representatives are invited and encouraged to attend the Mandel School Faculty meetings, which meet monthly during the academic year. Student representatives may vote on general faculty matters at faculty meetings. Student representatives may not vote on any matters about their own or other students' candidacy for degrees.

### **Other Leadership Opportunities for Doctoral Students within the Mandel School**

Doctoral students can also volunteer to serve as the Doctoral Program student representative to other permanent and ad hoc committees. If interested, contact the Associate Dean for Doctoral Education.

## Graduate Student Council

The Graduate Student Council (GSC) is a representative government for graduate students pursuing advanced degrees in the School of Graduate Studies at Case Western Reserve University

The GSC serves as a forum of graduate students whose focus is to meet, discuss, and take action on academic, social, and professional affairs. The GSC actively represents students' individual and collective interests by pledging to lobby faculty and university administrators on their behalf.

All departments under the School of Graduate Studies are afforded representatives who regularly attend monthly general assembly meetings of the GSC and help shape university policies directly affecting graduate students through their dialogue with the university administration. The Mandel School Doctoral Program representative is appointed by the Doctoral Program Chair. If you are interested in this position, make an appointment to speak with the Chair.

All graduate students are members of the GSC, and all are welcome to attend their meetings, forums, and sit on its committees. Please learn more about the GSC by visiting their [website](#).

## **Arol Shack Dissertation Awarded to Mandel School Doctoral Candidates**

### **Program Guidelines**

The Doctoral Programs' Arol Shack Dissertation Award was established through donations from friends and alumni of the program and a matching gift from Dr. Gigi Nordquist. The fund honors the many years of work and dedication Arol Shack devoted to the doctoral program, its students and faculty as the program's department assistant.

### **Funds will support the following:**

Doctoral Dissertation Awards – Usually one award is made each year; the amount available is announced each year. Funds are to be used to support the students' work on their dissertation. Examples of eligible expenses include fees for research instruments, travel expenses, and costs of visits to the Mandel School (if living elsewhere), hiring of statistical or methodological consultants, software costs, payments for study participants, as well as personal compensation for students for purposes directly connected to the dissertation, such as printing services, postage, or childcare expenses while collecting dissertation data.

### **Eligibility**

Full-time as well as part-time students, who have passed the Qualifying Exam, have an approved prospectus, and have endorsement from their dissertation chair are eligible to apply. Any dissertation topic is eligible.

### **Requirements**

The student must be currently working with a Mandel School faculty member on their dissertation research. The expectation is that the work funded through this award will be completed by the end of the one-year grant award period.

### **Funding**

The award is available only one time. The award is given as a scholarship. Applications should be submitted by the early fall of each academic year with the student being notified of the award decision. The award period follows the academic calendar.

## Application procedure and deadline

Applications for this award must be signed by both the student and their dissertation chair and should include the following information: a 3–5-page summary of the students' proposed research; a budget showing how the funds will be used to help the student complete the study; a statement of when the prospectus was approved and a timeline for completion of the dissertation research; and a statement discussing any other funds awarded from other sources to complete the study.

## Decision-making process

A committee of Mandel School Faculty will review the applications for the dissertation award and make recommendations to the Doctoral Program Chair based on the merits of the proposals and financial need of the applicant.

## Recognition

Formal recognition of the award will occur at the School of Graduate Studies awards ceremony held each spring.

## Graduate Student Travel Awards

The Doctoral Program provides Student Travel Awards for students presenting papers at a national conference.

**Amount of Award:** Contingent on available doctoral program funding, a student can be reimbursed for eligible travel expenses as determined by the University Office of Travel Services. The amount of the award from the doctoral program is determined each year and used as a match for travel conference funds awarded by the School of Graduate Studies, Endowment Sponsored Mentorship Program GSTA, when possible. Applicants may receive only one travel grant during their graduate career from GSTA. Students planning to apply for a Graduate Student Travel Award from the School of Graduate Studies must ascertain from the Associate Dean for Doctoral Education whether the required matching funds from the Mandel School are available before applying for the GSTA.

Please visit the School of Graduate Studies website regarding Fellowship and Travel Awards [here](#)

## Case Western Reserve University Travel Policy

The travel policy can be found [here](#).

**Application Procedure:** Submit the following materials: letter/email notification from conference organizers indicating acceptance for presentation and listing your

affiliation with the Mandel School; a preliminary budget detailing eligible expenses; and a statement if there are any available funds from the Mandel School other than the Doctoral Program or if you plan to seek travel fund support from Graduate Studies.

**Reimbursement Procedures:** Students can be reimbursed for conference registration fees, abstract submission fees and, airfare with prior approval and appropriate documentation. Eligible expenses cannot be reimbursed until after the conference has taken place. Students must adhere to CWRU policies, as follows, for reimbursement of travel expenses:

1. Request for reimbursement of travel expenses must be submitted by scanning all receipts to the Doctoral Program Department Assistant electronically.
2. When booking flights, please be reminded that the University requires detailed receipts (e.g. a receipt that details flight numbers, destination(s), ticket number(s), and proof of tender type payment, credit card, cash). The University will not reimburse for airline or other trip insurance.
3. If driving, total personal automobile expenses for a specific trip shall not exceed the lowest available airfare plus the costs of associated ground transportation. Travelers may be asked to provide documentation substantiating that the mileage reimbursement does not exceed the lowest available airfare.
4. A detailed receipt for any meals is also required, alcohol is not an allowable expense. All receipts must include proof of tender type payment (i.e. credit card, cash) and show a zero balance. Meals are only covered for the student attending conference, no expenses for a guest/spouse will be reimbursed.
5. Gifts and entertainment costs are not permitted.
6. Personal expenses such as personal phone calls, laundry, newspapers, magazines, toiletries, in-room movies, etc. are not eligible for reimbursement.
7. Additional travel expenses for family members are not reimbursable.
8. There will be no advancement of funds (other than reimbursement for airfare, conference, and abstract fees with receipt); reimbursement occurs after all receipts are submitted electronically to the doctoral program.

**Acknowledgment:** Student given travel awards must include in the presentation a statement that "This Presentation was made possible, in part, through financial support for the Jack, Joseph and Morton Mandel School of Applied Social Sciences."

## Research, Teaching, Service, and Leadership Activity Report (yearly)

After their first year in the program, all doctoral students are required to submit a yearly report with their updated curriculum vitae and updated biographical sketch to the Ph.D. program chair outlining student progress for the prior academic year. The report includes the following:

1. Publications
2. Manuscripts under review/in preparation
3. Presentations at conferences
4. Grant proposals
5. Other research activity
6. Teaching activity
7. Service and leadership to the school, community, and profession
8. Participation in the Mandel School and University professional development activities
9. Honors and awards
10. Facilitators or barriers to timely progress in the program

The Activity Report is generally due at the beginning of the academic year and covers the previous academic year. Both students and faculty advisors are asked to sign the Activity Report. Effective Fall 2015, faculty are also asked to attach another page with their written assessment of the student's progress and to discuss their assessment with the student. This fulfills a requirement of the School of Graduate Studies and is very helpful to the Associate Dean for Doctoral Education and the Doctoral Program Executive Committee in monitoring student progress. A summary of the reports is shared with the faculty members of the Doctoral Program Executive Committee upon compilation and is posted on the Doctoral Program Website.

In addition to serving as an important mechanism for the individual student, the faculty advisor, and the faculty members of the Doctoral Program Executive Committee to annually evaluate each student's progress in the program, Activity Reports can be used by the Executive Committee to identify programmatic strengths and weaknesses.

## Additional Mandel School and University Policies

### Multiple Relationships at the Mandel School

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 a potential risk for harm or exploitation or 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.
- Preferentially treating the person or being perceived as treating the person in such a way.
- Creating additional work for other faculty, staff, or administrators when responsibilities must be realigned 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 pertain to multiple relationships of the Mandel School 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 relationships” as outlined above must be disclosed immediately to all parties who may be affected by the relationship including the Mandel School 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.
- When applicable, an annual form regarding multiple relationships shall be filed with the Dean’s office by members of the Mandel School faculty, staff, and administration involved.
- The parties involved in a multiple relationship, in collaboration with the Mandel School 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.

## University Resources

### **Sexual Misconduct Policy**

Case Western Reserve University is a community based upon trust and respect for its constituent members. Sexual misconduct is a violation of that trust and respect and will not be tolerated. Members of the Case Western Reserve community, guests, and visitors have the right to be free from sexual misconduct, as well as domestic violence, dating violence, and stalking. All members of the community are expected to conduct themselves in a manner that does not infringe upon the rights of others. The purpose of this policy is to define sexual misconduct and the procedures the university uses to investigate and take appropriate action on complaints of sexual misconduct. When complaints are reported, the university will act to end the discrimination, prevent its recurrence, and remedy the effects on both individuals and the university community. This [policy](#) and the accompanying procedures shall serve as the only internal university forum of resolution and appeal of sexual misconduct complaints. This policy applies to all members of the university community including all students, Post- Doctoral Fellows and Post- Doctoral Scholars, faculty, staff (including administrators), and other university officials, whether full or part-time, and guest lecturers, volunteers, contractors, and visitors. This Policy is applicable to a student on the date on which the student accepts admission to the University.

### **Academic Integrity Policy**

The University's research, scholarship, teaching, and community service are central to its mission. To achieve that mission, the highest of academic integrity must be articulated to all members of the University community: faculty, students, and staff.

All members of the community are expected to interact professionally in

those endeavors which promote and facilitate the University's common mission.

Adherence to professional Codes of Ethical Conduct can and does play a central role in the matter. Full text can be found by visiting this [page](#) on **Academic Integrity Standards for Graduate Students**.

Plagiarism is a violation of academic integrity standards. Plagiarism is defined as the submission of work done by another with the intent that it can be viewed and evaluated as one's own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

## Mandel School Resources to Support Student Success

### Lillian and Milford Harris Library

The Lillian F. and Milford J. Harris Library, serving the Mandel School since 1916, is one of only a few libraries administered by a school of social work. It supports the Mandel School curriculum, as well as faculty and doctoral research interests. The librarians are highly skilled professionals, with specialized knowledge in social work and social welfare, and have extensive experience in finding, obtaining, and evaluating information. They are available to assist users in conducting literature reviews and in developing other library research skills.

The library is located in the Mandel Building and its resources are available to all students, faculty, and instructors. All library policies, services, and hours are updated regularly on the Harris Library's website. Current students, faculty, and staff are welcome to borrow items with a valid Case ID card.

Please visit their [website](#).

### Statistical Consultation related to Quantitative Research

The Doctoral Program has arranged for a consultant to provide statistical consultation related to quantitative research to doctoral students. There is no charge to doctoral students for this consultation. The amount of time available will depend on the consultant's other responsibilities and other requests for consultation. It is usually best to talk with your dissertation committee before seeking consultation related to dissertation research.

Consultation is not limited to dissertation research; students may also use it for conference presentations or manuscripts for publication, for example. For consultation related to coursework, students should consult first with the course instructor and TA before seeking assistance from our consultant. As

with any consultation, you should remember to acknowledge this assistance in any final product.

### **Ph.D. Student Workroom**

Doctoral students have access to the Mandel School Ph.D. workroom **all day, every day**. Each student will receive a key to the room that has to be returned upon graduation or when the student leaves the program. **Please note that students should always have their ID on hand when they are in the building after hours.** Per the CWRU police department, they may be asked to show their ID to verify that they are permitted to be in the building.

Applications used for class can always be accessed through the MyApps system. MyApps provides a virtual desktop environment with access to run all the software licensed available to Mandel doctoral students without the need for installation on a computer. Instructions for using MyApps are available on the UTech website at <https://case.edu/utech/services/myapps>. For assistance using MyApps or other technology questions, please contact the UTech Service Desk ([help@case.edu](mailto:help@case.edu) or 216-368-HELP) or visit the UTech Care Center in Kelvin Smith Library.

There is a printer available for student use. Students should be aware that the Doctoral Program is charged for printer toner cartridges which are very expensive, and the Mandel School pays for the paper. Please think carefully before you print anything and consider ways to conserve paper (e.g. printing two pages side-by-side). If there is a large printing job, please talk with the Doctoral Program Department Assistant about the best way to print it. Please be considerate of others using the computer lab. The Doctoral Department Assistant can also provide students with cleaning supplies, as needed.

### **Ph.D. Program Canvas Site**

[This site](#) was created to serve as a repository for information and resources related to the Mandel School Ph.D. Program. Access to this site is limited to the current Mandel School Ph.D. Students and Faculty.

### **Information Technology**

For help with information technology issues, students have access to the CWRU Help Desk through the University IT Department. You can reach the help desk by calling 216-368-4357 or emailing [help@case.edu](mailto:help@case.edu).

## Additional University Resources

### **UCITE (University Center for Innovation in Teaching and Education)**

The University Center for Innovation in Teaching and Education empowers people to learn. Case Western Reserve University has a long tradition of innovation and excellence in teaching. A leader in the discovery of new knowledge through scholarship, the university strives to develop students with skills and attitudes that support a lifetime of discovery and learning. UCITE, believes this is fostered when both students and faculty understand and practice the “scholarship of teaching” and the “teaching in scholarship.” Visit their website [here](#).

All individual services are free and at the request of the faculty member. Results are confidential. To schedule, contact the UCITE office by phone 216.368.1224 or by email [ucite@case.edu](mailto:ucite@case.edu).

### **International Student Services (ISS)**

The Office of **International Student Services** provides support and resources for Case Western Reserve's international students on immigration matters, intercultural exchange opportunities, understanding the social and academic culture on campus and in the U.S. For more information, follow [this link](#).

### **Office of Disability Services**

**Disability Resources** is committed to assisting all Case Western Reserve University students with disabilities by creating opportunities to take full advantage of the University's educational, academic, and residential programs. The best place to start is [their webpage](#) to begin the registration process.

**University Health & Counseling Services** (University Health and Counseling Services) Visit their website [here](#).

The mission of University Health and Counseling Services is to advance the well-being, development, and academic success of our diverse student body through integrated medical, mental health, and wellness services. We collaborate with the entire CWRU community through outreach, education, and services to promote a culture of safety, respect, and global citizenship that fosters lifelong resilience.

UHCS provides healthcare and counseling for students of Case Western Reserve University. We value a collaborative, holistic approach to treating the mind and body. Our interdisciplinary team includes physicians,

psychiatrists, psychologists, nurse practitioners, social workers, counselors, nurses, medical assistants and for our varsity athletics, athletic trainers.

Specialty services are offered for dermatology, allergies, psychiatry, substance use, and women's health. Wellness and health promotion programs include stress management, vaccinations, healthy sleep, and mindfulness. UHCS administrative staff coordinate the Student Medical Plan with Aetna Student Health.

**The Student Guide to Graduate Financial Aid** can be found here:

chrome-

extension://efaidnbmnnnibpcajpcgicfindmkaj/https://case.edu/financialaid/sites/default/files/2022-04/StudentGuide\_FA\_\_graduate\_2022\_0.pdf

This webpage is also helpful: <https://case.edu/financialaid/graduate-students/types-financial-assistance-graduate-students>

Please refer to this page for detailed information regarding the calculation of enrollment status, as it pertains to your financial aid:

(<https://case.edu/registrar/registration-classes/enrollment-status>)

For financial aid-related questions, email [financialaid@case.edu](mailto:financialaid@case.edu)

## Appendix A– Fellowship and Assistantship Comparison

|                             | <b>Doctoral Research &amp; Training Fellowship</b>                                           | <b>Work</b>                                                                  |
|-----------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Function</b>             | Training                                                                                     | Employment                                                                   |
| <b>Work Product</b>         | Not controlled by School/faculty                                                             | Controlled by School/faculty; clear scope of work to benefit School/project. |
| <b>Relationship</b>         | Student-Mentor                                                                               | Employee-Employer                                                            |
| <b>Source of Funding</b>    | MSASS                                                                                        | External                                                                     |
| <b>Account Code</b>         | 572000                                                                                       | 512000                                                                       |
| <b>Taxable?</b>             | No                                                                                           | Yes                                                                          |
| <b>Stipend/Pay Level</b>    | \$18,000 for AY (AY=720 hours)                                                               | \$18.30 maximum per hour                                                     |
| <b>Tuition Scholarships</b> | Yes. Pursuant to Doctoral Handbook (coursework, plus 6 701 credits in 3 <sup>rd</sup> year). | No.                                                                          |

**Appendix B: DOCTORAL PROGRAM TEACHING MENTORSHIP PROPOSAL & EVALUATION FORM**  
**Proposal:**

**Name of Teaching Mentor:**

**Name of Doctoral Mentee:**

**Mentored Course Number & Name:**

**Format of course and meeting dates/times:**

**Please indicate which of the following activities the Mentee will perform during the mentorship:**

- ☐ Assistance in revisions to course syllabus
- ☐ Assistance in course grading
- ☐ Number of course lectures they will give: \_\_\_\_\_
- ☐ Leading small group exercises/discussions
- ☐ Dates & times of regular meetings with Mentor to discuss course sessions:
- ☐ Learn to use a Learning Management System
- ☐ Participate in class sessions; how many sessions will they attend \_\_\_\_\_
- ☐ Other (please specify)

**Product of the mentorship:** The mentee is expected to have a portfolio of lectures and class activities that they can use to start teaching independently.

By signing the proposal, you both agree to this plan:

**Student signature & date:**

\_\_\_\_\_

**Mentor Signature:** \_\_\_\_\_

**Date:**

\_\_\_\_\_

## ***Post Mentoring Experience***

### **THIS SECTION TO BE COMPLETED BY THE MENTOR**

What did the mentee do as part of this experience?

What are the mentee's greatest teaching strengths?

How did students respond to the mentee's teaching?

How did students respond to the mentee's other class duties?

In your opinion, is the mentee ready to teach this course (or another course) on her/his own? Why? Why not?

**Mentor signature & date:** \_\_\_\_\_

## ***Post Mentoring Experience***

### **THIS SECTION TO BE COMPLETED BY THE MENTEE**

What were the most important things you learned through your teaching mentorship?

What did your mentor do that was most helpful to your learning?

In what teaching areas do you think you need further improvement?

In your opinion, are you ready to teach this course (or another course) on your own? Why? Why not?

What supports would you need in order to be successful?

What course are you qualified and interested in teaching?

**Student signature & date:**

---

## Appendix C: Professional Expectations

**Professional Expectations** (adapted from Lindsey Passenger Wieck, St. Mary's University, August 2018, <https://medium.com/@lindseypassengerwieck/practicing-professionalism-a-graduate-student-guide-96b03e36a322>).

### Email and Communication

- **Check your university email regularly** for announcements related to class and professional opportunities, as well as for essential university communication.
- **Reply promptly** to any emails requiring response. Use proper email etiquette. A reasonable expectation is to give a reply in 72 hours.
- It's okay to send a **follow up email** as a *polite nudge* if the person has not replied after 3 business days.
- Be mindful of your use of **cell phones**, mobile devices, and other distractions. Silence them in class and during events.

### Respect

- **Please respect your peers and other professionals in person and online.** Do not bully or disrespect others. If you are experiencing any problems, speak with a faculty member or supervisor immediately to work to resolve any issues.
- Be an **active listener**. Be respectful of different points of views. Be calm and judicious in your responses.
- All of your **social media** accounts should uphold professional standards that meet university and professional codes of conduct.

### Academic Honesty & Plagiarism

- Familiarize yourself with program guidelines and graduate studies policies including academic honesty/integrity, plagiarism, cheating. The work you do in your program must be your own.
- Be sure to **cite your sources** to avoid issues of plagiarism and dishonesty.
- When **collaborating** with other students or faculty, fairly attribute their contributions. Respect others' opinions, fairly divide work, and communicate regularly with your team.
- Talk to your professors or supervisors immediately if you have questions or doubts about what constitutes academic dishonesty. Plagiarism carries serious consequences that could jeopardize your graduate education and future career.

### Professional Conduct

- **Show up prepared:** read for class, prepare for presentations or your coursework.
- **Show up on-time:** If it is impossible to be on time with something, communication is key. Let the person know as soon as possible and propose an alternative. Don't create

- a habit of showing up late for class or for appointments. If you miss an appointment, contact the other party as soon as possible to apologize and arrange an alternative.
- Own your mistakes.** Learn from them. Take criticism for your mistakes in stride.
- **Be kind and gracious** to the librarians and other staff who support your research and the mission of the school. Treat them as professionals. Express your gratitude to them.
  - **Support your colleagues:** take the time to listen to them. Discuss your successes and stresses. They are your support network through grad school and beyond.
  - **Self-Care:** Maintain your friendships, outside hobbies and routines, and your health. Get a good night's sleep. Your health and well-being still should be priorities!
  - Be attuned to your **mental health**. Anxiety and stress can creep up on you. Please reach out if you're overwhelmed or need assistance.
  - Handle stress effectively by using positive coping mechanism, appropriate self-care and developing supportive relationships with colleagues, peers, and others when stress impacts scholastic and/or professional performance.
  - Engage in counseling or seek out support and help for personal problems, psychosocial distress, substance abuse, or mental health difficulties.

## Coursework & Research Fellowships

- Late assignments: If you anticipate turning in an assignment late, contact the instructor in advance to discuss.
- **Attend classes regularly and participate actively.** Unless it is an emergency, contact the instructor in advance if you know you will miss a class; with the instructor, develop a plan for how you can make up any work missed.
- Communication: If you are facing challenges (either academic or personal) in your courses/coursework, speak with the instructor. The earlier is better. This will help the instructor understand your challenges and help you.

*Added to handbook Summer 2023*

## **Appendix D: Curriculum Projects that Fulfill the Teaching Obligation**

### **Curriculum Projects that count towards your teaching obligation**

Full-time students are obligated to contribute to either teaching two courses in the master's program but may elect to do a curriculum project.

We recommend to the Doctoral Executive Committee that the hours for mentorship, curriculum projects and teaching not exceed 6 hours per week over a 14-week period for a total of 84 hours. Doctoral students on a Fellowship have 2 teaching/curriculum obligations apart from the mentorship.

Doctoral students can choose when in their program they will fulfill those obligations. If an opportunity arises that is an opportunity to be paid, they should have the option to take an assignment for pay because most students can work up to 29 hours per week or 9 hours more than their 20-hour Fellowship except international students. International students cannot work more than 20 hours per week while they are on a Fellowship, the only time they are permitted to have a campus job or have an adjunct teaching opportunity is during the summer.

Being a TA for doctoral level courses does not fulfill their Fellowship obligation and is considered part of doctoral training (already the policy). This position is awarded dissertation credits.

In addition to putting in the hours, the Doctoral Program requires that we develop a proposal outlining your learning objectives, teaching objectives, activities, and the role and responsibility of the mentor(s) for each teaching credit to be earned.

## **Appendix E: Teaching Assistant for Doctoral Level Courses**

### **Jack, Joseph and Morton Mandel School of Applied Social Sciences (MSASS)**

#### **The Role of the TA**

Teaching Assistants enhance the learning experience of MSASS doctoral students by complementing the activities of the course instructor. TAs receive mentorship and supervision by the course instructor, who is responsible for supervising the activities of the Teaching Assistant (TA). Appointment as a TA should also promote the learning of the TA. The TA should receive feedback on their performance from the instructor throughout the semester and a copy of their student evaluations after the course ends and grades have been submitted.

Students must have completed all required coursework and engaged in a teaching mentorship prior to being a TA, unless this obligation is waived by the Associate Dean for Doctoral Education. Prior to the semester that a course will work as a TA, there is an announcement and application process specified by the faculty teaching the course. The faculty teaching the course and the Associate Dean for Doctoral Education coordinate the appointment of a TA. The TA will receive a contract for the course.

#### **Duties**

The TA and the instructor share joint responsibility for ensuring that each understands the division of work responsibilities.

TA duties include the following:

- attend all class sessions of the course
- facilitate labs, discussions or tutorials as specified by the instructor
- provide students with one-on-one assistance and problem-solving around software use and access to complete course labs or assignments
- provide guidance to students as they think through possible approaches to assignments
- hold weekly office hours at a time convenient to students in the course
- may participate in providing feedback on the grading homework, assignments, exams, or projects, under instructor supervision
- manage the CANVAS site or the educational learning system as specified by the instructor
- meet regularly with the instructor throughout the course, on a schedule to be collaboratively decided by the instructor and TA

A TA is not the instructor for the course. It is up to the instructor to find a replacement instructor if they must miss a class. To facilitate the TA's mastery of teaching, the TA may teach part or all of a class session, in consultation with the instructor, while the instructor is present. Such teaching is optional and must be voluntary.

### **Minimum Qualifications:**

1. Excellent written, verbal, and interpersonal communication skills
2. Has excellent attention to details
3. Willingness to learn new skills related to course content and teaching.
4. Prior experience with and mastery of required software or platforms (e.g., Citrix, SPSS, MS Word, Qualtrics, Box, MS Excel, Google Drive) and data sets
5. A Solid foundational knowledge of the course content
6. Dependable and conscientious in fulfilling assigned responsibilities.

### **Work Attendance and Preparation**

TA course responsibilities begin at the start of the course and continue until the final grades have been submitted. TAs are responsible for contacting the instructor for their course prior to the first day of instruction.

TAs are expected to be present during scheduled office hours. If a TA must cancel office hours due to illness or another conflict, they should notify their students as soon as possible and reschedule for a different time. The instructor will also be notified of the change. If a TA is not able to conduct a computer lab due to illness or an unforeseeable emergency, they should contact the instructor as early in advance as possible.

TAs are expected to be adequately prepared for office hours, computer labs or other course responsibilities.

Hours of work = (A) teaching time + (B) office hours + (C) prep time equal to  $\frac{1}{2}$  of teaching time. For example, a 3-hour course with 2 hours of office hours expected should not be more than 6.5 hours of work per week of the course (3 class hours + 2 office hours + 1.5 preparation hours).

### **Confidentiality**

All completed assignments, exams, grades, correspondence, and other information about individual students in the class shall be kept confidential except where the student has given written consent. In particular:

- No student in the class should ever be allowed access to a TA computer account or to TA files. Grade files on the computer should be kept protected.
- Grades should never be posted by name, nor by any identifying number such as a university-assigned student ID or social security number.

- Graded assignments should not be left in a public place.
- Answer keys or exam materials should be kept secure in a locked drawer or in a secure location on the course
- Information about a given student's performance in the course shall not be shared with anyone other than that specific student and the instructor.
- These provisions are consistent with Federal and State privacy laws.

### **Use of Authority**

TAs should execute their responsibilities professionally and not abuse their authority. TAs should evaluate student work objectively and fairly, and provide feedback to students in a constructive manner. TAs are expected to provide assistance to students in a fair and even-handed manner, ensuring every student who wants assistance has equal access to it. TAs should maintain professional boundaries and avoid dual relationships with students in the course. If a dual relationship exists, it must be disclosed to the instructor before the course begins (or as soon as the dual relationship begins) and a plan for managing the dual relationship must be put in writing. In particular:

- TAs may not agree to be paid as tutors for students in their class because these students would receive preferential access to the TA.
- TAs should not become romantically involved with students in their class. Such involvement makes objective evaluation difficult and could raise concerns of sexual harassment.
- If a TA has a friend or partner who is a student in the class, they should disclose this to the instructor before the course begins and should never grade that student's work.

## Appendix F: GRADUATE TEACHING ASSISTANT POLICY -per Dr Nieman on 12-20-2024

Colleagues,

Please see the attached Graduate Teaching Assistant (GTA) Policy.

- This policy applies to students who are receiving a stipend for serving as a GTA.
- It does not apply to those who are on research assistantships or other forms of support.
- It does not apply to those supported by other forms of funding who also serve as teaching assistants for extra pay. They are considered student employees.

The goal of the policy is to provide guidance for legal compliance and equity for GTAs by providing clear expectations.

Have a relaxing and enjoyable break.

Thank you.

Marvin

Marvin Nieman, PhD

Vice Provost and Dean of Graduate Studies

Case Western Reserve University

The purpose of this policy is to provide guidance for legal compliance and equity for students with appointments as Graduate Teaching Assistants (GTAs)

### Background

Graduate students at Case Western Reserve University may receive financial support in a variety of ways: tuition credit, tuition remission, teaching assistantships, research assistantships, administrative assistantships, and part-time student employment. This policy provides guidance regarding graduate teaching assistantships. An appointment as a Graduate Teaching Assistant (GTA) contributes to a student's primary objective of earning a graduate degree by providing training experiences coupled with financial support. This training complements other learning objectives with hands-on instructional activities that build communication skills, content knowledge, and time management skills. The general policy is to assign GTAs teaching and instructive tasks that will provide a useful and meaningful experience in their major field or related field, and/or areas that may serve their future career goals.

### Eligibility for Appointment:

To hold a GTA appointment, graduate students are expected to be in good academic standing, maintaining progress toward their degree, and meeting the instructional, teaching, and/or training obligations of their appointment. As of Summer Semester 2025, GTAs may not serve as the Instructor of Record for courses they assist with, but instead must perform their responsibilities under the oversight of a designated Instructor of Record. This policy applies to GTAs only and does not preclude departments from hiring students to teach as an Instructor of Record through employment procedures that are independent of GTA appointments (e.g., student employment positions, internships, fellowships, adjunct instructor appointments) when the student possesses the requisite knowledge and qualifications.

### Period of Appointment:

A typical GTA appointment spans a semester or summer session. Duties as a GTA typically begin one week before the first day of classes and end when final grades are due, as determined by the academic calendar. GTAs should be appointed for no less than a full semester, unless prior written approval has been granted by the dean of the academic unit making the appointment.

**GTA Time Commitment:**

A 'full-time' GTA is considered a 50% appointment, translating to an average of 20 hours of GTA activities per week or less. A GTA's workload may vary weekly, depending on the specific tasks and responsibilities that are required, recognizing that there are inherent peaks and valleys in serving in a teaching role (e.g., periods such as examinations and finals may vary from the regular semester). If a GTA believes their assistantship responsibilities routinely require more than an average of 20 hours per week, they should share such concerns with the Instructor of Record to discuss solutions. If a solution cannot be reached, the Program Director or Department Chair should be consulted as an additional resource. If a resolution is not reached at the department level, the student may elevate their concern to the Dean of the School/College and Dean of Graduate Studies.

**Additional GTA Guidance:**

Some degree programs may require specific periods of GTA experience to meet degree requirements due to critical skills that can be gained through teaching. These may be in the form of paid or unpaid GTA appointments and are considered as progress towards the degree in these cases. Satisfaction of such degree requirements are considered academic requirements and the expectations for such academic requirements are determined by the academic leadership for that graduate degree program.

GTAs should consult the School of Graduate Studies Policies and Procedures (found [here](#)) as well as their program guidelines regarding policies and practices addressing student holidays, breaks, vacations, and parental and sick leave, as they are expected to follow such policies.

The Office of the Provost requires all GTAs to complete training for their GTA responsibilities. If it has been 3 academic years since your initial training, you must complete the online webinar again to remain current with university policies and procedures. More information regarding this requirement can be found on the [UCITE website](#).

The individual course assignments and specific GTA responsibilities are at the discretion of the School/College, Department, and the faculty member who is designated as the Instructor of Record. The duties typically expected of a GTA are described in the Graduate Teaching Assistant Policy Appendix.

Reviewed: December 2024

Effective: January 1, 2025

## Appendix G: Access to CWRU Utech Services after Graduating

Upon leaving the university, your access to some technology services will end.

Please review the information on the graduating students page on the [U]Tech website to learn more: <https://case.edu/utech/resources/student-resources/graduating-students-utech-access>

Your access to some services, such as Zoom, will end upon graduation while others, such as **Google Workspace (email, my Drive, Google Doc, etc), will continue for 180 days afterward.**

Here's a chart that shows you when you will lose your access. according to your graduation date.

| Graduating Semester | Graduation Date  | 180 Days after Graduation |
|---------------------|------------------|---------------------------|
| <b>Spring 2024</b>  | May 17, 2024     | November 13, 2024         |
| <b>Summer 2024</b>  | August 16, 2024  | February 12, 2025         |
| <b>Fall 2024</b>    | January 17, 2025 | July 16, 2025             |
| <b>Spring 2025</b>  | May 16, 2025     | November 12, 2025         |

\* Corresponds to the Degree Conferral date on the university's [academic calendar](#)

**Of course, if you are retaining an affiliation with CWRU as a student, faculty or staff member, your access to these services will continue.**

## Appendix H: Mandel Facilities Information for PHD students

### Mandel Facilities Information for Doctoral Students

#### Facilities Issues and Urgent Situations

All building issues should be reported to [mandelfacilities@case.edu](mailto:mandelfacilities@case.edu). If an urgent issue (hazardous or could cause physical and costly damages and cannot not wait until the following business day) occurs outside of the hours of 7:30 a.m. and 5:00 p.m. Monday – Friday, please call Customer Service at 216.368.2580. Additionally, email [mandelfacilities@case.edu](mailto:mandelfacilities@case.edu), so Mandel Facilities is made aware of the issue and can follow up accordingly.

If you are on campus and there is an emergency, please call CWRU Police at 216.368.3333. For non-life-threatening situations please call the non-emergency number at 216.368.3300.

#### Building Access

The front doors of the Mandel School Building and the Mandel Center are unlocked from 8:00 a.m. - 5:00 p.m. Monday - Friday. Building access for all Mandel Doctoral Students works all days (excluding Holidays) 24 hours/7 days a week.

Your ID Card will grant you access to the following doors:

- Mandel School: Main entrance, Courtyard door, Student Kitchen/Parking Lot door, Market C, Active Learning Classrooms (when locked), Higley Research Commons 2<sup>nd</sup> floor side door, Higley Research Commons 3<sup>rd</sup> floor both doors
- Mandel Center: Main entrance, stairwell and elevator leading to the 2<sup>nd</sup> floor of Mandel Center

\*\*\* Please, do not prop open any exterior doors or locked interior door that has a card reader.

This will set off an alarm (either audible or silent), which will cause Security to arrive to address the situation. \*\*\*

Building Access for students is slated to begin on the first day of classes for the current semester. To ensure you have the necessary access, each student must have a valid ID card prior to the first day of classes. New students who pick up their ID card after the first day of classes run the risk that building access will not be properly applied to their ID card.

Any student encountering issues regarding building access should email [mandelfacilities@case.edu](mailto:mandelfacilities@case.edu). Please include your First and Last Names (as registered with the University in SIS) along with your Student ID Number (beginning with a 1 or 3).

## **Building Keys**

All Doctoral students will be assigned a key that will open the PhD Workroom (Room 275G). Please be advised, this key must be picked up within 30 days of being issued to avoid charges to the Doctoral Program budget.

This key will unlock any conference room, interview/zoom room, or traditional classroom in the Mandel School Building, if you have scheduled a room that happens to be locked after hours.

## **Returning Keys**

Upon graduation or leaving the University, please remember to turn in your keys, otherwise there will be a charge to your student account that could prevent you from graduating or receiving your transcripts. Currently the charge for non-returned keys is \$50 for the first key and \$25 for any additional key not returned.

## **Kitchen Spaces & Vending Area**

Faculty/Staff Kitchen Mandel School Building Room 367: available for use by faculty, adjunct faculty, staff members and doctoral candidates

Student Kitchen 1<sup>st</sup> floor of the Mandel School Building: available for use by Mandel students and is equipped with refrigerator and microwave. An additional microwave is located in Market C on the first floor of the Mandel School Building.

Market C: The Vending area that serves both the Mandel School Building and Mandel Center is Market C located on the first floor of the Mandel School Building. You will need your ID card to enter. To use Market C, you will need to pay using credit or debit card. If you encounter any issues within the Market, please email [vending@case.edu](mailto:vending@case.edu).

## **Classrooms/Huddle rooms (Information for Adjuncts & Students)**

Mandel School Classrooms:

- Please be sure to close windows before pulling blinds down (failure to do so can cause damage)
- Before leaving the room, please:
  - Close all windows
  - Erase whiteboards
  - Sign out and turn off technology (technology questions can

be directed to [msass-utech@case.edu](mailto:msass-utech@case.edu)) Mandel Center Classrooms:

- Before leaving the room, please
  - Open window shades (this is for security reasons)
  - Erase whiteboards
  - Sign out and turn off technology (questions can be

directed to [msass-utech@case.edu](mailto:msass-utech@case.edu)) Huddle Rooms

*Intended for use by Mandel School Students for group work and break out space, these spaces are not reservable*

- Throw away any food trash in hallway trashcans, as they are emptied more often
- Turn off technology and place cable back on the hooks in the room (if used)

## Available Study Spaces & Room Reservations

The following spaces are available for studying without a reservation:

- Public Spaces at Mandel School Building: Noble Commons, Courtyard, Huddle Rooms (234 & 334), 2<sup>nd</sup> Floor Atrium, 3<sup>rd</sup> Floor Atrium, and 3<sup>rd</sup> floor seating
- Public Spaces at Mandel Center: Undergraduate Admissions now occupies the interior spaces of the Mandel Center first floor. Students are welcome to utilize the 1<sup>st</sup> floor lounge. However, please be aware that this space is now often in use for tours and presentations and may no longer be a quiet study space.
- Classrooms in either building: can be used, but you must vacate if there is a scheduled event or class in the room.
- Additional Study Spaces that can be reserved:
  - Mandel School Harris Library: There are two conference rooms that can be reserved during the Harris Library open hours. Reservations can be made at the circulation desk or by emailing [harrisref@case.edu](mailto:harrisref@case.edu)
  - Kelvin Smith Library: <https://case.edu/library/spaces/reserve-space>

### **Commuter Students & Locker Rental:**

- A Commuter and Off Campus Lounge is available at Thwing Center. For information regarding the hours of operation, Locker Rental; please, visit this website for more information:  
<https://case.edu/studentlife/studentcenters/services/campus-and-commuter-student-services/lounge>
- The Mandel School Building and Mandel Center do not have lockers for student rental. Please follow the link provided for the Off Campus Student Lounge above for locker rental at Thwing Center or by emailing [commuter@case.edu](mailto:commuter@case.edu) for more details.

### **Other Reservations:**

- If you need to reserve a space, please use [Spartan Reservations](https://www.case.edu/reservations) (<https://www.case.edu/reservations>) for a meeting or study group.
- Please use the following guidelines when reserving a space at the Mandel School and Mandel Center:
  - Reservation should be placed at least 3 business days ahead of the needed date, if placing a reservation less than 3 business days, please email [msassroom@case.edu](mailto:msassroom@case.edu) with all reservation details.
  - It is recommended to only reserve classrooms as these rooms are always unlocked.

- Conference Rooms may be reserved for meetings during regular business hours and cannot be unlocked outside of regular business hours of Monday-Friday 8:00AM -5:00PM. However, priority is given to faculty and staff.
- The person requesting the space must be present if the reservation is for a Non-Mandel School event.
- If you have any questions or need clarification on room reservations, please email [msassroom@case.edu](mailto:msassroom@case.edu)

## Temperature Adjustment

Please note the following instructions for the thermostat for each building. Please keep in mind that both buildings operate on steam heat during the winter, and it can take at least a day for the water temperature to adjust for the weather depending on the spike in temperature.

**Mandel School Building:** Generally moving the thermostat towards the '-' will lower the temperature in the room and moving the dial towards the '+' will make the room warmer. If the thermostat is set directly in the middle, there will be minimal airflow, and the vents will not blow any air. Please allow at least 20 minutes for the system to adjust before turning the dial again and push the button on the side to lock in the setting (this tells the system that someone is in the room).

*Note:* Please do not open the windows, as doing so can affect the operations of the Heating and Cooling system of the building and potentially allow bees, birds, and other wildlife into the building.

**Mandel Center:** The thermostat in the Mandel Center can be adjusted by using the up/down buttons. Upon pressing either button, the large number will flash. While flashing, you can increase or decrease the temperature. When you stop touching the panel, the large number will stop blinking and show the current temperature the set temperature (small number) has changed to the desired setting.

*Note:* The small number in the upper right hand corner is the set-to temperature and the large number is the area's current temperature. The set-to temperature has a 2 degree offset, which means if you set it to 72° the system will not activate until the room temperature reaches 70° or 74° (similar to a home's heating and cooling system as a way to conserve energy).

\*\*\* If the temperature is abnormally high or low (higher than 78° or lower than 68°) after making these changes, please email [mandelfacilities@case.edu](mailto:mandelfacilities@case.edu).

If this occurs outside of the hours of 7:30 a.m. and 5:00 p.m. Monday – Friday, please call Customer Service at 216.368.2580. Additionally, please send an email to [mandelfacilities@case.edu](mailto:mandelfacilities@case.edu), so Mandel Facilities is made aware of the issue and can follow up accordingly.\*\*\*

## First Aid Kits & AEDs

First Aid Kits are located in the Student Kitchen of the Mandel School Building on the 1<sup>st</sup> Floor.

AED Devices are located on the 1<sup>st</sup> and 3<sup>rd</sup> floor of the Mandel School Building and on the 1<sup>st</sup> floor of the Mandel Center. Both stations also contain a Stop-The-Bleed kit.

If a situation is an emergency, please call 216.368.3333.

## Emergency Meeting Locations for Evacuations

### Mandel School Building

Fire Alarm (Localized): Please do not stand in front of the entrances of the building. Please vacate the area and await further instructions. While we do not have a central meeting location, it is recommended that faculty, staff and students go to a location across or down the street from our building.

Tornado: Mandel School Parking Garage/Basement away from the garage door. If you are unable to get to the basement please stay away from any windows, glass and doors and go to the lowest level possible.

### Mandel Center

Fire Alarm (Localized): Please do not stand in front of the entrances of the building. Please vacate the area and await further instructions. While we do not have a central meeting location, it is recommended that faculty, staff and students go to a location across or down the street from our building.

Tornado: Mandel Center Basement hallway area If you are unable to get to the basement please stay away from any windows, glass and doors and go to the lowest level possible.

## Parking and RTA Student Pass

Please be sure to park in an appropriate parking location. Lot 52B just outside of the Mandel School Building is reserved for those with parking passes. Parking in any university lot without the proper hangtag can result in parking tickets and the possibility of being towed.

It is recommended to obtain a University parking pass through Access Services or use the provided RTA pass that is provided to each student. If this is not a viable option please utilize street parking, [hourly/daily visitor parking lots/garages](#), City of Cleveland metered parking using [Park Mobile App](#), or the [CWRU Campus Metered QR Code parking & Text to park signs](#) located at surrounding parking lots, parking rates will be posted at each lot. This will allow you to pay to park in various parking lots near the Mandel School and

Mandel Center buildings.

Any questions regarding parking should be directed to [parking@case.edu](mailto:parking@case.edu).

Any questions regarding the RTA Parking pass should be directed to [mandelstudentservices@case.edu](mailto:mandelstudentservices@case.edu), as Mandel Student Services will be handing out the RTA Student passes.



## CASE WESTERN RESERVE UNIVERSITY

### **James S. Strawser**

he/him/his

Facilities Coordinator

[mandelfacilities@case.edu](mailto:mandelfacilities@case.edu)

[msassroom@case.edu](mailto:msassroom@case.edu)

[jss235@case.edu](mailto:jss235@case.edu)

[case.edu/socialwork](http://case.edu/socialwork)

### **Jack, Joseph and Morton Mandel School of Applied Social Sciences**

#### **Mailing Address**

10900 Euclid Avenue  
Cleveland, Ohio 44106-7164

#### **Visitors and Deliveries**

Mandel Building, Suite 315  
11235 Bellflower Road

216.368.8673 Office

