PhD Handbook

2021 – 2022
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Rights and Responsibilities of Doctoral Students

Administrative Structure of the School and Governance

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The PhD Handbook

Faculty members and students should use the most recent version of the PhD Handbook, unless the student believes a policy/procedure in the most recent version is different than a policy/procedure in the version they received when admitted into the program and the newer policy/procedure disadvantages the student in some way.

Plan of Study and Academic Advisor

A. Plan of Study

Before the first semester starts, students work with their academic advisors to develop an individualized Plan of Study (see Table 3) that will satisfy their individual goals and degree requirements. Students should keep a copy of their plan. This form is designed to help students plan their program and to document special arrangements made with their advisors and/or approved by the director of the PhD program.

In addition to the individualized Plan of Study form, the School of Social Work Academic Summary Sheet (see appendices for this and other forms) shall be also completed when the student requests permission to take the comprehensive examination. The Academic Summary Sheet includes a list of all graduate courses taken that apply toward the degree and a list of additional courses that are currently in progress, and that the student plans to take after the comprehensive examination. This sheet is used to complete the Graduate College Doctoral Plan of Study Summary Sheet and, therefore, must be accurate.

The School evaluates courses taken 10 or more years prior to the comprehensive examination to determine the amount of credit, if any, that may be applied to the degree. The evaluation must provide a rationale for why each course should be approved by the Graduate College.

B. Residence and Continuous Registration Requirements

The School of Social Work requires students, in the 4 year program, to be working toward degree requirements full-time throughout the duration of their studies. In addition, full-time students must be enrolled 9 s. h. hours or more for the first two years of their program and for at least 2 s. h. for all subsequent semesters until graduation. Students cannot register for more than 15 s. h. per semester.

Students are required to register each fall and spring session after satisfactorily completing the comprehensive examination until the degree is awarded. If a student fails to register, the student may not be readmitted to candidacy until the student has submitted an application that has been approved by the student's adviser, the departmental executive, and the Graduate College dean.

Students who have completed the required 12 s. h. of dissertation hours continue to register for 2 s. h. per semester of Dissertation Hours until they graduate. No registration for the summer or winter session is required. The exceptions are when the student is taking a degree at the end of
the summer session, or when enrollment is required by the student's department. There is no restriction on the number of Dissertation Hours that students can register for.

Students are expected to complete at least three years of residence in the Graduate College. A doctoral student may satisfy his/her academic residency requirement in the Graduate College either by (1) enrollment as a full-time student (9 s. h. minimum) in each of two semesters or (2) enrollment for a minimum of six s. h. in each of three semesters.

If a student’s enrollment is interrupted for any reason so that s/he is not enrolled for three consecutive academic sessions, including the summer session but excluding inter-sessions, the student must apply for readmission to the Graduate College. See Changes to the Student’s Plan of Study section for details.

C. Student Initiated Changes to the Plan of Study

The School of Social Work recognizes that students, for a variety of reasons, are unable to complete degree requirements within the time requirements specified in the students’ Plan of Study. Accordingly, a student may request in writing a delay in starting or completing an exam, a leave of absence, or a reduction in s. h. due to an emergency by writing a letter and filling out the form, Request for a Delay in Starting or Completing an Exam, Reduction in Hours, or Leave of Absence.

1. Student Letter to the Doctoral Studies Committee

The letter should (a) be addressed to the Doctoral Studies Committee (DSC), (b) state the period of time that the student will require a delay in starting or completing an exam, be registering for fewer hours, or not be registered; and (c) state the emergency. An emergency may, but need not, involve the student’s physical or mental health; family, such as caring for a parent or child with a health condition; maternity; finances; and military or religious service. The student should append documentation, if available, of the emergency to the form.

2. Changes to the Student’s Plan of Study

When students request a delay in starting or completing an exam, a reduction in semester hours, or a leave of absence is approved, the DSC and the student’s advisor will review and approve the student’s Plan of Study.

When a reduction in hours or leave of absence is approved, the DSC will extend the period of time a student has to complete degree requirements. When a delay in starting or completing the comprehensive exam is approved, the DSC may or may not extend the period of time a student has to complete degree requirements.

The Plan of Study includes remaining degree requirements and revised deadlines. The DSC reserves the right, in consultation with the student's advisor, to add intermediate deadlines and/or requirements to ensure timely completion of degree requirements.
3. Roles and Responsibilities Related to Changes in the Plan of Study

The student is responsible for (a) setting up a meeting with his or her advisor to discuss the proposed revised Plan of Study, (b) signing the final approved plan, (c) resuming work toward degree requirements as stated in the Plan of Study, (d) consulting with the Graduate College to determine whether the School of Social Work needs to write a letter to the Graduate College to waive a collegiate rule, and, if applicable, (e) notifying the chair of the DSC that a letter is required.

The advisor is responsible for (a) meeting with the student to discuss and approve the proposed revised Plan of Study; (b) monitoring the student’s progress and, if on a leave of absence, monitoring his or her return and registration; and (c) signing the final approved plan.

The chair of the DSC is responsible for (a) notifying the student and the student’s advisor of the DSC’s decision, (b) signing the approved plan on behalf of the DSC, (c) placing the plan in the student’s file, (d) monitoring the student’s progress, and, if applicable, (e) requesting the DEO write a letter to the Graduate College, if needed. The request should include a rationale for the request and, if applicable, a timetable to complete degree requirements.

The director of the School (DEO) is responsible for writing a letter to the Graduate College for a waiver of any collegiate rule.

4. Time Extension and Graduate College Rule

The DSC approves a reduction in hours or a leave, typically, for one semester. The DSC will only approve a request when there is serious intent to finish degree requirements and when the student’s adviser supports it. A student requesting a change in his or her Plan of Study must still meet Graduate College rules, such as the academic residency requirements and continuous enrollment. Students who do not enroll at all for three consecutive semesters, including summer session, are dismissed from the program by the Graduate College and must reapply to the Graduate College and to the School of Social Work for readmission.

5. Procedure for Readmission after Dismissal

The Graduate College readmission application form must be used. The student must also reapply for readmission to the SSW Doctoral Studies Committee (DSC). The SSW requires a written explanation of the reasons for the absence (1 p., single-spaced), the student’s Plan of Study, and a month-by-month plan for degree completion (1 p., single-spaced). The DSC may request an interview with the student to discuss his or her plan. The student must use the SSW Application for Readmission to the Social Work Program form, obtain approval from the student’s advisor, and submit the form to the director of the doctoral program six-weeks prior to the readmission semester. The Graduate College decision supersedes the School of Social Work decision to readmit.

D. Academic Advising

1. Assignment and Selection of Advisors
Students will be assigned an academic advisor by the director of the doctoral program, in consultation with the DSC, at the time they are admitted into the program. The assignment will be based on the student’s interests and faculty availability. The prospective adviser must approve the assignment. Students may select a different academic advisor after the initial assignment from the list of eligible advisors (see Table 1). A student changing an advisor must submit a Change of Advisor form to the director of the doctoral program who approves the change and places it in the student’s file.

Table 1. PhD Faculty and Research Interests

<table>
<thead>
<tr>
<th>PhD advisors, research practica instructors, and comprehensive and dissertation chairs must be a tenured or tenure-track faculty with primary or secondary appointment in Social Work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercedes Bern-Klug (MSW, University of Iowa; PhD, University of Kansas). Gerontology, global aging, long-term care, end-of-life and palliative care issues, funeral arrangements, creative writing for social workers, aging in Mexico</td>
</tr>
<tr>
<td>Amy Butler (AM, Sociology; MSW, PhD-Social Work &amp; Sociology, University of Michigan). Effects of social policy, economic conditions and culture on family structure and well-being and children’s mental health</td>
</tr>
<tr>
<td>Aislinn Conrad-Hiebner (MSW, PhD, University of Kansas). Child wellbeing; child welfare; child maltreatment prevention; contextual factors of child maltreatment; poverty; material hardship</td>
</tr>
<tr>
<td>Carol Coohey (MSW, University of Michigan; PhD, University of Chicago). Domestic violence; child abuse and neglect; the relationship between trauma an mental health and substance use; child welfare practice and decision-making</td>
</tr>
<tr>
<td>Lorraine T. Dorfman, Emerita (AM, University of Michigan; PhD-Education, University of Iowa). Gerontology focusing on work and retirement, rural aging, family care-giving, gerontology education</td>
</tr>
<tr>
<td>May Guo (MPhil, University of Hong Kong; PhD, University of Southern California). Family gerontology; mental health in later life, intergenerational relations, health disparities, (im)migration, gender differences in later life, cross-cultural research</td>
</tr>
<tr>
<td>Megan Gilster (MSW, PhD, University of Michigan). Urban sociology, demography of inequality, race and racism, health and mental health disparities, community practice, and program evaluation.</td>
</tr>
<tr>
<td>Carolyn Hartley (AM, PhD, University of Chicago). Child maltreatment and interpersonal violence, child sexual abuse, therapeutic jurisprudence</td>
</tr>
<tr>
<td>Miriam Landsman (MSW, PhD, University of Iowa-Sociology). Child welfare organizations and workforce; permanency for children and youth; family centered practice</td>
</tr>
<tr>
<td>Sara Sanders (MSW, Washington University; PhD, University of Maryland). Care-giving for aging individuals, Alzheimer’s disease, mental health, grief and loss, death and dying, social work education, poverty</td>
</tr>
<tr>
<td>Christopher Veeh (MSW, University of Kansas; PhD, University of Denver). Criminal justice,</td>
</tr>
</tbody>
</table>
2. Advising Activities

Students are required to meet with their faculty advisors shortly before the early registration period each semester. To prepare for that meeting, students should review the Student Advising Guide and complete the bi-annual review materials (1 p. narrative and updated CV). Students who are registering for dissertation hours also discuss their Dissertation Hours Contract with their advisor. The advisor must sign the contract.

Advisors will authorize students to register at their meeting and discuss with them their plan of study, educational and career goals, CV and timeline. Advisors and students are required to keep their Plan of Study up to date.

At the beginning of their first semester of study in the doctoral program, students and their advisors should carefully investigate whether courses outside the department will be offered, when they will be offered and whether they have pre-requisites. Many 5000 or higher-level (cf. to legacy 200 and higher) courses are listed in the General Catalog but may be offered only every other year or not at all. Moreover, students and their advisors should identify faculty members—in and outside the School—who possess expertise in their research area.

Although assistance and support from faculty advisors and staff should be readily available, the responsibility to search out opportunities and information and to initiate collaborative relationships with faculty rests primarily with each student. This requires that students be proactive in defining their learning objectives that build upon available resources early in their program.

E. The Bi-Annual Review

Purpose

The purpose of the Bi-Annual Review is twofold: (a) to evaluate whether students are making progress and will be advanced to the next semester and (b) to encourage students to set developmental goals and regularly review them with their mentors. Information in the CV may also be used to determine whether students are eligible for special recognition or awards and to generate reports (e.g., for the Graduate College, CSWE, Group for the Advancement of Doctoral Education).

The bi-annual review materials are not submitted by first-year students during their first semester.
Procedures

1. To receive authorization to register, students are required to meet with their advisors to review their progress and to set developmental goals.

2. After meeting with their advisors, students submit a highlighted CV and a brief statement to the director of the doctoral program via the Assignment page of ICON site “Social Work Doctoral Student Professional Development” by November 15 and by April 15.

3. The Doctoral Studies Committee will review students’ reports and provide feedback. Students who meet advancement standards are automatically advanced to the next semester and are not notified of advancement.

Materials to Submit

- A CV. The CV should adhere to the template posted on the ICON site “Social Work Doctoral Student Professional Development”, or comparable academic model, and must highlight (in yellow) only activities for the previous six-month review period (e.g., honors, awards, grants, guest lectures, special training/workshops, reports, publications, appointments).

- A brief statement of your activities and accomplishments during the previous six-month review period (about one-half page). Please describe

(a) what you were trying to accomplish (cf. developmental goals),
(b) what you did accomplish, and
(c) what you plan to accomplish in the next six months (cf. developmental goals and timeline).

Do not simply list activities that are highlighted in the CV (e.g., “I made one presentations on …, I wrote one report on . . . ,”). Do write, for example, “My developmental goals included increasing activities needed to be competitive on the . . . obtain a position . . . Accordingly, my goals included writing one conference abstract, increasing my post social work practice hours (at least 60 additional hours) … During the last six months, I was able to meet some of these … During the next six months, I will …

- Third year and above students should also turn in a research statement draft.

- If you convened an examination committee within the last six months or there was a change in the composition of your committee, list members’ names and departmental affiliations.

Degree and Residence Requirements

A. Competencies

Core competencies for newly graduated PhD students include:
Core General
Graduates are able to:
1. Locate their work in the intellectual landscape of social work.
2. Critically analyze theories, practices, policies, and research.
3. Understand the relations among social work education, research, and practice.
4. Understand how knowledge in social work is relevant to public issues, including promoting social justice and increasing equity.
5. Understand the role and importance of social work values and ethics in research and knowledge development.
6. Develop expertise in at least one specialized area of knowledge.

Core Scholarship
Graduates are able to:
1. Conceptualize significant, meaningful, and relevant social work research questions.
2. Critically evaluate and review published work in the student’s area of expertise.
3. Identify the strengths and limitations of their own research.
4. Conduct research that is guided by theory.
5. Understand both the technical aspects and conceptual underpinnings of a broad range of methodological and statistical techniques.
6. Demonstrate in-depth knowledge in the selection and application of the most rigorous, feasible, and appropriate methodological and data analysis approach(es) for the research question(s) posed.
7. Proactively and consistently implement plans for the responsible and ethical conduct of research.
8. Design and implement appropriate procedures for sampling and data collection.
9. Widely disseminate knowledge that contributes to the advancement of social work research, practice, and policy, including: writing publishable, peer-reviewed manuscripts; presenting at local, national and international conferences; and producing policy briefs /white papers.

Core Teaching
1. Understand and apply theories of adult learning.
2. Design and teach a course in a social work curriculum.
3. Create a learning culture and classroom climate that is inclusive of a diverse population of students and diverse learning styles.
4. Address ethical dilemmas that might arise in teaching.
5. Understand the place of social work education within the larger context of higher education.

These competencies are met through

- courses, including a research and a teaching practicum
- a comprehensive examination paper and oral defense
- research and teaching assistantships
- a dissertation and oral defense
B. Time Limits

To obtain the PhD degree, full-time students must successfully complete the following course and exam requirements within the time limits specified by the SSW and the Graduate College:

<table>
<thead>
<tr>
<th>Degree Requirement</th>
<th>SSW Time Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Successfully complete a minimum of 82 s. h. of required coursework</td>
<td>Successfully complete all required courses in the Plan of Study, except the Thesis Writing Seminar, by the end of the spring semester of the second year</td>
</tr>
</tbody>
</table>
| 2. Successfully present a comprehensive exam proposal, and complete a comprehensive examination paper and defend it | • Receive approval to begin the exam by May 15 of the second year (approved proposal)  
• Submit the written exam by August 15 of the second year to committee members and the director of the PhD program  
• Defend the exam by September 15 |
| 3. Successfully present a dissertation proposal | Submit the proposal to begin the dissertation by March 15 and receive approval by May 15 of the third year |
| 4. Successfully complete a dissertation and defend it | Successfully defend the dissertation (final examination) by the end of the spring semester of the fifth year |

C. Credits and Coursework

1. 82-Hour Credit Requirement

Students complete a minimum of 52 hours of PhD level approved credit. In addition, students, with approval, may apply up to 30 hours of credit from their master’s degree for a minimum of 82 hours. Table 2 shows how PhD credit hours are distributed across curricular areas.

Table 2. Require Distribution of Semester Hours by Curricular Area

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core curriculum in social work</td>
<td>16</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Concentration theory, research and elective</td>
<td>9</td>
</tr>
<tr>
<td>Research methods, statistics and data analysis</td>
<td>9</td>
</tr>
<tr>
<td>Dissertation</td>
<td>12</td>
</tr>
<tr>
<td>Subtotal</td>
<td>52</td>
</tr>
<tr>
<td>With approval, hours from the master’s degree</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
</tr>
</tbody>
</table>

a. For Students with a MSW

Table 3 provides a summary of the curriculum for full-time students. The director of the PhD program will develop an individualized Plan of Study and timeline for students admitted into the
de-accelerated program. This timeline will include time limits for each degree requirement (listed above). See Tables 4 and 5 for examples. We will apply 30 s. h. from a MSW toward the 82-semester hour requirement, leaving 52 additional hours needed for the PhD degree.

Table 3. Plan of Study for the PhD in the Four-year Program (Example)

<table>
<thead>
<tr>
<th>Yr</th>
<th>Semester</th>
<th>Course Title</th>
<th>S.H.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>Social work proseminar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social work seminar: Selected topics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statistics level 2</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Arrange teaching practicum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Concentration theory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statistics level 3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching practicum</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching seminar</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Arrange research practicum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Research Practicum</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>Social work seminar: Selected topics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concentration research methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statistics level 4 or research methods</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Write comps exam proposal and receive approval by May 15th</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Write and submit comps exam paper by August 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fall</td>
<td>Thesis writing seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dissertation</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Defend comps exam paper by September 15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Dissertation</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Defend dissertation proposal by March 15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fall</td>
<td>Dissertation</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Dissertation</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Defend dissertation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Course hours, including Dissertation hours</strong></td>
<td>52</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hours applied from the master’s degree</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td>82</td>
<td></td>
</tr>
</tbody>
</table>

*Comprehensive examination registration.* Students must be registered for at least 2 s. h. in the session they defend the exam.
Table 4. Plan of Study for the PhD in the Five-year Program (Example 1)

<table>
<thead>
<tr>
<th>Yr</th>
<th>Semester</th>
<th>Course Title</th>
<th>S.H.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>Social work proseminar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social work seminar: Selected topics</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statistics level 2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Arrange teaching practicum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Statistics level 3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching practicum</td>
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<td>Teaching seminar</td>
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<td><strong>Arrange research practicum</strong></td>
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<td>Summer</td>
<td>Research Practicum</td>
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<td>2</td>
<td>Fall</td>
<td>Social work seminar: Selected topics</td>
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<td></td>
<td></td>
<td>Concentration research methods</td>
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<td>Spring</td>
<td>Concentration theory</td>
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<td>Elective</td>
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<td>3</td>
<td>Fall</td>
<td>Statistics level 4 or research methods</td>
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<td>Elective</td>
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<td>Spring</td>
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<td><strong>Write comps exam proposal and receive approval by May 15</strong></td>
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<td>Summer</td>
<td><strong>Write and submit comps exam paper by August 15</strong></td>
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<tr>
<td>4</td>
<td>Fall</td>
<td>Thesis writing seminar</td>
<td>3</td>
<td>6</td>
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<td>Dissertation</td>
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<td>**Defend comps exam paper by September 15 * **</td>
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<td>Dissertation</td>
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<td></td>
<td><strong>Defend dissertation proposal by March 15</strong></td>
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<td>5</td>
<td>Fall</td>
<td>Dissertation</td>
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<td>Spring</td>
<td>Dissertation</td>
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<td></td>
<td></td>
<td><strong>Defend dissertation</strong></td>
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</tr>
</tbody>
</table>

|                | **Course hours, including Dissertation hours** | 52 |
|                | **Hours applied from the master’s degree**    | 30 |
| **TOTAL**      |                                               | 82 |

*Comprehensive examination registration.* Students must be registered for at least 2 s. h. in the session they defend the exam.
Table 5. Plan of Study for the PhD in the Five-year Program (Example 2)

<table>
<thead>
<tr>
<th>Yr</th>
<th>Semester</th>
<th>Course Title</th>
<th>S.H.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>Social work proseminar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social work seminar: Selected topics</td>
<td>3</td>
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<tr>
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<td>Statistics level 2</td>
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<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrange teaching practicum</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Spring</td>
<td>Statistics level 3</td>
<td>3</td>
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<td></td>
<td></td>
<td>Teaching practicum</td>
<td>2</td>
<td>5</td>
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<tr>
<td></td>
<td></td>
<td>Teaching seminar</td>
<td>1</td>
<td>6</td>
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<tr>
<td></td>
<td></td>
<td>Arrange research practicum</td>
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<tr>
<td>2</td>
<td>Fall</td>
<td>Social work seminar: Selected topics</td>
<td>3</td>
<td></td>
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<td></td>
<td></td>
<td>Concentration research methods</td>
<td>3</td>
<td>6</td>
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<td></td>
<td></td>
<td>Elective</td>
<td>3</td>
<td>9</td>
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<td></td>
<td>Spring</td>
<td>Concentration theory</td>
<td>3</td>
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<td></td>
<td></td>
<td>Statistics level 4 or research methods</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Fall</td>
<td>Research practicum</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>3</td>
<td>6</td>
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<tr>
<td></td>
<td>Spring</td>
<td>Elective</td>
<td>3</td>
<td>6</td>
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<tr>
<td></td>
<td></td>
<td>Write comps exam proposal and receive approval by May 15</td>
<td></td>
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<td></td>
<td>Summer</td>
<td>Write and submit comps exam paper by August 15</td>
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<tr>
<td>4</td>
<td>Fall</td>
<td>Thesis writing seminar</td>
<td>3</td>
<td>6</td>
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<td></td>
<td></td>
<td>Dissertation</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**Defend comps exam paper by September 15 **</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Spring</td>
<td>Dissertation</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Defend dissertation proposal by March 15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fall</td>
<td>Dissertation</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Dissertation</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Defend dissertation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Course hours, including Dissertation hours</strong></td>
<td>52</td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>Hours applied from the master’s degree</strong></td>
<td>30</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Comprehensive examination registration. Students must be registered for at least 2 s. h. in the session they defend the exam.

b. For Students in the Combined MSW/PhD Program
The director of the PhD program works with each combined degree student to develop a Plan of Study. Table 6 provides an example of the courses that a student interested in family-centered practice, and who does not have the BSW, would take over five years. Students with a BSW and/or who have taken extensive coursework in research and statistics can expect to complete the combined program in fewer semesters than students who do not have this background.

Table 6. Plan of Study for Combined MSW/PhD students without a BA in Social Work (Example)

<table>
<thead>
<tr>
<th>Yr</th>
<th>Semester</th>
<th>Course Title</th>
<th>S.H.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>Human Behavior in the Social Environment</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discrimination, Oppression Diversity</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Work Practice with Individuals, Families &amp; Groups</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Work Practice Skills Lab</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Practice I</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Organization and Community Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Welfare Policy and Practice</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Foundation practicum</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Foundation Practicum Seminar</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Research Practice II</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>MSW/PhD electives</td>
<td>3-9</td>
<td>3-9</td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>Social work proseminar</td>
<td>1</td>
<td></td>
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<td></td>
<td></td>
<td>Social work seminar: Selected topics</td>
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<tr>
<td></td>
<td></td>
<td>Family Centered Theory and Practice</td>
<td>3</td>
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<tr>
<td></td>
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<td>Advanced Practicum I</td>
<td>5</td>
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<tr>
<td></td>
<td></td>
<td>Advanced Practicum Seminar I</td>
<td>1</td>
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<td>Spring</td>
<td>Family Centered Theory and Practice II</td>
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<td>Advanced Social Policy for Family Practice</td>
<td>3</td>
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<td></td>
<td></td>
<td>Advanced Practicum II</td>
<td>5</td>
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<td></td>
<td>Advanced Practicum Seminar II</td>
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<td>MSW/PhD elective</td>
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<td>Arrange research practicum</td>
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<td></td>
<td>Summer</td>
<td>MSW/PhD elective</td>
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<td>Research practicum</td>
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<td>3</td>
<td>Fall</td>
<td>Social work seminar: Selected topics</td>
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<td></td>
<td>Concentration research methods</td>
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<td></td>
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<td>Statistics level 2</td>
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<td>Semester</td>
<td>Courses</td>
<td>Credits</td>
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<tr>
<td>Spring</td>
<td>Arrange teaching practicum</td>
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<td></td>
<td>Teach practicum</td>
<td>2</td>
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<td></td>
<td>Teaching seminar</td>
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<td></td>
<td>Concentration theory</td>
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<td>Write comps exam proposal and receive approval by May 15</td>
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<td>Write and submit comps exam paper by August 15</td>
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<td>Thesis writing seminar</td>
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<td>Dissertation</td>
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<td>Defend comps exam paper by September 15 *</td>
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<td>Spring</td>
<td>Dissertation</td>
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<td>Defend dissertation proposal by March 15</td>
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<td>Dissertation</td>
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<tr>
<td></td>
<td>Defend dissertation</td>
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</tbody>
</table>

**TOTAL** 100

*The PhD Courses are bolded.

**Comprehensive examination registration.** Students must be registered for at least 2 s. h. in the session they defend the exam.

Students in the combined program take doctoral-level courses when appropriate. For example, students may be able to use 12 hours of 3000 or higher level courses toward both the MSW elective requirement and toward the PhD course requirement. Students must work closely with their advisors, the director of the doctoral program, and the program administrator to ensure that all of their courses can be applied to the MSW and/or PhD requirements.

**c. For Students with a Master’s Degree in a Related Discipline**

Students with a master’s degree in a related discipline, such as sociology or psychology, who do not want a MSW have the option of obtaining the PhD without obtaining a MSW. Transfer credit from their master’s degree in a related discipline will be determined on a case-by-case basis. Students without a MSW will need to take the following foundation courses during their graduate study: Human Behavior in the Social Environment, Social Welfare Policy and Practice, Discrimination, Oppression, and Diversity, and Social Work Research. Students have the opportunity to waive out of one or more of these foundation courses if they can demonstrate they have completed comparable coursework and if they pass applicable waive-out examinations.

Students who are interested in teaching in a school of social work in the United States should
know that two years of social work employment completed post BSW or post-MSW is a requirement to teach social work practice courses in CSWE accredited programs, and many U.S. schools of social work require the MSW for all members of their faculty. Thus, students may be disadvantaged on the job market if they do not obtain these credentials.

2. Courses
   a. Core Curriculum in Social Work

   Students are required to take the Social Work Proseminar, two PhD-level social work seminars (e.g., 7801 selected topics), Teaching Practicum, Teaching Seminar, Research Practicum, and Thesis Writing Seminar. Students may not waive or substitute core social work courses. PhD courses completed during the School of Social Work MSW Program may be applied to the PhD requirement with approval from the director of the PhD Program.

   SSW:7800 (42:300): Social Work Proseminar (1 s. h., S/U graded)
   Theproseminar orients new PhD students to the program and degree requirements, helps them formulate research questions, and introduces them to faculty research and interests.
   Pre-requisite: None
   Co-requisite: None
   Requirements: Admission into the social work doctoral program
   Restricted: To majors

   SSW:7803 (42:303): Research Practicum (3 s. h., S/U graded)
   Students work with faculty on various phases of the research process, including research design, measurement, sampling, data collection, data analysis, human subjects review and writing for publication.
   Pre-requisite: None
   Co-requisite: None
   Requirements: Admission into the social work doctoral program or consent of instructor.
   Restrictions: None

   SSW:7804 (42:304): Thesis Writing Seminar (2 - 3 s. h., letter graded)
   The purpose of this seminar is to help students write their thesis, including writing an argument, synthesizing the literature and justifying their methods, and to help students develop their scientific communication skills, including defending their ideas at the proposal hearing and thesis defense. Assignments are linked to writing the thesis. To create a supportive environment, students learnt to provide facilitative feedback to one another. To ensure that participants meets program requirements and deadlines, time management skills are discussed throughout the semester.

   To fulfill requirements for the PhD in social work, students must enroll in Thesis Writing Seminar for 3 s. h. after defending the comprehensive examination proposal. Students interested in writing a manuscript for publication may also register for Thesis Writing Seminar for 2-3 s. h. with consent of instructor or PhD dissertation chair. Students develop an individualized contract with the instructor that describes the work that will be completed for each s. h.
Pre-requisite: None
Co-requisite: None
Requirements: For social work doctoral students, successful completion of the comprehensive exam.
Restrictions: For all students

SSW:7808: Social Work Theory and Knowledge (3 s.h., letter graded)

This interactive seminar aims to investigate interdisciplinary theories used in social work research and applies theories to students’ areas of scholarly inquiry. In the class, students will 1) explore the roles and uses of macro- and micro-theory in social work research, 2) build, test, critique, and apply theory; and 3) articulate common theoretical traditions from disciplines related to social work.

SSW:7806 (042:306): Teaching Practicum (2 s. h., S/U graded)
This course prepares students to develop the knowledge, skills, and values needed to become effective, culturally competent educators through an applied teaching experience. Faculty mentors provide student-teachers ongoing instruction on how to teach and to assess their students’ learning.
Pre-requisite: None
Co-requisite: None
Requirement: Admission into the social work doctoral program or consent of instructor. For students in the social work PhD program, completion of or concurrent enrollment in SSW:7807: Teaching Seminar
Restricted: None

SSW:7807 (042:306): Introduction to College Teaching for Social Workers (1 s. h., letter graded)
This seminar provides a supportive environment for students to explore their interest in teaching at the college level and to discuss purpose of social work education and how students learn the knowledge, skills and values to become professional social workers. Additional topics may include how to match instructional methods to student learning outcomes, plan a discussion and other activities, engage and motivate students, address challenges related to student engagement, develop a lesson plan, assess students’ learning, and use technology to enhance learning.
Pre-requisite: None
Co-requisite: None
Requirement: Admission into the social work doctoral program or consent of instructor
Restricted: For all students

SSW:7808 (42:7808): Social Work Theory and Knowledge: Micro Perspectives (3 s.h., letter graded)
This interactive seminar is designed to introduce students to commonly used micro theories in social work research and foster critical thinking about the application of theory to research. The course examines the fundamental relationship between theory and research and the epistemology of micro-level theories used in social work research.
Requirements: Admission into the social work doctoral program
Restricted: None

**SSW:7830 (42:330): PhD Dissertation (12 or more s. h., S/U graded)**
This repeatable course includes ongoing and substantial feedback to doctoral candidates on the
development of their dissertation by their examination chair.
If you have not received permission from the instructor to add this section, your enrollment will
be administratively dropped.
Co-requisite: None
Requirements: Admission into the social work doctoral program and submission of the
comprehensive exam.
Restrictions: None
Repeatable: Yes – Once

b. **Concentration (9 s. h., letter graded)**

Students are required to take one research methods course (3 s. h.), one theory course (3 s. h.)
and one 5000 level or higher elective (3 s. h.) in one concentration: education, psychology,
sociology or public health. These three courses (9 s. h.) fulfill the concentration requirement.

**Concentration Research Courses: Examples**

**Education**
SOC:5160 (34:215): Sampling, Measurement and Observation Techniques (with approval)
EALL:5150 (07X:150) Introduction to Educational Research (may be too introductory)
EDTL:7410 (07S:310) Mixed Methods Research (cross listed with EPLS:7392; Prerequisites
EALL:5150)
EPLS:6206 (07B:206) Research Process and Design (emphasis on fundamentals of experimental
design, internal and external validity, correlational designs, and statistical inference.)
PSQF 6220 Quantitative Educational Research Methodologies (Prerequisites: PSQF:4143)
PSQF:6246 (7P:246): Design of Experiments (Recommended for students conducting an
experiment for the dissertation research)

**Psychology**
SOC:5160 (34:215): Sampling, Measurement and Observation Techniques (with approval)
PSQF:6246 (7P:246): Design of Experiments (Recommended for students conducting an
experiment for the dissertation research)

**Sociology**
SOC:5160 (34:215): Sampling, Measurement and Observation Techniques (with approval)

**Public Health**
SOC:5160 (34:215): Sampling, Measurement and Observation Techniques (with approval)
CBH:6335 (172:285 Research Methods in Community and Behavioral Health
(Prerequisites: BIOS:5110 and EPID:5400)
HMP:7950 (174:259): Design Issues in Health Services Research
HMP:7960 (174:261): Analytic Issues in Health Services Research I
EPLS 6370 Quantitative Methods for Policy Analysis

**Concentration Theory Courses**

Students should investigate potential theory courses by obtaining course descriptions, course outlines, and/or contacting instructors for more information, and share this information with their advisors.

**Education**
Selected with approval of the student’s advisor

**Psychology**
Selected with approval of the student’s advisor

**Sociology**
Selected with approval of the student’s advisor

**Public Health**
Selected with approval of the student’s advisor

**Concentration Electives: Examples**

**Education**
RCE:7353 (7C:353) Advanced Counseling and Psychotherapy
PSQF:7356 (7P:356) Processes and Outcomes in Counseling and Psychotherapy
PSQF:7365 (7P:365) Psychotherapy II: Cognitive and Behavioral Approaches

**Psychology**
PSY:6520 (31:202) Attitudes and Persuasion
PSY:5710 (31:250) Introduction to Health and Behavioral Science
PSY:6050 (31:252) Clinical Behavioral Medicine
PSY:5320 (31:260) Descriptive Psychopathology
PSY:5330 (31:263/264) Psychological Appraisal I and II
PSY:7150 (31:280) Current Topics in Psychology
PSY:7510 (31:302) Seminar: Social Psychology (1 s. h.)
PSY:7030 (31:370) Seminar: Health Psychology

**Sociology**
SOC:6210 (34:220) Contemporary Approaches to Social Psychology
SOC:6220 (34:221) Course titles change: Examples
  Power, Status and Trust
  Life Course
  Sociology of Morality
  Sociology of Emotion

SOC:6810 (34:253) Social Stratification
SOC:7820 (34:254) Course titles change: Examples
Social Networks
Social Capitol
Race and Ethnicity

Public Health
CBH:6220 (172:246) Health Communication Campaigns [theory]
EPID:6600 (173:260) Epidemiology of Chronic Diseases
EPID:6630 (173:263) Epidemiology of Reproductive Diseases
EPID:6670 (173:267) Psychiatric Epidemiology
HMP:5005 (174:200) Introduction to Health Care Organization
HMP:5200 (174:201) Health Care Management
HMP:6150 (174:205) Issues in Health Management and Policy
HMP:5315 (174:208) Health Services Information Systems
HMP:6055 (174:218) Topics in Health Administration
HMP:6315 (174:223) Seminar in Health Care Ethics
HMP:6610 (174:237) Legal Aspects of Health and Medical Care
HMP:6710 (174:242) Federalism and Health Policy
HMP:5610 (174:243) Health Policy
HMP:6365 (174:248) Nonprofit Organizational Effectiveness II and III
HMP:7250 (174:252) Advanced Organizational Behavior in Health Care

c. Electives (6 s. h., letter graded)

In addition to the one elective taken in the concentration, students take two electives (6 s. h.) in any department including social work. Students work with their advisors to select six s. h. electives related to their research interest and comprehensive examination topic. Advisors must approve all electives. All electives must focus on theory, writing and/or research. Electives help students further develop specialized knowledge and expertise in a research area (e.g., substance abuse, child welfare, domestic violence). Consequently, practice and policy courses that focus on practice skill development, such as individual or group counseling or therapy courses, may NOT be applied toward the PhD semester hours of the degree. Examples include:

Aging and End of Life Care
LAW:9681 (91:622) Elder Law
NURS:7400 (96:410) Nursing Research of Biological Phenomena and Interventions for the Elderly

Child Welfare, Domestic Violence and Gender
PSQF:7245 (7P:207) Evaluation of Children with Disabilities
PSQF:7373 (7P:313) Psychopathology in Childhood
*OEH:4510 (175:170) Injury and Violence Prevention
OEH:6520 (175:251) Injury Epidemiology. Pre-requisite: 173:140 or consent of instructor.
*SOC:4430 (034:142) Interpersonal Violence in Society
SOC:6140 (034:203) Gender Research Workshop

Diversity, Inequality and Social Justice
SOC:6810 (34:253) Social Stratification
LAW:8577 (91:280) Immigration
AFAM:6635 (129:231) Crossing Borders Seminar (cross listed with several departments)
AFAM:7900 (129:312) Advanced Research in African American Culture

**Health and (Dis-) Ability**
PSQF:7245 (7P:207) Evaluation of Children with Disabilities
RCE:6342 (7C:342) Psychosocial and Development Aspects [Chronic Illness/Disability]
RCE:5247 (7C:247) Medical Aspects of Disability
GHS:6550 (152:25): Epidemiology of Infectious Diseases

**Organizations/Systems**
PSQF:7347 (7P:347) Home/School/Community: System Interventions
PSQF:7367 (7P:367) Organizations as Social Systems
SOC:6220 (34:221) Power, Status and Leadership in Diverse Organizations
SOC:6410 (34:240) Judgment and Decision Making

**Substance Abuse and Mental Health**
PSY:5320 (31:260) Descriptive Psychopathology
PSY:7210 (31:338) The Psychobiology of Addiction
PSQF:7313 (7P:313) Psychopathology in Childhood

*Requires advisor approval.

d. **Research Methods, Statistics and Data Analysis (9 s. h., letter graded)**

Students must take 9 additional s. h. in statistical methods and data analysis: select one course from Level 2, Level 3, and Level 4 (below). This includes six s. h. in the first year and three s. h. in the second year. Students complete an introductory (Level 1) statistics course prior to entering the PhD program.

**Level 1**
PSQF:4143 (7P:143): Introduction to Statistical Methods (or equivalent)

**Level 2: Select One**
SOC:6170 (34:214): Introduction to Sociological Data Analysis
BIOS:5110 (171:161): Introduction to Biostatistics
BIOS:5710 (171:201): Biostatistics Method I

**Level 3: Select One**
SOC:6180 (34:216): Linear Models in Sociological Research
PSQF:6244 (7P:244): Correlation and Regression
BIOS:5120 (171:162): Design & Analysis of Biomedical Studies (Prerequisite: BIOS:5110 or equivalent)

Level 4: Select One

Qualitative/Mixed Methods
SOC:6175 (34:213): Qualitative Methods
EPLS:7373 (7B:373): Qualitative Research Design and Methods
EDTL:7070 (07S:370) Qualitative Methods in Literacy Research
EDTL:7410: Mixed Methods Research
RCE:7338 (7C:338): Essentials of Qualitative Inquiry
NURS:7001 (96:342): Qualitative Research
CBH:5310 (172:183): Qualitative Research for Public Health
ANTH:6115 (113:202): Ethnographic Field Methods
MGMT:7124 : Methods for Qualitative Research

Program Evaluation
PSQF:6265 (7P:265): Program Evaluation

Survey/Measurement/ Instruments
EPLS 6209 Survey Research and Design
PSQF:6255 (7P:255): Construction and Use of Evaluation Instruments
SOC 5160 Sampling, Measurement, and Observation Techniques

Advanced Modeling
SOC:7170 (34:218): Advanced Statistic Modeling of Data
SOC:7180 (34:219): Selected Topics in Research Methods and Data Analysis
PSQF:6245 (7P:245): Applied Multivariate Analysis
PSQF:6246 (7P:246): Design of Experiments
PSQF:6249 (7P:249): Factor Analysis and Structural Equation Modeling
BIOS:6310 (171:174): Longitudinal Data Analysis
EPLS:5240 (7P: 240) Topics in Education: Multilevel Modeling (Prerequisites: PSQF: 6243)

e. Course Substitutions, Exceptions and Independent Study

1. Course substitutions. Under unusual circumstance, students may petition to take fewer than 9 s. h. in their concentration. Students must complete the course substitution form (Appendix) and submit it to the director of the doctoral program by November 1 for a spring course and April 1 for a fall course.

Students who choose psychology as their concentration may apply the following courses in the
College of Education, with advisor approval, toward their concentration elective requirement. A course substitution form is not required for these courses.

**RCE:7353 (7C:353) Advanced Counseling and Psychotherapy**
The class will focus on therapeutic change: common factors to changes as well as unique variables. Some theories of counseling and psychotherapy are covered with an emphasis on concepts of mental health and role of the therapist. The process of counseling and psychotherapy will be analyzed as well as research in counseling and psychotherapy. Important goals in this course are to have students understand the nature and function of theory and to critically analyze leading theories in counseling and psychotherapy. Prerequisite: consent of instructor.

**PSQF:7356 (7P:356) Processes and Outcomes in Counseling and Psychotherapy**
Advanced knowledge of the state of process and outcome research on psychotherapeutic procedures. Prerequisites: Ph.D. candidacy in appropriate field and consent of instructor.

**PSQF:7365 (7P:365) Psychotherapy II: Cognitive and Behavioral Approaches**
Major cognitive and behavioral theories of personality and psychotherapy; emphasis on implications for clinical practice. Prerequisite: consent of instructor.

2. **4000-level course rule (previously 100-level rule).** Occasionally, students are not able to identify a sufficient number of courses in their research area at the 5000-level or higher (e.g., substance abuse). If this occurs, then students may apply one 4000-level course toward the PhD degree. The course must be approved by the student’s advisor and noted on the student’s Course Plan.

3. **Courses within the School.** Occasionally, MSW-level graduate courses within the School of Social Work meet the criteria for a PhD-level course. Talk to the director of the PhD program about this possibility. These courses do not fulfill the elective requirement in the concentration but could be applied to the additional elective requirement.

4. **Independent study.** Occasionally, doctoral students are unable to enroll in coursework that is related to their area of research. In these cases, an independent study is appropriate. Therefore, students may take one 5000 or higher, graded independent study course (e.g., formerly numbered 34:383: Readings and Research Tutorial, 31:297: Research Projects) for 3 s. h. under the supervision of a UI tenured/tenure-track faculty member and apply it to an elective requirement.

An independent study in the students’ concentration can be used toward the elective requirement in their concentration. An independent study course that is not in their concentration, including social work, can be used toward their 6 s. h. additional elective hours. Students taking an independent study within social work will register for SSW:7271:0IND. All students completing an independent study regardless of department must complete a leaning contract (see appendix for the PhD-level independent study contract template).

The contract must be completed and signed before or during the first week of the semester in which the student is registered for the independent study.
The independent study contract will specify:
1. The specific question or problem that you will address.
2. Your rationale for taking the independent study. How will the independent study advance your doctoral studies? For example, how does it relate to your comprehensive examination?
3. The number of times you will meet with the instructor (e.g., weekly).
4. The type of work that will be completed (e.g., paper(s), conduct interviews, develop an instrument, submit grant application, submit journal article).

The contract for the independent study will be approved and signed by the student and the student’s adviser. If the independent study is taken in the School of Social Work, then the contract must be signed by the faculty member supervising the independent study. INSTRUCTORS IN OTHER DEPARTMENTS DO NOT SIGN THIS FORM. The student is responsible for obtaining signatures and submitting the Independent Study Contract to the School of Social Work main office where it will be placed in the student’s file.

D. The Research Practicum

The research practicum is a 3 s. h. mentored experience designed to prepare students to conduct research independently. Faculty mentors must be a member of the Graduate College, have earned the PhD, and hold a regular primary or secondary appointment in the SSW. However, under unusual circumstances, a faculty member outside the School may be approved by the director of the doctoral program.

The student is responsible for identifying a faculty mentor and for completing the Social Work Research Practicum Learning Contract. The contract must be completed within the first week of the semester and sent to the director of the doctoral program who signs the contract to verify that the activities are likely to meet the course objectives. The student, in consultation with his or her mentor, is responsible for updating the contract and monitoring whether each activity is completed, is in progress, or is not completed.

The mentor is responsible for instructing the student, providing opportunities for the student to obtain the course objectives (see contract in appendix), and completing the evaluation tool. The mentor rates each learning objective in the learning contract at the end of each session and submits the final grade to the director of the PhD program.

The student is responsible for sending this form to the director of the doctoral program at the beginning (first week of the semester) and at the end (last week of the semester) of the practicum.

1. Activities

This course (a) builds on the methodological knowledge and skills acquired through the students’ research and statistical courses, (b) increases students’ understanding of various aspects of the research process from conceptualization of the research questions to dissemination of the findings, and (c) increases the students’ ability to conduct research relevant to social work. When appropriate and feasible, instructors and students are encouraged to collaborate on jointly
authored reports and manuscripts for publication.

2. Clock Hours
For 3 s. h., students are required to complete 192 clock hours (e.g., 12 clock hours/week for 16 weeks; 16 clock hour/week for 12 weeks; 24 clock hours/week for 8 weeks). Students may distribute the hours over two semesters and register for 1 – 2 s. h. per semester.

3. Evaluation
Students are evaluated by their mentors using the Satisfactory/Unsatisfactory grading system.

E. The Teaching Practicum

1. Activities
The Teaching Practicum prepares students to develop the knowledge, skills, and values needed to become effective, culturally competent educators through an applied teaching experience. Faculty mentors provide student-teachers ongoing instruction on how to teach and to assess their students’ learning.

A waiver for teaching practicum may be granted to doctoral students who have taught social work related course in higher education setting. Decisions will be individual case based and will be made by the Doctoral Studies Committee. The Intro to College Teacher Seminar may be also waived based on DSC’s evaluation.

Eligible faculty members typically hold regular, clinical or tenure-track, primary or secondary appointments in the SSW. However, under unusual circumstances, a faculty member outside the School may be approved by the director of the doctoral program.

The student is responsible for completing the Teaching Practicum Agreement form and sending it to the director of the doctoral program at least three weeks before the practicum begins. In the Agreement, the faculty member agrees to instruct the student and provide opportunities for the student to obtain the course objectives. If the student is requesting an employment-based practicum, then the student, faculty mentor and director of the PhD program will meet to review the learning contract.

The faculty mentor and student teacher determine, in consultation with the director of the doctoral program, which activities will be used to meet each course objective (see Appendix for Teaching Practicum Learning Contract). An electronic/digital version of the learning contract must be completed by the end of the first week of the semester and sent to the director of the doctoral program who signs the contract to verify that the stated activities are likely to meet the course objectives.

2. Clock Hours
a. The teaching practicum requires 128 clock hours.
b. At least 100 of the 128 clock hours should be devoted to planning, teaching and evaluating a specific course.

c. At least 16 hours out of the 100 hours must include in classroom lecturing or facilitating discussion with a minimum of 3 hours of teaching allocated to lecturing.

d. No more than 24 hours may be allocated to meeting with students and grading assignments.

Distribution of Clock Hours by Activities

Table 7 provides an example of how the clock hours may be distributed across course activities.

**Table 7. Teaching Practicum Activities (Example)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Approximate Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan course with faculty mentor</td>
<td>6</td>
</tr>
<tr>
<td>Lecture and facilitate discussions, with a minimum of 3 hours of lecturing</td>
<td>16</td>
</tr>
<tr>
<td>Prepare for class (e.g., write lecture notes, prepare PowerPoint presentations and handouts, read about learning theory)</td>
<td>24&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Meet weekly with faculty mentor to receive feedback on teaching</td>
<td>15</td>
</tr>
<tr>
<td>Assess whether students taking the course are learning</td>
<td>6</td>
</tr>
<tr>
<td>Assist with in class exercises</td>
<td>10</td>
</tr>
<tr>
<td>Attend workshops (e.g., at the Center on Teaching)</td>
<td>6</td>
</tr>
<tr>
<td>Meet with students</td>
<td>12</td>
</tr>
<tr>
<td>Assist with grading</td>
<td>12</td>
</tr>
<tr>
<td>Observe other faculty members teaching</td>
<td>10</td>
</tr>
<tr>
<td>Misc. tasks (e.g., develop a mid-term teaching evaluation to get feedback)</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>

<sup>a</sup>Calculate at 3 hours of preparation for every one hour of lecture or discussion planned.

3. Evaluation

Students are evaluated by their faculty mentors using the Satisfactory/Unsatisfactory grading system. The student, in consultation with the mentor, is responsible for updating the contract and monitoring whether each activity is completed, is in progress, or is not completed. The mentor is responsible for rating each competency in the learning contract and submitting the final grade. The faculty mentor should establish and discuss with the student teacher his or her attendance policy for the teaching portion of the practicum experience. The student is responsible for sending this form to the director of the doctoral program by the end of finals week. The director of the doctoral program submits the grade to the registrar.

4. Employment-Based Teaching Practicum

The primary purpose of a teaching assistantship is to provide support to the faculty member and
not to the student. The primary purpose of the teaching practicum is to provide support to the student and not to the faculty member. For some courses, a teaching assistant is needed to complete only a small set of activities, such as grading, meeting with students outside of class, and monitoring attendance and exams. In this case, the duties of the teaching assistant are not a good match with the teaching practicum competencies. However, when a teaching assistantship can support the student’s development and meet required competencies, the student may apply for an employment-based teaching practicum.

To apply for an employment-based practicum, the student will speak to the prospective mentor about the possibility of applying some or all hours from the student’s teaching assistantship to the teaching practicum. The teaching mentor may apply up to 128 clock hours from the teaching assistantship to the 128 clock hours required for the teaching practicum.

When the teaching assistantship cannot provide all 128 clock hours, students will need to complete additional activities to meet the clock hour requirement. For example, if the mentor allows the student to count (double-dip) 100 hours from the assistantship, then the student would have to complete 28 practicum hours above and beyond the hours required for the assistantship.

The prospective teaching mentor will decide which competencies can be met through the teaching assistantship and must estimate how many hours from the teaching assistantship will be devoted to each competency. The estimated number of hours must be noted under each competency in the teaching contract. All other rules related to clock hours apply (see Section E.2.).

The assistantship and practicum must occur in the same semester.

To ensure the teaching assistantship will provide a quality teaching practicum experience, the director of the PhD program will meet with the student and faculty mentor to review and approve the learning contract.

F. The Comprehensive Examination

1. Introduction and Purpose

The primary goal of the comprehensive exam is to demonstrate mastery of knowledge in a research area. Mastery is demonstrated by understanding and critically analyzing, and synthesizing theory and research literature in a selected area of social work. The exam should help students develop their dissertation research questions. The student writes a proposal before writing the exam. After the proposal is defended and approved by the committee, the student begins writing the exam independently. Four-year program students take the comprehensive exam the summer after their second year of courses.

This comprehensive exam supports the following major learning outcomes of the PhD Program in Social Work:

Students will:

- Locate their work in the intellectual landscape of social work.
• Critically analyze theories, practices, policies, and research in at least one specialized area of social work knowledge.
• Disseminate knowledge that contributes to the advancement of social work research, practice, and policy, including writing publishable, peer-reviewed manuscripts; presenting at local, national, and international conferences; or producing policy briefs or white papers.

The comprehensive exam is a paper and an oral defense of that paper. No student may earn course credit (e.g., dissertation hours) to complete the comprehensive exam.

Proposal

The student makes a case for the exam paper’s research questions using theoretical and empirical literature. The student describes how they will substantially incorporate theory into the exam. For instance, a student may pose a question relevant to theory (e.g., What dominant theories are used in the literature to answer a question? Is the theory supported by empirical evidence?). The student justifies the review method to answer the central question(s), either a scoping review or a systematic review. Finally, the student includes the search strategy with specific search terms, databases, and inclusion and exclusion criteria. The proposal is between 8 and 10 double-spaced pages, excluding the bibliography, tables, and figures.

The committee chair and members may provide substantial feedback on the proposal. The exam paper must be independently written without consultation on its specific content and without writing or editorial assistance from anyone.

Exam

The comprehensive exam is a document that is to be written solely by the student. Once the committee accepts the proposal, the student may not receive any further feedback from anyone, including faculty, writing coaches, editors, translators, other students.

The exam paper may not exceed 35 pages in length (double spaced, 12 point font with one-inch margins), excluding references, tables, and figures. The paper’s content may be related to papers and other written documents used to fulfill degree requirements; however, the student cannot cut and paste text from these documents into the comprehensive examination paper.

2. Committee Composition

a. Chair

The student selects their chair of comprehensive examination committee by the end of the first semester of their second year of doctoral study. The chair of the committee then becomes the student’s advisor. The student notifies the director of the doctoral program of this change. The remaining members of the comprehensive examination committee are selected in consultation with their chair. The chair works with the student to prepare the comprehensive examination timeline and proposal. This process typically takes several meetings over 2–3 months. Beginning the process
in the first semester of the second year of doctoral study is highly recommended. Assistance from the chair should include help in defining the focus of the examination, identifying the research question and relevant theoretical and empirical literature, and ensuring the argument for the proposed exam is sound.

Before the student sends out the final version of the proposal, the chair is responsible for making sure that the proposal appears to meet the evaluation criteria for the exam and that the scope is such that under ordinary circumstances (i.e., where the student devotes approximately 20 hours/week to complete the exam over several months), the exam could be completed within the time between the proposal acceptance and submission of the exam.

b. Committee Members

The student’s committee consists of five graduate faculty members unless an exception is approved. Graduate faculty consists of all tenured and tenure-track faculty members at the University of Iowa in the ranks of assistant, associate, or full professor. At least three committee members are graduate faculty who hold regular primary or secondary appointments in the SSW. At least one member is a graduate faculty member from the student’s concentration. See below for potential exceptions. Students typically meet with all members individually before the meeting to develop the proposal and obtain signatures on the Agreement to Serve on the Comprehensive Examination Committee form.

To ensure that the committee’s composition meets applicable SSW and Graduate College rules, the student should finalize committee members and give the signed Agreement to Serve on the Comprehensive Examination form to the director of PhD program by December 1st.

Members should be selected based on their ability to assist students in developing their knowledge in a substantive area of the student’s research or who have methodological, statistical, or data analysis skills consistent with the student’s planned dissertation research.

c. Role of the Director of the Doctoral Program

The student recommends the chair and committee members to the director of the doctoral program (see Agreement to Serve on the Comprehensive Examination form in Appendix). The director of the doctoral program then approves the composition of the committee, using the guidelines (below) and selection criteria discussed (above), and makes a recommendation to the dean for final approval.

Emeritus faculty. One recently retired emeritus faculty can serve as a fifth member on the student’s doctoral committee if the Graduate College is notified before submitting the Agreement to Serve on the Comprehensive Examination form (discussed below). Departments must request the Graduate College dean’s permission to include an emeritus faculty who is not recently retired.

Non-UI scholars. Departments must request the Graduate College dean’s permission to include a recognized scholar (including former UI faculty) of professional rank from another academic
institution.

3. Timeline

**Proposal.** The comprehensive exam proposal meeting must occur between March 1st and April 15th of the semester before the summer when the student writes the exam. Students are strongly recommended to work on and complete the first draft of the proposal during the winter break before the proposal meeting and have the proposal meeting before April 1st to allow enough time for a second proposal meeting during the spring semester if needed. Students may begin writing the exam after it is approved. Students devote approximately half-time effort (20 hours/week) for 12 weeks to completing the exam. The director of the doctoral program will write a letter of concern if the proposal is not approved by April 15th. Failure to defend the proposal by May 15th may result in postponing the proposal meeting for a year, withholding financial support, and/or dismissal from the program.

**Exam.** The student submits the written comprehensive exam electronically to the director of the doctoral studies program and each of their committee members on or before 11:59 pm on **August 15**. If the exam is not turned in at all or it is late, an unsatisfactory will be entered into the Report of Doctoral Comprehensive Examination form by each member of the examination committee, and the director of the doctoral program will write a letter of concern.

The examination defense must occur on or before **September 1st**.

In extenuating circumstances (e.g., hospitalization, death of a family member), the student may petition for an extension before the proposal or the paper is due. See appendix for form and the section “Changes to the Plan of Study.”

Table 8 provides an example of a timeline for the completion of the exam process. The timeline should be developed by the student with consultation from the chair as early as possible in the Fall semester before the comprehensive examination proposal meeting. The development of the proposal may begin at any time; however, earlier planning can help ensure a successful examination. Typically, students begin meeting with their examination chair in the Fall semester before their comprehensive exam proposal meeting.

**Table 8. Example Comprehensive Exam Timeline (the student should consult with their chair to create a tailored timeline)**

<table>
<thead>
<tr>
<th>Due</th>
<th>Student Activity</th>
<th>Faculty Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1st</td>
<td>Select a faculty member to chair the exam committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with chair to brainstorm topic and questions and to develop a spring semester timeline</td>
<td></td>
</tr>
<tr>
<td>November 15th</td>
<td>Ask members in person to serve on comprehensive exam committee</td>
<td></td>
</tr>
<tr>
<td>December 1st</td>
<td>Finalize committee members and</td>
<td>All committee members sign SSW</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>January 20th</td>
<td>Submit first draft of comps proposal (e.g., four-page draft of topic and questions) to chair for preliminary comments.</td>
<td></td>
</tr>
<tr>
<td>By January 30th</td>
<td>Chair and student meet to discuss chair’s comments and agree on changes. Follow up with committee members about the question(s), contact members regarding availability, and set proposal meeting time and location.</td>
<td></td>
</tr>
<tr>
<td>February 10th</td>
<td>Second draft due to chair.</td>
<td></td>
</tr>
<tr>
<td>By February 16th</td>
<td>Chair and student meet to review comments about the second draft.</td>
<td></td>
</tr>
<tr>
<td>By February 28th</td>
<td>After chair approves the draft proposal, the student meets individually with each committee member to receive feedback on the draft proposal. Prepare final version of proposal to be sent to committee.</td>
<td></td>
</tr>
<tr>
<td>March 1st to April 15th</td>
<td>Proposal defense meeting (final proposal must be submitted to committee members before meeting) Schedule date and location of fall exam defense; ask members if it is okay to send exam via email. If not, plan to deliver paper copy.</td>
<td></td>
</tr>
<tr>
<td>(Students are encouraged to schedule meeting before April 1st)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chair brings SSW form “Approval of the Comprehensive Exam” to meeting; all members sign; and set date of fall exam. Chair gives the form to program administrator as soon as possible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program Administrator and director of the PhD program (or advisor) write Graduate College Plan of Study; Program Administrator submits the Plan of Study and Request for Exam electronically through the Graduate College workflow. This form requires the committee member names as well as the date of the exam.</td>
<td></td>
</tr>
</tbody>
</table>

Discuss topic of comps with members. Give the signed “Agreement to Serve” form to the director of PhD program to approve. “Agreement to Serve” form. Copy to Program Administrator as FYI of upcoming event.

Register for PhD Dissertation hours.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15th</td>
<td>Turn in examination electronically to the director of the doctoral program and each of the committee members</td>
</tr>
<tr>
<td>August 17th</td>
<td>Meet with chair about Dissertation Hours Contract, and get signature from chair and director of the doctoral program</td>
</tr>
<tr>
<td>August 24th</td>
<td>Begin Fall classes, including Thesis Writing Seminar</td>
</tr>
<tr>
<td></td>
<td>Need to have list of research questions and hypotheses, if applicable, for Thesis Seminar</td>
</tr>
<tr>
<td>By Sept 1st</td>
<td>Oral defense of exam</td>
</tr>
<tr>
<td></td>
<td>Chair brings Graduate College form to the meeting. All members sign and chair gives form to program administrator as soon as possible.</td>
</tr>
</tbody>
</table>

4. **Criteria for Evaluating the Proposal**

The proposal is essentially a contract between the student and the committee. The proposal details exactly what the student will accomplish in the Comprehensive Examination paper. The proposal includes:

- The topic or problem
  - The relevance to social work is briefly articulated.
  - The relevance to anti-racism, diversity, equity, and inclusion is described.
- The research questions (and hypotheses if relevant) that will be answered. The questions must address a gap in the literature and be justified based on empirical and/or theoretical literature.
  - A rationale/justification for the research questions is based on empirical or theoretical literature
  - At least one question evaluates the quality and adequacy of the literature. The method of appraisal of the quality and adequacy is specified.
  - At least one question is explanatory (versus descriptive).
- Plan to substantially address theory and incorporate theory with findings.
  - For example, one question is theory-focused.
  - In another example, if the literature is not sufficiently theoretical, the student plans to describe and apply two relevant theories that inform the research questions.
- A justification of the type of review (i.e., scoping or systematic)
- A search strategy that is comprehensive and interdisciplinary. It includes current, state-of-the-art literature. It includes literature from social work and related professional and social science fields. A partially completed Preferred Reporting Items for Systematic
Reviews and Meta-Analyses (PRISMA) diagram is included that will be used to document the search. The search strategy is described in detail. Describe and justify:
- The databases that will be searched
- The search terms
- Eligibility requirements
- Inclusion and exclusion criteria for papers

Additionally, the proposal will be evaluated by the following criteria:
- The proposal is cohesive and logical. There is a logical sequence of ideas within and between sections. The proposal is one fully integrated, coherent paper, not a series of unrelated entries on the topic.
- The proposal is well written and adheres to APA style guidelines. It demonstrates the ability to communicate effectively and reflects careful attention to scholarly style, clarity, organization and logic, and spelling and grammar. The expected citation and reference form is specified in the most recent Publication Manual of the American Psychological Association.

5. Criteria for Evaluating the Exam Paper

The committee will use the following criteria to evaluate the exam:

<table>
<thead>
<tr>
<th>Grading Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Sufficiency of literature search</td>
<td></td>
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<tr>
<td>Were the topic, research questions, and/or objectives of the review well described?</td>
<td></td>
</tr>
<tr>
<td>Was the search strategy process adequately described (i.e., keywords, databases searched, eligibility criteria, inclusion/exclusion of studies)?</td>
<td></td>
</tr>
<tr>
<td>Was a PRISMA Diagram included to detail the search process (detailing the inclusion and exclusion of studies from beginning to end of the search and review)?</td>
<td></td>
</tr>
<tr>
<td>Did the selected studies adequately reflect the topic, research questions, and/or objectives of the review?</td>
<td></td>
</tr>
<tr>
<td>Were the selected studies current and interdisciplinary, including literature from social work and related social sciences?</td>
<td></td>
</tr>
<tr>
<td>2. Tables and figures (graphs and plots)</td>
<td></td>
</tr>
<tr>
<td>Did the table of research studies describe and summarize all the important elements of studies?</td>
<td></td>
</tr>
<tr>
<td>If figures are included, did they appropriately highlight or compare aspects of the studies reviewed (e.g., Forest Plot for comparing effect sizes)?</td>
<td></td>
</tr>
<tr>
<td>3. Writing and APA format (7th Edition)</td>
<td></td>
</tr>
</tbody>
</table>
Did the paper follow a standard outline of a review paper with the following major sections?

1. First page: title and author  
2. Structured abstract  
3. Background  
4. Research questions and objectives of the review  
5. Methods sections  
6. Results section  
7. Discussion and Implications for Research, Policy, and Practice (include dissertation research questions)  
8. Conclusions  
9. References  
10. Tables  
11. Figures

Did the paper follow standard APA guidelines for style, grammar, spelling, quotations, tables, in-text citations, references, etc.?

Was the exam 35 pages, excluding tables, figures, and references?

The review is cohesive and logical. There is a logical sequence of ideas within and between sections. The exam is one fully integrated, coherent paper, not a series of unrelated entries on the topic.

4. Theory

Did the paper ask a research question that is relevant to theory?

Was there adequate attention to theory in the review? If the articles reviewed did not adequately address theory, then the Discussion section must include a subsection in which theory is brought in to inform the empirical findings (e.g., theory is used to identify the problem and understand the nature of the problem; theory provides an explanation for relationships; theory offers a conceptual scheme by which the relevant information is evaluated and synthesized; theory points to gap in knowledge). This section should be substantial—3 pages or more.

5. Research: Accuracy of synthesis and conclusions

Were the results of the research and summary adequately presented?

Was the methodological quality of the studies adequately discussed or addressed (e.g., general quality of studies, compare quality across studies, discussion of methodological strengths and limitations)?
<table>
<thead>
<tr>
<th>Question</th>
<th>6. Potential dissertation topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was attention to anti-racism, diversity, equity, and inclusion in the literature critically appraised?</td>
<td>Was the possible dissertation topics presented, given the findings of the scoping or systematic review?</td>
</tr>
<tr>
<td>Was the summary of the main findings of the comps paper adequately presented?</td>
<td></td>
</tr>
<tr>
<td>Were the comps paper conclusions adequately supported?</td>
<td></td>
</tr>
<tr>
<td>Were the implications for research, policy, and practice adequately discussed? Are implications derived from this analysis?</td>
<td></td>
</tr>
<tr>
<td>Were biases and/or limitations in the review process identified and adequately discussed?</td>
<td></td>
</tr>
<tr>
<td>Was the (in)consistent use of terms (alignment with findings and conclusions among studies or reviews/meta-summaries) discussed?</td>
<td></td>
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</tbody>
</table>

6. Comprehensive Exam Proposal Meeting and Examination Defense Process

a. Before the Proposal Meeting

The student’s chair completes the Comprehensive Exam Checklist (Appendix) prior to the student distributing his or her final proposal. After the chair approves the proposal and completes the checklist, the student gives members an electronic copy of his or her proposal. Students must give members two weeks to read the proposal. The chair is responsible for sharing information with the committee members prior to the meeting on the examination process and criteria for evaluating the proposal and exam.

b. Proposal Meeting

We expect all members to be present at the proposal meeting. If there is an emergency and a member cannot be present, then the student will determine whether the proposal meeting will occur at that time. If a member cannot be present physically, the chair of the examination committee will contact the director of the PhD program and request the member be permitted to attend the proposal meeting electronically. The final version of the proposal must be approved by all of the committee members. Approval is based on the criteria listed above.

There are three possible outcomes of the proposal meeting:
Satisfactory. The proposal is approved, and the student writes the exam.

Unsatisfactory with option to re-present proposal once. Two unsatisfactory votes will make the committee report unsatisfactory. If the committee decides to allow the student to repeat the presentation of the proposal, the presentation may be repeated once. If the second presentation is still unsatisfactory or the proposal is not approved by May 15, the director of the PhD program writes a Letter of Dismissal.

Unsatisfactory without the option to re-present the proposal. Two unsatisfactory votes will make the committee report unsatisfactory. If the committee decides the proposal does not merit a second presentation, the committee chair notifies the director of the PhD program who writes a Letter of Dismissal.

At the comprehensive exam proposal meeting, the chair obtains signatures of committee members on the Approval of the Comprehensive Examination Proposal form. The chair gives this form to the director of the PhD program as soon as possible following the proposal meeting.

At the proposal meeting, the student and the committee also schedule the date of the examination defense. All members must be physically present at the examination. Under unusual circumstances, the Dean for Academic Affairs will approve an exception. To request an exception, the chair should “petition for an exception to the Graduate College rule that all members must be physically present.” If a member must attend remotely, it can be either by phone or web, but web is optimal. To increase the likelihood that the Dean will approve the exception, in the petition state that the member will participate remotely through video conferencing. The remote member emails his/her “vote” to the chair of the committee and the Graduate College Academic Affair Coordinator Anne Sparks (anne-sparks@uiowa.edu). The chair will then sign on the behalf of the remote member on the report form. The chair cannot join the meeting remotely, and the Dean will not approve remote participation by two members. Requests should be made in writing to the program administrator at least 3 business days before the exam.

After the student’s proposal is approved by his or her committee, the program administrator completes the student’s Graduate College Doctoral Plan of Study Summary Sheet and the Graduate College Request for Doctoral Comprehensive Examination forms, and submits them to the Graduate College for permission to take the exam. After the Graduate College approves the doctoral committee members and composition, the program administrator fills out the Report on Doctoral Comprehensive Examination form and places it in the student’s file in the main office. See a sample form in the Appendix.

c. Before the Comprehensive Exam Defense

Students must be registered for at least 2 s. h. in the semester in which they defend the comprehensive exam.

The oral defense portion of the examination will ordinarily be scheduled for a one-and-a-half-hour block of time. An electronic copy of the written exam must be submitted to committee
members by August 15th and at least two weeks prior to the oral defense. If the exam is not turned in at all or it is late, the exam is automatically unsatisfactory. In extenuating circumstances (e.g., hospitalization, death of a family member) that prevent the student from turning the exam on time, the student should contact the chair and the PhD program director at least one week before the due date of the written exam. The oral defense of the comprehensive exam should occur by September 1st.

The chair is responsible for sharing information with the committee members prior to the exam on the examination process, criteria for evaluating the exam, and soliciting whether members have major concerns about the exam in advance of the meeting. If the member has a major concern about the document, the chair should ask the members to notify him/her at least 3 business days before the meeting.

Before the meeting, the chair gets The Report on Doctoral Comprehensive Examination form from the student’s file in the main office and brings it to the comprehensive examination (The form is also available on the Graduate College webpage). This form is signed by all of the committee members at the examination defense. The chair gives the completed form to the director of the PhD program.

d. Evaluation of the Paper and Oral Defense

The comprehensive exam includes a paper and an oral defense. The criteria for evaluating the paper are listed above (“Criteria for Evaluating the Proposal and Exam”). The defense includes an intensive and critical inquiry by members of the doctoral committee about theory, research and policy/practice.

On the oral defense day, the committee meets privately to decide whether the student will be allowed to defend his/her examination on that day. Two votes of not proceeding with the oral defense will result in the cancellation of the oral defense on that day and an unsatisfactory exam.

There are four possible outcomes of the comprehensive examination: satisfactory, reservations, unsatisfactory with an option to retake, and unsatisfactory without an option to retake.

Satisfactory. If four members vote the written exam and the oral defense of the written exam are satisfactory, then the student passes and will be permitted to continue work toward the PhD.

Reservation. A vote of Reservations should only be used when the committee members agree that the deficiencies displayed in the student’s paper, oral defense, or both were modest, and can be readily rectified during the semester. If the committee believes that deficiencies are not “modest” and are unable to be rectified in the semester, then it is more appropriate to rate the exam as “unsatisfactory”.

In the event of a report with Reservation, the actions required of the student by the committee that are necessary to correct the deficiencies must be recorded by the chair, confirmed by the committee, and then submitted by the program administrator to the Graduate College with the examination report form. The language describing the actions must be specific. According to the
Graduate College rules, the statement must specify the time allowed for completion of the aforementioned actions. Copies of the statement will be shared with the student and the director of the PhD program. The committee must, when summarizing deficiencies, refer to the “Criteria for Evaluating the Proposal and Exam.” When an item includes more than one competency (e.g., evaluate the adequacy of research, theory, policy and practice), the committee must specify which part of the competency was not met.

In the School of Social Work, the student will be given an opportunity to eliminate the reservation in the semester in which they scheduled their defense (and by December 15, for students who defended in the fall semester).

If the revised paper is not turned in at all or it is late, the exam is automatically unsatisfactory. When the student turns in the revised paper, it is the responsibility of the committee chair to notify the program administrator and the PhD program director and report whether the reservation should be lifted (The committee can defer to the chair to make this decision, or can asked to be consulted before a final decision is made). If the candidate satisfies the required actions in the specified period of time, the chair notifies the program administrator and the program administrator will send a written report to the Graduate College indicating the date for which the examining committee considers the actions to have been satisfied. Upon approval of the Dean of the Graduate College, the comprehensive exam will be recorded as "Satisfactory" as of that date. If the actions are not satisfied on time, or if the actions are not of sufficient quality, the program administrator will send a written report to the Graduate College indicating that fact. Upon approval of the Dean of the Graduate College, the comprehensive exam will be recorded as "Unsatisfactory" as of that date.

Similar as receiving an Unsatisfactory upon the first submission of the exam, the student may or may not have the option of retaking the exam after receiving an Unsatisfactory on the revised paper. The student will not be admitted to the final oral examination of the dissertation until a grade of "Satisfactory" has been recorded for the comprehensive exam.

**Unsatisfactory with or without the option to retake.** Two unsatisfactory votes will make the committee report unsatisfactory. A report of unsatisfactory can have two implications: 1) the student retakes the comprehensive exam (i.e., writing a new proposal, defending the proposal, writing a new exam paper, and defending the new paper), or 2) the student is dismissed from the program.

If the committee does permit the student to retake the exam, the student may not retake the exam sooner than four months after the unsatisfactory examination, but the student must retake the exam no later than one year after the first examination. The examination may be repeated only once. When summarizing deficiencies, the committee must refer to the “Criteria for Evaluating the Proposal and Exam.” When an item includes more than one competency (e.g., evaluate the adequacy of research, theory, policy and practice), the committee must specify which part of the competency was not met. For example, the committee could write, “Research was not adequately reviewed.” The committee cannot provide feedback beyond stating which criteria were not met. The written statement must be drafted by the chair, confirmed by the committee, and then submitted to the Graduate College with the examination report form. The statement
must specify the time allowed for retaking the exam. Copies of the statement will be shared with
the student and the director of the PhD program.
If the committee does not permit the student to retake the exam, the director of the PhD program
writes a Letter of Dismissal.

For further details about the comprehensive exam, see the *Manual of Rules and Regulations of
the Graduate College*.

e. Post-Exam

The chair gives the Report on Doctoral Comprehensive Examination to the program
administrator as soon as possible following the exam. The program administrator sends the form
to the Graduate College within 14 days of the exam.

G. The PhD Dissertation and Final Examination

The dissertation allows students to demonstrate their conceptual and methodological ability and
to make a significant contribution to the social work knowledge base. A broad range of
contributions to knowledge are permitted and may include survey, experimental, ethnographic,
and historical methods.

The dissertation process typically begins after students complete their comprehensive
examination. At that time, the student and his or her doctoral committee chair complete the
Dissertation Hours (SSW:7830) Contract. A timetable must be updated every fall and spring
semester in which the student is working toward completion of the dissertation. It is the
responsibility of the student to set up an appointment with his or her chair. It is the responsibility
of the student’s chair to (a) ensure the plan includes the amount and type of work that will be
completed toward the dissertation and (b) to submit a grade of Satisfactory only when students
complete the work outlined in the contract.

1. Guidelines for the Dissertation Proposal

a. Content

The proposal must include the title page, abstract, first three chapters of the dissertation,
references, and, if applicable, appendices. A typical proposal may include the subheadings listed
below. Additional or different subheadings may be warranted to help the reader quickly locate
specific information. The chair and student use their judgment as a guide to the number and type
of subheadings to use.

Abstract
• The abstract is required and should be bound with the dissertation. The Graduate College also
requires a separate abstract, not bound with the dissertation.

Chapter 1: Introduction
• Statement of the problem
• Purpose of the study
• Questions, hypotheses, or both
• Importance of the study to knowledge development. How does this study break new ground?
• Importance of the study to social work practice or policy
• Brief summary of each chapter

Chapter 2: Literature
• A theory, rationale or argument for each hypothesis. This item applies to both qualitative and quantitative studies that include hypotheses.
• Critical review of the empirical literature related to the students’ research question(s) and/or hypotheses (if applicable)
• A clear statement on how the study will fill gaps in the theoretical, empirical and/or methodological literatures. This statement should go beyond the statement made in the Introduction on the importance of the study to knowledge development.
• Questions, hypotheses, or both. Discuss this item with your chair to determine where your research questions and hypotheses should be included. For example, some authors include their research questions in the Introduction and include detailed hypotheses at the end of Literature section. Alternatively, hypotheses may be summarized in the Introduction and then further explicated in the literature review.

Chapter 3: Methods
• Design, sample, data collection procedures, measures, and data analysis. If applicable, the statistics that will be used to analyze these data
• Potential limitations using these methods
• If applicable, the procedures for the protection of human subjects. If human subjects are used in the study, guidelines for the University’s protection of human subjects must be followed and appropriate forms filed and approved before collecting data. These can be found on the web at http://research.uiowa.edu/hso/. If data are being collected from an organization other than The University of Iowa, written permission from the agency is needed as part of the University’s human subjects review process.

References

Appendices
• Draft of correspondence with respondents, consent form, instrument, etc.

b. Format

The format and style of the dissertation must conform to guidelines provided in the Graduate College’s Thesis Manual. The manual can be downloaded from the Graduate College’s web site. To avoid unnecessary revisions, it is important to understand the College’s formatting rules prior to writing the proposal. The College provides an electronic template to format the dissertation. Students should carefully review the Graduate Thesis Manual and download the Thesis and Dissertation Template before beginning the dissertation proposal. When Graduate College style rules do not apply, the dissertation must follow the style guidelines presented in the Publication Manual of the American Psychological Association.
c. Length

Dissertations vary considerably in length but typically range between 100 – 200 pages, without references, appendices, tables and figures.

d. Costs

Dissertation expenses related to, for example, data collection and photocopying are the responsibility of the student. However, the School may be able to provide some financial support. Queries should be directed to the director of the doctoral program. Requests for support are more likely to be approved in the fall than in the spring. Nonrefundable fees are charged each doctoral candidate to cover processing and publication costs of the dissertation and abstract.

e. Time to Complete

The final oral examination may not be held until the next session after passing the comprehensive examination and until the dissertation is accepted for FIRST DEPOSIT by the Graduate College. The Graduate College states that students must pass the final examination no later than five years after passing the comprehensive examination. The SSW expects students to complete the dissertation within 18 months of completing the proposal meeting.

2. Guidelines for the Dissertation

Prior to the final exam, students revise the chapters that were included in their proposal and write the Results and Discussion chapters. Although the number and types of chapters vary among dissertations, a typical dissertation includes two additional chapters and the following subheadings:

Chapter 4: Results

Chapter 5: Discussion
• Summary
• Interpretation – May be included in the Results, Discussion, or both chapters
• Strengths and Limitations
• Recommendation for Future Research
• Recommendations – Policy, practice, and/or social work education
• Conclusions

References

Appendices
• Correspondence with participants
• Consent form(s)
• Instrument
Tables may be included in the text or placed after the appendices

3. The Final Examination Process

a. Committee Membership

For most students, members of their doctoral committee will be responsible for both the evaluation of the comprehensive examination and the final examination (dissertation and defense). However, under several circumstances, the committee may be reconstituted. For example, if the committee does not include a person who has the methodological expertise to assist the student, a member may be added and/or dropped. Therefore, students must meet with all members individually prior to the meeting to discuss the proposal and to obtain signatures on the Agreement to Serve on the Final Examination Committee form. Students are strongly encouraged to meet with all of their members prior to the proposal meeting to discuss their research questions, theory, data source, data collection plan and data analysis.

b. The Proposal Meeting

Students are responsible for scheduling the proposal meeting after their chair has approved the proposal. The meeting should be scheduled at least four weeks prior to the meeting, and the members should receive a paper copy of the proposal at least two weeks prior to the meeting. Unlike the comprehensive examination, committee members often provide feedback on the proposal prior to and after the proposal meeting.

Sometimes students choose to convene a pre-proposal meeting to get direction and feedback from all members at one point in time. At a pre-proposal meeting, students typically provide an outline of the proposal that summarizes the purpose of the research, including research questions and/or hypotheses and the methods section, including design, data collection procedures, and measures.

Students present the proposed research orally at the dissertation proposal meeting to members of the doctoral committee. The proposal must be approved by all of the committee members at the proposal meeting.

There are three possible outcomes of the meeting:

Satisfactory. The proposal is approved, and the student submits the proposal for human subjects review.

Unsatisfactory with option to re-present proposal once. Two unsatisfactory votes will make the committee report unsatisfactory. The presentation may be repeated once. If the student has an advancement contract, the examination chair will contact the director of the PhD program to determine whether the contract provides sufficient time to re-present the proposal. If there is insufficient time to re-present the proposal, the director of the PhD program writes a Letter of Dismissal.
Unsatisfactory without the option to re-present the proposal. Two unsatisfactory votes will make the committee report unsatisfactory. The committee chair notifies the director of the PhD program who writes a Letter of Dismissal.

The chair obtains signatures of committee members on the Approval of the Dissertation Proposal form and gives it to the director of the PhD program immediately following the proposal meeting.

c. The Final Examination (Dissertation Defense)

Because there is likely to be a substantial amount of time between the proposal meeting and the final examination (also referred to as the dissertation defense), the student and/or chair must notify the program administrator at the beginning of the session that the student intends to graduate. The program administrator will submit the Exam request through the Graduate College Workflow. To complete the form, the student needs to provide the name of the Chair and committee members, the dissertation title, and the date of the oral defense. Students are responsible for scheduling the final oral examination. The student also needs to apply for degree through MYUI.

After the Graduate College approves the student’s request to take the final exam, they send the Report of Final Examination form to the program administrator who places it in the student’s file (This form is also on the Graduate College website).

At the beginning of the session in which the final exam is completed, students must also set a timetable with their committee chair that includes necessary working meetings prior to the DEPOSIT deadline date and the date of the oral final examination. The timetable should include all of the deadlines described below.

Students should give their chair a complete draft of the dissertation at least two months prior to the DEPOSIT deadline date for review. After receiving approval from the chair, the dissertation may be distributed to the committee members for review and comments. Beginning fall 2019, the Graduate College has shifted to electronic committee verification of all theses and dissertations submitted via ProQuest.

The defense of the final examination for the doctorate is open to the public. Members of the faculty of the Graduate College are especially invited to attend and, subject to the approval of the chair, to participate in the examination. At least two weeks before the final exam, the student invites the public to attend the defense by publishing the student’s name, title of dissertation, and date and location of the exam in the Graduate College examination calendar and through the School’s list serves.

A paper copy of the dissertation is given to the committee members at least two weeks prior to the date of the final exam.

The Doctoral Committee hears the student’s defense of the dissertation at the final examination,
which must be administered on campus. All members must be physically present at the examination. Under usual circumstances, the Dean for Academic Affairs will approve an exception. To request an exception, the chair should “petition for an exception to the Graduate College rule that all members must be physically present.” To increase the likelihood that the Dean will approve the exception, in the petition state that the member will participate remotely through video conferencing. The Dean will not approve remote participation by two members.

At the exam, the chair obtains signatures from all of the committee members on the Report of Final Examination form, which will be in the student’s file. The chair submits this form to the program administrator immediately following the final oral examination. The report of the final examination is due in the Graduate College office not later than 48 hours after the examination.

Provided the exam is satisfactory, students make all corrections required by their committee. One copy of the dissertation—complete, accurate and in final form, as judged by the chair—must be submitted via ProQuest no later than 5:00 p.m. central time on the established deadline date for a given semester. For more information about the deposit process, please refer to the Graduate College’s thesis and dissertation webpage.

In addition to the copies required by the Graduate College, the student will present one final electronic copy of the dissertation to the SSW for the permanent library file, and a copy to the chair and members.

4. Evaluation and Outcomes of the Final Examination

a. Evaluation of the Oral Final Examination

The defense includes an intensive and critical inquiry by members of the doctoral committee about the purposes, methods, results and implications of the dissertation research that is open to the public. Students are expected to respond to each question and are evaluated on their ability to defend their dissertation. Editorial comments or suggestions about how to improve, for example, the organization or the clarity of the dissertation content should be written on the dissertation manuscript and addressed at the defense only after members have queried the student about the methods, results and implications of the research. Typically, but subject to the chair’s approval, the chair may invite non-committee members to ask the student questions after committee members have concluded their inquiry.

b. Outcome of the Final Exam

The exam will be evaluated by the committee in private (without the student and non-committee members). The committee may go to another room or ask the student and non-committee members to leave the room. The final examination will be evaluated as satisfactory or unsatisfactory. Two unsatisfactory votes will make the committee report unsatisfactory.

c. Unsatisfactory Final Exam

In the event two or more votes are unsatisfactory, the chair will notify the student, the director of
the doctoral program and the program administrator in writing no later than 24 hours after the exam. The notification will include whether the student is eligible for reexamination. The report of the final examination is due in the Graduate College office not later than 48 hours after the examination.

If the committee recommends reexamination, the chair must record the actions required of the student that are necessary to correct the deficiencies in the exam. Copies of the written statement of necessary actions will be kept by the director of the PhD program, the chair of the examination committee, and the student. The language describing the actions must be specific.

In case of a report of unsatisfactory in the final examination, the candidate may not present himself or herself for reexamination until the next session. The examination may be repeated only once. Within 12 months following the date in which the original final examination defense was scheduled, the student must submit a written request, signed by the chair, to the director of the SSW to be reexamined. Reexamination must occur within 24 months following the date in which the original final examination occurred. The examination may be repeated only once.

Rights and Responsibilities of Doctoral Students

All University policies related to students’ rights and responsibilities are available at https://dos.uiowa.edu/policies/policies-related-to-student-rights-and-responsibilities/. Student rights and responsibilities, including the University’s policies on human rights, nonviolence, sexual harassment, sexual misconduct, and consensual relationships, are described at this site. Information on campus security and regulations governing student organizations are also described.

A. Advancement Standards

Advancement of students from one semester to the next is contingent upon satisfactory progress each semester. Student progress is formally reviewed in the spring and in fall to determine whether students are making adequate progress in the program. Students are automatically advanced to the next semester by the director of their program unless they are notified by the director of the program to the contrary. Evaluation of student progress is based on successful completion of and progress toward degree requirements and on demonstration of skills, competencies, and behaviors expected of a professional in the field of social work.

Students must meet nine academic standards and standards of conduct to advance in the program.

Academic Standards

1. Maintain a 3.0 GPA for courses included in the PhD Course Plan, an overall 3.0 GPA for graduate-level courses, and satisfactory performance for non-letter graded courses

Graduate College. A doctoral student on regular status will be placed on probation by the
Graduate College if, after completing eight hours of graduate work, the student’s cumulative GPA on graduate work completed at the UI falls below 3.0. If after completing eight more s. h. of graduate work at the UI, the student’s cumulative GPA is at least 3.0, the student is returned to good standing in the Graduate College but if it remains below the required level, the student will be dismissed from the program and the Graduate College, and denied permission to reregister at the University of Iowa unless the student applies and is accepted for a non-doctoral degree or certificate program.

School of Social Work. If after eight hours of graduate work, the student’s GPA for the required courses listed on the Plan of Study (excludes courses taken to fulfill MSW requirements only and other non-required UI graduate level courses) falls below 3.0, the student will be placed on departmental probation. If after completing eight more s. h. of graduate work on the student’s plan of study, the student’s GPA is 3.0 or above, the student will no longer be on departmental probation. If after completing eight more s. h. of graduate work on the student’s Plan of Study, the student’s GPA remains below 3.0, the student will be dismissed from the program and denied permission to reregister. If the student has fewer than eight hours of coursework left in his or her Plan of Study, then he or she may be dismissed from the program without a departmental probationary period.

2. Be registered full-time (a minimum of 9 s. h.) during the first two years of their program (fall and spring semesters) and be registered for fall and for spring semesters for every year after the first two years until graduation.

3. Successfully complete all required courses in the Plan of Study, except the Thesis Writing Seminar, by the end of the spring semester of the second year unless the student has an approved revised Plan of Study that extends this deadline.

4. Successfully complete the comprehensive exam proposal meeting by the end of spring semester of the second year, submit the written comprehensive exam by August 15 to all committee members, and successfully defend the comprehensive exam by the end of the fall semester of the third year unless the student has an approved revised Plan of Study that extends these deadlines. The written exam must be submitted to committee members and the director of the PhD program on or before August 15. See Table 9 (below) for additional information.

5. Successfully defend the dissertation proposal within six months after submitting the written comprehensive exam paper unless the student has an approved revised Plan of Study that extends this deadline.

6. Successfully defend the dissertation (final examination) by the end of the spring semester of the fifth year unless the student has an approved revised Plan of Study that extends this deadline.

7. Demonstrate effective oral and written communication skills in English.

Standards of Conduct

8. Demonstrate the skills, competencies, and behaviors expected of a professional in the field of
9. Adhere to the Code of Ethics of the National Association of Social Workers and to all University of Iowa policies and procedures, including, but not limited to, the Code of Student Life, the Anti-Harassment Policy, the Sexual Misconduct Involving Students policy, and the Sexual Harassment Policy

social work. Exhibit honesty and integrity in all aspects of the academic program. These behaviors include, but is not limited to, a prohibition on plagiarism. In cases of plagiarism, the Graduate College Plagiarism policy and procedures will be followed. Plagiarism is defined as “to take and use as one's own (the thoughts, writings, or inventions of another person); to copy (literary work or ideas) improperly or without acknowledgement; (occas.) to pass off as one's own the thoughts or work of (another)” (Oxford English Dictionary Online). Plagiarism is avoided by using proper bibliographic citation (See APA Publication Manual).
Table 8. Standards for Advancements in the PhD program by Type of Action

<table>
<thead>
<tr>
<th>Standard</th>
<th>Deadline for Standard</th>
<th>Action Taken if Unmet and No Modification of Plan of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain GPA of 3.0 for graded courses and a S for all S/U graded courses on Plan of Study</td>
<td>All semesters</td>
<td>For GPA: Notification of dismissal first day of classes</td>
</tr>
<tr>
<td>2. Be registered</td>
<td>Registered full-time every fall and spring semester for the first two years of the program</td>
<td>Notification of dismissal</td>
</tr>
<tr>
<td>3. Successfully complete all courses on Plan of Study except thesis seminar</td>
<td>End of second year</td>
<td>Advancement Contract and Probation or dismissal</td>
</tr>
<tr>
<td>4. Successfully complete the comprehensive exam</td>
<td>Proposal: May 15 of the second year</td>
<td>Advancegment Contract and Probation or dismissal</td>
</tr>
<tr>
<td>5. Successfully complete the dissertation proposal</td>
<td>Submit proposal: March 15 of the third year</td>
<td>Advancegment Contract and Probation or dismissal</td>
</tr>
<tr>
<td>6. Successfully complete the dissertation/final examination</td>
<td>End of spring semester of the third year</td>
<td>Advancegment Contract and Probation or dismissal</td>
</tr>
<tr>
<td>7. Demonstrate effective communication skills in English</td>
<td>End of the spring semester of the fifth year</td>
<td>Advancegment Contract and Probation or dismissal</td>
</tr>
<tr>
<td>8. Demonstrate professional skills and honesty</td>
<td>All semesters</td>
<td>Advancegment Contract and Probation or dismissal</td>
</tr>
<tr>
<td>9. Other UI Policies</td>
<td>All semesters</td>
<td>Advancegment Contract and Probation or dismissal</td>
</tr>
</tbody>
</table>

By PhD Director PhD Director PhD Director PhD Director PhD Director Faculty Member Faculty Member Faculty Member

Advancegment Contract Required

For GPA: Not applicable
For S/U: Yes

Not applicable
Not applicable
Yes
Yes
Yes
No
No
No

Dismissal Decision

After eight additional hours

Two weeks after the semester begins

Variable

End of fall semester of the third year or within one year of the scheduled oral defense

End of the spring semester of the third year

End of spring semester of the fifth year

Variable

Variable

Variable
B. Advancement, Probation and Dismissal

When students have not met or are unlikely to meet program standards, faculty members must write a letter of concern. Submitting a letter of concern is the first step of the process of addressing concerns relating to student advancement. The next step is the development of the advancement contract (described below). When a student does not meet all action steps in his or her advancement contracts by stated deadlines, the director of the PhD program will begin the dismissal process. There are three exceptions to this rule:

(a) If the student renegotiated the advancement contract PRIOR to deadlines. Renegotiation includes meeting with members of the advancement committee, rewriting the advancement contract and obtaining signatures;

(b) If the student can document an emergency that prevented him or her from renegotiating the advancement contract before deadlines stated in the contract or that prevented him or her from completing an action in the contract before its’ deadline; and/or

(c) If the student believes someone violated, misinterpreted or improperly applied a University, Graduate College, or School procedure, rule, regulation, or policy during the advancement process that prevented him or her from meeting the advancement contract action steps and/or from renegotiating a new contract before the deadlines stated in the contract.

An emergency may, but need not, involve the student’s physical or mental health; family, such as caring for a parent or child with a health condition; maternity; finances; and military or religious service. Students must speak with the director of the PhD program and their advisor to discuss how to document the emergency.

1. Faculty Letter of Concern, Probation and the Advancement Meeting

A letter of concern is a formal process whereby the director of the PhD program or another faculty member notifies a student that he or she believes the student is not meeting a standard for advancement. If the director of the PhD program has a conflict of interest, then the director of the School will appoint another faculty member to serve as acting director of the PhD program. The acting director of the PhD program will serve throughout the advancement process.

The purpose of this process is to address academic performance or student conduct before the concern results in dismissal.

a. Letter of Concern. When a faculty member has a concern regarding a student’s academic performance or conduct, he or she will write a letter of concern to the student and copy it to the student’s advisor and the director of the PhD program. The letter will specify in what way(s) the author of the letter believes that the student is not meeting the School’s standards. The letter will be sent to the student by email (UI account) and by mail, using Fed-X requiring an indirect signature and marked confidential.
If a faculty member has a concern about a student’s conduct that he or she believes is so egregious as to be grounds for immediate dismissal, the faculty member will immediately write a letter of dismissal and send it to the director of the PhD program and to the director of the School.

**b. Advancement Meeting and Contract.** The faculty member with the concern will then meet with the student and the student’s advisor, and the three of them will develop and agree to a plan to address the concern. The advisor will write a contract, obtain signatures and place the contract in the student’s file. The contract will state

i. the concern(s) of the faculty member in as much detail as possible

ii. the actions to be taken by the student and, if applicable, others

iii. the dates that each action must be completed. See Table 9 (above) for concerns about standards 2–6

iv. the date when the student’s advisor and the faculty member with the concern will review the contract to determine whether all actions were completed on time

v. the consequences of not completing all items on time

vi. the student is on departmental probation until the terms of the contract are met

The contract must be signed by the student, the student’s advisor, and the faculty member with the concern. The contract must be sent to the student by email (UI account).

**c. Refusal to Meet or to Sign the Contract.** By signing the contract, all of the signatories agree to the terms of the contract. If a student is unwilling to meet to develop an advancement contract or is unwilling to sign the contract, the School may conclude the student has not demonstrated sufficient commitment to progress in the program and may be dismissed.

**d. Probation and Letter of Advancement with Probation.** Students who have an advancement contract are on departmental probation. When a student has an approved advancement contract that extends past the current semester, the director of the PhD program will write a letter of advancement with departmental probation, stating the student is advanced to the next semester on a probationary basis. A student on probation will not be permitted to take the final examination or receive his or her degree.

**e. Faculty Report.** The student’s advisor will, on or before the date specified in the contract, meet with the faculty member who wrote the letter of concern. After meeting with the student’s advisor, the faculty member who wrote the letter of concern writes the faculty report, which states whether the student has completed all action in the plan by the agreed on dates. The report states which actions were met and unmet. If the faculty member who wrote the letter of concern
is not the director of the PhD program, the faculty report is sent to the director of the PhD program.

2. **Letter of Dismissal, Letter of Advancement, or Alternative Action.**

If the director of the PhD program, after receiving a faculty report, concludes the student should be dismissed from the program, the director of the program will send an email to the student’s University of Iowa email account informing the student he or she can meet with the program director prior to the director of the PhD program writing the letter of dismissal. If the student does not contact the director of the program to schedule an appointment within one week of the email, the director of the program will write and send the letter of dismissal.

At the meeting with the student, the director of the program will discuss the faculty report and hear any evidence that the student may offer relating to why the student believes he or she should be permitted to remain in the program. Following this meeting, the director of the program will take one of three actions

a. Advance. The faculty report concluded the student completed all actions on time. The director of the program writes a letter of advancement to the student and the student’s advisor stating the student is no longer on departmental probation and is advanced to the next semester.

b. Dismiss. The faculty report concluded the student did NOT complete all actions on time, and the director of the program does not believe that the evidence proffered by the student at the meeting warrants the student’s continuation in the program. The director of the program writes a letter of dismissal to the student stating the student has not met all conditions of the program and/or advancement contract, is not advanced to the next semester, and will not be permitted to re-register.

The letter includes a copy of the faculty report and will be sent to the student by email (UI account) and by mail, using Fed-X requiring an indirect signature and marked confidential. The letter states the student has two weeks to discuss dismissal with the director of the School. At this meeting the student will need to state which University, Graduate College, or School procedure, rule, regulation, or policy was violated, misinterpreted or improperly applied in the dismissal process. See School of Social Work Problem Resolution Policy and Procedures (below) for additional details.

A copy of the letter is sent to the student, the director of the School, the faculty member with the concern, the advisor, and the Graduate College.

c. Alternative Action. The faculty report concluded the student did NOT complete all actions on time, but the director of the program concludes that good cause exists for the student to remain in the program. The director of the program will prescribe any additional conditions required for the student to remain in the program through alternative action, and the timeframe by which those conditions will be met. The director of the program will also clarify whether the student
remains on departmental probation while an alternative action is being taken.

C. Dismissal, Confidentiality and Letters of Recommendation

1. Faculty and staff will not tell anyone verbally or in writing that a student was dismissed from a social work program.

2. When writing a letter of recommendation, however, faculty and staff members may state whether the student was dismissed. The student has the right to know whether information on dismissal will be included in the letter. If the letter will include information on dismissal, the student has the right to withdraw his or her request for a letter.

Students requesting a letter of recommendation or a reference, will
a. ask for it in writing,
b. state whether he or she waives the right to read the letter prior to the staff or faculty member submitting it, and
c. state he or she does not want the recipient to know he or she was dismissed from the program.

When students ask for letters of recommendation, staff or faculty members will
a. ask for the request in writing,
b. ask the student to state whether the student waives the right to read the letter prior to the staff or faculty member submitting it, and
c. notify the student, in writing, on his or her decision to include information about dismissal in the letter.
Figure 1. School of Social Work Advancement and Grievance Outcomes

- Standard Unmet or Unlikely to be Met
  - Letter of Concern
    - Failure to Respond to the Letter may Result in Dismissal
- Advancement Meeting, Contract and Probation
  - Failure to Sign the Contract may Result in Dismissal
  - Faculty Report
  - Program Director Sends Letter to Student to Meet if Letter of Dismissal
    - Advanced
      - Letter of Advancement
    - Probation
      - Advancement Contract
    - Dismissed
      - Letter of Dismissal
Table 9. Documents Used in the Advancement Process

<table>
<thead>
<tr>
<th>Name of Document</th>
<th>Written by . . .</th>
<th>Sent to . . .</th>
<th>Includes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of Concern</td>
<td>Director of PhD Program or other faculty member</td>
<td>● Student</td>
<td>● Concern</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Copy to director of PhD Program, advisor student, student’s file</td>
<td>● Request for advancement meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● If plagiarism is alleged, the Graduate College must receive the letter</td>
<td></td>
</tr>
<tr>
<td>Advancement Contract</td>
<td>Advisor</td>
<td>Copy to director of PhD Program, advisor, student, student’s file</td>
<td>See narrative</td>
</tr>
<tr>
<td>Letter of Advancement with</td>
<td>Director of PhD Program if the advancement contract exceeds one semester</td>
<td>● Student</td>
<td>Decision to advance on probation</td>
</tr>
<tr>
<td>Probation</td>
<td></td>
<td>● Copy to advisor, student, student’s file</td>
<td></td>
</tr>
<tr>
<td>Faculty Report</td>
<td>Faculty member who wrote the letter of concern</td>
<td>● Director of PhD Program</td>
<td>● Concern</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Copy to advisor, student, student’s file</td>
<td>● Request for dismissal</td>
</tr>
<tr>
<td>Letter of Advancement, Letter of</td>
<td>Director of PhD Program</td>
<td>● Student</td>
<td>Decision to advance, dismiss or alternative action</td>
</tr>
<tr>
<td>Dismissal, or Alternative Action</td>
<td></td>
<td>● Copy to director of the School, faculty member with concern, advisor, program administrator, student’s file</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Graduate College</td>
<td></td>
</tr>
</tbody>
</table>
D. Problem Resolution within the School of Social Work

Policy and Procedures for Graduate Students

Types of Problems

The problem resolution process in the School of Social Work is used to address problems involving dismissal and problems not involving dismissal. (For problem resolution at the Graduate College level, go to their web site.

1. Problem Resolution involving Dismissal

Students who believe there was a procedural irregularity concerning dismissal or a violation of University policy must schedule an appointment with the director of the School to discuss their concern within two weeks of receiving the letter of dismissal from the director of the PhD program. Students who do not contact the director of the School within two weeks of receiving the dismissal letter will forfeit their opportunity to resolve the problem at the departmental level. The Graduate College Academic Grievance Procedure is available to students for problem resolution regarding any academic matter, including advancement and dismissal for two years after the event that gave rise to the problem (e.g., dismissal).

If the director of the School of the School has a conflict of interest, the director will appoint an acting director of the School.

2. Problem Resolution NOT involving Dismissal

For problem resolution not involving dismissal, students, faculty and staff consult with the appropriate program director (MSW, PhD). The director of the program consults University, Graduate College, College of Liberal Arts & Sciences, and School policies to understand how the problem can be resolved.

If, after consultation with the director of a program, the director of the program is unable to resolve the problem and the student believes that a grievance is appropriate, the student will meet with the director of the School. The director of the School will then determine whether the problem can be resolved at the departmental level. If contacting the director of a program is inappropriate or uncomfortable, the student may contact the director of the School only. For grievances NOT involving advancement and dismissal, no grievance may be filed later than two years after the event that gave rise to the concern.

Grievance Policy and Procedures

Concerns that may be appropriate for a grievance at the School level include a violation, misinterpretation, or improper application of University, Graduate College, or School procedures, rules, regulations, or policies governing the MSW or PhD programs, including
dismissal from the program when there may have been a procedural error in the advancement process or a violation of University policy.

Depending on the nature of the concern, the director of the School will

(a) take action within his or her authority to resolve the concern,

(b) refer the student to the Graduate College or to another office (e.g., Office of the Ombudsperson), or

(c) determine that the concern is grievable at the School level and provide information on the procedure to file a grievance (below).

To determine whether the concern is grievable at the School level, the student will describe the (a) procedure, rule, regulation, or policy governing the program that was allegedly violated, (b) by whom, (c) when, and (d) the preferred remedy sought by the student.

If the director of the School determines that the concern is grievable at the School level, the student MUST document in writing his or her grievance and submit it to the director of the School within two weeks following his or her meeting with the director of the School. The statement must be signed and clearly and completely state

(a) the alleged violation, misinterpretation, or improper application of University, Graduate College, or School procedure, rules, regulations, or policy governing the MSW or PhD programs,

(b) by whom (the person or persons who allegedly violated),

(c) on what dates, and

(d) the preferred remedy sought by the student.

The written statement will form the basis for an investigation of the violation, misinterpretation or application of a policy.

When a written statement is submitted to the director of the School, the director of the School will appoint a committee of three faculty members and appoint one to be the moderator within two weeks of the receipt of the student’s written grievance or, in the case of a written grievance as soon as possible. Every attempt will be made to appoint members who were not directly involved in the student’s allegation. The director of the School will send an email to the student’s University of Iowa email account informing the student of the committee’s membership.

Anyone named in the written grievance will receive a copy of the written grievance from the director of the School as soon as possible. Anyone named in the written grievance will respond
to the allegation in writing to the Director of the School within two weeks of receiving the written grievance.

The committee will receive the written grievance and the written response(s) from the people named in the grievance statement. The committee will conduct an initial meeting within two weeks of receiving the written grievance and the written responses. Based on the committee’s review of these documents, the moderator may request additional written information about the concern and schedule a second meeting within two weeks of the committee’s initial meeting. If no additional information is needed, the committee may deliberate and reach a decision at the initial meeting.

The committee reviews and discusses the documents, led by the moderator, and votes whether there was a violation, misinterpretation, or improper application of University, Graduate College, or School procedures, rules, regulations, or policies. The moderator, in consultation with the committee members, writes the Grievance Report. In the Grievance Report, the moderator reports the vote. Two votes are needed to substantiate or reject the allegation. The Grievance Report describes the basis for the committee’s recommendation. The Grievance Report will be signed by the committee members and be submitted to the director of the School.

The director of the School will either accept or reject the committee’s recommendation or direct the committee to clarify their decision within one week of receiving the initial Grievance Report.

The director of the School will provide a copy of the Grievance Report and his or her decision to the student by email (UI account) and by mail, using Fed-X requiring an indirect signature and marked confidential. If the allegation is rejected, the letter will describe additional actions the student can take to address his or her concern.

If the problem leading to the grievance was dismissal, the letter will state whether the student is advanced, dismissed or on departmental probation. If the student is placed on departmental probation, then an advancement meeting will be scheduled with the student.

**Guidelines for Developing a Timetable for Grievance Process**

In the Table 11, below, we list the steps in the grievance process and when each step in the process will be completed. The time periods listed in Column 2 are the anticipated maximum lengths of time to complete the step. The Director of the School and Grievance Committee may complete their steps in less time. Because of breaks during the academic year, this timetable may be adjusted. See “Adjustments to the Timetable” subsection (below). Normally the grievance process, beginning with the submission of the student’s written grievance, will take two to three months (excluding breaks); however, in the event of an emergency, the process may take longer than three months.
Table 10. Timetable for Grievance Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student submits a written grievance to the Director of the School</td>
<td>Within 2 weeks of meeting with the Director of the School</td>
</tr>
<tr>
<td>2</td>
<td>Those people named in the written grievance receive the written grievance. The Director of the School appoints faculty members to the Grievance Committee. The Director of the School notifies the student of the members of the Grievance Committee.</td>
<td>As soon as possible</td>
</tr>
<tr>
<td>3</td>
<td>Those people named in the written grievance submit a written response to the Director of the School</td>
<td>Within 2 weeks of receiving the written grievance from the Director of the School</td>
</tr>
<tr>
<td>4</td>
<td>The Director of the School gives all documents to the Grievance Committee</td>
<td>As soon as possible</td>
</tr>
<tr>
<td>5</td>
<td>The Grievance Committee meets. If sufficient information is available to make a recommendation, the members of the Grievance Committee write and submit the Grievance Report to the Director of the School.</td>
<td>Within 2 weeks of receiving documents from the Director of the School</td>
</tr>
<tr>
<td>6</td>
<td>If the Grievance Committee needs additional information, they will meet again. The Grievance Report is written and submitted to the Director of the School.</td>
<td>Within 2 weeks of the initial meeting of the Grievance Committee</td>
</tr>
<tr>
<td>7</td>
<td>The Director of the School may request clarification from the Grievance Committee.</td>
<td>Within 1 week of receiving the (initial) Grievance Report</td>
</tr>
<tr>
<td>8</td>
<td>The Director of the School either accepts or rejects the Committee’s recommendation. The Director of the School sends the final Grievance Report and his/her decision to the student by email (UI account) and by mail, using Fed-X requiring an indirect signature and marked confidential.</td>
<td>Within 1 week of receiving the final Grievance Report</td>
</tr>
</tbody>
</table>

Adjustments to the Timetable

Grievances that are submitted within two weeks of the end of fall semester, within two months of the end of spring semester, and during the summer may require a different timetable for resolution. If a grievance is submitted within the last two weeks of the fall semester, the process will begin two weeks after the beginning of the spring semester. If a grievance is submitted within the last two months of the spring semester, the process will begin two weeks after the beginning of the fall semester unless faculty members agree to serve in the summer. If a grievance is submitted in the summer, the process will begin two weeks after the beginning of the fall semester. If the grievance process is underway but is interrupted by a break (i.e.,
Thanksgiving, spring break, or by December and August interim periods or by the summer session), the timetable may be adjusted.

**Policy Regarding Expunging Documentation Related to Advancement and Dismissal**

All records pertaining to the advancement process are placed in the student’s file and are expunged upon graduation. All records pertaining to dismissal are placed in the student’s file and expunged 10 years after the student is dismissed.

**E. Policy on Authorship of Articles**

Authorship is reserved for persons who make a primary contribution to and hold primary responsibility for the data, concepts, and interpretation of results for a published work (Huth, 1987). Authorship encompasses not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper. Lesser contributions, which do not constitute authorship, may be acknowledged in a note. These contributions may include such supportive functions as designing or building the apparatus, suggesting or advising about the statistical analysis, collecting or entering the data, modifying or structuring a computer program, and recruiting participants or obtaining animals. Conducting routine observations or diagnoses for use in studies does not constitute authorship. Combinations of these (and other) tasks, however, may justify authorship.

As early as practicable in a research project, the collaborators should decide on which tasks are necessary for the project’s completion, how the work will be divided, which tasks or combinations of tasks merits authorship credit, and on what level credit should be given (first author, second author, etc.; Fine & Kurdek, 1993). This is especially appropriate if one of the collaborators is new to the publishing process. To prevent misunderstanding and to preserve professional reputations and relationships, it is best to establish as early as possible in a research project who will be listed as an author, what the order of authorship will be, and who will receive an alternative form of recognition (p. 4).

Collaborators may need to reassess authorship credit and order if major changes are necessary in the course of the project (and its publication). This is especially true in faculty-student collaborations, when students may need intensive supervision or additional analyses may need to be conducted beyond the scope of a student’s thesis or dissertation (Fine & Kurdek, 1993).

The corresponding author (the author who serves as the main contact) should always obtain a person’s consent before including that person’s name in a byline or in a note. Each author listed in the byline of an article should review the entire manuscript before it is submitted. Authors are responsible for determining authorship and for specifying the order in which two or more authors’ names appear in the byline. The general rule is that the name of the principal
contributor should appear first, with subsequent names in order of decreasing contribution. If authors played equal roles in the research and publication of their study, they may wish to note this in the second paragraph of the author note.

References:


F. Accommodations for Disabilities

A student seeking academic accommodations for degree requirements, including the comprehensive and final examinations, must first register with Student Disability Services and then meet privately with the course instructor or examination chair to make arrangements. Go to the Student Disability Services web site for more information.

G. Policy on Communication Among Students, Faculty and Staff

Increasingly, University administrative offices, social work faculty, staff and students use email to communicate. You are expected to check your UI email account, even if you have a private email provider. It is important to check both your UI email account and your School of Social Work mailbox on a regular basis, because they are used to alert students to, for example, policies and procedures, courses, and upcoming events.

Administrative Structure of the School and Governance

A. Committee Structure

The SSW is governed by a committee structure that manages the undergraduate and graduate educational programs and operations of the School. The major decision-making body is the Faculty Committee of the Whole, which is advised by its Executive Committee and the Professional Advisory Committee.

B. Doctoral Studies Committee

The DSC oversees the operation of the doctoral program, including curriculum, policy and
procedure, admission of students, and distribution of travel and dissertation funding. This committee is comprised of at least three faculty members, the director of the doctoral program, one doctoral student, and the program administrator. The director of the School will appoint a director of doctoral studies who will provide administrative direction to the program. The term of appointment will be three years. The director may serve consecutive terms. The DSC recommends to the director of the School new faculty members, and the director of the School appoints the new member. In making the recommendation to appoint a member, the DSC should consider the proportion of senior to junior faculty members, the proportion of new to continuing faculty members, and faculty members who may eventually serve as director of the doctoral program. Faculty members serve a two-year renewable term. The program administrator serves ad-hoc.

Doctoral students nominate and elect a doctoral student representative for a one-year term. The representative may be elected to a second one-year term. The doctoral student representative is a voting member and oversees the election of a new student representative. The student representative will announce the monthly meeting and distribute the agenda to doctoral students. Students who wish to add an item to the agenda should notify the director of the doctoral program (or the student representative) in writing at least one week before the meeting.

C. Doctoral Admissions Committee

This committee is comprised of at least two faculty members and the director of the doctoral program. The doctoral student representative may choose to serve on the committee and is a voting member. The faculty members, typically, include members of the Doctoral Studies Committee.

D. Staff Roles

At the SSW, students will come in contact with four important staff members.

1. **Operations Administrator**

Chuck Wieland administers the operations of the School including budget preparation and overseeing of financial accounts. He oversees research assistantship and teaching assistantship appointments, other departmental financial aid and award processes, and can provide information regarding funding for student research projects.

2. **Operations Coordinator**

The Operations Coordinator, Wynne Worley, provides support to the director and faculty. He or she coordinates the School’s physical operations, including the PhD office, TA offices, and computer equipment.
3. Program Administrator

Kate Kemp administers the educational programs of the School, including the scheduling of PhD courses, advising, registration, and completion of the Graduate College comprehensive and final exam forms. She enforces and interprets University, College, School, CSWE policies and procedures, and is frequently consulted by faculty in advising students. Feedback on the PhD Program may be addressed to the director of the doctoral program or the program administrator. Complaints about a faculty member should be directed to the faculty member, if appropriate, before contacting the director of the doctoral program or the program administrator.

4. Admissions/Program Coordinator

Tomeka Petersen coordinates and manages the registration, course enrollment and course evaluation process. She staffs the PhD admissions panel and maintains the PhD applicant and student databases and files. She provides general secretarial support to the director of the doctoral program and School as assigned by the program administrator. If you need to reserve a room in North Hall, contact Susan.

Financial Assistance

A. School of Social Work Support

1. Assistantships, Fellowships, Tuition Scholarships, and Health Care

We provide students with a multi-year financial package (full tuition, an assistantship, a health and dental insurance allowance) to full time students at the time of admission. Financial support consists of research assistantships, teaching assistantships, and/or fellowships. To obtain a teaching assistantship, students whose first language is not English are required to take the SPEAK test. Graduate assistants who hold at least a quarter-time appointment receive tuition scholarships, waived computer fees, and health care insurance for each academic year semester they are appointed. The School awards quarter-time and one-half time assistantships that require an average of 10 or 20 hours of service per week. Appointments are ordinarily made for the nine-month academic year but may be made for other periods of time by special appointment (viz. in the summer). Graduate assistants who hold at least a quarter-time appointment are classified as Iowa residents for purposes of calculating tuition.

2. Research and Travel Grants

The School of Social Work recognizes that students who undertake the PhD may incur expenses related to attending conferences and conducting their dissertation research. Consequently, a small fund has been developed to support travel to conferences and dissertation related expenses.

Amount of award: Varies depending on number of submissions. Average award for travel: $500. Average award for research: $300
Eligibility for award: All students who are currently registered and making satisfactory progress in the Program may apply for a travel grant to present at a conference. All first and second year students may apply to attend a national social work conference or conference in their research area. Students who apply for travel support from the School of Social Work to present at a conference must also apply to (Graduate Student Senate) GSS or Gradate & Professional Student Government (GPSG) for additional support.

All students who are currently registered, making satisfactory progress in the Program and have an approved dissertation proposal may apply for a dissertation grant. This is a one-time award, that is, each student is eligible to receive one research grant for the dissertation research.

Proposal Guidelines and Review Process: Students must complete a budget form for travel and for research support. Students should estimate the cost of each item and provide a rationale for each item. Budgets for dissertation related expenses must include items that the School of Social Work can provide, such as photocopying, postage, long-distance telephone charges, and travel reimbursement. Requests may not include salary and fringe benefits, research assistants, or equipment. Proposals will be evaluated by the director of the PhD Program or the Doctoral Studies Committee who may consult with the student’s advisor/chair. Dissertation grants require a signature from a student’s chairperson, indicating the student has completed his or her dissertation proposal, the proposal requires no or minor revisions to the Methods section and the instrument, and the proposed budget is reasonable and appropriate for the project. Because of limited funding, students presenting at conferences will be given preference over students attending conferences, and students who have not received awards will be given preference over students who have received awards in the past. Students who are completing a dissertation on children or their families may also submit a proposal to the John Craft Research Award competition. Students will be notified about the outcome of their grant request within four to six weeks of their submission.

Reimbursement Rules: Talk to the Operations Administrator. For example, you will need to submit receipts for all expenditures and a copy of the schedule for the meeting/conference

Deadline: Ongoing until funds depleted

Direct inquiries and submit applications to: Director of the PhD Program.

3. John Craft Research Award

This research award is made to honor the memory of John Craft, former Professor of Research at the SSW. One undergraduate and one graduate student is eligible to receive this cash award to carry out a research project on children or families. Recipients of the award will be recognized at a SSW graduation ceremony.

Amount of award: $700.00 to cover tuition and fees, expenses related to data collection, or expenses related to the dissemination of the research.

Eligibility for award: All students who are currently enrolled in the BSW, MSW or PhD
Program and who are making adequate progress in the Program.

**Review Process:** Proposals are evaluated by members of the Research Sequence Committee on (a) the quality of a proposed research project and (b) the feasibility of carrying out the research within the proposed timeline.

**Due:** Announced in the fall. Typically due the first week of February.

To obtain proposal guidelines and for inquiries, contact the chair of the SSW Research Sequence.

4. **Dorffman Gerontology Award**

The Lorraine T. Dorffman Gerontological Social Work Award is an endowed fund established to support one annual award to a deserving Ph.D. student in Gerontological Social Work who has successfully completed the comprehensive examination. Lorraine T. Dorffman was a professor on the faculty of the School of Social Work for many years where her research and teaching focused on gerontological social work. Her research was in the areas of adjustment to retirement, rural aging, family and aging, and aging and higher education. The goal of the Dorffman award is to encourage the early career development of a researcher in the field of gerontological social work.

**Amount of award:** $3,000

**Eligibility for award:** Ph.D. student in Gerontological Social Work who has successfully completed the comprehensive examination. It is possible to renew the award, but the priority is given to new students who haven’t received the award before. If there is no suitable Ph.D. student in any given year, the funds will accrue and not be awarded to an MSW or BSW student.

**Review Process:** Selection of recipient determined by the Director of the School in consultation with the gerontology faculty. Academic performance is paramount in the decision-making.

5. **The Callie Ann Hall Award**

The Callie Ann Hall Award in Social Work will be given annually to support a social work graduate student who is conducting research on the impacts of chemical dependency, its prevention and treatment. Examples of the types of activities that will be supported are funding of field research, travel to professional meetings and/or conferences, data processing and student financial need. Students may self-nominate.

**Amount of award:** $1,000.00.

**Evaluation criteria:** The criteria for selecting the recipient of the scholarship is based on motivation for and career aspirations in the area of chemical dependency research and treatment, and, secondarily, financial need.
B. The University of Iowa Support

The Graduate College provides fellowships for incoming students, post-comprehensive research awards, dissertation-year fellowships, and summer fellowships (upon successfully completed their comprehensive examinations). A complete list of awards can be located at the Graduate College’s web site.
https://grad.uiowa.edu/funding/fellowships

The Graduate Student Senate also awards travel and research grants. Go to http://gss.grad.uiowa.edu/funding

International travel awards are available from the International Programs.
https://international.uiowa.edu/faculty/ip-funding

Student who are differently-abled (disabled) are eligible for the Braverman Scholarship:
https://sds.studentlife.uiowa.edu/students/scholarships/braverman-scholarship/

Students from under-represented groups are eligible for Graduate Diversity Scholarships and Graduate Diversity Fellowship
https://grad.uiowa.edu/funding/fellowships/diversity-scholarship
https://grad.uiowa.edu/funding/fellowships/diversity-fellowship

C. External Pre and Post Doctoral Support

Information about funding for social work doctoral education, including dissertation support, from outside the University of Iowa can be obtained by going to:

The Institute for the Advancement of Social Work Research’s website (IASWR). Subscribe to the listserv at http://www.bu.edu/swrnet/

The Council on Social Work Education’s website (CSWE): http://www.cswe.org/
http://www.cswe.org/17500.aspx Click on quick links.

National Association of Social Workers http://www.socialworkers.org/
http://www.naswfoundation.org/fellowships.asp

The Group for the Advancement of Doctoral Education’s website (GADE):
http://www.gadephd.org/
http://www.gadephd.org/DoctoralStudents/Funding.aspx

The Society for Social Work Research’s (SSWR) website:
http://secure.sswr.org/resources/doctoral-student-center/doctoral-student-center-funding/

The Fahs-Beck Fund for Research and Experimentation, a donor-advisory fund was established with The New York Community Trust to provide grants of up to $7,000 are available to help
support doctoral dissertation expenses of students in the United States or Canada. Proposals
must have clear relevance to major social problems affecting families or individuals or to
interventions designed to assist individuals, couples, or families in their functioning and well-
being. Deadlines: Twice annually - April 1 and November 1. To obtain an application, go to
http://www.fahsbeckfund.org/
Appendix: Forms
DOCTORAL PROGRAM IN SOCIAL WORK

Change of Advisor Form

Student: Give to program coordinator in 308 NH for copies and departmental processing.

________________________________________________________     _______________________________
Student Name-Please Print

__________________________________________     _____________________________________________
ID #

Phone number     Email address

I wish to change my advisor:

From: _____________________________________              To: _____________________________________
       Previous Advisor                          New Advisor

____________________________________________________________________
Signature: New Advisor                      □ Approved
                                             Date

____________________________________________________________________
Signature: Director of the doctoral program     □ Approved
                                             Date

cc: □ Previous Advisor  □ Program Administrator  original: □ Database  □ Student file

cc-7/15
DOCTORAL PROGRAM IN SOCIAL WORK

Academic Summary Sheet

<table>
<thead>
<tr>
<th>SOCIAL WORK CORE:</th>
<th>ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro-Seminar</td>
<td>1</td>
</tr>
<tr>
<td>__SSW:7800: Proseminar in Social Work</td>
<td></td>
</tr>
<tr>
<td>2 Social Work Seminars: Selected Topics</td>
<td></td>
</tr>
<tr>
<td>__SSW:7805: Social Work Theory and Knowledge: Macro Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>__SSW 7808: Social Work Theory and Knowledge: Micro Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>__SSW:7803: Research Practicum</td>
<td></td>
</tr>
<tr>
<td>Advanced Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>__SSW:7804: Thesis Writing Seminar</td>
<td></td>
</tr>
<tr>
<td>Teaching Practicum</td>
<td>2</td>
</tr>
<tr>
<td>__SSW:7806: Teaching Practicum</td>
<td></td>
</tr>
<tr>
<td>Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>__SSW:7807: Introduction to College Teaching</td>
<td></td>
</tr>
</tbody>
</table>

| CONCENRATION: | |
| Research Methods: See list of Selectives | 3   |
| Theory: Selected with approval of advisor | 3   |
| Elective: Selected with approval of advisor | 3   |

| OTHER COURSES: | |
|.__2 Additional Electives: Selected with approval of advisor | 3   |
|                             | 3   |
| 2 Statistics Courses (Level 2 and 3) from any sequence: | 3   |
| __Sociology: SOC:6170 (34:214): Introduction to Sociological Data Analysis | 3   |
| AND SOC:6180 (34:216): Linear Models in Sociological Research |      |
| AND PSQF:6244 (7P:244): Correlation and Regression |      |
| __Public Health: BIOS:5710 (171:201) and BIOS:5720 (171:202) OR | 3   |
| BIOS:5110 (171:161) and BIOS:5120 (171:162) |      |
| __Research Methods/Statistics/Data Analysis (Level 4): Selected with approval of advisor | 3   |
| __Dissertation (SSW:7830) | 12  |
|                             | 52  |
| Hours from the MSW (Includes 9 hours of research methods and statistics) | 30  |
| Total | 82  |

mg-08/19
DOCTORAL PROGRAM IN SOCIAL WORK
Student Advising Guide

Although graduate students have the primary responsibility for understanding degree requirements, they do not always know what questions they should ask or when they should ask them. This guide, which is organized by degree requirement and by semester, should help students develop an agenda for their advisor-advisee meetings. Please note that many of the activities are ongoing throughout the course of the Ph.D. program. Students are also expected to review the Student Handbook for policy information and degree requirements. These guidelines were developed by the DSC and doctoral students under the direction of student representative Amanda Reedy (PhD, ’10).

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year 1</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer/Early Fall</td>
<td>Schedule an initial meeting with your advisor.</td>
<td>Discuss your research interests and career goals.</td>
</tr>
<tr>
<td>Year 1</td>
<td>General</td>
<td>Courses</td>
</tr>
<tr>
<td></td>
<td>Create an agenda for your first meeting with your advisor.</td>
<td>Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics.</td>
</tr>
<tr>
<td></td>
<td>Discuss how frequently you will meet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courses</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics.</td>
<td>Discuss your research interests.</td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss how to become involved in research (e.g. how to find, time commitments, how opportunities fit with your interests).</td>
<td>Discuss opportunities to become involved in research (e.g. how to find, time commitments, how opportunities fit with your interests).</td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss your research practicum: Who would you like to work with? What type of research skills do you need to develop?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publishing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss writing for publication.</td>
<td>Discuss writing for publication.</td>
</tr>
<tr>
<td></td>
<td>Discuss how to turn a course paper or other document into a publication.</td>
<td>Discuss how to turn a course paper or other document into a publication.</td>
</tr>
<tr>
<td></td>
<td>Presenting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss the peer-reviewed publication process and differences among journals (e.g., audience, type of scholarship accepted, acceptance rates, impact).</td>
<td>Discuss the peer-reviewed publication process and differences among journals (e.g., audience, type of scholarship accepted, acceptance rates, impact).</td>
</tr>
<tr>
<td></td>
<td>Presenting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss opportunities to present or co-present within the school and university, and at state, regional, and national conferences and meetings.</td>
<td>Discuss opportunities to present or co-present within the school and university, and at state, regional, and national conferences and meetings.</td>
</tr>
<tr>
<td></td>
<td>Presenting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss opportunities that you read on listservs and emails. Discuss presenting at these conferences the following year.</td>
<td>Discuss opportunities that you read on listservs and emails. Discuss presenting at these conferences the following year.</td>
</tr>
<tr>
<td></td>
<td>Career</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss your career goals.</td>
<td>Discuss your career goals.</td>
</tr>
<tr>
<td></td>
<td>Discuss how to develop your CV during the program (including presenting at conferences, writing for publication, and applying for funding).</td>
<td>Discuss how to develop your CV during the program (including presenting at conferences, writing for publication, and applying for funding).</td>
</tr>
<tr>
<td></td>
<td>Career</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss how to report your accomplishments in your CV.</td>
<td>Discuss how to report your accomplishments in your CV.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Spring</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>General</th>
<th>Create an agenda prior to your meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Continue thinking about possible dissertation research questions and discuss them with your advisor.</td>
</tr>
<tr>
<td></td>
<td>Discuss your research practicum: Who would you like to work with? What type of research skills do you need to develop?</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Discuss possible topics for your comprehensive exam.</td>
</tr>
<tr>
<td></td>
<td>Discuss who you want to chair your comprehensive examination committee. (Your chair becomes your academic advisor).</td>
</tr>
<tr>
<td>Courses</td>
<td>Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics.</td>
</tr>
<tr>
<td>Funding</td>
<td>Discuss additional sources of funding, including type of funding (e.g., assistantships, scholarships, travel awards).</td>
</tr>
<tr>
<td>Publishing</td>
<td>If you co-author manuscripts, discuss with your co-authors how the order of names on manuscripts are determined.</td>
</tr>
<tr>
<td>Other</td>
<td>Attend workshops on publishing, presenting, and securing funding</td>
</tr>
<tr>
<td></td>
<td>Discuss available graduate assistantships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Complete research practicum. Refer to Student Handbook for policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>Discuss publications that might be based on your practicum research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Discuss your highlighted CV and timeline.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Discuss teaching practicum: Who would you like to work with? What type of teaching skills do you need to develop or strengthen? Refer to Student Handbook for policy and procedures.</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Discuss who you would like to chair your comprehensive and final exams.</td>
</tr>
<tr>
<td></td>
<td>If you change advisor (chair) complete the change of advisor form.</td>
</tr>
<tr>
<td></td>
<td>Discuss possible comprehensive exam topics with your chair.</td>
</tr>
<tr>
<td></td>
<td>Review and discuss the document “Comprehensive Exam Timeline.”</td>
</tr>
<tr>
<td>Courses</td>
<td>Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics.</td>
</tr>
<tr>
<td>Year 2</td>
<td>Spring</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| **General** | | Discuss your highlighted CV and timeline.  
| | | If you have changed advisors, discuss how frequently you will meet.  
| **Comprehensive Exam** | | Discuss having regular meetings with your advisor to develop your comprehensive exam proposal outline.  
| | | Discuss the document “Comprehensive Exam Timeline” early in February.  
| | | Discuss potential members for the comprehensive exam and dissertation (final exam) committees.  
| | | Discuss how often you should meet with your committee members.  
| **Career** | | Discuss expectations of faculty members at different types of universities and colleges (e.g., ratio of teaching to scholarship to service; tenure-track versus lecturer).  
| **Presenting** | | Discuss opportunities to present research.  
| | | Discuss sending abstracts to state and national conferences.  
| **Teaching** | | Discuss opportunities to teach independently.  
| **Funding** | | Discuss sources of financial support for your dissertation and submission due dates.  
| | | Discuss additional assistantship appointments, if applicable.  
| **Dissertation** | | Discuss dissertation research questions.  
| | | Discuss dissertation research samples/methods.  
| | | Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.  
| Year 2 | Summer |
| **Comprehensive Exam** | | Complete comprehensive exam and submit to committee members. See Handbook for due date.  
| | | Schedule your examination hearing.  
| Year 3 | Fall |
| **General** | | Discuss your highlighted CV and timeline.  
| | | Continue discussing career goals, presenting at conferences, writing for publication and applying for funding.  
| | | Discuss whether it would be desirable for you to review manuscripts for publication or write a book review.  
| | | Discuss available graduate assistantships for Year 4, if applicable.  
| **Dissertation** | | Discuss how frequently you and your chair will meet to discuss your dissertation (e.g., every week, every other week).  
| | | Discuss whether your chair will be available over winter break  
| | | Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.  
<p>| Year 3 | Spring |</p>
<table>
<thead>
<tr>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss your highlighted CV and timeline.</td>
</tr>
<tr>
<td>• Discuss whether your dissertation chair will be available during the summer to meet.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.</td>
</tr>
<tr>
<td>• Discuss whether your chair believes you are making adequate progress to meet program benchmarks and whether your timeline is realistic.</td>
</tr>
<tr>
<td>• Discuss how often you are interacting with your committee members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss presenting preliminary dissertation results or other research at CSWE and SSWR before April.</td>
</tr>
<tr>
<td>• Prepare an abstract for presentation submissions and get feedback from your advisor on it.</td>
</tr>
</tbody>
</table>

| Year 3 | Summer |

| Year 4 | Fall |

<table>
<thead>
<tr>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss your highlighted CV and timeline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss your job search or post doc search strategy.</td>
</tr>
<tr>
<td>• Discuss where academic job ads are posted, the hiring process, criteria, etiquette, and deadlines.</td>
</tr>
<tr>
<td>• Discuss from whom you are going to request letters of reference.</td>
</tr>
<tr>
<td>• Discuss your cover letter, CV, teaching portfolio, description of your program of research, and other documents (e.g., evidence of effective teaching).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss the job talk and interviewing at CSWE and SSWR.</td>
</tr>
</tbody>
</table>

| Year 4 | Spring |

<table>
<thead>
<tr>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss your highlighted CV and timeline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract if you are not graduating this semester.</td>
</tr>
</tbody>
</table>
DOCTORAL PROGRAM IN SOCIAL WORK

Independent Study Contract

To meet degree requirements, individual study must be letter graded and supervised by a University of Iowa tenured or tenure-track faculty member. The contract must be completed by the end of the first week of the beginning of the semester. The student is responsible for obtaining signatures and submitting the independent study contract to the School of Social Work main office where it will be placed in the student’s file.

Student Information: Please fill out completely

________________________________________
Student’s Name

________________________________________
Student ID #

________________________________________
Phone number

________________________________________
Email address

I am requesting permission to register for: _____:_____:_____:
Dept. Course Section Course Title

1. Briefly describe the specific question or problem that you will address.

2. Describe how the independent study will advance your doctoral studies? For example, how does it relate to your comprehensive examination?

3. Indicate the number of times you will meet with the instructor (e.g., weekly). To ensure instructors and students have a mutual understanding of what will occur during these meetings, students are encouraged to discuss with their instructors the general format and purpose of the meetings (e.g., summarize progress, discuss problems, clarify next steps).

4. List the type of activities that will be completed (e.g., write paper(s), conduct interviews, develop an instrument, submit a grant application, submit a journal article) and when the work will be completed.
I agree to complete the Individual Study contract as described above.

__________________________________________  
Student’s signature     Date

I approve the Individual Study as described above.

__________________________________________  
Advisor’s signature     Date

NOT REQUIRED FOR FACULTY MEMBERS IN OTHER DEPARTMENTS:
I have agreed to direct the Individual Study as described above.

__________________________________________  
Instructor’s signature     Date

original: Student file cc: □ Student  □ Advisor  □ Instructor

cac—08/14
DOCTORAL PROGRAM IN SOCIAL WORK

Course Substitution

___________________________     _______________________________
Student Name-Please Print     ID #

Phone number     Email address

Student: After your advisor signs this form, give it to the director of the doctoral program by November 1 or by April 1.

Course you wish to replace:

Dept., Course, and Sect. numbers     Name of Course

Course you wish to substitute as an alternate course:

Dept., Course, and Sect. numbers     Name of Course

Provide a justification for the substitution.

Advisor: ___________________________________________________________________________ Date

□ Approved

Director of the PhD Program: ___________________________________________________________________________ Date

□ Approved

Director of doctoral program gives to program coordinator for copies and departmental processing:

cc: □ Student     □ Advisor, if different than PhD Director     original: □ Student file

08/16-cc
DOCTORAL PROGRAM IN SOCIAL WORK

Application for Readmission to the Social Work Program

_________________________  _______________________
Today’s Date  Re-enrollment Semester  Year

_________________________
Student Name-Please Print

_________________________  ___________________________________
ID #  Phone number

_________________________  ___________________________________
Email address

Student: If a student’s enrollment is interrupted for any reason so that s/he is not enrolled for three consecutive academic sessions, including the summer session but excluding inter-sessions, the student must apply for readmission to the Graduate College. The Graduate College “Application for Readmission to a Graduate Program” form must be used. The Graduate College will not require new letters of recommendation, a new personal statement section, a written explanation of the reasons for the absence, or a plan for degree completion.

The student must also apply for readmission to the SSW Doctoral Studies Committee (DSC). This application must be signed by the student’s advisor and be submitted to the director of the doctoral program 6-weeks prior to the readmission semester. The Graduate College decision supersedes the School of Social Work decision to readmit.

The following documents are required.

☐ 1. An explanation of the reasons for the absence (1 page single-spaced). Please describe the circumstances that led to not registering. State how your circumstances have changed or been resolved, and whether you believe readmission would result in meeting all degree requirements. In circumstances where the reason can be readily documented (e.g., a letter), the student should append the document.

☐ 2. Student’s revised Plan of Study.

☐ 3. A detailed, month-by-month plan for degree completion (1 p., single-spaced). List all degree requirements that have not been met. Refer to the PhD Handbook for a timeline to complete the comprehensive and final exams.

Signature of Advisor: I have reviewed the student’s explanation for the reasons for the absence, his or her revised Plan of Study, and the month-by-month plan for degree completion. By signing this form, I recommend to the DSC the student be readmitted to the SSW doctoral program.

____________________________________________  ____________________________________
Print name  Sign

Signature of the Chair of the DSC: On behalf of the DSC, I recommend to the DEO that the student be re-admitted to the SSW doctoral program.

____________________________________________  ____________________________________
Print name  Sign

cc:  □ Program secretary/Student File  □ Student  □ Student’s Advisor File

cc-4/08
DOCTORAL PROGRAM IN SOCIAL WORK

Research Practicum (SSW:7803) Learning Contract and Evaluation Tool

☐ Summer 20___

__________________________     _______________________________
Student Name-Please Print     ID #

__________________________     _______________________________
Phone number     Email address

Student: Students completing an employment-based practicum must send this form to the director three or more weeks before the semester begins. Students not completing an employment-based practicum must send this form to the director one week before the semester begins.

Instructor: Please evaluate the student on the following research competencies at the end of practicum and ask the student to submit the form to the director before the end of the semester.

1. Conceptualize significant, meaningful, and relevant social work research questions
   Activities:
   ☐ S     ☐ U

2. Critically evaluate and review published literature
   Activities:
   ☐ S     ☐ U

3. Conduct research that is guided by theory
   Activities:
   ☐ S     ☐ U

4. Understand both the technical aspects and conceptual underpinnings of a broad range of methodological and statistical techniques
   Activities:
   ☐ S     ☐ U

5. Construct an instrument, including operationalizing concepts
   Activities:
   ☐ S     ☐ U

6. Design and implement appropriate procedures for sampling and data collection
   Activities:
   ☐ S     ☐ U

7. Analyze data
   Activities:
   ☐ S     ☐ U

8. Widely disseminate knowledge that contributes to the advancement
of social work research, practice, and/or policy, including writing publishable, peer-reviewed manuscripts; presenting at conferences; and/or producing policy briefs/white papers

Activities:

9. Understand the grant writing process

Activities:

10. Proactively and consistently implement plans for the responsible and ethical conduct of research:
Understands academic dishonesty in writing (e.g., improper citation)
Understands bias in subject selection, measurement and interpretation of data
Understands risk and benefits to research subjects
Understands informed consent
Understands voluntary participation
Understands confidentiality or anonymity
Understands limitations of the research in reporting results
Understands the IRB process

Activities:

Final grade: □ S □ U

Mentor: _____________________________________________________________
Signature Date

Student: _____________________________________________________________
Signature Date

Director of PhD Program: _______________________________________________
Signature Date

Director of the PhD Program gives to the Program Secretary in 308 NH for copies and departmental processing:
cc: □ Student □ Mentor original: □ Student file

10/06-c
DOCTORAL PROGRAM IN SOCIAL WORK

Teaching Practicum (SSW:7806) Agreement

________________________________________________________     _______________________________
Student Name-Please Print                                      ID #

__________________________________________     _____________________________________________
Phone number                                               Email addresses

Faculty Mentor: I have read the section of the PhD Handbook on the teaching practicum, including my responsibilities as a mentor and the distribution of clock hours.

This is an employment-based teaching practicum:

☐ No

☐ Yes. If yes, I have read the policy on employment-based practica and understand that the student and I will meet with the director of the PhD program to discuss the learning contract.

I agree to provide mentoring to the above named student:

______________________________________________     ________________________
Faculty Mentor                                      Date

Student: Send this form to the director of the PhD program for approval at least three weeks before the practicum begins.

I approve the teaching practicum:

______________________________________________     ________________________
Director of the PhD Program                          Date Received

Director gives to program secretary for copies and departmental processing:

cc: original: ☐ Student file
DOCTORAL PROGRAM IN SOCIAL WORK

Teaching Practicum (SSW:7806) Learning Contract and Evaluation Tool

Student Name-Please Print __________________________________________________________________________

ID # ____________________________________________________________________________________________

Mentor _________________________________________________________________________________________

Phone number ____________________________________________________________________________________

Email address ____________________________________________________________________________________

Student: Develop activities with your mentor and sign this form.

Faculty Mentor: Develop activities with the student teacher and sign this form. At the end of the semester, evaluate the student teacher on each competency and submit a grade.

By the end of the seminar, students will be able to

1. Understand and apply theories of adult learning to course planning, teaching, or assessment strategies
   Activities: □ Unmet □ Met

2. Create a learning culture and classroom climate that is inclusive of a diverse population of students
   Activities: □ Unmet □ Met

3. Identify one’s own learning style(s) and adapt one’s teaching to accommodate diverse learning styles
   Activities: □ Unmet □ Met

4. Understand how the course syllabus was used to develop the course outline
   Activities: □ Unmet □ Met

5. Develop and use a lesson plan that meets EPAS competencies and practice behaviors
   Activities: □ Unmet □ Met

6. Develop and use assessment strategies to evaluate whether students met EPAS practice behaviors
   Activities: □ Unmet □ Met

7. Use several methods of instruction effectively, including (a) lecture, (b) instructor led discussion, and (c) collaborative activities and small groups
   Activities: □ Unmet □ Met
8. Manage challenging classroom dynamics and/or students (e.g., students who are inattentive, unprepared, disrespectful, react strongly to sensitive topics, or experiencing personal challenges)  

Activities:  

☐ Unmet  ☐ Met

9. Describe and, if applicable, address ethics of teaching (e.g., not grading objectively, not addressing plagiarism adequately, not maintaining appropriate teacher-student boundaries)  

Activities:  

☐ Unmet  ☐ Met

10. Engage in an ongoing process of self-assessment and professional growth as a social work educator  

Activities:  

☐ Unmet  ☐ Met

Faculty Mentor Comments:  

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Student Teacher Comments:  

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Final grade:  S  U

Include signature lines and approval boxes for your mentor, yourself and the director of the doctoral program on the first draft of the contract. Include signature lines only on the final contract.

Mentor: _____________________________________________________________  

Signature ___________________________ Date _____________________________

Student: _____________________________________________________________  

Signature ___________________________ Date _____________________________

Director of PhD Program: ________________________________________________  

Director gives to the program coordinator for departmental processing.

c: ☐ Student ☐ Mentor original: ☐ Student file  

12/15-cac
Agreement to Serve on the Comprehensive Examination Committee

**Student:** This form must be sent to the director of the doctoral program one month before the comprehensive exam proposal meeting. The director of the doctoral program will sign the form and give it to the program administrator. The program administrator will then complete the Request for Doctoral Comprehensive Examination form and send it to the Graduate College for approval.

Working title of the exam: __________________________________________________________

Expected date of the comprehensive exam proposal meeting: ______________________

I agree to serve on ____________________________________________’s Comprehensive Exam Committee

**CHAIRPERSON:**

1. ___________________________________    ___________________________________    _______________
   Type name                                             Signature                                             Date

**MEMBERS:**

2. ___________________________________    ___________________________________    _______________
   Type                                             Signature                                             Date

3. ___________________________________    ___________________________________    _______________
   Type                                             Signature                                             Date

4. ___________________________________    ___________________________________    _______________
   Type                                             Signature                                             Date

5. ___________________________________    ___________________________________    _______________
   Type                                             Signature                                             Date

**(OPTIONAL)**

6. ___________________________________    ___________________________________    _______________
   Type                                             Signature                                             Date

I recommend to the Graduate College that the above named faculty members be appointed to the student’s comprehensive examination committee:

**Director of PhD Program** ____________________________________    __________________________
   Signature                                             Date Received

cc: □ Student    □ Program Administrator                     original: □ Student file

cc-5/06
DOCTORAL PROGRAM IN SOCIAL WORK

Comprehensive Examination Checklist

Student Name-Please Print               ID #

Chair: It is the responsibility of the chair of the Doctoral Committee to review whether the proposal appears to address the criteria for the exam (below) before the proposal hearing is scheduled. See PhD Handbook for additional guidance on the content and length of the exam and the exam process. After reviewing the proposal, complete and sign the checklist.

☐ It includes theory, research, practice, and policy. The exam emphasizes research and theory (e.g., the estimated number of pages allocated to these areas substantially exceeds the estimated number of pages allocated to practice and policy).

☐ It is relevant to social work. The proposal gives explicit attention to the relevance of the topic to social work.

☐ It is analytical. The proposal outlines the empirical and theoretical literatures that will be critically reviewed. The proposal must demonstrate the exam will involve analysis, synthesis, conceptualization, and integration of major viewpoints and research evidence. It should include a section on critical research questions that may be investigated in the dissertation and other research based on the analysis.

☐ It is interdisciplinary. The proposal includes literature from social work and from related professional fields, if applicable, and the social sciences.

☐ It is comprehensive. The bibliography demonstrates that the review of the literature on the topic will be comprehensive and state-of-the-art. It includes the most recent scholarship on the student’s topic and classic works.

☐ There is a logical sequence of ideas. There is a logical sequence of ideas within and between sections of the proposal.

☐ It is well-written and adheres to APA style guidelines. The proposal should demonstrate the ability to communicate effectively and reflect careful attention to scholarly style, clarity, and organization and logic, as well as to matters of spelling and grammar. The proper citation and reference form is specified in the Publication Manual of the American Psychological Association.

☐ Independence of the Written Product from Other Requirements. The student understands that the content of the exam can be related to papers and other written documents used to fulfill degree requirements, however, he or she cannot cut and paste text from these documents into the exam.

☐ Sole Authorship of the Comprehensive Exam. The student understands that the comprehensive paper is an exam and should be independently written without consultation on its specific content or editorial assistance from others.

Based on my review of the student’s outline, the proposal appears to address all of the criteria.

Chair: _______________________________ Signature _______________________________ Date _______________________________

Student: Send this form to the director of the PhD Program two weeks before the exam proposal meeting.

Director of PhD program gives to Program Secretary in 308 NH for copies and departmental processing:

cc: ☐ Student original: ☐ Student file

c-5/06
DOCTORAL PROGRAM IN SOCIAL WORK

Approval of the Comprehensive Examination Proposal

________________________________________________________     _______________________________
Student Name
Please Print
__________________________________________     _____________________________________________
ID #
Phone number
Email address

Title: ______________________________________________________________________________________

Chair: Give this form to the director of the PhD program as soon as possible after the comprehensive exam
proposal meeting.

Exact Date of comprehensive exam hearing:_________________

CHAIRPERSON:
1. ___________________________________    ___________________________________    _______________
   Type name
   Signature
   Date

MEMBERS:
2. ___________________________________    ___________________________________    _______________
   Type
   Signature
   Date

3. ___________________________________    ___________________________________    _______________
   Type
   Signature
   Date

4. ___________________________________    ___________________________________    _______________
   Type
   Signature
   Date

5. ___________________________________    ___________________________________    _______________
   Type
   Signature
   Date

(OPTIONAL)
6. ___________________________________    ___________________________________    _______________
   Type
   Signature
   Date

☐ Turned in to director of PhD program

________________________________________________________     _______________________________
Signature
Date Received

cc: ☐ Student ☐ Program Administrator

original: ☐ student file

cc-12/10
**DOCTORAL PROGRAM IN SOCIAL WORK**

**Dissertation Hours (SSW:7830) Contract**

Session: [ ] Fall 20___  [ ] Spring 20___  [ ] Summer 20___

---

**Student Name—Please Print**  
**ID #**

**Student and Chair:** After submitting the comprehensive exam, students must be registered for Dissertation Hour credit EVERY fall and spring semester until the degree is awarded.

**Student:** With your chair, create a timeline for your entire dissertation process, beginning with writing your proposal and ending with submitting your final examination to the Graduate College. In subsequent semester, you will revise this timeline, including due dates. See example (below). Submit this form to the director of the PhD program by the first week of each semester.

**Dissertation Timeline (Example)**

<table>
<thead>
<tr>
<th>Due</th>
<th>Activity</th>
<th>Student’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Begin drafting proposal</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Meet with chair to discuss research questions</td>
<td>I revise research questions based on feedback from chair</td>
</tr>
<tr>
<td>(first week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. (2nd week)</td>
<td>Meet with chair to discuss research questions/hypotheses, if applicable</td>
<td>I revise research questions based on feedback from chair</td>
</tr>
<tr>
<td>September/October</td>
<td>Meet with members to discuss research questions and to get signatures from faculty members to serve on final exam committee</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Complete first draft of the Introduction (Chapter 1)</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Discuss methodology, including data source with chair</td>
<td></td>
</tr>
<tr>
<td>October/November</td>
<td>Discuss dissertation with members, esp., methodologist and/or statistician</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Schedule dissertation proposal meeting</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Complete the Introduction (Chapter 1) and first draft of Literature (Chapter 2)</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Follow up with data source</td>
<td></td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Give dissertation proposal to chair and meet to discuss revisions</td>
<td>I make revisions based on chair’s feedback by . . .</td>
</tr>
<tr>
<td>Dec. 15</td>
<td>Revise proposal and resubmit to chair for feedback.</td>
<td>I meet with chair to go over revisions</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Confirm data source</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Apply for dissertation support</td>
<td></td>
</tr>
<tr>
<td>Feb. 15</td>
<td>Dissertation proposal meeting</td>
<td>Must occur within six months of proposal defense</td>
</tr>
<tr>
<td>February</td>
<td>Submit human subjects application</td>
<td>Expect 2-months minimum review time</td>
</tr>
<tr>
<td>March</td>
<td>Planned break</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Finalize data collection procedures</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Begin data collection</td>
<td></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Task</td>
<td>Details</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>June</td>
<td>Complete data collection</td>
<td></td>
</tr>
<tr>
<td>July 1</td>
<td>Begin analysis</td>
<td></td>
</tr>
<tr>
<td>August 1</td>
<td>Have all job materials ready to send out</td>
<td>CV, cover letter, teaching statement, teaching scores, research statement</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Complete analysis and draft of Chapter 4</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Send out all job applications</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Complete Chapter 4:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit draft to chair</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Complete Chapter 5: Discussion</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Submit draft to chair</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Interview for jobs</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Schedule final examination</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Interview for jobs</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Submit final dissertation to chair</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Complete online “Application for Graduate Degree” form and talk to program administrator about the Final Examination form.</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Announce defense date to the public</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Defend dissertation</td>
<td>I give program administrator form.</td>
</tr>
<tr>
<td>April</td>
<td>Meet with chair to discuss revisions. Make revisions.</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Final Deposit (see specific due date for the semester)</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Become a Doctor</td>
<td></td>
</tr>
</tbody>
</table>

I have agreed to complete the work listed above by the end of <insert semester and year>.

Signature: Student

I have agreed to supervise the work listed above for <insert semester and year>.

Signature: Dissertation Chair

I received the contract:

Signature: Director of the PhD Program

cc: □Student □Dissertation chair original: □Student file

mg-08/21
DOCTORAL PROGRAM IN SOCIAL WORK

Agreement to Serve on the Final Examination (Dissertation) Committee

**Student:** This form **must** be sent to the director of the doctoral program **two weeks** before the final exam proposal meeting. The director of the doctoral program will sign the form and give it to the program administrator. The program administrator will then complete the Request for the Final Examination form and send it to the Graduate College for approval.

**Working Title of the Dissertation:** __________________________________________________________

________________________________________________________________________________________

Expected Month and Year of the Final Exam Defense: ______________

I agree to serve on _____________________________________________’s Final Exam Committee

**CHAIRPERSON:**

1. ___________________________________    ___________________________________    _______________
   Type name                                                                                   Signature                      Date

**MEMBERS:**

2. ___________________________________    ___________________________________    _______________
   Type                                                                                       Signature                      Date

3. ___________________________________    ___________________________________    _______________
   Type                                                                                       Signature                      Date

4. ___________________________________    ___________________________________    _______________
   Type                                                                                       Signature                      Date

5. ___________________________________    ___________________________________    _______________
   Type                                                                                       Signature                      Date

**(OPTIONAL)**

6. ___________________________________    ___________________________________    _______________
   Type                                                                                       Signature                      Date

I recommend to the Graduate College that the above named faculty members be appointed to the student’s final examination committee:

☐ Turned in to director of PhD program

Signature: ___________________________________    Date Received: ____________________________

cc: ☐ Student  ☐ Program Administrator  original: ☐ Student file  cc-12/10
DOCTORAL PROGRAM IN SOCIAL WORK

Approval of the Dissertation Proposal

<table>
<thead>
<tr>
<th>Student Name—Please Print</th>
<th>ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chair: Give this form to the director of the PhD program as soon as possible after the dissertation proposal meeting.

Expected Month and Year of the Final Exam Defense: __________________________

Title: ________________________________________________________________

_______________________________________________________________________

CHAIRPERSON:

1. ___________________________________    ___________________________________    _______________  
   Type name                                                                 Signature       Date

MEMBERS:

2. ___________________________________    ___________________________________    _______________  
   Type name                                                                 Signature       Date

3. ___________________________________    ___________________________________    _______________  
   Type                                                                 Signature       Date

4. ___________________________________    ___________________________________    _______________  
   Type                                                                 Signature       Date

5. ___________________________________    ___________________________________    _______________  
   Type                                                                 Signature       Date

(OPTIONAL)

6. ___________________________________    ___________________________________    _______________  
   Type                                                                 Signature       Date

☐ Turned in to director of PhD program

Signature       Date Received

original: ☐ Student file  cc: ☐ Student  ☐ Program Administrator

cc—03/07
DOCTORAL PROGRAM IN SOCIAL WORK
Student Research Grant Proposal

Student Name: ___________________________  ID #: ___________________________

Phone number: ___________________________  Email address: ___________________________

Student: Submit to PhD Director.

Title of Research Project: ____________________________________________________________

I received a research grant(s) in the past from the SSW: No □ Yes □: How much: ___________________________

Requests Submitted to or Received from Other Sources:

□ ECGPS □ Other: ___________________________

Have you received a research award? No □ Yes □: How much and from what source: $_________________________

If no, when do you expect to hear back from each source? ___________________________

Budget:

Photocopying ($0.03 per copy) $_______

Rationale: ____________________________________________________________

Postage and Envelopes ($0.36 per 1 oz. envelope; standard business envelopes: $.08) $_______

Rationale: ____________________________________________________________

Long-distance telephone ($0.05 per minute) $_______

Rationale: ____________________________________________________________

Travel (See “PhD Student Travel Grants Proposal” budget form for per diem rates) $_______

Rationale: ____________________________________________________________

Other: ____________________________________________________________ $_______

Rationale: ____________________________________________________________

Total Request $_______

Signature of Advisor or Chair: The proposed budget is reasonable and appropriate for the project. For dissertations: This student has completed his or her proposal, and it requires no or minor revisions to the Methods section and instrument.

Advisor or Chair’s Signature: ___________________________  Date: __________  Approved: $_________  Not Approved: $_________

PhD Director’s Signature: ___________________________  Date: __________  Approved: $_________  Not Approved: $_________

cc: □ Program secretary/Student File  cac-02/15
DOCTORAL PROGRAM IN SOCIAL WORK
Student Travel Grant Proposal

Student Name-Please Print ____________________________________________  ID # _______________________________

Phone number ____________________________________________  Email address ____________________________________________

Student: Submit to PhD.

I am:     ☐ Not presenting a paper     ☐ Presenting a paper. Title of paper ____________________________________________

Co-presenter, if applicable: ____________________________________________

Name, location and date of conference: ____________________________________________

I received travel grant(s) in the past:   ☐ No ☐ Yes: Total amount: $__________________________________________

Requests Submitted to or Received from Other Sources: Students presenting at conferences must apply to either the GSS or GPSG. Students traveling abroad, you must apply to the Office for Study Abroad.

☐ GSS  ☐ GPSG ☐ Office for Study Abroad ☐ Other: ____________________________________________

Have you received an award No ☐ Yes ☐: How much: $__________________________________________

If no, When do expect to hear back from each source? ____________________________________________

Budget (go to https://uiowa.edu/ap-purchasing/domestic-travel):

Hotel $_________

Rationale: ____________________________________________

Conference Fees: $_________

Rationale: ____________________________________________

Meals $_________

Rationale: ____________________________________________

Transportation $_________

Rationale: ____________________________________________

Other: ____________________________________________ $_________

Rationale: ____________________________________________

Total Request $_________

Approved: $__________ Not Approved

PhD Director’s Signature ___________________________ Date ____________

cc: ☐ Program secretary/Student File  mg-08/17
DOCTORAL PROGRAM IN SOCIAL WORK

Request for a Delay in Starting or Completing an Exam, Reduction in Hours, or Leave of Absence

Student’s Name: ___________________________ ID#: ___________________________
Address: ________________________________________________________________
Street                  City                  State           Zip
Phone: ___________________________ ___________________________ ___________________________
Home                   Cell                   E-mail

Type of Request: Check One (Student completes)
☐ Delay in starting or completing an exam: Number of weeks______________________
☐ Reduction in hours: Number of hours______________________ Number of semesters:____
☐ Leave of absence: Number of semesters____

Reason for Request: Check All that Apply (Student Completes)
☐ Health       ☐ Religious Service   ☐ Military Service    ☐ Financial    ☐ Family    ☐ Other
Comments: ________________________________________________________________

Disposition: Check All that are Applicable (PhD Director completes)

Delay in starting or completing an examination:
☐ Date of completion___________________________

Reduction in hours:
☐ Semester(s) effective: Semester:_________________________ Year:____________

Leave of absence:
☐ Date of leave: Semester: _____ Year: _____  ☐ Date of return: Semester:_____ Year: _____

Conditions:
☐ Student required to reapply for delay, reduction or leave, if additional time is needed: When____________________________________
☐ ________________________________________________________________

I agree to the attached plan of study and revised deadlines:

Student’s Signature ___________________________ Date ______________

Advisor’s Signature ___________________________ Date ______________ Approved Not Approved

PhD Director’s Signature ___________________________ Date ______________ Approved Not Approved

☐ Plan of study  ☐ Letter to the DSC  ☐ Other documentation:________________________________________

cc: Student file, advisor, student
cac-08/13