Fordham University
Graduate School of Social Service

Manual
Policies and Procedures
Ph.D. Program

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FORDHAM UNIVERSITY GRADUATE SCHOOL OF SOCIAL SERVICE

MANUAL FOR THE DOCTORAL PROGRAM

PREFACE

This manual is intended for use by Doctoral students and faculty. Policies and procedures in the manual have evolved from the experience of the school's faculty and administrators as they have worked toward providing the best possible educational experience for the candidates for this degree.

The manual is posted in the University Library’s electronic reserve room under SWGS 7000 “Doctoral Program Information”

This manual is for information purposes and is neither a contract nor an offer to contract. The Graduate School of Social Service reserves the right to change any policy, procedure, provision or requirement. Changes are applicable from the date they are posted in the manual and in announcements to students (e.g., e-mail messages). Changes apply to all students, regardless of date of matriculation or stage in their studies, unless specifically noted. Revisions and additions to the manual include, but are not limited to, course offerings, course schedules, course content, course prerequisites, dissertation proposal and defense requirements, and comprehensive examination content, policies, and procedures.

Changes to the manual will be announced via the minutes of the Doctoral Curriculum Policy Committee, which are made available to all students and faculty.

Meredith Hanson, DSW
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I. MISSION OF THE UNIVERSITY AND THE SCHOOL

Within Fordham University, the Graduate School of Social Service takes its part in the fulfillment of the University's mission. The overall mission of the University is to conduct quality programs of higher education to meet the needs of American society and of the urban community in which it resides. Fordham seeks to fulfill the educational needs of members of the metropolitan area who come from diverse social, economic, and ethnic backgrounds. As part of its Jesuit tradition, the University especially values programs and research that are sensitive to the human problems of urban society and that apply technological and intellectual expertise within a humanistic value system. Social work, with its historic moral commitment to the affirmation of the dignity of the individual through services and through social change, is an action-oriented form of humanism. Thus, preparing social work personnel to meet some of society's human needs through the compassionate application of expertise in health and social services is central to the mission of the University. The Doctoral Program of the Graduate School of Social Service participates in this especially through its emphasis on the development and enhancement of leadership qualities in its graduates.

II. UNIVERSITY POLICIES

The Doctoral Program follows University policies on non-discrimination and affirmative action. Fordham as an academic institution is in compliance with federal, state, and local laws and does not discriminate on the basis of race, color, creed, age, gender, national origin, marital or parental status, sexual orientation, lineage or citizenship status, veteran status, or disability. The Graduate School of Social Service is particularly committed to providing appropriate accommodations so that students with disabilities can matriculate and graduate from its programs. The University has an affirmative action program, which supports the recruitment, employment, and promotion of women and minorities.

Fordham University policies against sexual harassment and plagiarism govern the operation of the Doctoral Program. The University policy states that sexual harassment "subverts the mission of the University and threatens the well-being, educational experiences and careers of students, faculty, and staff. It is especially threatening in the context of a teacher-student or supervisor-subordinate relationship in that it can exploit the power inherent in the position of teacher or supervisor regarding grades, recommendations, wage status, or promotion. Sexual harassment can also occur by subordinates against supervisors, by those of equal status, or by students."

The Doctoral Program follows the guidelines regarding plagiarism set by the Graduate School of Service of Fordham University. Plagiarism can be defined as the theft of words or ideas that are not common knowledge from another, i.e., the appropriation of words, passages, or ideas from another and their use as one's own without proper attribution. This can vary from exact word for word duplication to the use of an idea (not the words) and may involve devices such as paraphrasing. These words or ideas can come from an Internet...
source, a newspaper article, a conference presentation, scholarly journals, as well as other written documents. **Self-plagiarism** occurs when a student submits the same paper or sections from the same paper for two separate courses.

Because of the diverse definitions of plagiarism, the faculty member in consultation with the Doctoral Program Director will make the determination if plagiarism has occurred. If plagiarism occurs the student will receive an F for the course if it involves course work, an F in the examination if it involves the comprehensive examination, and a rejection of the dissertation if the plagiarism occurs in the dissertation. The Director makes a determination if plagiarism occurred and the seriousness of this incident and applies appropriate sanctions such as suspension or expulsion. The student can bring the charge of plagiarism to the Doctoral Curriculum and Policy Committee for final review.

### III. GOALS AND OBJECTIVES OF THE DOCTORAL PROGRAM

The goal of the Doctoral Program is to develop graduates who will become leaders in the profession of social work. The specific objectives of the program are to train professional social workers who will develop the knowledge, skills, and values necessary to educate social work students in all areas of practice; conduct research, which will advance knowledge in any or all of the many facets of the profession; analyze and contribute to the establishment of legislative and practice policies; and/or plan and develop new service modalities.

### IV. ADMINISTRATION OF THE PROGRAM

The Doctoral Program is headed by a Program Director appointed by the Dean. As in all University programs, the Dean reports to the appropriate officer of Fordham University, the Vice President for Academic Affairs.

Several faculty committees guide the policy and procedures of the Doctoral Program:

**A. DOCTORAL CURRICULUM AND POLICY COMMITTEE**

The Doctoral Curriculum and Policy Committee is comprised of the Director of the Doctoral Program, five faculty members eligible to teach in the Doctoral Program, and a student member, who is elected by doctoral students. The committee meets periodically each semester to develop and monitor curriculum, as well as to formulate and review policies and procedures.

**B. DOCTORAL REVIEW COMMITTEE ON ACADEMIC PROGRESS**

Faculty members of the Doctoral Curriculum and Policy Committee serve as a doctoral review committee on academic progress. A student is considered at risk if he or she has one
grade of C+ or lower. If a particular student is at risk, the faculty advisor is asked to
discuss the issue with the student and develop an appropriate educational plan. If a student
has more than one grade of C+ or lower, he or she will not be permitted to continue in the
program. The student can appeal this decision with the Doctoral Review Committee on
Academic Progress.

A grade of F is equivalent to not having taken the course and the course must be taken
again in order to receive credit.

If a student obtains a C+ or lower in a course that has been retaken, this will be considered
the second grade of C+ or lower in the program and the student will be dematriculated
from the Doctoral Program.

C. ADMISSIONS COMMITTEE

The Doctoral Admissions Committee meets regularly throughout the academic year to
review applications of incoming students. This committee is chaired by the director of the
doctoral program; it includes up to four other faculty members, at least two of whom teach
in the doctoral program.

D. SUBCOMMITTEES - RESEARCH, SEQUENCE AREAS,
CONCENTRATIONS

Ad hoc subcommittees meet as needed to discuss curriculum issues in specific areas.

V. ADMISSION TO THE PROGRAM

A. CRITERIA

1. Master's degree in social work, or in a closely related field with sufficient and relevant
experience is required. Candidates who are admitted without a social work degree may be
asked to take an internship in a social work setting to gain the necessary base for advanced
professional training and research. A Grade Point Average (GPA) of at least 3.5 in the
master’s degree is usually required for admission to the Doctoral Program.

2. A Bachelors degree in liberal arts from an accredited undergraduate program with at
least a GPA of 3.0.

3. Demonstrated capacity for satisfactory performance of advanced academic work as
evidenced, by published journal articles, book chapters, books, and/or reports.

4. Graduate Record Examination (GRE) scores including verbal, quantitative, and
analytic scores are required.
5. Commitment to the values of the profession.

6. A career objective consistent with the goals and objectives of the program: teaching, research, policy, service, and practice development, and potential for leadership.

**B. PROCEDURES**

1. All applications must be submitted on-line. Access to on-line applications can be secured by going to the School’s web page ([www.fordham.edu/gss](http://www.fordham.edu/gss)) and clicking on the PhD link. International applicants for whom English is not their first language are expected to have taken the TOFEL exam to demonstrate competence in English to pursue doctoral work. Transcripts from colleges and universities located outside of the United States may have to be evaluated by the World Educational Services, Inc.

2. After the necessary transcripts, references, personal statements, and other documentation are reviewed by members of the admissions committee an interview with one or more faculty members may be arranged. Interviews are **not** required for applicants to be admitted for doctoral studies.

3. Applications are reviewed on a rolling basis beginning in the spring of each academic year. Therefore, applicants are strongly encouraged to submit their materials including all graduate and undergraduate academic transcripts in the Fall Semester to insure early review. Applications will be reviewed until the incoming class is full. The deadline for all applications including supporting materials is February 1 of the year the student plans to matriculate.

4. Applicants are informed of admission decisions by a letter from the Director of the Doctoral Program as soon as a decision is made.

5. Candidates who are accepted will be notified of the dates of registration by a letter from the Director of the Doctoral Program.

**Non-matriculated students** may be permitted to take selected doctoral courses in order to assess their interest and capacity for doctoral work. Persons interested in taking courses on a non-matriculated basis must contact the director of the doctoral program to discuss their interest. Non-matriculated students may enroll in a maximum of two courses before they are admitted as matriculated students. No assurance of acceptance to the degree program is implied by permission to take courses as a non-matriculated student. If a student subsequently applies for admission and is accepted, credits for courses taken on a non-matriculated basis will be applied toward degree requirements.

**C. FINANCIAL ASSISTANCE**

1. Research/Teaching Assistantships
Fordham University provides funds each year for faculty assistantships in the Graduate School of Social Service. These assistantships permit students to assist individual faculty members with specific research activities and/or teaching. Students should apply to the Director of Doctoral Program in the spring semester. Students granted assistantships are provided tuition remission for at least one doctoral course per semester.

2. Fellowships

Each year the Fordham Doctoral Program receives a small number of fellowships, which may provide for full tuition as well as cash awards. Students should be able to devote two days a week to research on school projects. Interested students should apply to the Director of the Doctoral Program by May 1.

3. The Rev. Nicholas J. Langenfeld Award

The late Professor Emeritus, Rev. Nicholas J. Langenfeld provided for an award to be given each year at the commencement ceremonies in May to the doctoral student whose completed dissertation gives evidence of outstanding ability in research.

In order for a dissertation to be considered for this award, the chair of a student’s dissertation committee must nominate a student for the award and must submit to the doctoral program director an electronic (pdf) copy of the student’s dissertation. Nominations for the award must be received by the doctoral program director by April 1. A committee consisting of the Director of the Doctoral Program (ex officio) and two faculty members eligible to teach in the Doctoral Program will make the final decision as to the award recipient.

A more complete description of the award and review procedure is located in Appendix G.

VI. FACULTY ADVISORS

A faculty advisor is assigned to each matriculated student in September and is available until the dissertation proposal is accepted, at which time the faculty dissertation mentor becomes the student's advisor.

Students are encouraged to meet with their advisors as soon as possible, but no later than October of their first year in the Doctoral Program. Below are listed the types of concerns, which students may bring and with which faculty advisors may be helpful:

1. To help students understand the nature of the Doctoral Program, including degree requirements, grading, course sequencing, and requirements for electives and internship.
2. To be available thereafter to the advisee in a consultant function regarding the course of study including choice of specialization, career goals, and other issues about which students have concerns.

3. To discuss with students possible topics for independent study, and to review and formally approve any independent study proposals prior to their submission to the committee. The advisor may also assist the students in locating mentors for independent study.

4. To discuss with students possible internships, and to review and formally approve any internship plan prior to its submission to the Doctoral Program Director. The advisor may also assist the student in finding preceptors for the internship.

5. To meet with students and the Independent Study Committee or Doctoral Program Director, if there are questions about either the independent study or the internship.

6. To be available to students should there be concerns over their academic progress. Advisors are expected to meet with the Doctoral Review Committee to present their perception of the students’ academic situation.

7. To be available to students as they develop an educational plan for the second year, including identifying appropriate electives. Some discussion of possible dissertation topics may also be considered.

8. To meet with students if requested to discuss timing and advise about readiness to take the Comprehensive Examination.

9. To be available to write letters of reference for students’ applications for scholarships, fellowships, assistantships, and employment.

**VII. ACADEMIC REQUIREMENTS**

**A. CURRICULUM**

The program of doctoral study consists of two major components: Course work and dissertation. These integrated components are designed to teach students the knowledge and skills necessary for future leadership positions in policymaking, service development, education, practice, and research.

The program requires a minimum of two years to earn the 48 credits necessary for the degree. Students may take courses on a part time or full time basis. During the first two to four years of study students complete 48 credits.
1. REQUIRED COURSES AND PLANS OF STUDY

When prospective students apply for admission they must identify an area of study in which to specialize - social policy or social work practice. Each area of specialization consists of three courses. All students will be required to enroll in the first course in each specialization, Policy I, Poverty, Race, and the Disenfranchised, and Practice I: The Evidence Base for Social Work Practice. In addition to choosing a specialization, students must select a substantive field in which to concentrate, for example, gerontology, mental health, or children and family services. Three advanced seminars, as well as independent study, enable students to apply their knowledge and understanding of social work practice and social welfare policy to a substantive field. The opportunity to specialize and focus their studies allows students to pursue an integrated scholarly agenda that will lead to the development of a meaningful area of expertise.

A primary objective of the PhD program is to educate social work scholars and researchers. In support of this objective the curriculum consists of two required courses in social statistics, four required research methods courses that cover quantitative and qualitative research methods, and a course on the philosophy of science. In addition to the required courses, students may choose to enroll in additional research methods and statistics courses either in the Graduate School of Social Service or in other divisions of the University. All students are required to take at least one semester of in an advanced research practicum in conjunction with their third or fourth required research methods course. During the practicum they will assist a faculty member in an on-going research activity.

A major responsibility of all social work doctoral programs is to prepare graduates who will assume academic positions in social work education. In recognition of this responsibility, the PhD program offers a course on social work education. In addition, all students are expected to take a one semester teaching practicum in which they will assist a faculty member in the design, development, and delivery of a graduate-level social work course. Students who have the interest and expertise will have the opportunity to teach in the Graduate School of Social Service’s MSW and BASW programs.

Rounding out the coursework are elective courses and independent study, which give students the opportunity to individualize their education further and develop greater knowledge in particular areas. Students are expected to take some of their electives in other academic divisions of the university to broaden their perspectives on particular topics. To ensure integrity in the coursework academic advisors assist students when they choose electives.

Plans of Study for social work practice and social policy are located in Appendix A. Students should consult the relevant plant to determine what courses they must take.

Classes convene on Wednesdays from 8:30 am - 7:30 pm in the Lowenstein Building at the Lincoln Center campus.
Upon completion of 48 credits and passing the doctoral comprehensive examinations, each student begins to work on developing a dissertation proposal. At this point the student assembles a dissertation committee that will review and approve the dissertation proposal. After a successful proposal review each student continues to work with the committee, which oversees execution and completion of the dissertation research. The dissertation committee is chaired by a faculty member and includes two other members one of whom is selected from outside the Graduate School of Social Service. Although the dissertation committee is formed officially after students pass all comprehensive examinations, students are encouraged to discuss dissertation ideas with faculty members while they are taking courses. This process should help students to identify possible committee members before they must begin to prepare dissertation proposals.

While in the dissertation phase, students are required to register each academic semester for the maintenance matriculation with mentoring course.

2. ELECTIVE COURSES

Students take 6 credit hours of electives offered in GSSS Doctoral Program or other doctoral programs at Fordham University. At times after approval from the doctoral faculty advisor and the director of the Doctoral Program, a Doctoral student may be permitted to take a master level course.

In order to qualify for doctoral level credit, a course must:

1. Further the student's knowledge in the area of study or research reflected in his or her educational program.

2. Present material not covered in the student's previous education or other available doctoral level courses.

3. Involve an assignment agreed to by the instructor and the student that exceeds work required of Master's level students.

4. Provide evidence of familiarity with prevailing theory and conceptualization of practice at a greater breadth, depth, and higher level of abstraction.

To meet the above criteria, the student must contract with the course instructor that these expectations will be met and must present to his or her faculty advisor, a written justification for taking the course. If in the advisor's judgment the student's proposal fits into the student’s learning plan, the advisor recommends approval to the Director of the Doctoral Program. The Program Director must authorize any independent study.

Six credits in elective courses are a required minimum. Students might wish (or may be
asked) to take more electives to gain added knowledge in their areas of concentration and to have better preparation for the Comprehensive Examination.

Electives may be taken in other graduate departments of Fordham University with the advice and consent of the student's advisor, the Director of the Doctoral Program, and the chairperson of the other Fordham University graduate department.

3. TRANSFER OF CREDIT POLICY

Up to six (6) credits can be accepted as transfer from another doctoral program.

All courses must be doctoral level courses taken within the last five academic years, and must be reviewed by the Director of the Doctoral Program, in consultation with the Fordham course instructor, if indicated. Students should also submit catalogue course description together with course outlines of those courses presented for transfer consideration.

4. INDEPENDENT STUDY

A doctoral student may wish to develop a course of independent study related to a specific topic or theme instead of taking a specific elective course. The student should be aware that, generally, only one elective course may be taken on an independent study basis. Exceptions to this policy must be authorized by the Program Director.

Planning for independent study should take place during the beginning of the second semester of the first year, when the student and faculty advisor meet to discuss an educational plan. If independent study is seen as part of the plan, student identifies the topic for study, and with the help of the advisor, chooses a faculty member as mentor. It is the responsibility of the student to enlist the cooperation of the faculty member chosen for mentorship.

The student and mentor then design the independent study, including the bibliography to be read and the nature of the expected final paper for grading. This resulting written proposal, prepared in accordance with Outline for Independent Study (Appendix B), should be reviewed for approval by the mentor and by the faculty advisor. Plans for Independent Study should also be reviewed and approved by the Doctoral Program director.

Proposals for Independent Study should have the signatures of the mentor and faculty advisor, together with any additional comments these persons might wish to make.

Students wishing to take Independent Study are required to register for one of the following courses. The course selection is determined by the focus of the independent study.
5. MAINTENANCE OF MATRICULATION

To maintain their status as active students pursuing a PhD, students must be enrolled in coursework. If they are not enrolled in required or elective courses (e.g., they are studying for comprehensive examinations or they are in the dissertation phase of studies), students must enroll in SWGS 0799: Maintenance of Matriculation: Mentored to maintain active student status.

If for personal reasons (e.g., serious illness) a student must withdraw from studies temporarily, she/he may enroll in SWGS 0766: Maintenance of Matriculation: No Mentor to maintain active student status. A student must have written permission from the Director of the Doctoral Program to enroll in SWGS 0766.

If students do not enroll in coursework for two consecutive semesters and if they are not enrolled for maintenance of matriculation for each semester in which they are not enrolled in courses they are NOT CONSIDERED ACTIVE STUDENTS and they may be removed from studies. If such an action occurs students must re-apply for admission to resume studies. Readmission is not guaranteed. Readmitted students may be required to repeat coursework or take additional coursework to complete degree requirements.

6. INTERNSHIPS

Policy

When educationally indicated, a student may take or be required to take a professional practice internship as a required elective. This internship will be undertaken to enhance and broaden a student's knowledge of and competency in a MSW area where previous experience is inadequate. The internship may be required for all Ph.D. candidates who do not hold a master's degree in social work and for all international students without a comparable MSW in order to provide them with a professional social work experience in a social agency setting. Where indicated by the student's goals and the educational plan developed, internships might include administrative or research experience. Internships may not be undertaken at an agency where the student is currently employed. The internship shall be zero-credit course for one or more semesters, a one semester, three credit course or a two semester, six credit course, carried out through the equivalency of one day a week over a semester (three credits), or over an academic year (six credits), or for a block of fifteen days for each three credits during the summer session.
Internship Goals

1. To enhance student's capacity for conceptualization through the formulation and testing of policy, program or practice principles in a social work setting.

2. To extend student's knowledge and competence in the application and analytical examination of theoretical concepts, differential interventions or differential planning.

3. To extend the student's opportunity for testing and developing innovative ideas.

4. To extend the student's capacity to engage in social work theory building.

5. To extend the student's ability to integrate areas of specialization and research.

Internship Procedures

Planning for the internship typically should take place during the beginning of the second semester of the first year, when the student and faculty advisor meet to discuss an educational plan. If internship is seen as part of the plan, student and advisor will identify the focus of the internship. The advisor or another faculty member may then serve as preceptor for the internship.

When an internship is required as a condition of program admission planning, it may commence at the onset of study.

Role of the Internship Preceptor

The preceptor shall

1. Meet with the student to clarify the focus of the internship and insure that the student has all necessary information about the nature of internships and the proposal outline.

2. Discuss the student's idea for the internship, work with the student on the plan in relation to the educational objectives, in collaboration with the student select the type of agency setting conducive to their attainment and determine those methods to be employed in goal achievement.

3. Negotiate with the identified agency about the student's placement, its objective, planned activities and duration.

4. Serve as liaison with the agency based internship supervisor.

5. Prior to the completion of the internship consult with the supervisor and the student about the nature and quality of the internship experience.
6. Collaborate with the student in designing an outline for the final paper review the final paper and grade the internship.

In consultation with the preceptor and advisor, the student shall write a proposal prepared in accordance with the Outline for Internship Proposals (Appendix C). After review with student first by the preceptor and then by the advisor, the proposal will be submitted to the Director of the Doctoral Program for final approval.

If the Director has questions about the proposal, the student and preceptor may be asked to meet for discussion. When modifications are necessary, there will be a subsequent review prior to approval.

Proposals for the internship should have the signature of the preceptor and the advisor, together with any additional comments they might wish to make.

Students taking the internship are required to register for one or all of the following courses:

- SWGS 7300 Internship (One semester)
- SWGS 7301 Internship (Two semesters)
- SWGS 7302 Internship (Non-credit)

7. PRACTICUMS

Students enroll in practicums to enhance teaching and teaching skills. These courses have the same numbers as the internships. Zero-credit one-semester practicums in research and teaching are required for all students in their advanced year of studies. In certain cases (when educationally indicated), extending over two semesters, students may earn up to six credits for practicums in research and/or teaching. Students interested in this option should consult with the program director and their advisor.

- SWGS 7800 Research Practicum
- SWGS 7801 Teaching Practicum

8. AUDITING COURSES

Students who are enrolled in coursework for credit may audit up to one course per semester. Generally, to audit a course space must be available and the student must have the instructor’s permission. Instructors are free to set their requirements for students who are auditing their courses (e.g., specifying whether or not auditing students must complete course assignments or participate in course activities).
Students who audit a course must enroll in the course as an auditing student. They will receive no grade for the course, but their attendance will be documented on their University transcript.

Students who audit courses will not be charged tuition for audited courses if they are enrolled in other courses for credit. If they are taking no courses for credit, students who audit courses must be enrolled in SWGS 0799: Maintenance of Matriculation: Mentored.

9. WAIVERS FOR STATISTICS COURSES

Students may waive Statistics 1 and/or Statistics 2 by passing waiver examinations.

Statistics 1 (SWGS7012)

1. The waiver examination will be given by the instructor for the course, and it will cover the course content.

2. If a student passes the examination, she/he must take a data analysis course as an elective to replace these credit hours. A data analysis course may be an advanced statistics course (e.g., advanced regression analysis, path analysis, structural equation modeling, etc.) or a course that focuses on qualitative data analysis (e.g., content analysis, narrative analysis, linguistic analysis, etc). Statistics 2, SWGS7002 and Data Management and Analysis, SWGS7730 may not be used to meet this requirement as they are separate and distinct required courses; also a qualitative design course may not be used.

3. Fordham University MSW graduates who have taken SWGS7012 with three years prior to admission to the doctoral program will not be required to repeat the course in the doctoral program. To replace SWGS7012 in their coursework, these students must meet the same requirements as students who have passed the SWGS7012 waiver exam.

Statistics 2 (SWGS7002)

1. The waiver examination will be given by the instructor for the course, and it will cover the course content.

2. If a student passes the examination, she/he must take another advanced statistics course to replace these credit hours.

A student wishing to take either waiver exam should discuss this option with his/her advisor and the Director of the Doctoral Program. He/she should notify the Director who will make arrangements for the examination(s).
Students who fail Statistics 1 or Statistics 2 may not take the statistics waiver examinations in lieu of re-taking either course.

**B. POLICIES AND PROCEDURES FOR ACADEMIC PROGRESS**

A grade is assigned at the end of each course by the course instructor as follows:

A  excellent
A- very good to excellent
B+ very good
B  satisfactory (good)
B- marginally adequate
C+ not adequate, but passing
C  minimally passing
F  failing

Students are required to maintain at minimum a B average in all courses (with no more than one grade lower than B) to remain in the Doctoral Program.

Grades in doctoral classes are based upon the student's participation in class, examinations, and/or a final paper. The expectation for a final paper is that it will be comparable to a manuscript that could be submitted for publication.

University established deadlines for dropping courses will be adhered to, except in the case of an emergency. A written request to drop a course after the official drop deadline must be presented to the Doctoral Director, stating the nature of the emergency.

Incompletes in a course are granted only in case of an emergency. Excessive time demands will not be considered justification for an “incomplete” grade. Students should anticipate their workload demands, including course work, outside employment, and family and personal obligations when signing up for courses at the beginning of the semester. A signed contract with the instructor, specifying the nature of the emergency and the revised completion date is required. The revised completion date must be within one month at the end of the course, except in extreme circumstances. If the incomplete continues after the month, the Director of the Doctoral Program must be notified in writing with the reason for the delay and a proposed date for completing the work. The incomplete will convert to a
grade of F if the student fails to complete the course work by the revised date.

A student with an incomplete who does not have any grades of B- or lower on his/her record may register for new courses that do not have the course with the incomplete as a prerequisite. A student with an incomplete and one grade of B- on his/her record may not register for any new courses until the incomplete has been converted to a grade. If the incomplete becomes a grade of B or higher, the student may then register for new courses. If the incomplete becomes a grade of B- or lower, the student will be dematriculated from the Doctoral Program. A student with an F in a required course may not register for any additional courses until that course is retaken. The student may continue in the program and register for new courses upon achieving a grade of B or higher after retaking the required course. If the student achieves a grade of B- or lower upon retaking the required course s/he will be dematriculated from the program.

Students are expected to maintain at least a B average to remain in good standing in their studies. Students who receive a grade of B- or lower in more than one course will not be considered to be in good academic standing. Students who receive a second grade of B- or lower in any course will be removed from doctoral studies, pending the outcome of any appeal they make to the director of the program, the Doctoral Curriculum and Policy Committee, and/or the dean of the Graduate School of Social Service.

The program director will review the progress of students at the end of academic year. Faculty advisors will be notified if any students are having difficulty in meeting the standards of the program, and will be asked to communicate this to the students so identified.

TIMELINES FOR ACADEMIC PROGRESS

1. **Completion of Course Work**: Full-time and part-time students are expected to complete course work in two to four years, respectively. Full-time matriculated students are expected to be enrolled in three or four courses per semester. Part-time matriculated students are expected to be enrolled in at least two courses per semester.

2. **Completion of Comprehensive Examinations**: Students must sit for comprehensive examinations within thirteen months of completing course work. If they fail a section, they must re-take that section within thirteen months of the failure date.

3. **Completion of a Dissertation Proposal**: Students are expected to successfully defend a dissertation proposal within one year of passing comprehensive examinations.

4. **Completion of Dissertation Research**: Students are expected to successfully defend a dissertation within two years of successfully defending a dissertation proposal.
C. COMPREHENSIVE EXAMINATIONS

This policy and procedure is effective May 2007 (revised August, 2010) and applies for all students admitted to the PhD in Social Work Program as matriculated degree candidates.

Comprehensive examinations consist of written and oral components covering three areas of study (social work research, social/behavioral science theory, and social policy or social work practice). They are designed to give students the opportunity to demonstrate that they have integrated and mastered their learning sufficiently to permit them to move on to the dissertation phase of the curriculum.

Examination Format

All students are required to sit for a written examination in social work research and social/behavioral science theory. For each section, students will answer one of two questions. They have four hours to answer each question.

Students specializing in social policy are required to answer two questions in social policy. They must answer one question from a choice of two policy questions in a morning session of the examinations; they also will be required to answer one of two other policy questions in an afternoon session of the examinations. They have four hours to answer each question.

Students specializing in social work practice are required to answer two questions in social work practice. They must answer one question from a choice of two practice questions in a morning session of the examinations; they also will be required to answer one of two other practice questions in an afternoon session of the examinations. They have four hours to answer each question.

A committee of three faculty members will read a student’s written answers. After they have read and discussed the answers among themselves, the faculty members will meet with the student to question her/him further about the answers. The oral component of the examination will cover only the questions the student has answered. It is designed to enable a student to clarify and improve upon her/his written answer. Copies of a student’s written answers and questions will be made available to her/him so that he/she can prepare for the oral section of the examination. After the student has met with the examining committee, the faculty members convene to determine whether or not the student has passed each question. The examining committee will prepare written narratives supporting their decision for each section.

Time Frame for Sitting for Comprehensive Examinations

Comprehensive examinations are administered in the Fall semester (late September or early October), and January each academic year.
There are three sections to the comprehensive examinations: research (one written question), social/behavioral theory (one written question), and social policy (two written questions) or social work practice (two written questions). Students may sit for one or more sections of the comprehensive examinations when the examinations are administered. They must sit for all sections within thirteen months of completing coursework.

If a student fails a section of the examination, she/he must retake that section within thirteen months of the date she/he failed the section. Students who fail a section a second time will be dematriculated from the Doctoral Program.

**Grading**

Comprehensive examinations are graded as “pass,” “fail,” or “pass with distinction.” The grade is determined by the committee of three readers, who prepare a written narrative for each answer, explaining the decision. The committee sends the narrative to the director of the Doctoral Program, who informs students about the results.

In cases when a committee determines that a student’s answer is exceptionally strong, it may recommend “pass with distinction.” In such cases, the committee members call for a vote (anonymously and in writing) among themselves. For a student to receive a grade of “pass with distinction” all of the committee members must agree to that grade.

**D. DISSERTATIONS**

The final requirement for achieving the doctoral degree in social work is the completion and satisfactory defense of a research study which reflects the student's mastery of the research process, and which makes a contribution to knowledge. There are many models that a dissertation may follow. It is usually a highly detailed and technical investigation of some particular problem, concept or method, carried out on either a quantitative and/or qualitative basis. Whether quantitative or qualitative, the study should reflect: 1) A defined source of data which allows one to generalize or develop a broader understanding beyond the particular cases being studied; 2) Use of a clearly defined research procedure; and 3) Exploration of the interrelationship of key variables in a controlled or systematic manner. In all instances, the dissertation must represent an independent contribution to knowledge in the field of social work or social welfare. While the research may be part of a larger project undertaken by a team of investigators, the document offered for the degree must represent work for which the student has taken major responsibility in design, methods, research implementation, and interpretation.

Dissertation proposals for data analysis of an existing data set (for which study design, selection and operationalization of measures, and data collection have been completed) must meet exceptionally high standards for originality of the study aims, contribution to
In addition to constituting a contribution to knowledge, a dissertation is expected to demonstrate a student’s mastery of content in his/her area of specialization.

The student is expected to adhere to standards of scholarship and to demonstrate competence in appropriate problem, question, or hypothesis formations, development of design, data collection and analysis, drawing of sound conclusions and/or inferences, and preparation of an accurate and clear report. It is most important that students maintain professional standards for scholarship and research as delineated in the NASW Code of Ethics. Plagiarism is a very serious academic offense and materials quoted from other writers should be clearly attributed to the correct author. More information about acceptable social work academic practice in this area can be found in Beebe, L. (1993) Guide to Professional Writing Washington, D.C.: NASW.

1. DISSERTATION PROPOSAL

As the student proceeds through the course of study, consideration should be given to identifying areas or topics of interest that might be studied in depth in the dissertation research process. The student's faculty advisor, as well as individual course instructors, is available for discussion regarding this initial consideration of a research topic.

The proposal to be prepared for faculty committee review and approval should be a detailed description of the topic of study, in the context of existing knowledge, the methodology planned, and timetable. The faculty committee may require alteration in the proposal that has been developed in the seminar course. Students should consult Appendix D for an outline for the dissertation proposal. While the particular format of the proposal should be determined by the student and his/her committee, all items in the outline should appear in the proposal.

Guidelines For Dissertation Proposals

The student is required to choose a mentor/chair and other committee members with earned doctorates when he/she first begins to work on the proposal. When the mentor and the student believe that the proposal is ready for the Dissertation Proposal Review, the review will be scheduled and the doctoral office notified of the time and participants.

Dissertation Proposal Review

The doctoral candidate shall prepare a proposal that includes the following sections:

I. Study goals and specific aims
II. Literature review
III. Theoretical model
IV. Study Hypotheses
V. Rationale
VI Methods
   a. Study Design
   b. Sampling Plan
   c. Data Collection Schedule
   d. Measures
   e. Data Analysis Plan

Students and proposal committees should consult with the School’s IRB representative during proposal development. The student must complete Human Subjects Review Committee forms. All proposals are approved subject to University IRB review and approval.

A copy of the proposal must be distributed to the Dissertation Review Committee at least two weeks prior to the scheduled proposal defense. This Committee consists of the candidate’s Dissertation Committee (mentor, another Fordham faculty member, outside member), an additional Fordham faculty member who has not been involved with the proposal preparation (this person is selected from the School’s faculty by the Doctoral Program director), and the Director of the Doctoral Program (ex officio).

The Dissertation Proposal Review will be scheduled for two hours. The format of the proposal review will be determined by the Committee and the candidate. In general, the candidate will present the planned research. The candidate is encouraged to use visual aids (e.g., overhead projector or PowerPoint) and/or handouts. The formal presentation will be followed by a question and answer period between the members of the Dissertation Review Committee and the candidate. The candidate will then leave the meeting and the Dissertation Review Committee will have 20 minutes to come to a decision.

The decision (Accept, Accept with Minor Revisions, Accept with Major Revisions, or Reject) will represent the majority opinion of the Dissertation Review Committee. The Chair of the Dissertation Review Committee will document the decision and distribute it to the other Committee members within one week of the defense. The Committee members may submit revisions to the Chair within one week after receiving the written decision. The Chair will then provide the candidate with the written decision of the Committee. The Chair may provide oral feedback to the candidate following the defense.

Other faculty members and students may attend the formal presentation and question-and-answer parts of the proposal defense as nonparticipating observers.

2. DISSERTATION CHAIR AND COMMITTEE

The Dissertation Committee will continue to work with the student after the proposal is approved and accepted. In some cases, the student may want to have a non-faculty member on the committee because of this person's expertise in the topic or area of the research. If
the person does not have an earned doctorate and is not a member of a university faculty, then such a person can be added as a fourth member of the committee.

The Dissertation Committee's function is to assist the student in carrying out the research design and in the writing of the dissertation. As materials are developed, they should concurrently be submitted to the chair and to the other two members of the committee for review. The student may be required to make modifications in the design of the study as the committee advises. The chair may call meetings of the committee when indicated. The chair with the approval of other committee members also schedules the oral defense.

The mentor should inform the Doctoral Director at the end of each semester about the progress of each student about the progress of each student in completing his dissertation.

3. DISSERTATION DEFENSE

When the chairperson, in consultation with other committee members, decides that the dissertation is ready for defense, he or she will arrange a time for the defense to take place. At least three weeks prior to the scheduled date of oral defense, final typewritten copies of the dissertation must be submitted to the Dissertation Committee Chair and other committee members.

The chairperson of the Dissertation Committee serves as the chair of the defense meeting, guiding and focusing the discussion so that the student's scholarship and research abilities can be accurately and fairly evaluated.

When the student's defense has been completed, he or she will be asked to wait while the committee members confer and reach a conclusion as to whether or not the defense has been satisfactory.

The student will then be invited to rejoin the committee, be informed by the chairperson as to the committee's decision, and if indicated, be given a verbal explanation of the reasons for an unsatisfactory rating, areas requiring re-doing or modifications, or other problems.

When the defense has been satisfactory, the approval form should be signed by all committee members, and given to the Director of the Doctoral Program.

In cases where the defense has been unsatisfactory, the Director of the Doctoral Program should be notified immediately. When a student's defense is rated unsatisfactory, or when major modifications are required, the chairperson should prepare a written statement outlining the reasons for the rating, areas requiring modifications, or other problems and make this available to the student as soon as possible.

Students may require consultation on methodological or substantive issues that are not available from the faculty at the Graduate School of Social Service. Students are responsible for obtaining any outside consultation necessary to complete the dissertation.
Final Preparation of the Dissertation

After successful defense, when any necessary corrections have been made the chairperson must give final approval that dissertation standards have been met. Following this final review, the student must prepare the dissertation to be deposited electronically. Instructions for this procedure are available from the director of the doctoral program. Dissertations must conform to the APA style manual. Each final copy should have a title page, an abstract of not more than 350 words and a statement of acceptance signed by all committee members. When the dissertation is deposited, students must complete a Survey of Earned Doctorates Questionnaire and prepare a separate abstract to be deposited with Social Work Abstracts.

4. DEADLINE FOR COMPLETION OF THE DISSERTATION

Students have a maximum of eight to ten years (for part-time and full-time students respectively) of active involvement as matriculated students in which to complete all work for the degree, including the writing and successful defense of a dissertation.

If a student is actively engaged in completing the dissertation and needs a brief extension of the deadline, that student may apply in writing to the Director, who will review the request with the Doctoral Curriculum and Policy Committee, where a final decision will be made.

5. GRADUATION

In order to participate in both the University and School graduations in May, the student must have satisfactorily defended the dissertation by May 1 and a copy of the approved dissertation must be in the doctoral office.

Students who anticipate they may be graduating will be asked to file for graduation by February 1, order a cap and gown by March 30 and may receive graduation tickets in late April. Completing these activities does not imply that the student will graduate. Students will only be permitted to participate in May graduations if they have satisfactorily defended their dissertation and submitted a copy to the doctoral office by May 1 and the Doctoral Director after a review of their academic record attests that they have fulfilled all requirements for the Ph.D. degree.

E. LEAVES OF ABSENCE

Matriculated students may request leaves of absence for one or two semesters for a variety of personal, familial, health and other reasons. Students must send a written request for a leave of absence to the Director of the PhD Program. The request must state the reasons for the leave and must include any supporting documentation as requested by the Director.
Director, in turn, will respond in writing.

If a student is granted a leave of absence, he/she must enroll in “Maintenance of Matriculation – No Mentor” to maintain matriculation status.

Extensions of leaves of absence must follow the same procedure as described above.

The time on leave will not be charged against the seven-year time limit within which a matriculated student must complete degree requirements and obtain a degree.

Students returning from leaves of absence should contact the PhD Program Director to discuss registration.

**F. WITHDRAWAL FROM COURSES**

A student who wishes to withdraw from a course should contact the Director of the PhD Program. No financial penalty will be attached for withdrawals prior to the start of the semester. Withdrawal from a course after the semester begins will result in a “W” being recorded on the transcript. In addition, a student will be charged tuition for the course on a pro-rated basis according to the date of withdrawal with no refund given after the sixth week of class.

Students who withdraw from courses after the semester begins should speak with their instructors in addition to contacting the PhD Program Director.

**G. MSW STUDENTS IN DOCTORAL COURSES**

MSW students who wish to take a doctoral level course must first get written approval from the Dean of Students, who will discuss the request with the students’ advisors. Once written approval is granted at the MSW level, students must receive written approval from the Director of the Doctoral Program and the faculty member teaching the doctoral course. Without written approval at each level MSW students may not take doctoral level courses.

MSW students enrolled in doctoral level courses will be expected to maintain the same standards of performance as the doctoral students in the courses.
## APPENDIX A – DOCTORAL PLANS OF STUDY

### A. Social Policy Sequence

#### Plan of Study: Social Policy

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>1st Year</strong></td>
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<tr>
<td></td>
<td>SWGS 7004 Philosophy of Science</td>
<td>SWGS 7781 Poverty, Race, and the Disenfranchised</td>
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<td></td>
<td>SWGS 7007 The Evidence Base for Social Work Practice</td>
<td>SWGS 7605 Social Work Education</td>
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<td></td>
<td>SWGS 7700 Observational Research Methods</td>
<td>SWGS 7710 Experimental and Quasi-experimental Design</td>
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<td></td>
<td>SWGS 7012 - Statistics 1</td>
<td>SWGS 7002 Statistics 2</td>
</tr>
<tr>
<td></td>
<td>SWGS 7011 Statistics 1 Lab</td>
<td>SWGS 7013 Statistics 2 Lab</td>
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<tr>
<td><strong>2nd Year</strong></td>
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<tr>
<td></td>
<td>SWGS 7783 Seminar in Policy Analysis</td>
<td>SWGS 7782 Implementation of Social Policy</td>
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<td></td>
<td>SWGS 7720 Measurement: Quantitative &amp; Qualitative Applications</td>
<td>SWGS 7730 Data Management &amp; Analysis</td>
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<td>or</td>
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<td></td>
<td>SWGS 7791 Advanced Seminar 1</td>
<td>SWGS 7003 Qualitative Research</td>
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<td></td>
<td>SWGS 7792 Advanced Seminar 2</td>
<td>SWGS 7792 Advanced Seminar 2 (cont’d)</td>
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<tr>
<td></td>
<td>Elective 1</td>
<td>SWGS 7793 Advanced Seminar 3</td>
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<tr>
<td></td>
<td>SWGS 7800 Research Practicum</td>
<td>Elective 2</td>
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<td></td>
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<td>SWGS 7801 Teaching Practicum</td>
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</table>
## Plan of Study: Social Work Practice

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
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<tbody>
<tr>
<td><strong>1st Year</strong></td>
<td>SWGS 7004 Philosophy of Science&lt;br&gt;SWGS 7007 The Evidence Base for Social Work Practice&lt;br&gt;SWGS 7000 Observational Research Methods&lt;br&gt;SWGS 7012 - Statistics 1&lt;br&gt;SWGS 7011 Statistics 1 Lab</td>
<td>SWGS 7781 Poverty, Race, and the Disenfranchised&lt;br&gt;SWGS 7605 Social Work Education&lt;br&gt;SWGS 7710 Experimental and Quasi-experimental Design&lt;br&gt;SWGS 7002 Statistics 2&lt;br&gt;SWGS 7013 Statistics 2 Lab</td>
</tr>
<tr>
<td><strong>2nd Year</strong></td>
<td>SWGS 7008 Seminar in Family and Group Work Theory and Research&lt;br&gt;SWGS 7720 Measurement: Quantitative &amp; Qualitative Applications&lt;br&gt;SWGS 7791 Advanced Seminar 1&lt;br&gt;SWGS 7792 Advanced Seminar 2&lt;br&gt;Elective 1&lt;br&gt;SWGS 7800 Research Practicum</td>
<td>SWGS 7005 Theories of Social Work Practice&lt;br&gt;SWGS 7730 Data Management &amp; Analysis&lt;br&gt;or&lt;br&gt;SWGS 7003 Qualitative Research&lt;br&gt;SWGS 7792 Advanced Seminar 2 (cont’d)&lt;br&gt;SWGS 7793 Advanced Seminar 3&lt;br&gt;Elective 2&lt;br&gt;SWGS 7801 Teaching Practicum</td>
</tr>
</tbody>
</table>
APPENDIX B. OUTLINE FOR PROPOSED INDEPENDENT STUDY

Title

Rationale

The rationale should include content addressing the following:

How the course fits into the student's educational plan and evidence that such a course/topic is not presently represented in the available doctoral courses. Discussion of how such a topic will help build student's knowledge base.

Theme of the Study

A full description of what will be studied, i.e., content of the learning. Specification of the major questions that this independent study will address.

Plan of the Course

Discussion of time frame and contract with mentor.

Final Paper

Discussion of the nature of the paper should be agreed upon by student and mentor, including a preliminary bibliography.

Proposal Submission Deadlines:

April 15 for Fall
December 1 for Spring
APPENDIX C. OUTLINE FOR INTERNSHIP PROPOSALS

Rationale

The rationale should include statements indicating how the proposed internship matches the student's educational objectives and a full description of what will be studied, i.e., the content of the learning activities explaining how they will further the attainment of the student's objectives.

Plan

The plan for the proposed internship should include where, how, and with whom the student will be working in the agency. It should also include how the agency supervisor will confer with the student's preceptor. Discussion of the final paper as agreed upon by the student and preceptor must also be included.

Preliminary Bibliography

A preliminary reading list or bibliography based on initial exploration by the student and suggestions by the preceptor should be attached to the proposal.

Deadlines for proposal submission:

April 15 for Summer or Fall Internships*
December 1 for Spring Internships

*Summer internships will be registered as Fall courses.

EXAMPLES OF POSSIBLE INTERNSHIPS

The following examples are merely suggestive as to the type of internships that may be developed:

Student Interested in Education or Teaching: The internship could be developed in our Master's program where the student could teach several sessions in a faculty member's course, develop and teach an entire course, perhaps in the continuing education program, provide field instruction, train new field instructors, or develop and conduct an in-service training program.

Preparation for these assignments could involve the student in reading extensively about the theories of learning, pedagogy, androgyny, methods of instruction, evaluation of teaching programs, and in the substantive subject to be taught. The final paper could be an evaluation of student learning in a class or field situation, or a paper that shows an integration of the advantages or disadvantages of different methods and theories about teaching social work concepts. If a student is interested in the principles of curriculum
evaluation and building, the paper could reflect a synthesis and assessment of the best approach for teaching a particular substantive subject.

Student Interested in Policy or Program Development: The student could be placed in a city or state level office responsible for developing policies or new programs. The internship might be in a state legislator's office, a city or state office on aging, or a national voluntary agency with a policy division (i.e. NASW, National Home Caring Council, etc.) where the student might be assigned to work on various aspects of developing legislation and preparing the bill for submission to the legislature. In such a setting it might be sufficient for the student to be an observer, recording what transpires and thereby documenting, descriptively, the entire (or a major piece) of the legislative process. The final paper assignment could then be a detailed analysis and evaluation, utilizing relevant theories of policy-making, decision-making, policy research, and/or program evaluation of what was done or not done.

Other opportunities for activities in this area might include the preparation of a position paper for a legislator reflecting a thorough policy analysis with anticipated and unanticipated consequences, or developing a social welfare needs assessment in a defined program area.

Students Interested in Research: The internship could take place be with one of the research projects being conducted at this School's Research Center, the all University Third Age Center, the university's Hispanic Research Center or by an individual faculty member. The student could be assigned a role in the research project or conduct observations of the complete research endeavor. The final paper could be a summary of the findings.

Students Interested in Direct Practice: The student interested in developing advanced knowledge and skills about new modalities of direct treatment could be placed with an agency known to be working with or testing the new modalities. The student could have a role in or just be an observer of such activities. An example is a student interested in gaining insight into programming for the well elderly rather than the frail or ill elderly. The internship could be a community setting for seniors where the students becomes a "shadow" of the agency administrator or other program staff, to learn what programs are operating, the rationale for such programs, and to search the literature for existing content dealing with this target group. The final paper might include a comparison and contrast in different types of programming, references to the literature and theory, as well as an evaluation and review of different practice approaches.
APPENDIX D. OUTLINE FOR DISSERTATION PROPOSAL

TABLE OF CONTENTS

ABSTRACT: (250 words or less description of the proposal)

PROBLEM STATEMENT: Should state in a clear precise way what is the problem to be studied, why it is important, and how the proposed project will contribute to social work knowledge. The hypothesis or major questions to be answered by the dissertation should also be included.

CONCEPTUAL FRAMEWORK: This very important section should provide a detailed review of the theoretical frame of reference being used in carrying out this study. Included must be a detailed review of the literature and research related to the topic. It should represent a synthesis of the state of the art in the topic area. References should be appropriately footnoted.

PROPOSED METHODOLOGY: The Methods section should include five subsections: sampling plan, study design, data collection plan, measures, and data analysis plan. The student must describe the proposed research methods to be used in the study including why they are believed to be appropriate approach. Also, the sources of data, the sampling procedure, and the limitations on generalizability of the study need to be defined. If a qualitative approach such as a case study is used, appropriate methodology should be specified as outlined in standard qualitative texts. The student should define the proposed sample size as well as the number of subjects who will be available. Any agreements that have been obtained that will assure access to the study sample should be specified.

In terms of the instruments, the variables in the study and how data on them will be collected, must be indicated. If using measures developed by others, the student should indicate how they were previously used, and any studies of validity and reliability, which have been done. If the student is going to construct his or her own measures, reasons why they are preferred should be stated; also, how it is proposed to pretest the measures, check for reliability and for validity. Whenever possible the student should provide as an appendix, a draft of the instrument, indicating why the data collection method chosen seems most appropriate to the task. When using a qualitative approach the nature of interview guides should be specified ways in which authenticity and genuineness of the data is preserved.

The steps planned to be taken to assure the protection of human subjects in the study should be stated. The Doctoral Program’s administrative assistant should be consulted for all appropriate guidelines.

PLAN FOR ANALYSIS: In this section the plan for analysis of the data to be collected should be detailed. If statistical tests are to be used, the student should indicate tentative
thoughts on what the approach will be as well as what tentative bivariate and multivariate analysis will be undertaken.

Dummy tables for this may be used if desired. The student should be sure to show how the proposed analysis will answer the study questions (hypotheses) which have been posed. If content analysis of narrative data is used, the approach taken should be specified.

TIMELINE: A Gantt Chart detailing the major steps in the work and the approximate times of completion should be developed.

SUPPORTING DOCUMENTS: If proposing to work within an agency, a letter from the appropriate agency person, indicating the agency's willingness to give access to study subject and/or case records should be included.

Examples of previous dissertations are available in the library. SOCIAL WORK RESEARCH AND ABSTRACTS has a yearly review of all dissertations completed in the field of social work. Review of other appropriate abstracts and journals relating to the specific area may also be included.

Students will also be required to receive IRB approval before proceeding with dissertation research. Most dissertations can get approval by the local IRB. Forms are available in the doctoral office. If students I working with vulnerable population such as children, pregnant women and prisoners they will need university IRB approval.
Graduate School of Social Service
PhD in Social Work Program

Grievance and Appeal Policy & Procedures

Grievance Procedure

If a student believes she/he has been aggrieved by a program practice or policy or by an action of a faculty member or staff member, she/he should:

1. Present her/his complaint in writing to the Director of the PhD in Social Work Program.

2. At the Director’s discretion she/he will attempt to resolve it her/himself or bring it before the faculty members of the Doctoral Curriculum and Policy Committee.

3. If the Director attempts to resolve the issue without involving the Doctoral Curriculum and Policy Committee and the student disagrees with the decision, she/he may appeal the decision to the faculty members of the Doctoral Curriculum and Policy Committee.

4. If the student disagrees with the decision of the Doctoral Curriculum and Policy Committee, she/he may bring the grievance to the Dean of the Graduate School of Social Service. The Dean’s decision is final.

5. All grievances must be clear and succinct. They must include:
   a. A statement specifying the specific action that is being grieved.
   b. The grounds for the grievance.
   c. The requested action or relief that the student is seeking.

6. All grievances must be made in writing. All decisions will be reported to the student in writing. Copies of the student’s grievance and the decisions will be placed in the student’s academic file.

Appeals of Grades

Grades may be appealed when a student believes that a faculty member has used unfair or capricious practices to arrive at a grading decision or has miscalculated a grade.

1. The student should appeal the grading decision first with the faculty member.
2. If she/he disagrees with the results of the meeting with the faculty member, she/he may appeal the decision to the Director of the PhD in Social Work Program. The appeal must be made in writing.

3. If she/he disagrees with the Director’s decision, she/he may appeal the decision to the faculty members of the Doctoral Curriculum and Policy Committee.

4. If the student disagrees with the decision of the Doctoral Curriculum and Policy Committee, she/he may appeal the decision to the Dean of the Graduate School of Social Service. The Dean’s decision is final.

5. All appeals must be clear and succinct. They must include:
   a. A statement specifying the specific action that is being grieved.
   b. The grounds for the grievance.
   c. The requested action or relief that the student is seeking.

6. All appeals must be made in writing. All decisions will be reported to the student in writing. Copies of the student’s appeals and the decisions will be placed in the student’s academic file.

7. All appeals must be made in writing. All decisions will be reported to the student in writing. Copies of the student’s appeals and the decisions will be placed in the student’s academic file.

**Appeals of Comprehensive Examination Results**

1. A student must appeal any grading decisions related to the Comprehensive Examinations in writing directly to the Director of the PhD in Social Work Program who will present the appeal to the faculty members of the Doctoral Curriculum and Policy Committee.

2. If the student disagrees with the decision of the Doctoral Curriculum and Policy Committee, she/he may appeal the decision to the Dean of the Graduate School of Social Service. The Dean’s decision is final.

3. All appeals must be clear and succinct. They must include:
   a. A statement specifying the specific action that is being grieved.
   b. The grounds for the grievance.
   c. The requested action or relief that the student is seeking.

4. All appeals must be made in writing. All decisions will be reported to the student in
writing. Copies of the student’s appeals and the decisions will be placed in the student’s academic file.

**Other Appeals**

1. Students should present appeals related to any other program matter in writing directly to the Director of the PhD in Social Work Program.

2. If she/he disagrees with the Director’s decision, she/he may appeal the decision to the faculty members of the Doctoral Curriculum and Policy Committee.

3. If the student disagrees with the decision of the Doctoral Curriculum and Policy Committee, she/he may appeal the decision to the Dean of the Graduate School of Social Service. The Dean’s decision is final.

4. All appeals must be clear and succinct. They must include:
   
   a. A statement specifying the specific action that is being grieved.
   b. The grounds for the grievance.
   c. The requested action or relief that the student is seeking.

5. All appeals must be made in writing. All decisions will be reported to the student in writing. Copies of the student’s appeals and the decisions will be placed in the student’s academic file.

**Time Frames for Filing Appeals and Grievances**

1. All grievances and appeals must be filed in writing within thirty (30) academic calendar days of the aggrieved action. Appeals of grades must be filed within thirty (30) academic calendar days of a grade’s posting.

2. All appeals of the faculty’s decisions must be filed within thirty (30) academic calendar days of the date on which the letter outlining the decision was posted.

3. The dean and doctoral program director must respond to a student’s appeal or grievance within thirty (30) academic calendar days of their receipt of the grievance or appeal.

4. The Doctoral Curriculum and Policy Committee must respond to an appeal or grievance at its next scheduled meeting. Appeals and grievances to the Committee must be received by the doctoral program director at least five working days before the Committee’s next scheduled meeting to be eligible for consideration at that meeting.
# APPENDIX F: GRADING RUBRIC FOR PHD PROGRAM

## Grading Rubric

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
<th>Points Equivalence</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
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<tr>
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<tr>
<td>C</td>
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</tr>
<tr>
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APPENDIX G: LANGENFELD AWARD FOR THE MOST OUTSTANDING PHD DISSERTATION

The Langenfeld Award is presented annually to the PhD graduate who in the opinion of the faculty has prepared the year’s most outstanding dissertation. The winner’s name appears in the commencement bulletin; he/she receives an honorarium of $300.

Eligibility: Any student graduating between August of the previous year and May of the current academic year is eligible to receive the award.

Procedure: The chair of a student’s dissertation committee must nominate a student for the award and must submit to the doctoral program director an electronic (pdf) copy of the student’s dissertation. Nominations for the award must be received by the doctoral program director by April 1.

Two faculty members named by the program director will review the submitted dissertations. They will inform the program director of their decision by April 15. The winner of the award will be announced at the School’s commencement exercises.

Criteria: The faculty members will use the following criteria when making their decision:

1. Originality and Contribution: The reviewers will consider the importance of dissertation’s subject matter, the contribution the study makes to our knowledge base, and the significance of the findings for social work practice and/or social policy.

2. Study Design: Factors including the design’s rigor, appropriateness, and implementation will be considered.

3. Quality of Scholarship: How well is the study anchored in the extant literature? How well are the study’s conceptual and theoretical foundations developed?

4. Descriptive Clarity: How well is the study rationale described? Are procedures, research questions, study rationale, etc. clearly described? Could the study be replicated readily?

5. Depth and Breadth of Analysis: Is the student’s thinking clearly explicated? Does she consider a range of possible explanations? How well does she develop the implications of the study and its findings, including its strengths and limitations?

6. Written Quality of the Dissertation: Is the dissertation organized well? Does it follow acceptable formatting and style guidelines?