



SCHOOL OF  
**SOCIAL WORK**  
UNIVERSITY OF MICHIGAN

A photograph of a large, multi-story brick building with many windows, likely a university building. A tree is visible on the left, and a bicycle is parked in the foreground on the right.

# Fall 2019 Guidelines

## REQUIREMENTS FOR DOCTORAL STUDY IN SOCIAL WORK AND SOCIAL SCIENCE

- » SOCIAL WORK AND ANTHROPOLOGY
- » SOCIAL WORK AND POLITICAL SCIENCE
- » SOCIAL WORK AND PSYCHOLOGY
- » SOCIAL WORK AND SOCIOLOGY





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## I. Introduction

The Supervising Committee for the Joint Doctoral Program in Social Work and Social Science has established the following guidelines, policies, and procedures in addition to the general Graduate School requirements for the PhD degree. Each student should also be familiar with the most current edition of the Horace H. Rackham School of Graduate Studies Academic Policies (<http://www.rackham.umich.edu/policies/academic-policies>). Students entering without an MSW should also consult the School of Social Work's official bulletin.

Students will plan their individual programs of study in consultation with faculty advisors in social work and their social science who will consider prior preparation as well as the student's academic and professional objectives. The requirements set forth in this statement are designed to ensure the opportunity to develop special competence in one or more areas of social work, in one social science discipline, and in their integration. Flexibility is achieved through specialized study in social work and in the social science discipline. Within each of the disciplines and within social work there are also specialized subjects. The supervised research internship and paper may be tailored to the student's interests and the dissertation may be directed to any number of issues germane to social work and social science. By carefully choosing from the options when planning a program of study, the student can obtain the specialized competence that is needed, while meeting requirements that are intended to provide breadth and integration.

**It is the student's responsibility to plan a program to fulfill stated requirements.** Requirements are altered periodically as changes are made in the graduate programs of the associated departments and the School of Social Work. Requirements beyond those extant when the student is admitted to the Doctoral Program will not be increased. Students are advised to consult their advisor about options that may become available during their studies. The Supervising Committee for the Doctoral Program makes the final determination that the student meets minimum requirements.

The student must maintain the quality of work required of all PhD students by the Graduate School or of all MSW students by the School of Social Work, if registered for that degree. In addition, the student's record will be reviewed annually by the Supervising Committee to determine that there is appropriate progress toward the doctoral degree. Permission to continue in the Program is contingent on the recommendation of the Supervising Committee.

## II. Choice of Social Science Department

Within the Joint Doctoral Program in Social Work and Social Science, each student is required to pursue work toward the PhD degree in social work and the social science discipline for which admission has been designated: Anthropology, Political Science, Psychology, or Sociology. The student's required work will be taken in courses in the School of Social Work and in the designated social science department. In consultation with the primary advisor, the student may elect courses in other departments appropriate to educational objectives. The student may not change the designated social science discipline in the Joint Program without the permission of the Supervising Committee. These requests should be directed to the Director of the Joint Doctoral Program.

## III. Requirements for the PhD Degree in the Doctoral Program

### General Requirements

In addition to satisfying requirements for admission and continuation as established by the Graduate School, the School of Social Work, and the social science department of concentration, the student must complete a doctoral dissertation that integrates social work and their social science and fulfills specific requirements that fall into the following general areas:



## Social Work

MSW Courses: Students not holding the professional social work degree when they enter the program must earn that degree during their studies. This is usually accomplished during the first four (4) semesters of study and must be accomplished before reaching candidacy. Enrollment is jointly in the School of Social Work and in the Rackham Graduate School.

Doctoral Courses: Doctoral study in social work includes advanced courses in designated social work areas; a supervised research internship paper (which may be completed in social work or the student's social science discipline); and satisfactory performance on a social work preliminary examination.

## Social Science

The student must complete selected courses in their chosen specialization in a social science, fulfill requirements in research methods, and satisfy preliminary examination requirements in a specialized field of the social science discipline. These requirements are included in these guidelines. In some disciplines, students in the Joint Program have slightly modified requirements; students should consult these guidelines to identify where there are differences.

## Graduate School

All students in the Doctoral Program must meet the requirements outlined in the Rackham Graduate School Academic Policies. These requirements are published by Rackham Graduate School at the following web address:

<http://www.rackham.umich.edu/policies/academic-policies>

All students in the Program should review and familiarize themselves with these policies.

## Time in the Program

The timing of courses and examinations, as well as the course requirements and amount of time required for completion of the program, will vary according to the previous preparation of the student, and their progress in the program. Important factors in the time required for the degree are the amount and recentness of the student's study in the social science in which advanced work is planned and the clarity of the student's objectives in entering and while completing doctoral studies. For expected time to completion of doctoral requirements, see [Appendix 1](#).

Students entering the program should plan to spend three (3) to four (4) years on requirements prior to dissertation work and then spend an additional one to two years on dissertation work. Students are expected to devote full time to their studies throughout the program. Under Rackham Graduate School rules, a student must complete doctoral work within seven (7) consecutive years after the first enrollment in the Graduate School and five (5) years after achieving candidacy. A provision is made for students with dependent care or other needs to apply for a one-year extension on these timelines.

## Masters in Social Work (MSW) Requirements

Students entering the Doctoral Program without the MSW (professional degree) enroll simultaneously in the School of Social Work and the Graduate School and usually spend the first four semesters of study completing the requirements for that degree. They must complete all MSW and Field requirements specified in the social work curriculum (see the Student Guide to the Master's In Social Work Degree Program 2019-2020, <http://ssw.umich.edu/msw-student-guide>)

Students in the PhD program can substitute most of the required research, Human Behavior in the Social Environment, and Social Policy MSW foundation courses with doctoral social work and social science classes. A list of approved automatic substitutions for MSW foundation courses is in [Appendix 2](#).

Doctoral courses in social work, social science, or in other departments can substitute for other MSW required courses upon recommendation of the faculty advisor and approval by the Associate Dean for Academic Programs in the School of Social Work. Students wishing to make these substitutions must complete the form, Request for Course Substitutions, available from the Social Work Registrar's office or on the School of Social Work Website <https://ssw.umich.edu/my-ssw/class-related-forms>.



Courses taken in the social science department while the student is enrolled in the School can serve, when approved, to fulfill departmental requirements for the PhD as well as to meet requirements for the MSW. The MSW degree is normally received at the end of the fourth full term of study, after 60 hours of course work that meet the distribution requirements are successfully completed. Each student must have registered for a minimum of 30 of these hours in the School of Social Work. This total can include both MSW- and PhD-level social work courses.

Doctoral students are advised to begin their social work field placements in their second term in the program and to complete their placement by the beginning of their second year. PhD students can, after consultation with the social work advisor, generally substitute up to eight (8) credits of research internship (or departmental equivalent) toward the MSW Field Placement. (See [Appendix 3](#))

Students apply for their MSW diploma via Wolverine Access in the semester before they complete their MSW program requirements. These students are encouraged to participate in the School of Social Work commencement.

## Doctoral Social Work Curriculum

### Curriculum Structure and Course Requirements

Each student is required to take the following courses:

- (A) SW 800 Proseminar in Social Work and Social Science, Part I  
SW 800 Proseminar in Social Work and Social Science, Part II  
SW 825 Historical and Contemporary Issues in Social Work and Social Welfare  
SW 873 Theories of Change
- (B) Three (3) additional seminars to be selected from a list of doctoral social work courses from any of the four (4) curricular areas: Practice Intervention and Policy (PIP); Social Service Systems (SSS); Research Methods for Practice and Policy (RM); and Social Context for Practice and Policy (SC).

The four (4) curriculum areas are intended to cover the content distinctive to the social work component of the Joint Doctoral Program. Two (2) of the areas, *Practice, Intervention, and Policy* and *Social Service Systems* relate directly to the principal means by which social work and social welfare attain their objectives. The *Research Methods for Practice and Policy* area addresses the principles and methods by which knowledge of social work and social welfare is enhanced and the methods used to analyze, design, develop, and evaluate social work practice, social service systems, and social welfare policies. The *Social Context for Practice and Policy* area embraces the social context and conditions which affect the welfare and well-being of individuals and social groups and which help shape the intervention methods, policies, and social service systems designed to meet human needs. More information regarding the logic and rationale for these curriculum areas can be read in [Appendix 4](#).

Students can elect to take an independent study course on a specialized area of interest with any of the tenured or tenure track faculty in the School of Social Work. Students may elect up to three (3) credits in independent study courses (SW 900, 971-978) to substitute for one (1) social work doctoral seminar as long as the credits reflect one (1) of the four (4) curriculum areas and written approval is received from the Director of the Joint Doctoral Program. Information on how to request that an independent study course meet the doctoral course requirements is in [Appendix 7](#); the appropriate section numbers for faculty are found in [Appendix 6](#).

Students can also request that a social science course, or course in another school or department, count as one (1) of the three (3) additional required social work doctoral seminars. These requests should go to the Director of the Joint Doctoral Program with a copy of the course syllabus and a memo supporting this request.

### The Research Internship and Paper

See [Appendix 8](#) for specification of policies and procedures and for the approval form for the Internship Paper proposal.

A unique feature of the Doctoral Program has been to provide a knowledge development orientation to students early in their careers. This is enhanced by the research internship, which has these specific goals:





- To provide a complete research experience through participation in a supervised research project prior to the dissertation;
- To involve students in doing research early in their doctoral studies;
- To increase students' research skills; and
- To develop skills in writing for publication.

The principles and guidelines for the research internship are designed:

- To ensure that all students have sufficient amounts of research experience in their internships;
  - To enhance the quality of all students' research experiences; and
  - To reflect the Doctoral Program's commitment to preparing students for scholarly writing.
- (A) Each student should complete a research internship, either in social work or one (1) of the social science disciplines. If a Pre-MSW student wishes to use this internship to substitute up to 8 of 15 credits of the required Professional Field Practicum, they must register for these hours under SW 801-803.
- (B) It is expected that each student will engage in some or all of the interrelated research activities listed below and that every student must be involved in a sustained way in activities (i), (ii), (v), and (vi):
- i. Formulation of a research problem;
  - ii. Formulation of the research design and methods;
  - iii. Development of research instruments;
  - iv. Data collection;
  - v. Data analysis and interpretation of findings;
  - vi. Preparation of a research paper
- (C) The research internship must be approved (see [Appendix 8A](#)) and a final paper on the research internship is required. The faculty instructor and a second reader will evaluate this paper (see [Appendix 8B](#)) when the internship is completed in social work and determine whether it has adequately met the requirements. The student submits a copy of the paper with the evaluation to the Director of the Joint Doctoral Program, indicating that the research internship paper has been completed.
- (D) When the research internship paper is completed in the social sciences, students can use the evaluation form from their social science (e.g., the form used to evaluate the 619 project in Psychology) or they can use the social work evaluation form in [Appendix 8B](#).

## The Social Work Preliminary Examination

See [Appendix 9](#) for further specification of the policies and procedures for the preliminary examination and for the approval form for the preliminary examination proposal. Note: These policies were under revision by the Doctoral Committee as of Fall 2011 and were approved in May 2012. They apply to all students who began the program as of Fall 2011.

The purpose of the preliminary examination is to enable the student to demonstrate, to a faculty committee, mastery of knowledge in an individualized area of subject matter.

- (A) Each student will complete a preliminary examination in an individualized area of subject matter in social work.
- (B) The preliminary examination is expected to cover areas of content that are defined in [Appendix 9](#).



- (C) The preliminary examination committee must approve a preliminary examination proposal in advance of the examination. The proposal should define the subject matter to be covered, and the literature to be reviewed.
- (D) The proposal and examination will be evaluated by a preliminary examination faculty committee (see Appendix 9) that shall consist of at least three (3) faculty persons holding regular (i.e., unmodified) appointments as Assistant, Associate, or Full Professors in the School of Social Work. Note: for students in Social Work and Sociology, one (1) of the faculty members must be in Sociology. For students who are joint with other disciplines one (1) of the faculty may be in the partner social science if approved by your Prelim Committee Chair who must be in Social Work. The Chairperson of the Committee must have taught in the Doctoral Program or be approved by the Doctoral Program Director. Members should be chosen for their substantive knowledge, research, and scholarly work in the content area(s) of the preliminary examination. The student recommends the members to the Director of the Joint Doctoral Program for approval.

A student must be enrolled or otherwise be eligible for campus privileges, for a minimum of one (1) credit, during the term in which the preliminary exam proposal is defended as stated in the Rackham Graduate Webpage. To register as a pre-candidate, the student must identify a faculty member with whom to register—usually the student’s advisor or social work preliminary exam chair—then contact the doctoral office with a registration request. Once the student has submitted all the candidacy paperwork to the doctoral office, we will forward it to Rackham for candidacy approval.

1. School Academic Policies: [http://www.rackham.umich.edu/policies/academic\\_policies/](http://www.rackham.umich.edu/policies/academic_policies/)
2. For a social work preliminary exam for which a student receives a grade of “conditional pass”, once the condition has been met, the existing range of grading should be used by the committee in order to assign a final grade (adopted May 2012).

## Practicum on Teaching Social Work Methods

See [Appendix 10](#) for details.

To facilitate students’ preparation for careers involving the teaching of social work methods, procedures have been established whereby students can gain experience and improve their skills in teaching under the supervision of a social work faculty member. In accordance with the Graduate Employees Organization contract, students enrolled in this practicum can assist in course development, classroom teaching, class facilitation, and other instructional activities except for grading.

Positions as Graduate Student Instructors, paid employment involving varying degrees of direct responsibility for student classroom instruction, are also available. Such assistantships occur in all areas of the Master’s social work curriculum and in the student’s social science department. Questions regarding teaching in the School of Social Work should be directed to the Director of the Doctoral Program.

## Doctoral Social Work Practice Internship

See [Appendix 11](#) for details.

Experience in social work practice, at the micro and macro levels, is important for those seeking a career as a social work educator or researcher. Such experience can be used toward social work licensure and toward the Council on Social Work Education accreditation, which is necessary for teaching practice classes in schools of social work. Experience can be gained during enrollment in the Doctoral Program through internships; employment and volunteer work (see Appendices [12A](#) and [12B](#)). Students interested in an internship for credit can enroll in a Joint Doctoral Social Work Practice Internship with a social service organization.’



## Social Science Requirements – Anthropology

### Anthropology Course Requirements

To be admitted to Candidacy, a student must have completed a minimum of 24 hours or a minimum of 8 courses in Anthropology. Regardless of the subfield in Anthropology in which the student wishes to specialize, the 24 hours must include at least one (1) course in three (3) of the four (4) subfields – socio-cultural, biological anthropology, archaeology, and linguistics. Students in the Joint Program who are concentrating in anthropology may select any of the four (4) subfields, though most select socio-cultural anthropology. An example of the requirements of the socio-cultural subfield is outlined below. Students selecting other fields should review requirements with both their Social Work and Anthropology advisors.

Students in socio-cultural must take ANTHROCUL 526 and 527 and at least one (1) core course in two (2) of the other three (3) subfields of anthropology: biological anthropology, archaeology, or linguistics. These additional core courses are to be chosen from the list below:

#### (A) BIOLOGICAL ANTHROPOLOGY

1. Anthropology 570: Biological Anthropology: An Overview

#### (B) ARCHAEOLOGY

1. Anthropology 581: Archaeology I
2. Anthropology 582: Archaeology II

#### (C) LINGUISTIC ANTHROPOLOGY

1. Anthropology 576: Introduction to Linguistic Anthropology

With the approval of the Department of Anthropology Executive Committee, students who have a Master's degree in Anthropology may waive or substitute for a required course. (See the Graduate Student Services Associate in the Department for the rules on a course waiver or substitution and for the forms to submit.)

### Statistics Requirements

A one-semester statistics course (**Statistics 500: Applied Statistics 1** or an equivalent course taught in one (1) of the social science departments or the School of Social Work) is required for doctoral students in Social Work and Anthropology. The School of Social Work strongly encourages students to take an additional advanced statistics course.

### Areas of Specialization

Students concentrating in socio-cultural or linguistic anthropology must choose either a topical specialty or a geographic area in which to specialize. Normally, this declaration follows the first year of graduate study. Topical specialties within a sub-field are flexible and are made in consultation with the student's anthropology advisor. Doctoral students in Social Work and Anthropology are required to submit a Second-year Review proposal, required of all Anthropology students. This is the first step toward formulating a preliminary exam committee within Anthropology.

### Reviews of Student Progress

The progress of students through the program is reviewed annually by both the Supervisory Committee of the Joint Program in Social Work and Social Science and the relevant sub-field faculty in the Department of Anthropology. The purpose is to ensure that all students are making appropriate progress through the program both in meeting requirements in an appropriate and timely way and in doing so at a level and quality that is likely to result in successful completion of the doctoral degree. Students are informed annually of the results of the review. In addition to the annual review, students in the Joint Program who are concentrating in anthropology must follow the procedures of their subfield in submitting a mid-program or second-year review on the schedule established by their subfield.

## Preliminary Examination in Anthropology

Before qualifying for candidacy, the student must pass a written and oral qualifying examination in Anthropology. The student assembles a prelim committee and begins to compose a working bibliography for each section of the exam in consultation with the committee.

The committee, which consists of two (2) or three (3) Anthropology faculty chosen by the student and approved by the Director of Graduate Studies in Anthropology, administers and evaluates the preliminary examination. The student and the committee will work closely on the content and coverage of the exam.

The written examination has two (2) sections, each consisting of a ten-page essay. One (1) section addresses a general subfield question and the other covers either a topical or a geographical area. The committee prepares a set of questions for each section of the exam, and the student chooses one (1) question from each set. The student will not be privy to the exact questions before the exam. The student will have seven (7) days to complete the essays, which must be polished, succinct, coherent and well grounded. The written exam will be followed by a comprehensive oral examination that takes place within two (2) to three (3) weeks of the written exam.

The oral exam will cover the material in the written exam and any other relevant materials from the student's program of study. The student will also be expected to discuss the design and content of the exam and bibliography in a general way.

At the end of the oral exam, the committee will decide whether the student has passed. The possible grades are as follows: Not Pass, Pass with Conditions, Pass and Pass with Distinction. The committee chair and/or members collectively will provide the student with either or both a written and oral evaluation of the prelim exam. If the student does not receive a passing grade on part or on the entirety of the exam, the reasons should be discussed with the committee. The student may retake that part or the entirety of the exam one (1) additional time. A failure the second time will mean termination from the program.

The Graduate Student Services Associate in Anthropology maintains a file of reading lists and bibliographies. Current students are to file their lists when they are completed. The department also maintains a file of preliminary examination questions. It is the student's responsibility to see that the questions are filed with the Graduate Student Services Associate.

A student must be enrolled for at least one (1) credit hour the semester during which a preliminary examination is submitted. Registration may be under the **990 Dissertation/Pre-Candidacy course number** or another number in Anthropology or Social Work.

## Language

Students in the Doctoral Program in Social Work and Anthropology are exempt from the language requirement established by the Anthropology Department. Students are, however, strongly encouraged to develop proficiency in another language as part of their course of study. If they do ethnographic research as a component of their doctoral work, they must develop proficiency in their research language.

If a student wishes to be awarded a Master's in Anthropology (an MA in Anthropology is not a requirement in obtaining candidacy or the PhD) and has not completed the statistics requirement (see [section III.D.2](#) above), then the departmental language requirement as summarized here must be met. The departmental requirement is that before candidacy, students should be able to read the publications of foreign anthropological scholars in another language.

The basic language requirement can be completed through courses, examinations, or evidence of a substantial experience with the language:

- Four (4) semesters of passing-grade, college-level language instruction or its equivalent.
- Examinations administered by University of Michigan language departments or other examinations of language competency (e.g., ECCB) with a score above the basic level of competence.
- Completion of a 400-level graduate course in which the language is spoken.



Living in a country in which the language in question is spoken every day for at least one (1) year. Certification of language requirement:

- A student can have completion of the language requirement certified at the time of admission by the Admissions Committee.
- Graduate advisors may certify completion of the language requirement by their advisees.
- Students may submit requests for certification to the Department's Executive Committee for persuasive reasons other than the above.

## Dissertation

Most dissertations in Anthropology are based on primary field research. For students in the Social Work and Anthropology PhD program, fieldwork is interpreted broadly as any situation that offers the opportunity to conduct primary research on an approved topic relevant to the student's theoretical interests. In certain circumstances, a dissertation proposal based on library research or analysis of other databases may be approved.

## Fieldwork Scheduling Suggestions

During the academic year and through the summer, students are encouraged to work as research assistants in projects conducted by anthropology faculty and/or to make their own field contacts and conduct supervised fieldwork. Such experience may fulfill the Social Work Research Internship if they meet the requirements for approval ([see Appendix 8A](#)). Students should seek summer funding opportunities for preliminary fieldwork and language study.

## Time to Degree

Students who take more than six (6) years past prelims to complete their dissertation will be required to retake the preliminary examination in their major field. In rare cases, the Director of Graduate Studies may consider individual exceptions to waive this rule, but this will not be done routinely.

## Social Science Requirements – Political Science

### First-Year Evaluation

The student must complete a first-year evaluation toward the end of the second term of graduate study. This is not an examination, but rather a comprehensive evaluation of work done up to that point and a time for discussing the critical 2nd and 3rd years in the program. An evaluation committee consists of the student's Political Science advisor and the student's Social Work advisor. The committee considers the student's graded record, proposed future courses, and a seminar paper or other piece of work (even if prepared prior to admission to the graduate program) selected by the student as their best work so far.

### Follow-up Evaluation

A follow-up evaluation will be conducted toward the end of the student's fourth term in residence. The committee for this evaluation consists of the student's Social Work advisor, the student's Political Science advisor and a Political Science faculty member chosen by the student and approved by the Director of Graduate Studies. The committee will review course work, a more recent piece of written work, and plans for achieving candidacy.

### Preliminary Exams, Fields, and Cognate Requirements

At the University of Michigan, the Department of Political Science recognizes the following fields of study for the student's major and minor area of concentration. Field programs are described in their respective guidelines. A description of degree requirements for joint students in some of the below areas are presented in [Appendix 20A](#).





- American Government and Politics
- Comparative Government and Politics
- Research Methods
- World Politics
- Political Theory
- Law, Courts and Politics

The student must pass a preliminary major examination in a regular political science field. For students in the Joint Doctoral Program in Social Work and Political Science, the Political Science departmental requirement of a preliminary exam in the minor is met by coursework taken at the doctoral level in the School of Social Work. In addition, completing doctoral coursework in social work may satisfy the Political Science requirement for a cognate field.

Preliminary exams are written and/or oral examinations conducted by faculty and are normally given only during September, January, and April/May. A student must be enrolled for at least one (1) credit hour the semester during which the final preliminary examination is taken. Registration may be under the 990, Dissertation/Pre-candidate, course number or another number in Political Science or Social Work.

## Time to Degree

Students who take more than five (5) years after they advance to candidacy to complete their dissertation will be required to retake the preliminary examination in their major field. In rare cases, the Director of Graduate Studies may consider individual exceptions to waive this rule, but this will not be done routinely.

## Social Science Requirements – Psychology

### Area of Specialization

Upon admission, students are accepted by one (1) of the established areas of the Department of Psychology, i.e., Clinical, Developmental, Personality and Social Contexts, Social, or Gender and Feminist Psychology.

Each area of psychology establishes its own course and prelim requirements.<sup>1</sup> For a graphical representation of these requirements for joint students, see [Appendix 20B](#). The student and their psychology advisor should review these requirements to develop their educational and research plans. Within psychology, a grade of less than B– is unacceptable in core courses.

### Courses Outside the Area (Breadth Requirement)

To ensure a reasonable breadth and integration of knowledge, all students in the Joint Program in Social Work and Psychology are required to either be a GSI for **Psych 111 or 112**, OR take one (1) core course from an area other than the student's area of specialization. See the Psychology Graduate Office's "Requirements, Policies and Procedures Manual" for a list of approved breadth courses.

### Statistics

Students are required to complete successfully **Psychology 613-614**. A grade of B– or better is necessary to fulfill the statistics requirement. Some areas of Psychology also require an additional course in research methodology.

### Psychology 619

A research project completed prior to candidacy is required of all students in Psychology. A finished written report on this research project must be read and evaluated by two (2) readers, and a joint evaluation will be submitted to the Psychology Graduate Office. The research supervisor will assign a final grade to this project. The 619 project meets the Social Work Research Internship requirement.

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<sup>1</sup> Students can change their area of specialization within psychology with the approval of the department's Graduate Director for Academic Affairs. All requests for changes should go to the Graduate Director for Academic Affairs in Psychology.



The Social Work Research Internship can replace a Psychology 619 project provided that the Research Internship Paper is read and approved by two (2) faculty members, at least one (1) of whom has a regular (unmodified) Psychology Department faculty appointment at a Professorial rank (Assistant, Associate, Full). The main supervisor of the research may be a Social Work faculty member. If the Social Work Research Internship is being used to meet the Psych 619 requirement, both faculty members' evaluations should be sent to the Graduate Director in Psychology and to the Doctoral Office.

## Ethics

Students involved in research projects that are federally funded (e.g. NSF or NIH) must complete the requirements for the *Responsible Conduct for Research and Responsible Scholarship*. The requirements are addressed during SW 800 (part 1) in the fall of the joint student's first year.

## Student Evaluation

Each student's progress is formally evaluated by faculty in the student's specialization area on an annual basis. Occasionally, performance is deemed to be so marginal that either interruption or termination of graduate study is recommended.

## Preliminary Examination

Each area of psychology has its own coursework, research, and preliminary examination requirements. (See [Appendix 20B](#) for more details.) A student must be enrolled for at least one (1) credit hour for the semester during which a preliminary examination is submitted

## Social Science Requirements – Sociology

### Course Requirements

Students are expected to complete all Sociology Department course requirements (500, 505, 506, 507, 510, 610, a one-semester Research Practicum, and two (2) sociology electives):

- SOC 500 is an Orientation Seminar;
- SOC 505 and 506 fulfill the general theory requirement;
- SOC 507 introduces students to the philosophy of science, methods of empirical research, and the nature of sociological interpretation;
- SOC 510 and 610 form the core statistics sequence. (Students with substantial statistics background may test out of SOC 510. In some cases, students may replace this sequence of courses with more advanced courses);
- Research Practicum possibilities include: Survey Methodology (SOC 600 or 601, SOC 672 and 673), Quantitative Methods (SOC 542, 543), Qualitative Research Methods (SOC 522-523), and Comparative and Historical Methods (SOC 532).

The Sociology Department also requires two (2) cognate courses. This requirement is met through doctoral coursework in Social Work. Joint students may petition the Committee on the Administration of Graduate Affairs (CAGA) of the Sociology Department for the approval of course substitutions or to have requirements waived.

### Preliminary Examinations

All students are expected to complete preliminary examinations in one (1) of the eight (8) program areas (*Culture and Knowledge; Economic Sociology; Gender and Sexuality; Health, Aging and the Life Course; Power, History, and Social Change; Race and Ethnicity; Social Demography; Social Psychology*). Sociology preliminary examinations take place in late August. Joint students should consult with their advisors about the most appropriate timing of sociology preliminary examinations. All students must successfully complete the preliminary examination by the end of the third summer to continue in the Program. The Social Work preliminary examination will count as one (1) of the two



(2) Sociology preliminary examinations if a Sociology faculty member serves as one (1) of the three (3) committee members. (Note: If students wish to receive a master's degree in Sociology, then they must take two (2) preliminary examinations in Sociology.) The exam is closed book. It will be graded: Honors, High Pass, Pass, Conditional Pass, and Fail. A Conditional Pass is assigned to an exam that is otherwise satisfactory except for a specific deficiency identified in one (1) answer or one (1) part of the exam. In such cases, the area exam committee will stipulate the conditions under which a passing grade can be assigned. Failing a preliminary exam for a second time is grounds for dismissal from the Doctoral Program.

A student must be enrolled for at least one (1) credit hour the semester during which a preliminary examination is submitted. Registration may be under the **SW 990**, Dissertation/Pre-candidate, course number or another number in Sociology or Social Work.

## Publishable Paper

Students in the Social Work and Sociology program can substitute the Social Work Research Internship Paper for the Sociology Department's Publishable Paper requirement.

## Workshops

These are opportunities for students to meet with faculty in relation to a shared area of interest. Students are encouraged to take one (1) or more workshops in which they present their work in progress and become involved in faculty-directed research.

## Review and Oversight

Joint students will be regularly reviewed by CAGA as are all other students in the Sociology Department. The results of the review will be shared with the students' advisors and with the Director of the Joint Program.

## Professional Work Experience

Professional social work experience after receiving the MSW is strongly recommended for any student planning to teach in a school of social work in the United States. The Council on Social Work Education requires that "Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience."<sup>2</sup> Two (2) years of full-time practice experience is equal to 4,000 hours of work. This work can be paid or unpaid. The definition of "social work practice" is very broad. Many of the paid and unpaid activities that students engage in while in the PhD program, including work on committees and research, meet the criteria for social work practice. Students should keep track of their social work experience and include it in their CV. See [Appendix 12](#) for additional details. Students are expected to report this work experience activity on their annual progress report.

## Candidacy

### Requirements

Recommendation for admission to Candidacy is made by the Director of the Joint Doctoral Program when the student has reached major milestones in both social work and in the social science discipline, namely the:

- satisfactory completion of all course requirements
- successful completion of the Research Internship Paper or the departmental equivalent and the submission of a final paper and evaluation to the Doctoral Office;
- conferral of the MSW
- completion of the preliminary examination in the social science discipline with a satisfactory grade and

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<sup>2</sup> Benchmark II Council on Social Work Education Commission on Accreditation: Accreditation Standard 3.3— Faculty: M3.3.3. pp. 2



- the satisfactory submission and defense of the preliminary exam proposal in Social Work. See Appendix 14 for the requirements that must be fulfilled for candidacy.

Candidacy approval must be submitted and verified through the Joint Doctoral Program Office, not through Social

Science departments. A doctoral staff member will submit this approval to Rackham. Students can only advance to candidacy in a term they are registered.

## Deadlines

The Rackham Graduate School establishes deadline dates for admission to Candidacy prior to the beginning of each term. Students anticipating meeting the requirements for Candidacy in any given term should check the deadline dates on the Rackham webpage at

[http://www.rackham.umich.edu/current\\_students/doctoral\\_students/phd\\_students/](http://www.rackham.umich.edu/current_students/doctoral_students/phd_students/)

and read the 'Ph.D. students' section at least two (2) months before the beginning of the term in which they anticipate achieving Candidacy so that the Nomination for Candidacy form can be filed with Rackham. The Candidacy form can be found at

<https://secure.rackham.umich.edu/OARD/atc/index.php/ATCForm/add>

The Doctoral Program Coordinator can provide assistance in completing this form. Students should make an appointment with the doctoral office to complete their candidacy audit in the term prior to meeting the requirements for candidacy to ensure that all conditions have been met.

## Registration

Attaining candidacy allows students to progress toward their dissertation, lowers their tuition fees and makes them eligible for more grants. As a candidate, the student must enroll full-time in the Fall, and Winter terms by registering for **SW 995** (8 credits). To register as a candidate, the student must identify a faculty member with whom to register—usually the student's advisor or social work dissertation co-chair—then contact the Doctoral Office with a registration request.

A candidate may elect one (1) additional course per term. This course may be taken for credit or as a visit (audit). A student who does not elect a course during a term of **995** enrollments may elect two (2) courses in the next term of **995** enrollments; no more than one (1) course may be deferred in this manner (an additional course may not be taken in anticipation of taking none in a future term of **995** enrollment). Candidates who choose to take more courses than those for which they are eligible with candidacy tuition will be assessed additional tuition per credit hour to be paid out of pocket.

## Dissertation

### Goals

The dissertation, required of all students in the Joint Doctoral Program, is intended to demonstrate the Candidate's ability to investigate a problem relevant to social work or social welfare utilizing as well as contributing to theory and research methods in the social science in which the student has specialized. Within the general definition and standards for the doctoral dissertation specified by the Graduate School, topics shall be recognized as acceptable subject to the approval of the Dissertation Committee selected by the student. It is customary that the dissertation topic deals with the problems of utilization of social science knowledge as well as topics involving empirical research.



## Committee

The dissertation shall be prepared under a dissertation committee appointed by the Dean of the Graduate School on recommendation of the Director of the Joint Doctoral Program, on behalf of the Supervising Committee for the Joint Doctoral Program.

The dissertation committee shall have at least four (4) members, three (3) of whom are regular members of the Graduate Faculty (i.e., holding a regular or an “unmodified”, not visiting, adjunct, etc., appointment at the University of Michigan as Professor, Associate Professor, or as Assistant Professor with an earned doctorate from an accredited institution). Two (2) of the members shall be from the social science department in which the student is specializing, and two (2) members shall be from the School of Social Work. The committee will have two (2) co-chairs, one (1) holding a regular appointment in social work and one (1) holding a regular appointment in the social science department in which the student is specializing. Joint appointments in social work and one (1) of the allied five (5) disciplines may serve as either the co-chair for the discipline or the co-chair for social work. See **Rackham Graduate Student Academic Policies**, section 5.4.3 ‘Formation of the Dissertation Committee’ for additional details

[http://www.rackham.umich.edu/policies/academic\\_policies/section5/#543](http://www.rackham.umich.edu/policies/academic_policies/section5/#543)

The dissertation committee is usually nominated after a student has attained candidacy. Faculty advisors can provide consultation about interests and availability of faculty to serve on the student’s committee. Nomination, and approval, of the Committee can also occur before the student attains Candidacy; this action does not affect the requirements for attaining Candidacy.

According to Rackham regulations, doctoral students must submit a "Dissertation Committee Form" to the program at least six (6) months prior to the defense. This form requires the approval of the Doctoral Program Director. Therefore as soon as students have selected the members of their dissertation committee and obtained their agreement to serve, they must inform the Doctoral Office by email. The Office will complete and submit the online Rackham form. If committee membership changes, the student must submit a revised form to the Graduate Project Coordinator prior to the oral defense.

As the Rackham Graduate Student Academic Policies indicates, “The Dissertation Committee is a crucial component of your doctoral degree program, for it is this Committee that will supervise your dissertation activities and will serve as a resource on which you may draw throughout the period of research and writing.” The Dissertation Committee is responsible for approving the student’s dissertation topic, supervising research, conducting an oral examination on the dissertation, and recommending the student to the Graduate School for the PhD degree.

Practice varies as to the specific roles of members and chairperson(s). Students should clarify early in the process: how the committee members wish to function; the ways in which the committee members expect to be involved in the dissertation (e.g., who is to see drafts of any data collection instruments before the data collection begins; who is to be consulted on data analysis strategies, on the organization of the written dissertation, who wants to see drafts of the individual chapters of the dissertation as they are produced; who wants to see a draft only when there is one for the entire dissertation; who wants to see a draft of the entire dissertation before scheduling the oral defense; how much time they typically need between receipt of the entire dissertation and scheduling of orals; whether committee members expect to be on leave or out-of-town for any extended period during which the dissertation will be completed).

Formulation of a dissertation proposal for submission to a dissertation committee should begin as early as feasible in the student’s study in consultation with faculty members. Students must submit the Dissertation Prospectus Hearing Approval Form ([Appendix 18](#)) and a copy of their approved dissertation proposal to the Doctoral Office. The student must be a Candidate at the time of the oral defense





## Registration for Oral Defense

The defense of the dissertation must occur during a full-term eight-hour Candidacy enrollment. No part of the fee for that enrollment is refundable.

If a Candidate enrolls for a term in which the oral defense is scheduled and does not meet the dissertation deadline established for that term, the student must then register under a subsequent full-term of Candidacy enrollment for the term in which all final degree requirements are met. Information regarding Rackham policies on dissertations can be found online at

<http://www.rackham.umich.edu/downloads/oard-dissertation-handbook.pdf>

## Preparation and Distribution of Copies

The Dissertation Handbook and a schedule of deadline dates for format checks are available to Candidates in the Dissertation Office, 0120 Rackham Building. An online version is at

<http://www.rackham.umich.edu/downloads/oard-dissertation-format-guidelines.pdf>.

The student should submit the required number of copies of the dissertation to the Graduate School and one (1) copy each to the Doctoral Program Office and the Dissertation Committee members. The student should consult the special statements with respect to the doctoral dissertation for the social science department as well as the Dissertation Handbook.

## IV. Guidelines for Normal Progress through the Doctoral Program in Social Work and Social Science

### Milestone Completion Goals

To guide students' progress through the Joint Doctoral Program curriculum, the Supervising Committee in conjunction with the joint social science departments has developed detailed timelines and checklists for milestone achievements (*Appendix 1*). In general, students will take three to four years to complete coursework and reach candidacy, they will spend year four completing the social work preliminary exam and developing the dissertation prospectus and will spend years five and six on their dissertation.

### Time Limits to Degree Policy

Students who enter the Joint Doctoral Program should aim to earn the PhD degree within **six (6) years**. Students are expected to have achieved candidacy by **early September of their fourth year**.<sup>3</sup> They are expected to have satisfied all degree requirements, including satisfactory completion of the social work preliminary examination not more than three (3) months after achieving candidacy as well as completion of the dissertation not more than five (5) years after achieving candidacy but not more than seven (7) years after first enrollment in the Doctoral Program.

Failure to achieve candidacy in the required time will typically result in a designation of 'not in good standing' and will affect negatively the provision of and/or recommendations for continued financial support. Failure to complete the social work preliminary examination within the specified time period will typically result in a letter to the student and the student's

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<sup>3</sup> Pre-MSW students enter as 16-month students, are provided with summer support in their first year to facilitate work on their MSW degree and can double-count many of their MSW and doctoral requirements.



advisors/chairs advising that unless the examination is completed by the end of the next term, Rackham will be asked to discontinue enrollment.<sup>4</sup>

Failure to complete the dissertation in the overall seven-year timeframe may also result in Rackham being advised to discontinue enrollment. To maintain enrollment, students at this stage must submit a request for an extension of time to degree through the Doctoral Office. The Joint Doctoral Program can request from the Rackham OARD an unconditional one-year extension for students deemed to be making satisfactory progress with the provision of a plan and timeline for completion. An additional one-year extension may be requested subsequently, but students who do not complete the degree after two (2) years of extension may be returned to pre-candidacy status and required to retake their preliminary examinations. To request an extension of time to degree, students must fill out and submit to the Doctoral Office the *Petition for Modification or Waiver of Regulation* form located at

[https://secure.rackham.umich.edu/OARD/petitions/index\\_student.php](https://secure.rackham.umich.edu/OARD/petitions/index_student.php)

In the case of time limits for candidacy, social work preliminary examination and dissertation requirements, students may request additional time for reasons of child care, dependent care, illness, and/or academic or professional development by submitting a letter to the Director. The letter should explain the reason for the request, describe the work left to be done, and the month and year in which it will be completed. This request should be accompanied by letters from the social work advisor or the social science advisor indicating strong support for the extension. Requests will be reviewed by the Director of the Joint Doctoral Program in consultation with the Supervising Committee prior to a decision.

## V. Academic Good Standing

Both the School of Social Work and the Rackham Graduate School require that students:

- have a cumulative grade point average of at least a B (3.000) for good standing in the program. This is also the minimal performance level required of students. A student who fails to maintain this grade point average will have their record reviewed and action may be taken concerning the student's future enrollment;
- demonstrate an ability to succeed in the program; and
- make satisfactory progress toward the completion of degree requirements within the time limits of the program, including approved extensions.

See the Rackham Graduate Student Academic Policies for further details on academic standing and academic discipline here

[http://www.rackham.umich.edu/policies/academic\\_policies/](http://www.rackham.umich.edu/policies/academic_policies/).

## VI. Good Standing Status for Receiving Financial Aid through the Joint Program

*Including, but not limited to Rackham funding. Revised April 2011.*

Students must be in good standing in the program to receive financial aid through the Joint Doctoral Program. Good standing, for purposes of receiving financial aid through the Joint Doctoral Program, is preserved by:

- having no more than one (1) incomplete at any given time;
- having a GPA of 3.00 or above and
- progressing through the program in a timely fashion in accordance with Joint Doctoral Program Guidelines by:

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<sup>4</sup> A student who is discontinued loses the right to use University resources and must re-apply for admission.



- continuing to meet milestones over the year and
- attaining Candidacy within 3.1 years (i.e., between the end of the third year and early September of the fourth year) or having an alternative plan developed with advisors and approved by the Director of the Doctoral Program.

Students who are in violation of any one (1) of these criteria should immediately consult with their faculty advisors, and then with the Director of the Joint Doctoral Program. If a student is not satisfied with the Director's decision regarding continued funding, they have right of appeal to Rackham Graduate School.

## VII. Dismissal Policy

### I. Academic Standing

Graduate students in the Joint Doctoral Program are expected to maintain good academic standing and make satisfactory progress toward their degrees each semester. Failing to maintain good academic standing will result in academic sanctions. Students who are not in good academic standing should work with the Director, their advisors in social work and social science, department staff, and the Rackham Graduate School to take steps to return to good standing.

### II. Good Standing

Both the School of Social Work and Rackham Graduate School require that students:

- have a cumulative grade point average of at least a B (3.000) for good standing in the program; this is the minimal performance level required of students
- hold no more than one mark of incomplete at any given time
- maintain consistent contact with the departmental Director in Social Work and Graduate Chair in Social Science
- meet time-to-degree requirements (seven-years) for the MSW and PhD degrees
- pass required program examinations and fulfill the dissertation prospectus requirement
- complete degree requirements and maintain specific academic standards as defined by the program
- make satisfactory progress in research, scholarship, or creative activity
- complete the program within specified time limits
- attain Candidacy within 3.1 years (i.e., between the end of the third year and early September of the fourth year) or having an alternative plan developed with advisors and approved by the Director

Until all requirements are completed for the MSW, Pre-MSW students are also subject to the MSW's Academic Standing guidelines found in the **MSW Student Guide** (see Chapter 15: Academic Standing and Academic Difficulty) and will be notified by the MSW program Director when they are not in good standing. The MSW program Director will also notify the Director when a joint doctoral student is not in good standing in the MSW program.

### III. Performance Plans

When a student is identified as not meeting the Joint Programs expectations, the Joint Doctoral Program office will request that the social work faculty mentor and the student develop a Performance Plan in collaboration with the social science faculty mentor. A plan may also be recommended for students who are at risk for not meeting expectations (i.e., students in Good Standing – On Notice, see below). The Director will provide support during the development of this plan as needed. The plan should be signed by the student and the faculty mentors and should be reviewed and approved by the Director. The student will have the right to



have the plan reviewed by a faculty member identified by the student who can provide feedback about the plan's fairness and completeness as described in *Section 3B* of this document.

Each plan should include the following six components:

- **Problem and History.** A short description of the nature of the difficulty and a description of previous attempts to address these difficulties or steps already taken to address the issue;
- **Plan.** A plan that would usually include a) specific expectation for performance outcome with a deadline (e.g., have X class approved by X date); b) a plan with fine-grained sub-objectives and deadlines that would permit the faculty and student to monitor progress towards the outcome, such as when drafts will be due; and c) a description of resources and support that the faculty, area, and department/university can offer to help, such as weekly meetings, etc.
- **Status.** The current academic status of the student (see Academic Standing above);
- **Consequence.** An explicit statement about the consequences of not meeting the expectations of the plan;
- **Evaluation.** A plan to review the progress and final outcome, including a date when a full outcome evaluation meeting will take place.

#### IV. On Notice or Unsatisfactory Academic Status (Not in Good Standing) Procedures

- a) Placing a student on Notice or Unsatisfactory Academic status.** When students fail to meet the Academic and Professional Expectations described in section one, the student advisor in social work, the student's social science advisor, or the Director<sup>5</sup> could request that the student's status be changed to either on Notice or Unsatisfactory academic Status. The Director will then consult with all relevant faculty members, including social science representative(s), to discuss the case and decide whether the student's academic status should be changed. The decision to place the students in Unsatisfactory Academic Status must be approved by the Director.
- b) Performance Plan.** The Director will work with the student, the student's advisor, and social science representative(s) (to include the social science advisor) to develop a performance plan as defined in section 5 of this document. If the student disagrees with the content of the performance plan the student can request a review of the plan by a third-party faculty panel. In such a case, the student will nominate one social work or social science faculty and the Director will appoint a second faculty to conduct the review. This two-faculty panel will consult with the student and relevant faculty and administrators to determine whether the performance plan is reasonable. If the panel does not reach consensus, they will work with the student and relevant faculty to make any changes necessary to reach consensus.
- c) Notification.** The Director and a social science representative(s) (to include the social science advisor) will notify the student and Rackham in writing about the change in status, explaining the reasons for the status change and the conditions, if any, for returning to satisfactory standing. No Rackham notification is necessary when the student is placed on Good Standing – On Notice.
- d) New Issues.** If new issues are identified when a performance plan is in place, the original performance plan should not be modified, and instead a new plan to address the new issues should be created.
- e) Evaluation.** The Director will work with all relevant faculty (e.g., student advisors, social science representative) to review the student's performance plan based on the timeline set forth in the plan. If the student was unable to meet the

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<sup>5</sup> In this document Director refers to the SSW Joint Program Director. Further, in the case where the Director is the students' advisor, or the student is the Director's GSRA, the Director will recuse themselves and the Associate Dean for Education Programs will replace the Director.



objectives of the plan, the Director will work with the relevant faculty to review and apply the consequences described in the performance plan, including placing the student on Probation.

## V. Academic Probation

Consequences for failing to maintain good academic standing, or good academic progress, may include academic or administrative warning, probation, suspension, or dismissal.

- **Placing a student on academic probation.** When any of the following occur: (a) student is in danger of not making timely academic progress toward their degree<sup>6</sup>, (b) student has accumulated more than three incompletes (for a total of 9 credit hours), (c) student fails to successfully complete a performance plan, (d) or student has fallen below a 3.00 GPA, the social science advisor and the social work advisor, or the Director may recommend that the student be placed on academic probation.

Upon this recommendation, the Director, together with the social science representative (e.g., Director or Chair of the social science program) will convene a faculty Probation Committee that would normally include the Director, social science representative(s) (to include the social science advisor), and the student's social work advisor. This composition can be altered upon at the request of the student or faculty and at the discretion of the Director, as long as it includes a minimum of 3 faculty members and should include a faculty nominated by the student.

The committee will review the case to ensure that the student was given due process and an opportunity to meet the department expectations via a Performance Plan. In the case that a Performance Plan was not developed, the committee will review whether the violation merits Probation status instead of Unsatisfactory Academic Standing. A decision to place the student on Academic Probation will require a majority vote by the committee.

- **Performance Plan.** The committee will work with the student and the student's advisor to develop a performance plan as defined in section 5 of this document. If the student disagrees with the content of the performance plan the student can request a review of the plan by a third-party faculty panel. In such a case, the student will nominate one social science faculty and the Director will appoint a second faculty to conduct the review. This two-faculty panel will consult with the student and relevant faculty and administrators to determine whether the performance plan is reasonable. If the panel does not reach consensus, they will work with the student and relevant faculty to make any changes necessary to reach consensus.
- **Length of probation.** The probation period and time to complete a performance plan should be no shorter than two months in the fall or winter term and should ordinarily conclude at the end of the term. A student can be placed on probation at any time as long as the probation period is at least two months in duration. In most cases, the probation period is expected to include a full academic term.
- **Notification.** The Director, jointly with the social science representative (e.g., Director or Chair of the social science program) will notify the student and Rackham in writing before the probation period begins, explaining the reasons for and conditions of probation; the start and end dates of the probationary period; funding support; and conditions, if any, for returning to satisfactory standing; and options for appeal.
- **Leave of absence.** A student on academic probation can request a leave of absence from Rackham or withdraw. The leave will stop the clock on the probation period, which will resume when the student returns to active status.
- **Funding.** Per Rackham guidelines, students in probation will continue to receive funding following their standard funding plan.

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<sup>6</sup> As defined in the doctoral guidelines under section IV-Guidelines for Normal Progress through the Doctoral Program in Social Work and Social Science.





- **Evaluation.** At the end of the probation period, the Probation Committee will meet to review the student's performance plan. The committee can then decide to restore the student to Good Standing, extend the probation period, or make a recommendation for dismissal. The final determination must be approved by the Rackham Graduate School.

## VI. Dismissal based on Academic Continuation Requirements or Academic Reasons

- a) **Dismissal decision.** When a student fails to meet the performance plan expectations during the probation period, the Probation Committee can decide to recommend that the student be dismissed from the program. In cases where dismissal is warranted without probation, the Director with the social science representative (e.g., Director or Chair of the social science program) will convene a committee that would normally include the Director, social science representative(s) (to include the social science advisor), and the student's social work advisor. This composition can be altered as long as it includes a minimum of 3 faculty members and should include a faculty nominated by the student. The committee's decision to dismiss a student and relevant documentation will be provided to the Director for due process review and approval.
- b) **Notification.** Upon approval, the Director with the social science representative (e.g., Director or Chair of the social science) will notify the student and Rackham in writing of the dismissal decision and the options for appeal.
- c) **Appeal request.** Upon receiving a notification of Dismissal, the student will have 10 working days to appeal the decision. A request for appeal should be presented in writing to the Director and social science representative (e.g., Director or Chair of the social science program) and should include a detailed explanation of the reasons for the appeal. If no appeal is requested, the Director and the social science representative if applicable, will notify the Rackham Graduate School that the student did not appeal the decision.
- d) **Appeal committee.** The Director and the social science representative (e.g., Director or Chair of the social science program) will appoint an appeal committee to review the appeal request and will notify the Rackham Graduate School that an appeal is in process. The appeal committee should include 3 tenured faculty, which should include one faculty in the student's area of study and a faculty nominated by the student and approved by the Director. The appeal committee should not include faculty who were part of the student's probation or dismissal committee.
- e) **Appeal Committee mandate.** The appeal committee will review all documentation related to the case and interview key participants at its discretion in order to determine whether 1) due process was followed, and 2) the dismissal decision was fair and equitable given the nature of the case and department policies. The appeal process should be completed no more than 30 days after the appeal request is received by the Director and social science representative.
- f) **Appeal decision.** If the appeal committee decides to uphold the recommendation for dismissal, the Director with the social science representative (e.g., Director or Chair of the social science program) will notify the student and the Rackham Graduate School of this decision. If the committee decides to reverse the recommendation for dismissal, the committee must provide the Director with a justification for the reversal highlighting where due process was not followed and why the decision for dismissal was not consistent with the department policies. The Director and social science representative will then work with the dismissal or probation committee to address issues raised by the appeals committee and to make a determination, which can include requesting the appeal committee to review the case again, reversing the dismissal decision and extending the student probation period, or reinstating the student to a different academic status (e.g., unsatisfactory academic standing). If the student is reinstated, the appeal committee will work with all relevant faculty and the student to develop a performance plan with the objective of regaining Good Standing in the program.
- g) **Rackham Appeal.** If the dismissal decision is upheld by the appeal committee, the student will be notified in writing, and will be informed that they can appeal the decision to the Graduate School's Academic Dispute Resolution Process if the student feels that department procedures were not followed, or that they/they did not receive fair and equal treatment.

## VII. Continuation in a Program During an Appeal

Academic units may allow students to continue participating in courses during the dismissal appeal process. However, if the student chooses to stay enrolled in the program during the appeal process, the student will do so at their own risk, as the student will bear the financial obligation to continue as a student. As such, the student will be held to any financial aid, tuition payment,

and refund deadlines set by Student and Departmental Account Services, the Office of Financial Aid, the Registrar's Office or any other applicable university unit.

If academic units do not wish students to continue in courses after their dismissal recommendation to the Graduate College, they must provide the Graduate College Dean with evidence that the student's continuation in the program will:

- adversely affect the academic performance of other students in courses;
- interfere with other students' participation in a course or the program;
- place an undue financial burden on the academic unit;
- interfere with day-to-day operations of the program

Students who are dismissed may apply to carry a non-degree seeking status, allowing them to take graduate courses as a non-degree seeking student.

#### VIII. Other Types of Dismissal

Certain infractions may warrant the imposition of serious disciplinary measures, including dismissal, without prior discipline having been imposed. Such measures often, but not always, are determined in collaboration with the Rackham Graduate School, the Social Science departments or any other applicable unit on campus

#### IX. Request for Readmission after Dismissal from a Graduate Program

A student may be readmitted to the same program only once following dismissal from that program. The requested readmission term must be at least one calendar year after the dismissal date. A student may contact the School of Social Work and Rackham in writing to request readmission after dismissal from a program. Program faculty, taking into account the student's potential for improved performance in the program, will evaluate a request for readmission after dismissal from the program. The academic unit will inform the Rackham Graduate School of the recommendation to approve or deny the student's request for readmission. There is no guarantee of readmission. If the School of Social Work readmits the student, the student must meet all requirements under the catalog in effect at the time of readmission, unless the program requires the student to meet the requirements of a previous catalog.

#### X. Student's Failure to Submit Materials

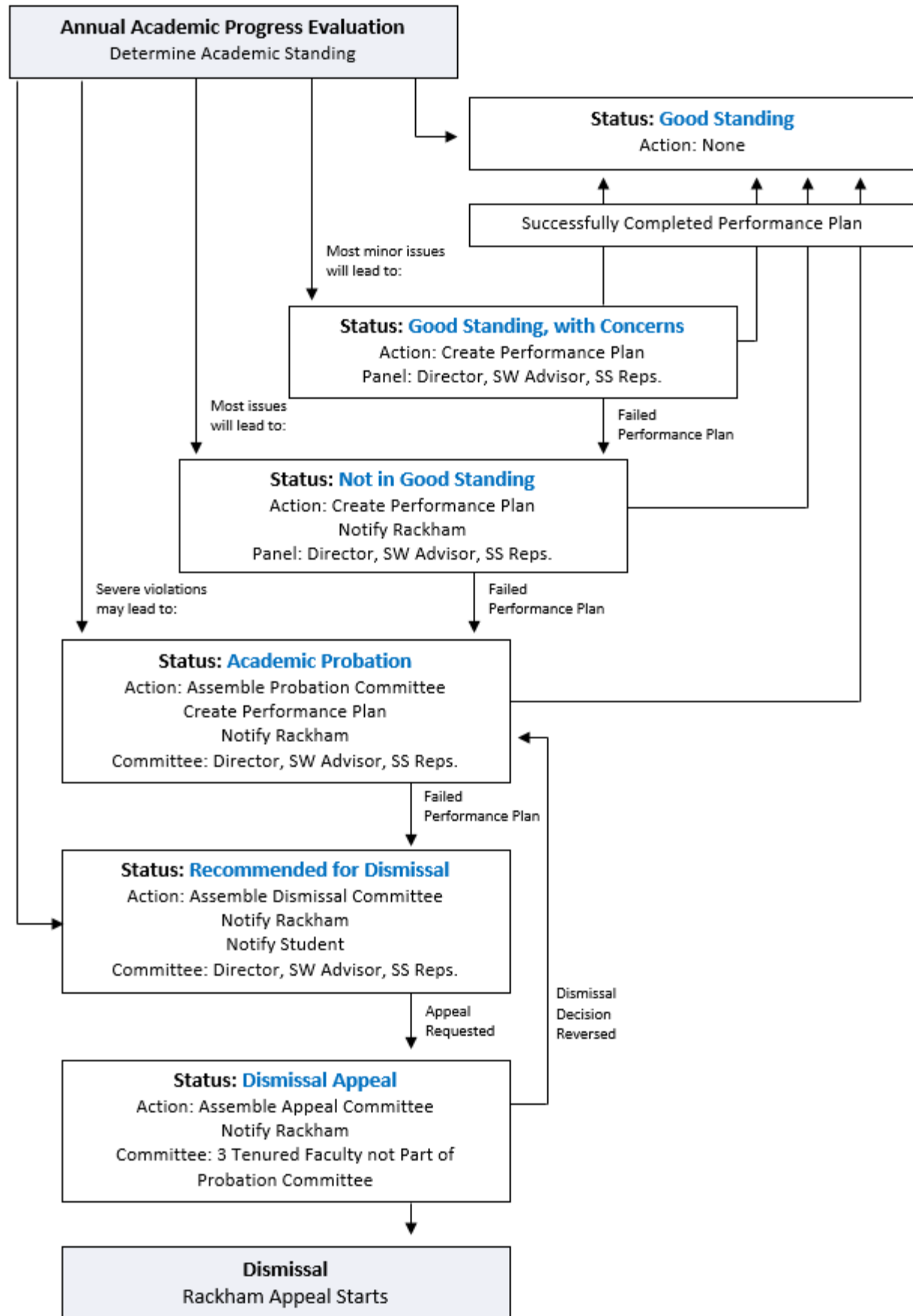
If the student fails to submit requested materials or notify the designated administrator within the timeline specified in this policy, such failure will constitute a waiver of the student's right to an appeal, and the original decision, action, or result from the immediate previous decision will remain final.

#### XI. Extension of Time

If an extension of time is needed during any phase of this process, the party requesting the extension shall petition the School of Social Work and the Social Science Department and present reasons why the deadline cannot be met. The School of Social Work will notify all involved parties regarding the granting or denial of the request for an extension with the goal of ensuring fairness and a timely resolution of the problem. If an extension of time is needed by the School of Social Work, that notification will come to all parties involved, identifying the number of additional days granted with the goal of ensuring fairness and a timely resolution of the problem.



XII. Due Process – Flow Chart



## VIII. General Enrollment Policies and Procedures

### Academic Advising

*Revised August 2014.*

The Joint Doctoral Program Director designates a faculty member in the School of Social Work to serve as the student's first-year social work advisor when the student enters the Program. Whenever possible, that person will be trained in the student's field of specialization. Each student is also assigned an advisor in their social science department by the graduate chair of that department. Students are expected to consult with their advisors about course selections each term. Advisors will assist students to explore research possibilities within the department and advisors will be informed about courses and faculty interests. It is the advisors' role to help integrate students into the school and department and their field.

Students and advisors should develop plans for the completion of the program requirements laid out in section III. The Supervising Committee of the Joint Doctoral Program therefore strongly recommends that at the beginning of every academic year students and their faculty advisors review the student's progress and develop an academic plan for the coming year. A table is provided in Appendix 1C to aid students and advisors in their planning. When preparing for the Annual Review of Academic Progress at the end of the winter semester, students and advisors can use this table to reflect on the progress made over the year.

Students are free to change their initial advisor in social work at the end of the first year or any time after the first year. Students can do so by filling out the Change of Advisor form in Appendix 21 and submitting it to the Doctoral Office. Students interested in changing their social science advisors should consult with the graduate chair in their department.

### Course Options and Alternatives

Students can consult with advisors about course elections and alternative ways of fulfilling doctoral requirements. A request for waiver of a requirement must be initiated by the primary advisor and will be subject to final approval by the Director of the Joint Doctoral Program, on behalf of the Supervising Committee.

At the discretion of the Joint Doctoral Program Director and/or the graduate chair of the social science department, course requirements may be considered as having been met by graduate courses taken at another university. A written petition must be submitted to the appropriate person and a copy of the decision will be kept in the student's academic records.

### Grades

Letter grades A through E are used for course enrollment, special studies, etc. Grades of + or – may be given when such discrimination is appropriate. In enrollment for individualized courses, special studies, preliminary study, and internship or dissertation, a grade of Satisfactory (S) or Unsatisfactory (U) may be substituted when other letter grades would be inappropriate. An Incomplete is used in limited circumstances when the unfinished part of the work is small, the student's standing in the course is a B grade or higher, compelling reasons prevent course completion, and a plan for completion of outstanding work exists and is acceptable to the course instructor. Grades of Incomplete can be changed to letter grades only if the incomplete work is made up by the end of the second full term beyond the term for which the grade of I was given, regardless of enrollment status in subsequent terms and including the Spring/Summer term. The Graduate School establishes dates each semester by which a student must submit the missing work to the instructor and the instructor must submit the grade to the Registrar's Office for a make-up grade to be posted automatically to the student's record. (For further details, see **Volume I, Chapter 8 of the Student Guide to the Master's in Social Work Degree Program**, and the "General Academic Requirements and Regulations: Grades and Transcripts" in Rackham Graduate School Academic Policies, at

[http://www.rackham.umich.edu/policies/academic\\_policies/section4/#45](http://www.rackham.umich.edu/policies/academic_policies/section4/#45)



## Continuous Enrollment and Registration

With the implementation of the Rackham continuous enrollment policy in Fall 2010, students must be registered during every fall and winter term until the completion of the PhD unless on an approved leave (see sections VII.E and VII.F below). Students are not required to register in the spring/summer semesters unless they are making degree progress, e.g. achieving a milestone or taking a course. Students who do not register for a fall or winter term will after written warnings be considered withdrawn and discontinued from the Joint Program and will have to apply for reinstatement to register and pursue degree completion again. The reinstatement policy can be read about in detail [here](http://www.rackham.umich.edu/policies/academic_policies/section3/#324)

[http://www.rackham.umich.edu/policies/academic\\_policies/section3/#324](http://www.rackham.umich.edu/policies/academic_policies/section3/#324)

Rackham's goal for the continuous enrollment policy is to foster stronger connections between graduate programs and their students and to guarantee access to University resources for graduate students throughout their program of study; research shows that such policies increase the likelihood that students will complete their degree. See [Appendix 19](#) for more information about the continuous enrollment policy and applying for Continuous Enrollment Tuition-only Fellowships.

Students should register for their MSW courses through their SW registration appointment. All Rackham courses must be registered for under the Rackham course track and may not be registered for until that appointment time.

Students may take up to eighteen 18 credit hours each term. Those wishing to register for an excess of eighteen 18 credits in one (1) term must obtain permission from the Associate Dean of Academic Affairs if pre-MSW and from the Director of the Joint Doctoral Program if post-MSW.

A comprehensive list of courses offered through the Doctoral Social Work Curriculum is included in [Appendix 5](#), along with a list of faculty section numbers for the Research Internship, individualized courses or special studies in [Appendix 6](#).

## Leave of Absence

The Joint Doctoral Program Director and Rackham may grant leaves of absence for up to 12 months at a time. Any student requesting a leave must do so in writing prior to the time period in which the student plans to be absent from the program. Such a request must outline the time period involved and the reason(s) for the leave, which may be medical, family/dependent, or military-related. Personal leaves are granted for one (1) term only. Students must be in good standing at the time of the request.

The Rackham Graduate School advises,

"A student is strongly encouraged to discuss the impact of a leave on the plan of study with the chair or director of graduate studies and the faculty advisor and develop a strategy for completing the degree program. A student should also discuss alternatives to a leave with the chair or director of graduate studies and the faculty advisor. It is important for faculty to have the opportunity to provide advice and counsel about how to manage the intersection of graduate education and personal situations. As an alternative arrangement, a student may remain enrolled but ask for a within-term accommodation that allows a temporary reduction in coursework, research, teaching or other educational responsibilities, or an extension of time allowed for achieving candidacy and completing the degree."

Requests for an extension of a leave of absence for a maximum of 24 months must also be submitted to the Joint Doctoral Program Director in writing. Students returning from leaves of absence should check with the Doctoral Office prior to enrollment to be placed on active status with the University.

See the Rackham Graduate School Leave of Absence policy for more information on official leaves of absence, alternatives thereto and how to apply for accommodations at

<http://www.rackham.umich.edu/current-students/policies/doctoral/phd-students/leave-of-absence/overview>.





## Alternative Official Absences

### Parental Accommodation

Parental accommodation is available if a student or spouse has given birth or adopted a child under the age of 6. Eligible students must submit a request for parental accommodation along with appropriate documentation prior to the birth or adoption of the child. More information and request forms can be found at

<https://www.rackham.umich.edu/current-students/policies/parental-accommodation-policy>

### Within-semester Medical Accommodation

Rackham's Within-semester Medical Accommodation is available to students who have brief illnesses or other health-related difficulties during the term. A student granted a medical accommodation can expect that faculty will make reasonable accommodations for course- related work and other academic deadlines during this time.

### Extramural Study

For students who enroll, with prior approval by Rackham and the Joint Program Director, at another institution in order to pursue study that is directly relevant to their ability to complete their degree, extramural study status is available. Students are not eligible for extramural study status if they are engaged in fieldwork or are completing an internship without also engaging in coursework. More information about eligibility, stipulations and the application can be found at:

[http://www.rackham.umich.edu/policies/academic\\_policies/section3/#321](http://www.rackham.umich.edu/policies/academic_policies/section3/#321).

## IX. Research with Human Subjects

The University of Michigan complies fully with the federal regulations regarding the protection of human subjects. Students involved in research projects that are federally funded (e.g. NSF or NIH) must complete the requirements for the Responsible Conduct for Research and Responsible Scholarship. The requirements are addressed during SW 800 (part 1) in the fall of the joint student's first year.

Students proposing to do research with human subjects are required to submit a proposal for IRB approval before any data collection is undertaken. Students may not collect data or recruit subjects until their applications are reviewed and approved. All research internship and dissertation research involving human subjects are subject to these procedures. Complete information for submitting proposals can be found at the IRB Website: <http://ereseach.umich.edu/>. All proposals must be co-signed by a supervising faculty member.

All graduate students in the program are also required to obtain PEERRS Certification. See the University of Michigan Research website for details: <http://research.umich.edu/>.

## X. Ethical Standards and Grievances

Students and faculty are expected to maintain high ethical standards in their relationships with one another. The University has established policies and procedures to deal with those instances where either students or faculty believe there has been a breach of those standards.

The Graduate School Grievance and Academic Integrity Procedures provide access to informal and formal address of academically related grievances for Rackham students. Information about the procedures is available at

[http://www.rackham.umich.edu/policies/dispute\\_resolution/](http://www.rackham.umich.edu/policies/dispute_resolution/)



The **Graduate School Grievance and Academic Integrity Procedures** define student offenses against standards of academic integrity, list the range of responses that the Graduate School and its faculty may invoke, and set out procedures for determining whether there has been an offense in a particular case.

The School of Social Work has also defined policies and procedures related to academic misconduct such as ethical misconduct, failure to conform to professional social work values and traditions, plagiarism, cheating and so forth. Students in our doctoral program who are enrolled in MSW coursework also have access to the grievance procedures of that School. Those procedures are described in The Student Guide to the Master's in Social Work Degree Program, available at

<http://ssw.umich.edu/msw-student-guide>.

The Doctoral Committee has recognized that joint authorship situations, especially those involving students and faculty, can be problematic. Although the Doctoral Program has not adopted specific standards of appropriate practice relating to joint authorship, the ethical standards of the American Psychological Association and the American Sociological Association appear germane. Relevant portions of these appear in Appendix 13.

Student records are regarded as confidential and are maintained by the School of Social Work and the Doctoral Program primarily to benefit students in their educational and professional advancement. Access by students to their educational records is controlled by the policies and procedures found in the School of Social Work's Faculty Handbook.

Relations between faculty and students should be conducted in ways to avoid conflicts of interest. This is reflected in the **School of Social Work's Faculty Handbook**, the section regarding Faculty Relations with Students, which states that, "Any financial transactions between faculty and students must be approved by the Dean. Faculty members shall not accept students in the School of Social Work as social work clients."

## XI. Discrimination and Discriminatory Harassment

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex<sup>7</sup>, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions.

The Office of Institutional Equity (<http://www.hr.umich.edu/oie/>) is the University resource for instances of discrimination and harassment by faculty or staff. Policies concerning discriminatory harassment by faculty and staff are available on their website. Inquiries or complaints may be addressed to the staff at the Office for Institutional Equity, 2072 Administrative Services, 1009 Greene Street, Ann Arbor, Michigan 48109-1432, 734-763-0235 (V), 734- 647-1388 (TTY), and email [institutional.equity@umich.edu](mailto:institutional.equity@umich.edu).

Relations among students are governed by the University of Michigan Campus Commitment: "to sustaining a community in which the dignity of every individual is respected. Key to this value are efforts to foster and nurture an environment of civility and mutual respect by preventing discrimination and harassment on our campus" (<http://www.hr.umich.edu/oie/cc/about.html>). The Campus Commitment prohibits discrimination and discriminatory harassment based on race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap, or Vietnam-era veteran status. Students may discuss concerns of discrimination or discriminatory harassment by a faculty or staff member with staff from the Office of Institutional Equity. Students may also consult with the Academic and Staff HR Services Office. Students who experience discrimination, discriminatory harassment, or sexual harassment by students may consult with the Office of Student Conflict Resolution (<http://www.oscr.umich.edu/>). These examples of discriminatory harassment are from the OIE website:

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<sup>7</sup> Includes discrimination based on gender identity and gender expression.



- Denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person's gender, gender identity or gender expression, pregnancy, race, color, national origin or ancestry, disability, sexual orientation, age, religion, veteran status, height, weight or marital status.
- Preventing any person from using University facilities or services because of that person's gender, gender identity or gender expression, pregnancy, race, color, national origin or ancestry, disability, sexual orientation, age, religion, veteran status, height, weight or marital status.
- Making determinations regarding a person's salary based on gender, gender identity, gender expression, pregnancy, race, color, national origin or ancestry, disability, sexual orientation, age, religion, veteran status, height, weight or marital status.
- Denying a person access to an educational program based on that person's gender, gender identity or gender expression, pregnancy, race, color, national origin or ancestry, disability, sexual orientation, age, religion, veteran status, height, weight or marital status.
- Instigating or allowing an environment that is unwelcoming or hostile based on a person's gender, gender identity or gender expression, pregnancy, race, color, national origin or ancestry, disability, sexual orientation, age, religion, veteran status, height, weight or marital status.

Students who encounter any forms of discrimination or discriminatory harassment are encouraged to discuss the matter with their faculty advisor, the Director of the Doctoral Program, the School of Social Work's Affirmative Action Officer, or one of several University offices, including the Office of Student Counseling Services, the Affirmative Action Office, the Office of the Ombudsman, the Sexual Assault Preventive and Awareness Center, and the Spectrum Center.

## XII. Scholarships & Fellowships

### Scholarships and fellowships awarded by the Joint Doctoral Program

Eligibility for these awards is based on student's merit and previous award history. Each academic year, funding decisions will first be made with respect to three (3) awards: the Henry J. Meyer Scholarship the Vivian A. and James L. Curtis Endowed Scholarship, and the W. K. Kellogg Family Endowed Scholarship.

Note: students are eligible to receive the Meyer award as well as either the Kellogg or the Curtis award (but not both) during their time in the Joint Program.

Subsequently, decisions will be made about the other awards (the Rosemary Sarri Scholarship Fund, the Clara P. and Larry E. Davis Scholarship Fund, the Harold T. and Vivian B. Shapiro Prize, the Irene and William Gambrell Fellowship, the Doctoral Program Grant, the Carol Thiessen Mowbray Research Fund, and the John F. Longres Award in Sociology or Psychology. Note: students will not be eligible for these awards if they received a Meyer, Curtis or Kellogg Scholarship within the same year. In addition, students are not eligible to receive the same award more than once during their time in the Joint Program.

Note: students will be eligible for the Office of Global Activities' Global Social Work Doctoral Grants for International Research if they received a Meyer, Curtis or Kellogg Scholarship within the same year. In addition, students are eligible to receive this grant up to two times during their time in the Joint Doc Program, but preference will be given to first-time applicants.

#### 1. The Henry J. Meyer Scholarship:

The Henry J. Meyer scholarship award was established in 1987 to honor the original and long-time director of the Doctoral Program, Henry J. Meyer, under whose leadership the program was the first doctoral program in social work to integrate fully the intensive study of social work and a social science discipline. The major purposes of this award are (a) to help support and honor students in the Doctoral Program in Social Work and Social Science whose written work exemplifies the goals of the Program in relation to the integration of social work and social science, and (b) to encourage students to prepare such work for possible publication or conference presentation.



Normally this award will be made annually. Papers submitted by students will be judged by the Supervising Committee on the extent to which they make an original contribution to the empirical or theoretical literature in a manner that integrates social work and social science. Announcements of the policies and procedures for the competition for the awards will be made annually, with applications and papers due in September.

## **2. W. K. Kellogg Family Endowed Fellowship:**

This award was established by the W.K. Kellogg Foundation along with matching funds provided by the Ann and Robert Lurie Family Foundation. It is awarded to students in the Joint Doctoral Program in Social Work and Social Science with a research interest in advancing the understanding of issues relevant to improving the well-being of children, youth and their families. Submissions for this award will be due in September. Students receiving the Kellogg award may also receive the Henry Meyer Award, but not the Curtis Scholarship in the same year.

## **3. Vivian A. and James L. Curtis Endowed Scholarship for Doctoral Student Research:**

This Scholarship was established by James L. and Vivian A. Curtis. It supports doctoral students whose research focuses on minority populations with low income and education, with a preference for research on issues faced by African American males. Submissions for this award will be due in September. Students receiving the Curtis Scholarship may also receive the Henry Meyer Award, but not the Kellogg Award in the same year.

## **4. The Rosemary Sarri Scholarship Fund:**

The Rosemary Sarri Scholarship Fund was established to honor Professor Emerita Rosemary Sarri and her longstanding commitment to social justice. The major purpose of this scholarship is to provide financial support for students enrolled at the School of Social Work, at either the doctoral or master's level, whose past work, current studies, or future career goals are likely to contribute to the advancement of knowledge in social policy or community organization. This scholarship will be awarded annually based on students' applications, vitae, and letters of recommendation. Financial need shall be the primary selection criterion. Applications will be made available Fall Term, with a due date of early December for submission.

## **5. The Clara P. and Larry E. Davis Scholarship Fund:**

This annual award is given to a PhD student whose research focuses on poverty and social justice. Submissions are due in the Doctoral Office by early December.

## **6. The Harold T. and Vivian B. Shapiro Prize:**

The purpose of this award is to recognize the distinguished achievement of a student in the MSW or PhD program. This is awarded every other year to a doctoral student with submissions due to the Doctoral Office by early December.

## **7. The Irene & William Gambrill Fellowship:**

This award was established by Eileen Gambrill in honor of her parents, Irene and William Gambrill. It is awarded to one doctoral student whose research focuses on integrating practice, research, and ethical issues. Submissions are due in the Doctoral Office by early December.

## **8. Joint Doctoral Program Grant:**

This is funded through the gifts of many donors who wish to help support outstanding doctoral students in the School of Social Work. This scholarship is awarded to Doctoral students who have demonstrated excellent academic and professional ability and potential.

## **9. The Carol Thiessen Mowbray Research Fund:**

This fund will be used to support research expenses for doctoral students. Preference will be given to students in the School of Social Work Joint Doctoral Program whose research addresses an area of community-based care with a focus on psycho-social education, rehabilitation, and social integration for those dealing with chronic mental illness. Applications are due in late November.



## **10. The John F. Longres Award:**

This award is to be used to provide an annual scholarship to one (1) or more School of Social Work doctoral students who are joint with Psychology or Sociology whose research focuses on social psychological issues as they relate to social work practice with individuals, families, groups, communities, organizations, or policy. Applications are due in late November.

## **11. OGA/Global Social Work Doctoral Grants for International Research:**

Grants are made available to students in the School of Social Work's Joint Interdisciplinary Doctoral Program and are intended to support international research initiatives. Students are selected based on their past work, current doctoral studies, research plans, and future career goals.

## **12. Joanne Yaffe Doctoral Fellowship:**

This fellowship is to provide support for a PhD Student with a preference for students from underrepresented groups working on translational research on improving the quality of social work interventions. Applications are due in late November.

## **13. Veroff-Luke Endowed Memorial Award:**

The award is in memory of Joseph Veroff and Katherine Pavelka Luke. It provides students with the funds to create a Conversations Across Disciplines event. The event will focus on key social issues that affect both social work and social science disciplines.

## **14. John & Penny Tropman Conference Networking Travel Grant**

This travel grant is to support a doctoral student who would like to attend a conference for networking purposes who is not presenting at the conference. A student is eligible to receive one of the John & Penny Tropman Conference Networking Travel Grants (either domestic or international, but not both) during the fiscal year, which runs from July 1 – June 30.

## **15. Doctoral Scholarship for Underrepresented Students**

This fund provides support to doctoral students who come from an educational, cultural, or geographic background that is underrepresented in graduate study at the University of Michigan and who demonstrate unmet financial need due to a life crisis or some other foreseeable circumstance. Students must meet one or more of the following criteria.

- Come from an educational, cultural or geographic background that is underrepresented in graduate study in their discipline in the United States or at the University of Michigan;
- Has experienced financial hardship as a result of family economic circumstances; or
- Are first-generation U.S. citizens or are a member of the first generation in their families to graduate from a four-year college.

## **Scholarships and fellowships awarded by the University of Michigan**

The Rackham Fellowships Office provides graduate programs and their prospective and current students with information about fellowship opportunities and other available sources of funding. In turn, the Doctoral Office notifies students of upcoming application opportunities. The listing below is provided as an overview of these opportunities. A listing of these fellowships with detailed application procedures, award stipulations and links to online applications can be found at

<http://www.rackham.umich.edu/funding/>.

Awards and fellowships administered by the Rackham Graduate School follow one of two application processes: Students may apply for an award directly or they may seek nomination from their department. In the latter case, all application materials are submitted to the Program Coordinator in the Doctoral Office, who will complete and submit the application on the student's behalf.

### **Student-initiated applications**

#### **1. King-Chavez-Parks Initiative, Future Faculty Program**



- a. [http://www.rackham.umich.edu/funding/from\\_rackham/student\\_application/king\\_chavez\\_parks/](http://www.rackham.umich.edu/funding/from_rackham/student_application/king_chavez_parks/)
- b. **History and Purpose:** The King-Chavez-Parks (KCP) Future Faculty Fellowship Program is funded by the State of Michigan and is intended to increase the pool of traditionally underrepresented candidates pursuing faculty teaching careers in postsecondary education. Preference may not be given to applicants on the basis of race, color, ethnicity, gender, or national origin. Applications are encouraged from minorities, women, people with disabilities, and individuals from cultural, linguistic, geographic, and socio-economic backgrounds who would otherwise not adequately be represented in the graduate student and faculty populations.
- c. **Eligibility:** To be eligible, an applicant must be:
  - i. Admitted to study in a master's or doctoral program at the University of Michigan.
  - ii. In good academic standing.
  - iii. Not currently a recipient of a KCP Initiative Fellowship Award at another institution.
  - iv. Have not received another KCP Fellowship award for the same degree level (master's or doctorate).
  - v. Not currently in default status on any guaranteed student loan and/or a KCP Loan.
  - vi. A citizen of the United States
  - vii. A resident of the State of Michigan who meets the University of Michigan's Requirements for residency.
  - viii. Planning and able to teach in postsecondary education.
- d. **Award Description:** The amount of the KCP Future Faculty Fellowship Award will depend on the student's financial needs. The maximum available award is \$20,000 for master's students and \$35,000 for doctoral students. The award can be used as a stipend or to help pay tuition.

## 2. Lurcy Fellowship for Study in France

- a. [http://www.rackham.umich.edu/funding/from\\_rackham/student\\_application/lurcy\\_fellowship/](http://www.rackham.umich.edu/funding/from_rackham/student_application/lurcy_fellowship/)
- b. **History and Purpose:** The Georges Lurcy Charitable and Educational Trust seeks to promote friendship and understanding between the peoples of the United States and France and, secondarily, between Americans and Europeans in general. This is achieved by supporting scholarly activities and exchanges which allow members of one society to learn more about the people and civilization of the other society.
- c. **Eligibility:** The student must be a US citizen or permanent resident of the United States. Applicants should be graduate students whose academic objectives would benefit from this experience. The Lurcy Fellowship invites applications from a broad range of disciplines, without any preferences as to any field of study or department.
- d. **Award Description:** The award is a stipend in the amount of \$25,000.

## 3. Rackham Conference Travel Grant

- a. [http://www.rackham.umich.edu/funding/from\\_rackham/student\\_application/rackham\\_conference\\_travel\\_grant/](http://www.rackham.umich.edu/funding/from_rackham/student_application/rackham_conference_travel_grant/)
- b. **History and Purpose:** The Rackham Conference Travel Grant is intended to provide opportunities for Rackham graduate students to become familiar with, and participate in the life of, their academic professions. As part of its University-wide commitment to advancing international research and training, the International Institute provides funding for 30 awards to international destinations. The remainder of the funding comes from Rackham. You must submit your applications before the first day of the conference for travel through the end of the final term of registration. The conference may occur anytime up through your final semester of registration. Applications will not be considered for retroactive funding.
- c. **Eligibility:** Graduate students are eligible to apply for a Rackham Conference Travel Grant award if:
  - i. The graduate student is in good academic standing in a Rackham degree granting program
  - ii. The student has responded to a formal call for abstracts.
  - iii. The student has been accepted to present a poster or paper at a conference.
- d. **Award Description:** A student is eligible to receive one (1) travel grant award (either domestic or international, but not both) during a fiscal year which runs from July 1 – June 30, based on the date the conference is attended. Depending on the destination, a student may receive between \$800 and \$1,300.





#### 4. Rackham Graduate Student Research Grant

[http://www.rackham.umich.edu/funding/from\\_rackham/student\\_application/graduate\\_student\\_research\\_grant/](http://www.rackham.umich.edu/funding/from_rackham/student_application/graduate_student_research_grant/)

- a. **History and Purpose:** The Rackham Graduate Student Research Grant is designed to support Rackham graduate students who need assistance to carry out research that advances their progress toward their degree. The grant is intended to defray costs of conducting clearly defined research projects.
- b. **Eligibility:** Graduate students are eligible to apply for a Rackham Graduate Student Research Grant if:
  - i. The graduate student is in good academic standing in a Rackham degree-granting program
  - ii. The proposed research project or activity directly relates to and helps achieve progress toward his or her degree.
  - iii. A doctoral student is eligible for two (2) Rackham Graduate Student Research Grants during his or her graduate program, one (1) before candidacy and one (1) as a candidate.
- c. **Award Description:** Pre-candidates are eligible for an award up to \$1,500 and candidates are eligible for an award up to \$3,000.

#### 5. Rackham International Research Awards (RIRA)

[http://www.rackham.umich.edu/funding/from\\_rackham/student\\_application/international\\_research\\_awards/](http://www.rackham.umich.edu/funding/from_rackham/student_application/international_research_awards/)

- a. **History and Purpose:** This award supports doctoral students conducting degree-related research outside the United States and Puerto Rico
- b. **Eligibility:** Preference will be given to doctoral students who will have reached candidacy by September 2018 and have an approved dissertation topic, and students in terminal master's programs who have a non- course related research project required for their degree. Students of any citizenship may apply. Students may not apply exclusively for language training, but may submit proposals that combine language study with research. The grant may not be used for the purchase of equipment or software. Students with external research fellowship support may apply, but must demonstrate convincing need for additional funding. RIRA is a one-time only award.
- c. **Award Description:** It is expected that up to thirty-five awards will be made, averaging about \$6,500 each. The maximum award amount is \$10,000.

#### 6. Harold and Vivian Shapiro/John Malik/Jean Forrest Awards

[http://www.rackham.umich.edu/funding/from\\_rackham/student\\_application/shapiro\\_malik\\_forrest/](http://www.rackham.umich.edu/funding/from_rackham/student_application/shapiro_malik_forrest/)

- a. **History and Purpose:** These awards were established by Harold T. Shapiro, former President of the University of Michigan, and Vivian Shapiro, former faculty member at the University of Michigan, to assist graduate students with interest payments on unsubsidized educational loans. Dr. John Malik, a devoted Rackham alumnus in Physics, established an endowment for the same purpose. Jean Forrest earned her master's degree from Rackham in 1976, and in gratitude for her education, established an endowed fund to support graduate students with financial need. All three (3) awards are made through a single competition.
- b. **Eligibility:** Full-time students in any Rackham degree program may apply. Students must have completed one (1) full term before the fellowship deadline. Awards are intended to assist with interest charges accruing on education loans that must be paid while a student is in graduate school. U.S. citizens or permanent residents with \$10,000 or more in unsubsidized educational loans (both private and federal) will be given first consideration.
- c. **Award Description:** Awards will be up to \$2000.

### Department-submitted nominations

#### 1. Barbour Scholarship

[http://www.rackham.umich.edu/funding/from\\_rackham/program\\_nomination\\_or\\_allocation/barbour\\_scholarship/](http://www.rackham.umich.edu/funding/from_rackham/program_nomination_or_allocation/barbour_scholarship/)

- a. **History and Purpose:** In 1914 the bequest of Levi L. Barbour established a scholarship program at the University of Michigan for women of the highest academic and professional caliber from the area formerly known as the



Orient (encompassing the lands extending from Turkey in the west to Japan and the Philippines in the east) to study modern science, medicine, mathematics and other academic disciplines and professions critical to the development of their native lands.

- b. **Eligibility:** Any graduate program in any school or college of the Ann Arbor campus—whether or not such programs are in Rackham—may nominate one (1) student each year. Nominees must be citizens of countries in the area formerly known as the Orient (encompassing the large region extending from Turkey in the west to Japan and the Philippines in the east). In addition, nominees:
  - i. must not be permanent residents or citizens of the United States and not married to permanent residents or citizens of the United States;
  - ii. must intend to devote themselves to a professional career in their native countries after graduation;
  - iii. must be enrolled full-time in a master's or doctoral program at the University of Michigan;
  - iv. must have completed two (2) full semesters of graduate work at the University of Michigan before beginning tenure as a Rackham Scholar; and
  - v. must be in residence on campus as a full-time student during the tenure of the award.
- c. **Award Description:** 5-8 awards, depending upon the availability of funds, are available. Awards cover full tuition and required fees, stipend of \$20,400 (currently) for one (1) academic year (fall and winter terms), GradCare health and dental (option 1) during the tenure of the fellowship. Students may receive only one (1) award. Awards are non-renewable.

## 2. Debt Management Awards

<http://www.rackham.umich.edu/funding/debt-management>

- a. **History and Purpose:** The Debt Management Awards were established by anonymous donors to encourage Rackham doctoral students to pursue public interest careers upon completing their graduate degrees. This award is designed to lighten the financial burden for students with sizeable loan debt who will pursue public interest careers.
- b. **Eligibility:** Students who are enrolled full-time and have reached candidacy in the Joint Doctoral Program. Students must have spent at least 2 years in community service prior to beginning graduate school; must intend to return to public service careers in the United States upon graduation; and must carry student-related debt accrued during the undergraduate and/or graduate years. Participating graduate programs may nominate no more than three (3) students.
- c. **Award Description:** At least four (4) one-time awards of up to \$10,000 will be made. Payments will be issued after July 1st.

## 3. Susan Lipschutz, Margaret Ayers Host and Anna Olcott Smith Awards

<http://www.rackham.umich.edu/prospective-students/funding/nomination-allocation/lipschutz-host-smith>

- a. **History and Purpose:** The Susan Lipschutz Fund for Women Graduate Students was established to honor the memory of Dr. Susan Lipschutz, former Senior Associate Dean of the Graduate School and Associate Provost for Academic Affairs. Many people in the University community esteemed Susan Lipschutz as a valued colleague, mentor and friend, and as an advocate committed to the support of women students as they pursued their doctoral degrees. The Susan Lipschutz Fund recognizes and supports promising women scholars.

Margaret Ayers Host received a Rackham degree in 1942. She studied at Oxford, was President of the Alumni Association, Chair of the Alumnae Council, member of the Board in Control of Intercollegiate Athletics, and a member of the Rackham Board of Governors. The Margaret Ayers Host Award was established to honor her remarkable contributions as a woman scholar and to the University of Michigan community.

Ella Smith Avery made a gift in 1938 to honor the memory of her mother and to support women graduate students at the University of Michigan. According to the terms of the gift, the Anna Olcott Smith Fellowship Endowment is intended to aid women graduate students who show “promise of the development of useful original ideas.”



- b. **Eligibility:** Any Rackham doctoral program may nominate only one (1) student for the combined competition. Nominees must be women actively pursuing a doctoral degree who have achieved candidacy by the application deadline. Students may receive this award only one (1) time.
- c. **Award Description:** At least six (6) \$6,000 awards will be made for Spring/Summer support. Based on the availability of funds, additional awards may be made during competition process.

#### 4. Rackham International Students Fellowship

[http://www.rackham.umich.edu/funding/from\\_rackham/program\\_nomination\\_or\\_allocation/international\\_student\\_fellowship/](http://www.rackham.umich.edu/funding/from_rackham/program_nomination_or_allocation/international_student_fellowship/)

- a. **History and Purpose:** The Rackham International Student Fellowship assists outstanding international students, particularly those who may be ineligible for other kinds of support because of citizenship.
- b. **Eligibility:** Any Rackham program on the Ann Arbor campus may nominate up to two (2) international graduate students who have successfully completed one (1) year of graduate study and are in good academic standing as a master's or pre-candidate student. Preference will be given to students who do not have other sources of funding. U.S. citizens and permanent residents are not eligible.
- c. **Award Description:** Awards of \$10,000 may be used as stipend or tuition. Students may receive this award only once.

#### 5. Rackham Predoctoral Fellowship

[http://www.rackham.umich.edu/funding/from\\_rackham/program\\_nomination\\_or\\_allocation/predoctoral\\_fellowship\\_program/](http://www.rackham.umich.edu/funding/from_rackham/program_nomination_or_allocation/predoctoral_fellowship_program/)

- a. **History and Purpose:** The Rackham Pre-doctoral Fellowship supports outstanding doctoral students who have achieved candidacy and are actively working on dissertation research and writing.
- b. **Eligibility:** Any doctoral program in the Rackham Graduate School may nominate doctoral candidates for this award. To be eligible, students must be advanced to candidacy by Rackham Academic Records and Dissertations no later than January 15, 2018 (for Winter 2018 or earlier). Preference will be given to nominees who are on track to complete their degrees within six (6) years, excluding time spent on any Rackham approved leave of absence.
- c. **Award Description:** Eighty-two (82) Rackham Predoctoral Fellowships will be available for 2018-19. Approximately 240 students are nominated each year. The fellowship provides three (3) terms of support that may begin with Spring/Summer or Fall term 2018. Rackham Predoctoral Fellows are expected to work full-time toward the completion of degree requirements throughout the period of the award. Fellowships include a stipend of \$32,640 (currently), candidacy tuition and required fees for of twelve (12) months. GradCare health and dental insurance will be provided during the fellowship period. Students may receive only one (1) award.

#### 6. Robert Kahn Fellowship for the Scientific Study of Social Issues

<http://home.isr.umich.edu/education/fellowships-awards/the-robert-kahn-fellowship-for-the-scientific-study-of-social-issues/>

- a. **History and Purpose:** The Robert Kahn Fellowship for the Scientific Study of Social Issues is offered by the Institute for Social Research (ISR). The Fellowship fund was established by the students, colleagues, family and friends of Robert Kahn to honor his lifelong commitment to using the best social science to generate new insights on major social problems and point toward their solutions. The Kahn Fellowship was created in this spirit.
- b. **Eligibility:** Applicants must be candidates, eligible to accept the fellowship and after receiving the funds, must plan to finish their PhD program within a year.
- c. **Award Description:** The Fellowship will cover tuition and GradCare and will include a stipend of \$25,000. In most instances the term of the award will be limited to 12 months. If departmental, collegiate or extramural monies complement the ISR award, the term may be extended up to a total of 24 months, but this is discouraged.

## XIII. Funding through the Joint Doctoral Program

- A. **DOCTORAL FELLOWSHIPS:** All admitted students are funded through Doctoral Fellowships, Rackham Merit Fellowships, or Rackham Regents Fellowships. While a student is receiving this funding, they will receive tuition,



stipend and GradCare as stated in their funding letter or agreement. A student may not work external to their Doctoral Fellowship more than 10 hours per week when receiving these fellowships.

- B. PERSONAL DEBIT ACCOUNTS:** Each student upon admission receives funds in their personal debit account. The funds are to be used for travel and for dissertation and research expenses. Each student may use the money in their “account” during their tenure in the Joint Doctoral Program, as long as they are making good progress and are in good standing. No more than \$400 per year may be used without special permission from the Director. Once your account balance has been depleted, your account will be considered “closed”. Full details can be found in [Appendix 15](#).
- C. SUMMER FUNDING:** Summer funding may be available to students to enable them to carry forward their program of study. These Social Work funds are intended to provide supplementary support for living expenses or payment for health care. They are available to students in good standing who are progressing through their program of study in a timely manner. The Doctoral Office will assume that in applying for summer funds, students will have pursued other sources of funding. Funds will not be awarded for tuition payments. Students who have other sources of funding (min: 40% GSRA, 40% GSI, 20 hours of temp. work, grant funds, first-year students with tuition support for spring/summer MSW coursework) for spring and/or summer terms are not eligible. If funds are available, application procedures for summer funding will be announced in late February or early March of each year.
- D. SOCIAL WORK RESEARCH PARTNERSHIP:** This fund promotes partnership arrangements between students and faculty in the School of Social Work to work on existing research projects or develop and implement new ones. The program funds up to 50% of a half-time research partnership each summer for a maximum of four (4) months. To receive research partnership funds, a student must identify a social work faculty member who can provide matching funds toward the award. Instructions for applying for these funds are in [Appendix 17](#).
- E. SOCIAL WORK-SOCIAL SCIENCE RESEARCH PARTNERSHIP:** This fund promotes partnership arrangements between students and faculty in allied social sciences working on existing research projects or developing and implementing new ones. The program funds a limited number of doctoral students with research partnership funds during spring/summer term. To receive research partnership funds, a student must identify a social science faculty member who can provide matching funds toward the award. Instructions for applying for these funds are in [Appendix 17](#).
- F. RACKHAM ONE-TERM DISSERTATION FELLOWSHIPS:** The Joint Doctoral Program in Social Work and Social Science is given six (6) Rackham One-term Dissertation Grants per academic year. Students apply in late May for the following academic year. Nominations are sent by the Doctoral Office on students’ behalf and their applications will be adjudicated in the summer on a competitive basis. This is a one-time, final-term grant including candidate tuition, GradCare and stipend, and once students have received this grant, they will not be eligible for further funding. For further details, please visit the Rackham Graduate School website at [http://www.rackham.umich.edu/funding/from\\_rackham/program\\_nomination\\_or\\_allocation/one\\_term\\_dissertation\\_fellowship/](http://www.rackham.umich.edu/funding/from_rackham/program_nomination_or_allocation/one_term_dissertation_fellowship/).

The following materials are required from all applicants:

- A synthesis of your prospectus and an outline of your dissertation chapters
- A timeline for finishing your dissertation, signed by you and one (1) of your Dissertation Chairs
- A statement or letter from your chair including comments on whether your timeline for finishing is realistic. (Please see the website for more information.)

## XIV. Health Care Coverage

### A. GRADCARE and INSURANCE

All Graduate Students are eligible for medical and dental insurance. When students are on fellowship funding, their medical insurance is GradCare. For a brief overview of GradCare, please go to the following website:



<http://www.uhs.umich.edu/gradcare>

New students will be automatically enrolled in GradCare and Dental Option 1 beginning September 1, 2015. The Benefits Office will send an email to new enrollees with instructions on how to elect additional benefits. Students are required to complete online benefits selections within 30 days of their first day of eligibility or they will receive the default insurance option. If you are a Pre-MSW student, GradCare is covered for Fall, Winter, and Spring/Summer term for the first year. For Post-MSW students, GradCare is covered for Fall and Winter term only.

Graduate students who receive Continuous Enrollment Tuition Fellowship during Fall, Winter or for both terms will receive healthcare benefits (GradCare). The healthcare benefits is provided for the term(s) of the fellowship.

When students are employed (as a GSI, GSRA or GSSA), they are eligible for any medical coverage through the Benefits Office. The Benefits Office will send an email to newly appointed students with the additional coverage options.

Information about benefit eligibility can be found on the following website:

<http://benefits.umich.edu/benefitgroups/grads.html>.

For more information regarding benefits, feel free to contact the Benefits Office at 615-2000 locally, or 1-866-647-7657, or [benefits.office@umich.edu](mailto:benefits.office@umich.edu).

## **B. FAQs ABOUT COBRA CONTINUATION COVERAGE UNDER UNIVERSITY OF MICHIGAN GROUP HEALTH PLANS**

Once your GradCare has ended, you may apply and pay for group continuation coverage, COBRA (Consolidated Omnibus Budget Reconciliation Act), directly to the University of Michigan, but you must do so within the time limits allowed by law. Please contact the Benefits Office at (734)615-2000 or 1- 866-647-7657, or [benefits.office@umich.edu](mailto:benefits.office@umich.edu) for more information about COBRA.

- 1. What is COBRA?**  
COBRA, the Consolidated Omnibus Budget Reconciliation Act, was enacted in 1985. It mandates that most employers offer continuation group health care coverage to plan participants and certain family members for 18, 29 or 36 months, at group rates; where coverage might otherwise end, such as with a voluntary or involuntary separation from employment, a reduction of hours worked, the death of an employee, or a divorce.
- 2. Who is eligible for COBRA continuation of benefits?**  
If you and any eligible dependents were enrolled in a Group Health Plan at the time you or your dependents became ineligible for benefits, then each of you is eligible for COBRA continuation of benefits. You and each eligible dependent have the option to make an independent election for COBRA continuation of benefits. For example, you and your spouse may choose to elect only medical coverage for you and only dental coverage for your spouse.
- 3. How do I apply for COBRA?**  
COBRA information and an election form will be mailed to eligible participants when the University of Michigan is aware of the qualifying event, such as your termination of employment or when a dependent child reaches the maximum age of eligibility. For other qualifying events, such as divorce or ineligibility of a dependent other than a dependent child, you must notify the University in writing within 60 days of the qualifying event to receive a COBRA election form.
- 4. What is considered a Group Health Plan?**  
The University's medical, dental, vision and Health Care Flexible Spending Account (FSA) plans are all considered group health plans. However, you may continue only those plans in which you were enrolled on the date of your loss of eligibility. For example, if you were enrolled in a PPO plan and the vision plan, you



may continue either or both of those two (2) plans. You would be ineligible to elect participation in a dental plan, and ineligible to change to your medical plan, until the next annual Open Enrollment period. If you were enrolled in the Flexible Spending Account plan, you have options to maximize the use of your account balance to reimburse yourself for qualified expenses.

**5. When does COBRA coverage begin?**

COBRA is effective the day after your benefits or your dependents' benefits termination date, pending the receipt of a timely election and payment of premiums. For example, if your divorce is final on November 28, your ex spouse's coverage will end on November 30th, and your ex spouse's COBRA coverage will be effective on December 1, pending the receipt of a timely election and payment of premium.

**6. What if I need medical services before my coverage is effective?**

You may be required to pay out of pocket for services. If so, you should contact your insurance company for possible reimbursement procedures once your coverage is effective.

**7. What happens to the money I have remaining in my Flexible Spending Account if I don't elect COBRA?**

This money is forfeited unless COBRA is elected. Remember that you can submit any claims incurred up to your coverage end date.

**8. How long does COBRA coverage last?**

The length of your COBRA continuation coverage (18, 29, or 36 months) depends on the type of qualifying event that led to your COBRA eligibility. However, if you have a healthcare Flexible Spending Account and you elect to continue the account under COBRA, it will end on the last day of the plan year in which the Qualifying Event occurred.

**9. I'm leaving the University for another job but there is a three month waiting period before my new coverage begins. If I elect COBRA, how much do I pay?**

When you were an active employee, the University may have paid part of your group health premiums. Under COBRA, as a former employee no longer receiving benefits, you will pay the entire premium amount, that is, the portion of the premium that you paid as an active employee and the amount of the contribution made by the University. In addition, there will be a 2 percent administrative fee. While COBRA rates may seem high, you will be paying group premium rates, which are usually lower than individual rates. Since it is likely that there will be a lapse of a month or more between the date of termination and the time you elect COBRA and remit your first premium, you may have to pay health premiums retroactively from the time of separation from the University. The first premium, for instance, will cover the entire time since your last day of employment with the University. You should also be aware that it is your responsibility to pay for COBRA coverage even if you do not receive a monthly statement.

**C. U-M INTERNATIONAL STUDENT/SCHOLAR HEALTH INSURANCE REQUIREMENT AND ENROLLMENT PROCESS**

If you are an F-1 or J-1 student or J-1 scholar and your Form I-20 or Form DS-2019 was issued by the University of Michigan (Ann Arbor), you must have health insurance that meets U-M requirements for yourself and any accompanying F-2 or J-2 dependents during the entire time you are a F-1 or J-1 student or scholar at the University of Michigan. To meet U-M requirements, your health insurance must, in the judgment of the University, provide coverage that is at least comparable to the coverage provided by the U-M International Student/Scholar Health Insurance (IHI) Plan Brochure:

[http://internationalcenter.umich.edu/healthins/ISS\\_Health\\_Insurance\\_Brochure.pdf](http://internationalcenter.umich.edu/healthins/ISS_Health_Insurance_Brochure.pdf)





In order to be considered “comparable coverage”, an insurance plan must, at a minimum, meet all of the University of Michigan (Ann Arbor) Health Insurance Standards.

#### Enrollment Process:

If your Form I-20 or DS-2019 was issued by the University of Michigan (Ann Arbor), you will attend a Required Check-In program when you arrive in Ann Arbor. As soon as you have completed the mandatory check-in process, you and your accompanying F-2 or J-2 dependents will be automatically enrolled in the U-M International Student/Scholar Health Insurance Plan through the end date on your Form I-20 or DS-2019, so that you can be certain that you are covered by adequate health insurance. Your International Student/Scholar Health Insurance Plan coverage will begin on the check-in date.

If you are or will be eligible for health insurance benefits administered by the U-M Benefits Office, or if you would like to use other insurance coverage instead of the University of Michigan International Student/Scholar Health Insurance Plan, please refer to Alternatives to the U-M Health Insurance Plan:

<http://internationalcenter.umich.edu/healthins/alternatives.html>

If you have any questions about International Health Insurance, please contact the International Center at (734) 647-2181 or by email at [ihi@umich.edu](mailto:ihi@umich.edu).

#### D. GSI/GSSA/GSRA

Employed GEO members (Graduate Student Instructors and Graduate Student Staff Assistants) who are participating in the University Benefit plans during winter term and either:

- A. will be re-employed to a benefit eligible Graduate Assistant appointment for the following fall term or,
- B. were employed during the previous fall term and have not graduated, are eligible for University contributions during the spring/summer terms.

Graduate Student Research Assistants (GSRAs) are also eligible for University contributions over the spring/summer terms if they are participating in the University Benefit plans during the winter term and will be re-employed as a benefit eligible Graduate Assistant for the following fall term. **The provision, listed under B. above, does not apply to GSRAs.**

## XV. Sources of Emergency Assistance

#### A. SOCIAL WORK EMERGENCY FUNDS:

Joint Doctoral Program Emergency Funds: Intended to help Joint Doctoral students in good standing deal with one-time, emergency expenses that are (1) unforeseen, (2) beyond the student’s control, and (3) not covered by other funding programs. [Appendix 16](#) contains additional information regarding conditions, amounts available and how to apply. Normally, awards will not exceed \$300.00.

#### B. DOCTORAL SCHOLARSHIP FOR UNDERREPRESENTED STUDENTS:

This fund provides support to doctoral students who demonstrate unmet financial need due to a life crisis or some other foreseeable circumstance. A student may receive support from this fund in the amount of \$1,000. The student must meet one (1) or more of the following criteria:

- Come from an educational, socio-cultural or geographic background that is underrepresented in graduate study, in their discipline, in the United States or at the University of Michigan.
- Self-Identify with groups that have been underrepresented based on gender, race, ethnicity or international student status.



- Has experienced financial hardship as a result of family economic circumstances. (e.g. received a Pell Grant)
- Are a first generation U.S. Citizen or are the first generation in their families to graduate from a four year college.

**C. RACKHAM GRADUATE STUDENT EMERGENCY FUNDS:**

The Rackham Graduate Student Emergency Fund is intended to help meet the financial needs of Rackham graduate students who encounter an emergency or one- time, unusual, or unforeseen expenses during their degree program. Situations eligible for funding include such events as health- related emergencies, major accidents and expenses related to the illness or death of an immediate family member. Normal living expenses such as rent, car repairs, child care, and utilities are generally not considered emergency situations. Exceptions may be made for extraordinary circumstances.

Students must be in good academic standing in a Rackham degree program. Rackham graduate students are limited to two (2) Emergency Fund awards. PhD students on an approved leave of absence can apply for Rackham Graduate Student Emergency Fund awards as described above when an emergency is encountered during their period of leave that would interfere with their ability to return to active study as planned. They are eligible if they were in good academic standing at the beginning of the period of leave and have an approved plan for their return to active study at the conclusion of the leave.

Awards may be up to \$2,500. For students who qualify for need-based financial aid, an emergency award may reduce original loan amounts. Please contact the Office of Financial Aid at [financialaid@umich.edu](mailto:financialaid@umich.edu) or at 734-763-6600 for help in evaluating your individual circumstances and visit additional information

[http://www.rackham.umich.edu/funding/from\\_rackham/student\\_application/graduate\\_student\\_emergency\\_funds/](http://www.rackham.umich.edu/funding/from_rackham/student_application/graduate_student_emergency_funds/)

**D. CENTER FOR THE EDUCATION OF WOMEN (CEW):**

The CEW awards small emergency grants to graduate students and nontraditional undergraduates, including parents and returning students, who face serious and unexpected financial problems. To apply for a “critical difference” grant, call (734) 998-7210 to make an appointment with a counselor.

**E. UNIVERSITY EMERGENCY LOAN (EULoan):**

The Office of Financial Aid (OFA) provides short-term emergency loans, from amounts of \$100 to \$1,000. Students are eligible if they have no financial or academic holds on their accounts and if they have not received an EULoan in the 90 days prior to their application.

Applications are processed through Wolverine Access. After selecting ‘Student Business’, click on ‘Short Term University Loan’ within the ‘Financial Information’ section and select ‘Apply for an EULoan’. Students are notified of approval or denial online. There is a \$10 processing fee for an approved loan and the loan is provided interest- free if it is repaid within 90 days. Disbursement may take up to two (2) business days.

**F. OFFICE OF STUDENT SERVICES (OSS) EMERGENCY LOAN:**

For students in the MSW program, OSS offers a last-resort source of emergency assistance. If an MSW student in an emergency situation has been denied an EULoan, they may obtain and submit an OSS Emergency Funds application in the Office of Student Services.

## XVI. Job Search Activities by Graduating Students

The Joint Doctoral Program is committed to assisting its students in obtaining appropriate jobs upon graduation. Each year the Doctoral Director organizes a Job Club for students who plan to graduate within the next 18 months. The Job Club consists of workshops to help students identify sources of information on job interviews, prepare a curriculum vitae, prepare for job interviews, and use the faculty at the University of Michigan to assist in job-searching. The Doctoral Office



keeps a file of job announcements received in the Doctoral Office; distributes brief summaries and CV's describing the qualifications of students in the job market to all deans of graduate schools of social work; and organizes practice job talks. At the beginning of the fall term, students can submit a copy of their CV, a research statement and a teaching statement to be included in a promotional email that is sent to all deans and directors of social work programs and a number of social science departments in the US and Canada.

The job search is usually a time-consuming activity and is more successful when undertaken in a carefully considered manner. Students who expect to be in the job market are strongly encouraged to consult with their faculty advisors and the Joint Doctoral Program Director well in advance of commencing such activities. The Career Center at the University of Michigan (<http://careercenter.umich.edu/content/phd-students>) provides excellent resources tailored for graduate students interested in both academic and non-academic careers. Students interested in non-academic careers are also encouraged to participate in programs and resources provided by the Career Center in the Office of Student Services at the School of Social Work.



## XVI. APPENDICES



## **Appendix 1: Completing Goals for Doctoral Program Requirements**

These tables provide information on goals for completing the various program requirements from the student's first date of entry into the Joint Doctoral Program in Social Work and Social Science. While they provide detail for social work and each joint area, students should always refer to their joint department's guidelines and speak to their department's director of graduate studies when clarification or additional information is required. The Joint Doctoral Program strongly encourages the student to meet these requirements as expeditiously as possible. Experience has shown that many students are able to complete their requirements well within the expected time of completion. Yet, the Program recognizes that these guidelines may need to be adapted to the student's academic background, particular circumstances, and special interests. The required program components overlap and are not intended to necessarily satisfy the stated sequence.

These guidelines are used by the Supervising Committee as a rubric in the annual evaluation of students' progress and academic good standing status. However, the assessment of student progress also includes the consideration of comments provided by both students and their faculty advisors on the Annual Evaluation of Academic Progress questionnaire, which is sent out at the end of each winter term. The Supervising Committee provides feedback to students based on this evaluation.

The student and the advisor should develop plans for the completion of the program requirements within the framework of these guidelines. Therefore, it is highly advisable that at the beginning of every academic year the student and the faculty advisor review the student's progress and the Supervising Committee's feedback and define an academic plan for the coming year.

### Appendix 1a: Pre-MSW Milestone Calendar and Completion Goals

<b>PRE-MSW MILESTONE CALENDAR AND COMPLETION GOALS</b>			
<b>Year</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING/SUMMER</b>
<b>1</b>	<b>Social Work</b>	<b>Social Work</b>	<b>Social Work</b>
	MSW Courses Doctoral Social Work (SW) courses	MSW Courses MSW Field Placement Doctoral SW courses	MSW Courses MSW Field Placement
	<b>Social Science</b>	<b>Social Science</b>	<b>Social Science</b>
	Social Science (SS) courses	Social Science (SS) courses Political Science first-year review	Psych (Dev.) reflective/integrative paper due 5/1
<b>2</b>	<b>Social Work</b>	<b>Social Work</b>	<b>Social Work</b>
	MSW Courses / Doctoral Social Work courses Research Internship	MSW Courses / Doctoral Social Work courses Research Internship	Research internship Post-MSW experience*
	<b>Social Science</b>	<b>Social Science</b>	<b>Social Science</b>
	All Social Science courses	All Social Science courses Political Science second-year review Anthropology mid-program review	Psych (Dev.) professional statement due 5/1 Sociology prelim in 1 or 2 areas
<b>3</b>	<b>Social Work</b>	<b>Social Work</b>	<b>Social Work</b>
	Complete MSW coursework Complete Doctoral coursework Post-MSW experience*	Complete Doctoral coursework <i>Complete MSW program</i>	Social Work prelim proposal defense Social Work prelim writing Post-MSW experience*
	<b>Social Science</b>	<b>Social Science</b>	<b>Social Science</b>
	Anthropology prelim reading lists & funding search Political Science prelim Psych 619 **	<i>Complete all Social Science coursework</i> Anthropology prelim	Psych prelims completed Sociology prelims completed





4	Social Work	Social Work	Social Work
	<b>Apply for Candidacy:</b> SS prelims completed and SW prelim proposal defended by early September (Rackham deadline)  Submission & defense of SW prelim  Dissertation idea development & committee formation	Dissertation prospectus defense  Post-MSW experience*	Dissertation research & writing  Post-MSW experience*
	Social Science	Social Science	Social Science
	<b>By Rackham early September deadline:</b> Requirements for candidacy fulfilled in all social sciences	Anthropology Fieldwork	Anthropology Fieldwork
5	Dissertation fieldwork, research, and writing		
6	Dissertation fieldwork, research, and writing		

\* If MSW program completed

\*\* This can be used to replace the Social Work Internship Paper (forms MUST be completed and submitted)



## PRE-MSW MILESTONE CHECKLIST

Check Box	EARLY PROGRAM MILESTONES	SOCIAL WORK (Completed before/during)	SOCIAL SCIENCE (Completed before/during)
	All MSW Coursework	Winter Year 3	
	Field Placement	Spring/Summer Year 1	
	All Doctoral Coursework	Winter Year 3	Winter Year 3
	Research Statement	Spring/Summer Year 1	<b>Psych (Dev.):</b> Winter Year 2
	Research Internship (of 619 for Psych)	Spring/Summer Year 2	<b>Psych:</b> Fall Year 3
	Social Science Fieldwork		<b>Antho:</b> Year 5
	Program Reviews		<b>Anthro:</b> Winter Year 2 <b>Poli Sci:</b> Winter Year 1, Winter Year 2
Check Box	PRELIMINARY EXAM MILESTONES	SOCIAL WORK (Completed before/during)	SOCIAL SCIENCE (Completed before/during)
	Reading list		<b>Anthro:</b> Winter Year 3
	Preliminary Exam Proposal Defense	Early September Year 4	
	Preliminary Exam Defense	Fall year 3	<b>Anthro:</b> Winter Year 3 <b>Poli Sci:</b> Fall Year 3 <b>Psych:</b> Spring/Summer Year 3
	Second Prelim Exam (Sociology)		<b>Sociology:</b> Spring/Summer Year 3
	Post-MSW Experience	Final Year	
	<b>Fulfillment of all candidacy requirements</b>	Early September Year 4	
Check Box	DISSERTATION MILESTONES	SOCIAL WORK (Completed before/during)	SOCIAL SCIENCE (Completed before/during)
	Committee Formation	Year 4	
	Committee Finalization	Year 5	
	Prospectus/Proposal defense	Winter Year 4	
	Research (Data collection, if applicable)	Years 5 and 6	
	Research (Data analysis, etc.)	Years 5 and 6	
	Defense	Year 6	

## Appendix 1b: Post-MSW Milestone Calendar and Completion Goals

<b>POST-MSW MILESTONE CALENDAR AND COMPLETION GOALS</b>			
<b>Year</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING/SUMMER</b>
<b>1</b>	<b>Social Work</b>	<b>Social Work</b>	<b>Social Work</b>
	Doctoral Social Work (SW) courses	Doctoral Social Work (SW) courses Post-MSW experience*	Doctoral Social Work (SW) courses Post-MSW experience*
	<b>Social Science</b>	<b>Social Science</b>	<b>Social Science</b>
	Social Science (SS) courses	Social Science (SS) courses Political Science first-year review	Psych (Dev.) reflective/integrative paper due 5/1 Sociology prelim in 1 or 2 areas
<b>2</b>	<b>Social Work</b>	<b>Social Work</b>	<b>Social Work</b>
	Doctoral Social Work (SW) courses Research Internship Post-MSW experience*	Doctoral Social Work (SW) courses Research Internship Post-MSW experience*	Research internship Post-MSW experience*
	<b>Social Science</b>	<b>Social Science</b>	<b>Social Science</b>
	All Social Science courses	All Social Science courses Political Science second-year review Anthropology mid-program review	Psych (Dev.) professional statement due 5/1 Psychology prelims completed Sociology prelims completed
<b>3</b>	<b>Social Work</b>	<b>Social Work</b>	<b>Social Work</b>
	Doctoral Social Work (SW) courses Post-MSW experience*	Complete Doctoral coursework Post-MSW experience*	Social Work prelim proposal defense Social Work prelim writing Post-MSW experience*
	<b>Social Science</b>	<b>Social Science</b>	<b>Social Science</b>
	Anthropology prelim reading lists & funding search Political Science prelim Psych 619*	<i>Complete all Social Science coursework</i> Anthropology prelim	

	Social Work	Social Work	Social Work
4	<b>Apply for Candidacy:</b> SS prelims completed and SW prelim proposal defended by early September (Rackham deadline)	Dissertation prospectus defense	Dissertation research & writing
	Submission & defense of SW prelim	Post-MSW experience*	Post-MSW experience*
	Dissertation idea development & committee formation		
	Post-MSW experience*		
	Social Science	Social Science	Social Science
	<b>By Rackham early September deadline:</b> Requirements for candidacy fulfilled in all social sciences	Anthropology Fieldwork	Anthropology Fieldwork
5	Dissertation fieldwork, research, and writing		
6	Dissertation fieldwork, research, and writing		

\* If MSW program completed

\*\* This can be used to replace the Social Work Internship Paper (forms MUST be completed and submitted)

<b>POST-MSW MILESTONE CHECKLIST</b>			
<i>Check Box</i>	<b>EARLY PROGRAM MILESTONES</b>	<b>SOCIAL WORK (Completed before/during)</b>	<b>SOCIAL SCIENCE (Completed before/during)</b>
	All Doctoral Coursework	Fall/Winter Year 3	Fall/Winter Year 3
	Research Statement	Winter Year 1	<b>Psych (Dev.):</b> Winter Year 2
	Program Reviews		<b>Anthro:</b> Winter Year 2 <b>Poli Sci:</b> Winter Year 1, Winter Year 2
	Research Internship	Spring/Summer Year 2	<b>Psych:</b> Spring/Summer Year 3*
	Anthropology Fieldwork		<b>Anthro:</b> Winter Year 5
<i>Check Box</i>	<b>PRELIMINARY EXAM MILESTONES</b>	<b>SOCIAL WORK (Completed before/during)</b>	<b>SOCIAL SCIENCE (Completed before/during)</b>
	Reading list		<b>Anthro:</b> Winter Year 3
	Preliminary Exam Proposal Defense	Early September Year 4	
	Preliminary Exam Defense	Fall Year 4	<b>Anthro:</b> Winter Year 3 <b>Poli Sci:</b> Fall Year 3 <b>Psych:</b> Spring/Summer Year 2
	Second Prelim Exam (Sociology)		<b>Sociology:</b> Spring/Summer Year 3
	Post-MSW Experience	Final Year	
	<b>Fulfillment of all candidacy requirements</b>	Early September Year 4	
<i>Check Box</i>	<b>DISSERTATION MILESTONES</b>	<b>SOCIAL WORK (Completed before/during)</b>	<b>SOCIAL SCIENCE (Completed before/during)</b>
	Committee Formation	Year 3	
	Committee Finalization	Year 4	
	Prospectus/Proposal defense	Winter Year 4	
	Research (Data collection, if applicable)	Years 5 and 6	
	Research (Data analysis, etc.)	Years 5 and 6	
	Defense	Year 6	

\* This can be used to replace the Social Work Internship Paper.

## Appendix 1c: Annual Progress Plan

Student Name:

Date:

<b>FALL</b>	<i>Meetings with Advisors (At least 1 meeting with both advisors)</i>	<i>Courses/Post-MSW Experience</i>	<i>Program Milestones</i>
	<i>Professional Meetings</i>	<i>Manuscript Preparation</i>	<i>Faculty Networking Opportunities</i>
<b>WINTER</b>	<i>Meetings with Advisors (At least 1 meeting with both advisors)</i>	<i>Courses/Post-MSW Experience</i>	<i>Program Milestones</i>
	<i>Professional Meetings</i>	<i>Manuscript Preparation</i>	<i>Faculty Networking Opportunities</i>
<b>SPRING/SUMMER</b>	<i>Meetings with Advisors (At least 1 meeting with both advisors)</i>	<i>Courses/Post-MSW Experience</i>	<i>Program Milestones</i>
	<i>Professional Meetings</i>	<i>Manuscript Preparation</i>	<i>Faculty Networking Opportunities</i>



## Appendix 2: Approved Substitutions for MSW foundation and Advanced Courses

	SW PHD	ANTHRO	POLSCI	PSYCH	SOC
<b>SW 504</b>	SW 816, 842				
<b>SW 511 OR SW 512</b>	SW 816, 819			PSYCH 874, 875, 672,	
<b>SW 521</b>	SW 813, 814, 815, 818 SW 816, 819 <sup>†</sup>			PSYCH 874, 875, 571. 672, 877, 878	
<b>SW 522</b>	SW 831, 832, 835, 836, 838*	ANTHROCUL 543, 629	POLSCI 636, 680, 694, 699,	PSYCH 613, 614, 786, 854	SOC 507, 510, 610
<b>SW 530</b>	SW 823, 825, 829*		POLSCI 611, 621, 627, 664, 681, 730,		
<b>SW 560</b>	SW 813, 814, 815, 816, 819 <sup>†</sup>				
<b>MSW ADVANCED</b>	<b>SW PHD</b>				
<b>SW 600<sup>7</sup> : POLICY CLASS</b>	SW 813, 823, 825,				
<b>SW 600<sup>1</sup>: HUMAN BEHAVIOR &amp; SOCIAL ENVIRONMENT</b>	SW 871, 873, 874, 875, 876,				
<b>SW 600<sup>1</sup>: PRACTICE CLASS</b>	SW 814 <sup>8</sup>				
<b>SW 683</b>		SW 831			

<sup>†</sup>Must be enrolled for at least three (3) credit hours; will substitute SW 521 if focus is micro intervention; will substitute SW 560 if focus is macro intervention.

<sup>7</sup> All courses must be taken for 3 credit hours.

<sup>8</sup> This course can only serve as a substitution if community organizing is your method.

**JOINT PHD PROGRAM IN SOCIAL WORK & SOCIAL SCIENCE**  
UNIVERSITY OF MICHIGAN

**JOINT PHD PROGRAM IN SOCIAL WORK & SOCIAL SCIENCE**  
UNIVERSITY OF MICHIGAN

FIELD INSTRUCTION COURSES	STANDARD WINTER TERM 2020 FIELD INSTRUCTION COURSE REQUIREMENTS	OPTIONAL FALL TERM 2019 FIELD INSTRUCTION COURSE REQUIREMENTS
<b>Foundation Field (SW515)</b> <i>Doctoral students are required to register for a total of 2 credits of SW515.</i>  <i>1 credit = 114 clock hrs. 2 credits X 114 clock hrs. = 228 total clock hrs. required.</i>  <i>Doctoral students are required to register for SW531 concurrently with SW515. This is 1 credit Foundation Field Seminar meets every other week for 2 hrs. and is required.</i>	<p>2 credits of SW515</p> <p>1 credit of SW531</p>	<p>2 credits of SW515</p> <p>1 credit of SW531</p>
<b>Advanced Field (SW691)</b> <i>Doctoral students are required to register for a total of 4 credits of SW691.</i>  <i>1 credit = 57 clock hrs. 4 credits X 57 clock hours = 228 total clock hrs. required.</i>	<b>SPRING/SUMMER TERM 2020</b>	<b>WINTER TERM 2020</b>
	4 credits of SW691	4 credits of SW691
	<b>TOTAL = 7 credits, 456 clock hrs.</b>	<b>TOTAL = 7 credits, 456 clock hrs.</b>
<b>Field Application Deadline</b>	October 2019	May 2019

- Pre-MSW Doctoral students must complete a total of 7 field credits out of the required 15. Students typically choose to complete a research practicum for 8 credits in lieu of additional field credits. The maximum number of field credits allowed is 21.
- Students can only start field placement in Fall or Winter terms

## Appendix 4: Program Goals and Outcomes

Since its inception, the goal of the Doctoral Program has been to prepare students to contribute to the advancement of knowledge about social work practice and social welfare. As part of continuing efforts to evaluate how effective the Doctoral Program has been in achieving this overall goal, faculty members associated with this program were asked to rate a wide variety of possible criteria for their importance in judging the career success of Doctoral Program graduates.<sup>9</sup> The seven criteria listed below were those deemed important by faculty consensus. They are listed in order of importance, with the most important listed first. They are presented here to make clear to applicants and students the kinds of outcomes the Program tries to prepare its graduates to attain.

- A. ORIGINALITY of contributions to knowledge, reflected in research at the cutting edge of the field and in originality in the problems tackled or in publications.
- B. SOCIAL WORK RELEVANCE of contributions to knowledge, reflected in the conduct of research that integrates social work and social science and in the development and evaluation of new approaches or strategies for social work services.
- C. LEADERSHIP in the profession, reflected in influences on social work education and on the profession of social work.
  - i. Intellectual leadership in the profession and social work education, reflected in influence through writings, presentations at professional meetings, such as the Council on Social Work Education (CSWE), Institute for the Advancement of Social Work Research (IASUR), the National Association of Social Workers (NASW), and the Accredited Board of Social Workers (ABSW), and in editorial activities for professional journals.
  - ii. Organizational leadership in the profession and in social work education, reflected in leadership positions in academia, social work education organizations, and social work professional organizations.
- D. RECOGNITION of contributions to knowledge, reflected in frequent citations by other authors, in being well known by people, respected by peers, and perceived as an expert in an area by colleagues.
- E. INITIATIVE in research activities, reflected in the initiation of one's own research activities and in receipt of grants from public or private sources.
- F. QUANTITY of contributions to knowledge, reflected in the number of articles, chapters, books, etc., published or papers presented at national meetings.
- G. EXCELLENCE IN TEACHING It is recognized that all of the students' experiences in the Program, including formal and informal, have contributed and will continue to contribute significantly to their ability to achieve these career goals. A number of specific activities have also been identified that are intended primarily to highlight systematic efforts to relate these program goals to program experiences and requirements, to encourage individual faculty and student actions directed to enhancing this congruence. These activities are described in a memo available in the Doctoral Office. (Ask for the January 15, 1985, memo on Criteria for Success.)

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<sup>9</sup> See Radin, N. "The career success of doctorates from two schools of social work." *Social Service Review*, Dec. 1985, pp. 604-621.

## ASSUMPTIONS, PRINCIPLES OF THE DOCTORAL PROGRAM CURRICULUM

Knowledge generation and knowledge transmission is a central focus for the Program and the major basis upon which the Doctoral Program Curriculum is organized. Related to this is a commitment to retain and enhance the unique character of the Doctoral Program, namely, its emphasis on the articulation of social work and social science. While the modes of articulation have changed over the years and will continue to change, this program remains the only social work program that is fully linked with the social science departments, and the implications of this arrangement are retained.

Within these general Program goals, the features of the social work component, which the curriculum addresses, include the following principles and assumptions

### A. ARTICULATION OF SOCIAL WORK AND SOCIAL SCIENCE

The primary emphasis is on the application of disciplinary methodology, theory, and evidence to analyze and understand social work and social welfare problems and issues, and the use of social science methodology to develop and test new modes of social work intervention and social welfare policies and services. Attention should also be given to fostering topics relevant to social work and social welfare within the disciplinary communities so that the topics are seen as relevant and worthy of study.

### B. EMPHASIS ON KNOWLEDGE DEVELOPMENT

This includes a focus on training students in the conceptual and methodological skills necessary for the generation of knowledge. The emphasis is on knowledge that can enhance the development and evaluation of theories, intervention methods, social service systems, and policies relevant to social work and social welfare.

### C. THE CENTRAL ROLE OF KNOWLEDGE DEVELOPMENT AND RESEARCH RELATED TO INTERVENTION METHODS AND SOCIAL SERVICE SYSTEMS

The intervention methods and social service systems are critical components of social work and social welfare. They most distinctively differentiate social work and social welfare from the social science disciplines and other professions. In keeping with principle b. (above), all students should be exposed to and develop expertise in relation to the advancement of knowledge and research relating to social service systems and/or intervention methods.

### D. RECOGNITION OF ETHICAL AND VALUE ISSUES AND COMMITMENTS RELEVANT TO SOCIAL WORK AND SOCIAL WELFARE

This involves careful consideration of ethics and values relevant to social work research, interventions, and policies. It also involves a commitment to enhancing the well-being of underprivileged, under-served, and/or minority populations. It includes the identification of groups “at risk,” the specification of issues that are unique to specific subgroups, such as minorities, and concern for the adequacy of intervention methods and social service systems to meet the needs of these special groups.

### E. FLEXIBILITY IN THE CURRICULUM TO ADAPT TO NEW DEVELOPMENTS

This is intended to provide opportunities to develop new content, knowledge, and practical applications, and to examine and evaluate social changes that have implications for social work and social welfare. To some extent all of the doctoral seminars serve this purpose, since these seminars are intended to serve as vehicles for knowledge generation as well as knowledge transmission. In addition, such opportunities are increased through special seminars which reflect changing research priorities and faculty research interests.

### F. OPPORTUNITY FOR ORIGINAL, SPECIALIZED STUDY

Such study would reflect the diverse interests and disciplinary orientations of students and faculty, while also providing means for organizing various program components into a cohesive whole. Specialized study is realized through formal courses, the research internship paper, work experience, special seminars, practical prelims, and the dissertation.

These principles and assumptions have important implications for the social work component of the Doctoral Program that need to be highlighted. First, it is not a practice program. The teaching of conventional practice skills at the doctoral level would be inconsistent with the primary emphasis of the Program on knowledge generation and enhancement. In addition, the Program aims to provide in-depth, specialized content rather than comprehensive coverage at a more general level. Accordingly, it is not an “advanced” program to extend the MSW curriculum. It does not endeavor to mimic the coverage provided by a Master’s program (e.g., coverage of fields of service) or to provide coverage of basic content. Finally, the articulation of social work and social science within the social work component of the Program does not involve duplication of offerings in the associated departments. Rather, the social work components of the Doctoral Program curriculum supplement those offerings, drawing from them and expanding upon them to meet the specific objectives of social work and social welfare.

The *four curriculum areas* are intended to cover the content distinctive to the social work component of the joint doctoral program. Two of the areas, *Practice, Intervention, and Policy* and *Social Service Systems* relate directly to the principal means by which social work and social welfare attain their objectives: The *Research Methods for Practice and Policy* area addresses the principles and methods by which knowledge of social work and social welfare is enhanced and the methods used to analyze, design, develop, and evaluate social work practice, social service systems, and social welfare policies. The *Social Context for Practice and Policy* area embraces the social context and conditions which affect the welfare and well-being of individuals and social groups and which help shape the intervention methods, policies and social service systems evolved to meet human needs.

#### 1. PRACTICE, INTERVENTION, AND POLICY (PIP)

Courses in this area critically analyze the conceptual bases and empirical evidence relating to the practice methods, interventions, and policies by which social work and social welfare achieve their objectives. Major focus is on careful review and appraisals of the theories, practice procedures and principles, assessment methods, relevant behavioral and social science foundation knowledge, and research relating to practice and intervention at the micro, mezzo, and macro levels of intervention. The objective is to prepare students to contribute to empirical research and theoretical developments on intervention methods and/or policies. This is accomplished by emphasis on contemporary and newly developed approaches, the adequacy of the intervention methods and policies, the relevant foundation knowledge from behavioral and social science, research on outcomes including their effectiveness and efficiency, and the critical issues needing further research and practice development. Thus, course work involves critical analysis, careful appraisal, and review of research rather than either practice skill training or the presentation of content for purposes of enhancing practice skills.

Most courses are organized around the individual, family, group, organizational, community, or societal levels of intervention. Although major emphasis in each course will be on a given level of intervention, some attention will also be paid to theoretical and empirical issues related to intervention methodologies of adjacent levels. Two courses cross intervention levels: one on racial, ethnic, and gender factors and one on prevention. All courses cover: (a) research and theoretical issues related to remediation, as well as prevention and competence enhancement; (b) issues of ethics and values relating to interventions with people in distress, including those who are poor or otherwise disadvantaged; and (c) ethnic, gender, minority, and social class factors and responsiveness to the needs of vulnerable populations.

#### 2. SOCIAL SERVICE SYSTEMS (SSS)

The curriculum on social service systems is concerned with the study and analysis of the structures and processes for the provision of social services to meet human and social needs of members of society. Structure refers to the organizational arrangements involving various social units, both formal and informal, designed to deliver services. These include interest groups, associations, families, formal public and private bureaucratic organizations, communities and governmental units at the local, state, national, and international levels. Processes refer to the actual behavior of these social units in the design, development, and implementation of various delivery systems (e.g., policies, intervention strategies, division of responsibilities) to achieve explicit or implicit goals, including mandated objectives. Emphasis throughout is on the theoretical, analytic, and empirical bases for studying and understanding social service systems.

Courses focus on the historical, contemporary, and future aspects of the social service systems in the United States and comparative cross-national analyses of social service systems. In addition to codified social welfare knowledge, the curriculum in this area includes contributions from various social science disciplines as well as knowledge from philosophy, history, law, public health, and public policy. The content in this area is inevitably time and culture-bound and the course structure is intended

to facilitate on-going innovation and change of course content. Courses also are intended to provide instructors and students the opportunity to focus on a specific sector in the social service system that pertains to their area of research and knowledge development. All courses are expected to include content on relevant value and ethical issues in social welfare and social work and to give special emphasis to ethnic, gender, race, and social class differentiation, and the needs of special minorities or people with disabilities, as they arise.

### 3. RESEARCH METHODS FOR PRACTICE AND POLICY

This area focuses on the particular research strategies, designs, techniques, and skills needed to develop knowledge of human services. These include research methods relevant to: the advancement of knowledge about practice interventions, the organization of service delivery, and social welfare policies; evaluation of practice, programs, and policies; the formulation and development of innovative practice interventions, service delivery systems, and social welfare policies (e.g., social research and development, developmental research methods).

The assumption underlying this curricular area is that the research methods needed to achieve the goals of social work and social welfare are not necessarily identical to those needed to achieve the goals of social science research. The goals of social work and social welfare research involve advancing our understanding of the social contexts, practice, programs, and policies and their consequences for human well-being. They also involve the design, development, and evaluation of improved interventions. Research methods from social science and other fields often need to be modified, adapted, and supplemented in order to achieve these goals. For example, in evaluating the treatment of a single family, the use of a single-case experimental design may be particularly useful. In addition, special criteria for evaluating the importance of variables may be appropriate. For example, our interest in intervention may lead us to focus on those variables with greatest malleability and those with the greatest likelihood of utilization. The research methods covered in this curricular area are viewed as extensions of the knowledge of research methods and statistics gained by students in their social science disciplines. This curricular area is designed to provide students with knowledge of these specialized research methods, and to provide a context within which faculty and students can develop research methods appropriate to our field's goals. Several courses deal with research methods relevant to particular loci for social work instructions, including clinical settings, social programs and human service organizations, and social policy. All courses will address questions of ethics and values and methods to evaluate the impact of various practices and policies on particular subgroups.

### 4. THE SOCIAL CONTEXT FOR PRACTICE AND POLICY

This curriculum area addresses the social context for social work practice and social welfare. This context consists of the various human and social factors that affect the critical human conditions which social work and social welfare seek to enhance. These human conditions include the well-being, social participation, equality and social justice of individuals and social groups, as well as the capability to respond to changing societal and environmental conditions as reflected, for example, in social trends. The social context is a critical element in shaping of the intervention methods, social service systems, and social policies designed to meet human needs.

Courses in this area embrace the influences on and consequences of variations in individual and family well-being, social participation, and equality and social justice in social systems, and societal responses to social trends. For each of these subject areas, attention is given to the consequences of diverse values, perspectives, and ideologies for conceptualizing and operationalizing within the conditions in question, operational definitions of these conceptualizations, the relevant theoretical and empirical research relating to the antecedents and consequences of the conditions, and the implications for social work and social welfare.



## Appendix 5: Doctoral Course List and Descriptions

The courses are for 3 credits unless otherwise noted. Courses with one asterisk (\*) are special seminars that may not be given on a regular basis. Courses with two asterisks (\*\*) are required.

### COURSE LIST

#### PROSEMINAR

800 Proseminar in Social Work and Social Science: Part 1 (2 credits) and Part 2 (2 credits)\*\*

#### RESEARCH INTERNSHIP

801-803 Research Internship: Used as registration for research internships in Social Work (1-8 credits)\*

#### PRACTICE, INTERVENTION AND POLICY (PIP)

813 Intervention in Human Service Organizations and Social Service Networks 814  
Community Intervention

815 Policy Development and Implementation

816 Racial, Ethnic, and Gender Issues in Intervention

818 Special Seminars in Practice, Intervention, and Policy (1-3 credits)\*

819 Special Seminars in Evidence-Based Practice with Individuals, Families & Groups (1-3 credits)\* 858  
Special Seminar: Poverty and Inequality (PUBPOL 736)\*

#### SOCIAL SERVICE SYSTEMS (SSS)

823 Comparative Cross-National Analyses of Social Service Systems

825 Historical and Contemporary Issues in Social Work and Social Welfare\*\* 829  
Special Seminars in Social Service Systems (1-3 credits)\*

#### RESEARCH METHODS

831 Research Methods for Evaluating Social Programs and Human Service Organizations 832  
Research Methods for Social Policy Analysis

833 Grant Writing for Extramural Research Funding

835 Special Seminar: Applied Research in Aging I 836  
Special Seminar: Applied Research in Aging II

838 Special Seminars in Research Methods for Social Practice and Policy (1-3 credits)\*

861 Mixed Methods Research

862 Categorical Data Analysis

863 Applied Structural Equation Modeling

864 Multilevel and Longitudinal Data Analysis

#### SOCIAL CONTEXT FOR PRACTICE AND POLICY

842 Social Equality and Equity

849 Special Seminars in Social Context for Practice and Policy (1-3 credits)\*

858 Special Seminar: Poverty and Inequality (Public Policy)

873 Theories of Change\*\*

871 Social Work and Anthropology

874 Social Work and Sociology 875

Social Work and Economics

876 Social Work and Political Science 877

Social Work and Psychology



### Course Options in the School of Social Work

#### SW 800 PROSEMINAR IN SOCIAL WORK AND SOCIAL SCIENCE

*4 credits. Open to students in the Doctoral Program in Social Work and Social Science; others by permission of instructor. Required two-semester course, part 1 (2 credits) is taken fall of the first year; part 2 (2 credits) is taken while the student is completing their social work preliminary examination.*

This is a seminar about the nature of research and scholarship for the students in the joint program in Social Work and Social Science. The basic motivating question for the seminar is a daunting one. It concerns the nature, place and practice of scholarship in a complex multidisciplinary context that emphasizes learning about not only the requirements of developing basic knowledge as an end in itself but also the skills, processes, procedures and routines associated with the use of that knowledge to help solve problems that impinge on, or directly disrupt the quality of peoples' lives. A central assumption is that similar to other forms of scholarship, expertise in scholarship in a combined professional/academic context is not automatic. Instead it involves the purposive acquisition of habits, skills and attitudes that enable people to contribute to professional and academic advances in their chosen field of inquiry. The first semester focuses on the early stages of this development. As such, it seeks to establish an orientation to the development of scholarship that will continue once the seminar is over. That is to say, it seeks to engage students in an examination of the practices, styles and domains of scholarship in the multidisciplinary contexts of social work, social welfare and social science so that they may begin to evolve an approach to scholarship suited to their own interests, inclinations and capabilities. Throughout the term, various topics pertinent to making explicit the requirements and practices of scholarship will be discussed based on focused readings on each topic. **The second semester, taken at the end of coursework, is focused on identifying how the integration of social work and social science knowledge can be the basis of the social work prelim.**

#### SW 801-803 RESEARCH INTERNSHIP

*1-8 credits.*

Students enroll in this course, under their advisor's section number, when working on their research internship in the School of Social Work.

#### SW 813 INTERVENTION IN HUMAN SERVICE ORGANIZATIONS AND SOCIAL SERVICE NETWORKS

*3 credits. Doctoral standing and prior study in the organization area or permission of the instructor. Practice, Intervention, and Policy Area.*

This course provides a critical examination of strategies of change within human service organizations and in networks of organizations in terms of their effects on effectiveness, efficiency, and responsiveness to the needs of vulnerable populations. Theories and research on organizations—specifically organization-environment relations, organization-client relations, structure, organizational change and innovation, and inter-organizational analysis and change—will be applied to the formulation of intervention and change strategies. The effects of current structuring of service delivery systems on accessibility, comprehensiveness, continuity, fairness, quality, and effectiveness of care, with special emphasis on populations vulnerable through their gender or ethnicity, will be detailed. Models and empirical studies of change within organizations and in networks of organizations aimed at improving the delivery of services will be analyzed and research issues and knowledge gaps will be identified. Relevant ethical and value issues will be examined.

<b>SW 814</b>	<b>COMMUNITY INTERVENTION</b>
<i>3 credits. Doctoral standing or permission of the instructor. Practice, Intervention, and Policy Area.</i>	
<p>Community interventions are examined as methodologies of planned social change and community practice. The changing context of practice, major models, methods, and the uses of empirically based research to formulate and critically evaluate general practice propositions and action guidelines will be analyzed. Models of planned change to be discussed may include mass mobilization, social action, citizen participation, political advocacy, community education, and neighborhood development. Analysis will include methods of assessing community conditions, formulating strategies, building organizations, activating people, implementing plans, and monitoring and evaluating results.</p> <p>Research and case studies in public and private settings, in health, housing, and other human services, and in a variety of territories from neighborhood to nation will be included. Problems and issues of the economically disadvantaged, minorities, and women, and relevant ethical issues and values will be addressed.</p>	
<b>SW 815</b>	<b>POLICY DEVELOPMENT AND IMPLEMENTATION</b>
<i>3 credits. Doctoral standing or permission of the instructor. Practice, Intervention and Policy Area.</i>	
<p>Policy as an intervention process is critically examined by analyzing the phases of this process, various perspectives on policy analysis, the uses of empirical social science knowledge, the context of policy, policy's latent functions, and social, organizational, and cultural factors that impact at each phase. Three types of substantive structures will be included: remediation, enhancement, and prevention. General and specific approaches to these goals will be compared in different content areas and auspices (public and private). Key research questions and gaps in knowledge will be identified as will roles, tasks, and tools of the researcher and policy developer. Ethical and value questions will be explored, with special attention to the effects of race, class, ethnicity, gender, and various types of social discrimination.</p>	
<b>SW 816</b>	<b>RACIAL, ETHNIC, AND GENDER ISSUES IN INTERVENTION</b>
<i>1-8 credits.</i>	
<p>Intervention methods are critically examined as they relate to racial, gender, and ethnic statuses of clients. Social science theory and research relevant to the identification of problems experienced by target groups and to status effects on psychosocial interventions will be reviewed. Attention will be on the effects of status and power differentials linked to racial, ethnic, and gender statuses of clients on the development and implementation of interventions at various levels in the social system. Cultural assumptions and discrimination that influence the definition and nature of problems, health, and competence, and the nature of interventions will be analyzed. Although attention will be given primarily to ethnicity and gender, these issues will be explored in a way that extends their applicability to other status differences and to sexual orientation. Key literature from social work, epidemiology and the social sciences will be covered to prepare students to design, implement, and evaluate interventions which address the problems of high-risk or under-served groups. Throughout, ethical and value issues will be integrated into course content.</p>	
<b>SW 818</b>	<b>SPECIAL SEMINARS IN PRACTICE, INTERVENTION, AND POLICY</b>
<i>1-3 credits. Doctoral standing or permission of the instructor. Practice, Intervention, and Policy Area.</i>	
<p>Content varies, in keeping with faculty and student interests in emerging issues relating to practice, intervention or policy, and covers theoretical and empirical underpinnings, key research questions and gaps in knowledge, ethical and value issues, and ethnic, gender, minority, and social-class factors. For example, the seminar may focus on a critical analysis of a developing intervention or of a new social welfare policy initiative.</p>	

**SW 819 SPECIAL SEMINARS IN EVIDENCE-BASED PRACTICE WITH INDIVIDUALS, FAMILIES AND GROUPS**

*1-3 credits. Doctoral standing or permission of the instructor. Practice, Intervention, and Policy Area.*

Content of these seminars vary, in keeping with faculty and student interests in emerging issues relating to evidence based practice with individuals, families, and groups on the macro or micro level of intervention. These seminars can cover theoretical and empirical underpinnings, key research questions and gaps in knowledge, ethical and value issues, and ethnic, gender, minority, and social-class factors.

**SW 823 COMPARATIVE CROSS-NATIONAL ANALYSES OF SOCIAL SERVICES SYSTEMS**

*3 credits. Doctoral standing or permission of instructor. Social Service Systems Area.*

This course focuses on exploring and applying a structure for the comparative cross-national study of social services. It is intended to provide a common basis for developing comparisons and providing students with the opportunity to explore how a particular area of social services has developed and been implemented in a country of their choosing. The course will start with an exploration of the parameters for understanding and comparing national approaches to social services. These parameters include, but are not limited to, the resources/wealth of a country, the role of national/local government, cross- national influences, and the relevant religious and societal values in a country. In developing comparative perspectives on the realities of social service provision, emphasis will be placed on understanding challenges of implementation and gaps between policies and practice. Examples of social service areas that students will be encouraged to pursue include income security, protecting vulnerable populations, criminal justice, child care/adoption, health care, disability policy, and employment/labor rights.

**SW 825 HISTORICAL AND CONTEMPORARY ISSUES IN SOCIAL WORK AND SOCIAL WELFARE**

*3 credits. Doctoral standing or permission of instructor. Social Service Systems Area.*

This course centers on the examination of the purposes of social welfare and social work and how they have reflected different philosophical and ideological positions, diverse class, racial, ethnic, and cultural perspectives, and the particular historical contexts in which they emerged. It covers long standing conflicts and tensions in the field such as the role of social responsibility vs. social control, how needs are recognized and determined, the nature of helping, perspectives on social justice and charity, the professional role of social workers, and organizational arrangements for social work and social welfare. The focus of this course is on the development of U.S. social welfare and social work with a comparative, cross- national and multicultural lens.

**SW 829 SPECIAL SEMINARS IN SOCIAL SERVICES SYSTEMS**

*1-3 credits. Doctoral standing or permission of instructor. Social Service Systems Area.*

These seminars cover variable topics related to faculty and student analysis of critical and emerging issues. Related to specific social problems and to social services systems established to address these problems. Possible topics include: care- giving in post-industrial society; privatization of the social service system; social control and the social services; special problems and/or populations; deinstitutionalization and the development of community-based care; women, work, and welfare; and comparative analysis of social service systems.

<b>SW 831</b>	<b>RESEARCH METHODS FOR EVALUATING SOCIAL PROGRAMS AND HUMAN SERVICE ORGANIZATIONS</b>
<i>3 credits. Doctoral standing, one graduate level statistics course, and a basic understanding of multivariate analysis, including ANOVA and multiple regression/correlation, or permission of instructors are required. Also recommended is a rudimentary understanding of instrument construction and data collection procedures. Research Methods Area.</i>	
<p>This course focuses on the theoretical and strategic issues in designing and implementing formative or summative evaluations. The scope will include methods of evaluation appropriate for the study of social programs, human service organizations, inter-organizational relationships; and similarities and differences from methods used for basic knowledge development. The analysis of alternative evaluation models, procedures, and techniques and issues in the design, implementation, and utilization of evaluation research will also be addressed. Topics may include: the sociopolitical context; ethical issues; the planning of evaluations; specification of variables, with emphasis on definitions of effectiveness and on operations of service technologies; the formulation of evaluation objectives; issues in sampling procedures, measurement, and data collection; alternative models for designing programmatic and organizational evaluations, including network analysis; analysis of findings; feedback at different stages of program evaluation; and reporting, dissemination, and utilization of results.</p>	
<b>SW 832</b>	<b>RESEARCH METHODS FOR SOCIAL POLICY ANALYSIS</b>
<i>3 credits. One graduate-level statistics course and doctoral standing or permission of instructor. Research Methods Area.</i>	
<p>This course covers research methods for assessing the nature and extent of needs for social intervention, evaluating the success or failure of existing social welfare policies, and determining the anticipated consequences of alternative policies and interventions. Also considered will be values and assumptions underlying policies and research, similarities and differences between methods for developing social policy knowledge and those for basic knowledge development, strategies to promote utilization and dissemination of research results, and methods of studying community, regional, national, and comparative international policies. Possible topics will be: community needs assessment techniques; subjective and objective measures of program and policy consequences; aggregation problems within and across communities, regions, or countries; analysis of time series data; archival and other historical methods of research; case study techniques; analysis of cross-sectional, panel, and comparative international data as natural experiments; the design and analysis of formal social experiments; meta-analysis of existing research results; and benefit-cost analysis and other related methods.</p>	
<b>SW 833</b>	<b>GRANT WRITING FOR EXTRAMURAL RESEARCH FUNDING</b>
<i>3 credits. One graduate-level statistics course and doctoral standing or permission of instructor. Research Methods Area.</i>	
<p>Grant writing is the primary mechanism to obtain extramural funding for scientists who plan to pursue a career as an independently-funded principal investigator. Whether that extramural funding is through the National Institute of Health, the National Science Foundation, or a private foundation; the ability to clearly and concisely articulate your program of research and funding needs is a critical skill to succeed as an academic researcher. However, few PhD programs provide formal instruction on the use of successful grant writing techniques.</p> <p>This course focuses on helping you develop advanced writing skills and knowledge of the grant-writing process, particularly as it pertains to NIH-style grant mechanisms.</p>	
<b>SW 835</b>	<b>SPECIAL SEMINAR: APPLIED RESEARCH IN AGING I</b>
<i>1-3 credits. Doctoral Standing or Permission of the Instructor.</i>	
<p>This seminar is designed to develop research competence in applied issues of aging. The seminar is primarily designed for pre- and post-doctoral fellows from the NIA project on Social Research Training on Applied Issues of Aging. Other participants are welcome after prior consultation with one of the instructors.</p>	



<b>SW 836</b>	<b>SPECIAL SEMINAR: APPLIED RESEARCH IN AGING II</b>
<i>1-3 credits. Doctoral Standing or Permission of the Instructor.</i>	
<p>This year-long seminar is designed to develop research competence in applied settings. During the fall term, the seminar will focus on research related to substantive and theoretical issues involved in exploring the relationship between aging and health and health care. This seminar is primarily designed for pre and post-doctoral fellows on the NIA project on Social Research Training on Applied Issues of Aging. Other pre- and post- doctoral participants are welcome after prior consultation with one of the instructors. During the Winter term, each student develops a product using applied research concepts.</p>	
<b>SW 838</b>	<b>SPECIAL SEMINARS IN RESEARCH METHODS FOR PRACTICE AND POLICY</b>
<i>1-3 credits. Doctoral Standing or Permission of the Instructor.</i>	
<p>These seminars cover variable topics related to faculty and student analysis of critical and emerging issues in research methods for social work policy and practice. These topics may include research strategies, designs, techniques, and skills needed to develop knowledge of human services or research methods relevant to: the advancement of knowledge about practice interventions, the organization of service delivery, and social welfare policies; evaluation of practice, programs, and policies; the formulation and development of innovative practice interventions, service delivery systems, and social welfare policies.</p>	
<b>SW 842</b>	<b>SOCIAL EQUALITY AND EQUITY</b>
<i>3 credits. Doctoral Standing or Permission of the Instructor.</i>	
<p>This course focuses on variations in the structure of opportunity and outcomes within the United States and between the United States and other countries. The forms inequality may take and changes over time in conceptions of inequality and inequity will be examined. Attention will be given to: effects of diverse values, perspectives, and ideologies on conceptualizations of social equality and equity; operational definitions of these conceptualizations; the antecedents and consequences of equality/inequality and equity/inequity as variously defined; and the implications of the above for social work and social welfare. Current levels of inequality in the United States will be assessed by critically reviewing the literature on differentials in opportunities and outcome. Comparative analysis of empirical work on inequality within the United States and between the United States and other countries will be used as a basis for examining debates about the relative costs and benefits of particular levels of inequality and about the trade-off's between equality and other social goods. Key research issues and gaps in knowledge will be identified.</p>	
<b>SW 849</b>	<b>SPECIAL SEMINARS IN SOCIAL CONTEXT</b>
<i>1-3 credits. Doctoral standing or permission of instructor.</i>	
<p>This seminar covers particular aspects of individual and family well-being, social participation, social equity and equality, responses to social trends, or other human conditions that may influence social work and social welfare. The seminar will consider the influences of diverse ideologies and values on conceptualizations of these conditions, operational definitions of the variables considered, an analysis of antecedents and consequences of the conditions, and implications for social work and social welfare of the above. Students will analyze how social units are affected by and respond to current or emerging social trends. Selected trends will provide the substantive theme, addressed with five foci: the trend's nature and antecedents, its consequences for particular social units, social problems/opportunities created by it, responses of various social units to those problems/opportunities, and implications for social work and social welfare in responding to the trend through innovative policies, programs, and treatment methods. Differential effects of the trend on subgroups such as minorities, women and the elderly will be of special interest. Topic selection criteria will include: timeliness, relevance to problems/opportunities of importance to social work/social welfare, and congruence with faculty</p>	



**SW 858 SPECIAL SEMINAR: POVERTY AND INEQUALITY (PUBPOL 736)**

This course analyzes the conditions and causes of poverty within the United States and the variety of economic, social, and political responses to it. The first part of the course explores the problems of poverty, including a discussion of various causal theories of poverty and the underlying implications of these theories. The second part of the course analyzes specific problems and policy proposals, with particular attention to the most recent round of legislative reforms since the mid-1990's.

**SW 861 MIXED METHODS RESEARCH**

Social workers often wonder "what is mixed methods research?" And "when should I use mixed methods in my own research?" While mixed methods have been around for a long time, they are beginning to gain momentum in social work research. Before decisions can be made about mixed methods, other aspects of the research process must be addressed such as methodological standpoint, the research question, collecting the data, and analyzing and interpreting the data. Mixed methods are more than mixing the methods: it also involves mixing the assumptions that we have about the methodologies, the methods, and the data. In this course, students will be introduced to mixed methods research in the social and behavioral sciences. A primary aspect of the course will be to teach students how to determine if mixed methods are necessary, given their problem statement and research questions. In this course, less attention will be given to the single methods alone, but rather, how they integrate during each stage of the research process for a mixed methods study. The focus of the course is namely how each single method converges during each step of the research process to answer the mixed methods research questions. The course is best suited for students with comfort and familiarity using one or both of the single methods (qualitative or quantitative).

**SW 862 CATEGORICAL DATA ANALYSIS**

Researchers are most commonly aware of methods that are suitable for continuous dependent variables (e.g. mental health scores), such as the use of ordinary least squares regression. However many outcomes of interest to social workers, and other social researchers, are decidedly not continuous, but are dichotomous or binary in nature: entered the program versus did not enter the program; left the program versus stayed in the program; received a particular diagnosis; did not receive a diagnosis. Many researchers are familiar with the basics of logistic regression, yet do not have a grounding in some of the intricacies of logistic regression, such as generating predicted probabilities, or using interaction terms in a categorical model, which can lead to clearer and more accurate reporting of results. Further, the basic logistic regression model serves as the foundation for a wide variety of more advanced statistical approaches that can help advance social work research. Study of the logistic regression model can lead to variations of logistic regression such as logistic regression for ordered variables, or multinomial logistic regression where there are more than two categories of the outcome variable (e.g. multiple forms of family violence). An understanding of logistic regression also helps to motivate understanding of models for censored data, such as the tobit model (useful in studies of income and wealth), along with models for count data such as the Poisson and negative binomial model suitable for studying counts of events such as incidence of disease or incidence of violence. Lastly, categorical data models serve as the foundation for event history models that are used to study the timing of events, such as the timing of program entry, program departure, or receipt of a diagnosis.

**SW 863 APPLIED STRUCTURAL EQUATION MODELING**

This course will build on students' previous knowledge of multiple linear regression and expanding to allow for correlated and causally related latent variables. Provides the basic theoretical background necessary for the application of Structural Equation Modeling (SEM) to research problems including model specification, identification, path analysis, estimation, testing fit, respecification, confirmatory factor analysis and issues concerning the interpretation of SEM results. Advanced topics will be discussed if time permits. The software package Mplus will be the primary analysis tool for this course, and the R software will be used as a complementary. Focus of this course will be on applying SEM to real world research. Understanding of linear regression is assumed for this course.



**SW 864 MULTILEVEL AND LONGITUDINAL DATA ANALYSIS**

Longitudinal and Content Multilevel models have become a standard statistical tool for quantitative research on neighborhoods, communities and schools. Perhaps surprisingly, the multilevel model for cross-sectional data can easily accommodate longitudinal data where study participants are observed repeatedly. While this is sometimes not recognized, multilevel models for longitudinal data are closely related to other important longitudinal data models, such as fixed effects regression, an important technique for controlling for unobserved variables. This course focuses on the use of multilevel and longitudinal data analysis for social work research.

**SW 871 SOCIAL WORK AND ANTHROPOLOGY**

This seminar is a foundation course for students in the joint Anthropology/Social Work Program. The readings bring together social theory and ethnographic accounts of contemporary social issues. Topics, chosen to illustrate the intersection of the two fields and to bring together faculty from both schools, may include medicine and health, human and civil rights, urban neighborhoods, immigration, race, ethnicity, and gender. Beyond the joint Anthropology/Social Work students, the course is expected to attract joint Social Work/social science students from other disciplines, as well as graduate students in anthropology, political science, sociology, psychology, economics, and other fields. The course will include events such as guest speakers, works in-progress discussions, reading group, etc.

**SW 873 THEORIES OF CHANGE**

This course focuses on change, particularly social change, with an emphasis on examining its characterization, explanation and perpetration. The objectives of the course are to deepen and broaden theoretical and empirical understanding of change, and to enhance capacity to pose and address analytic questions about change as well as critically considering the viability of analyses for suggesting policy adjustments or initiatives, or plans of intervention. The objectives will be achieved through readings, class discussions and presentations, and written work.

**SW 874 SOCIAL WORK AND SOCIOLOGY**

This seminar provides a foundation and overview for students interested in understanding the intersection between social work and sociology. The readings bring together sociological theory and scholarship as they relate to contemporary social work and social welfare issues. Topics, chosen to illustrate the intersection of the two fields and to bring together faculty from both schools, may include poverty, social stratification, and health. Beyond the joint Sociology/Social Work students, the course is expected to attract joint Social Work/social science students from other disciplines, as well as graduate students in economics, public policy, political science, psychology, and other fields. The course will include activities such as guest speakers, works in-progress discussions, readings, and presentations.

**SW 875 SOCIAL WORK AND ECONOMICS**

*3 credits. Social Context Area.*

This seminar provides a foundation and overview for students interested in understanding the intersection between social work and economics. The readings bring together economic theory and scholarship as they relate to contemporary social work and social welfare issues. Topics, chosen to illustrate the intersection of the two fields and to bring together faculty from both schools, may include poverty, education, and health care. Beyond the joint Economics/Social Work students, the course is expected to attract joint Social Work/social science students from other disciplines, as well as graduate students in economics, political science, sociology, psychology, and other fields. The course will include activities such as guest speakers, works in-progress discussions, readings, and presentations.





<b>SW 876</b>	<b>SOCIAL WORK AND POLITICAL SCIENCE</b>
<p>This seminar provides a foundation and overview for students interested in understanding the intersection between social work and political science. The readings bring together political science theory and scholarship as they relate to contemporary social work and social welfare issues. Topics, chosen to illustrate the intersection of the two fields and to bring together faculty from both schools, may include poverty, social mobilization, and comparative politics. Beyond the joint Political Science/Social Work students, the course is expected to attract joint Social Work/social science students from other disciplines, as well as graduate students in economics, public policy, sociology, psychology, and other fields. The course will include activities such as guest speakers, works in-progress discussions, readings, and presentations.</p>	
<b>SW 877</b>	<b>SOCIAL WORK AND PSYCHOLOGY</b>
<p>This seminar provides a foundation and overview for students interested in understanding the intersection between social work and psychology. The readings bring together psychological theory and scholarship as they relate to contemporary social work and social welfare issues. Topics, chosen to illustrate the intersection of the two fields and to bring together faculty from both schools, may include gerontology, life span development, stereotyping and stigma, and social identity. Beyond the joint Psychology/Social Work students, the course is expected to attract joint Social Work/social science students from other disciplines, as well as graduate students in economics, public policy, sociology, anthropology, and other fields. The course will include activities such as guest speakers, works in-progress discussions, readings, and presentations.</p>	
<b>SW 900</b>	<b>PREPARATION FOR CANDIDACY EVALUATION</b>
<p><i>1–8 credits. Open to doctoral students with permission of instructor.</i></p>	
<b>SW 971–974</b>	<b>DIRECTED READING IN SOCIAL WORK AND SOCIAL SCIENCE<sup>10</sup></b>
<p><i>1–4 credits. Open to doctoral students.</i></p>	
<p>Provides doctoral students with intensive individual study under the direction of appropriate Social Work and Social Science faculty members. As indicated in <a href="#">Appendix 8</a>, this course can also be used (up to a maximum of 2 credits) for the Doctoral Social Work.</p>	
<b>SW 975–978</b>	<b>DIRECTED RESEARCH IN SOCIAL WORK AND SOCIAL SCIENCE</b>
<p><i>1–4 credits. Open to doctoral students with permission of instructor.</i></p>	
<p>Provides doctoral students with individual research under the direction of appropriate faculty members. Supervised individual or project field research in social settings.</p>	
<b>SW 990</b>	<b>DISSERTATION/PRE-CANDIDATE</b>
<p><i>1–4, IIIA, IIIB; 2–8, I, II, III. Open to doctoral students who have not yet been admitted to candidacy.</i></p>	
<p>Students enroll in this course, under their social work advisor's or dissertation chair's section number, when working on their dissertation proposal.</p>	
<b>SW 995</b>	<b>DISSERTATION/CANDIDACY</b>
<p><i>4 only IIIA, IIIB; 8 only I, II, III. Candidacy status.</i></p>	
<p>Students enroll in this course, under their advisor's or dissertation chair's section number, when working on their dissertation.</p>	

<sup>10</sup> Students may elect three (3) credits in Directed Reading or Research course(s) to meet requirements as long as written approval is obtained from the Joint Program Director prior to completion of the course. Enrollment must be for at least three (3) credit hours to substitute for a course.

## Appendix 6: School of Social Work Listing of Instructor Numbers to be used as Course Section

Instructor	Course #	Instructor	Course #	Instructor	Course #
Allen-Meares, Paula	132	Herrenkohl, Todd I.	339	Ryan, Joseph P.	315
Alvarez, M. Antonio (Tony) G.	211	Hiltz, Barbara S.	329	Sanders, Laura L.	295
Axelrod, Robin S.	265	Himle, Joseph A.	146	Sarri, Rosemary A.	147
Bares, Cristina B.	325	Hodge, Justin D.	351	Saunders, Daniel G.	155
Birdsall, William (Bill) C.	104	Hollingsworth, Leslie D.	203	Savas, Sue Ann	225
Blackburn, James A.	334	Ingersoll-Dayton, Berit	109	Schultz, Katie	343
Bornheimer, Lindsay	341	Jayarathne, Srinika (Siri) D.	136	Seabury, Brett A.	190
Brown, Denese S.	233	Kattari, Shanna Katz	344	Seefeldt, Kristin S.	317
Bybee, Deborah I.	210	Kieffer, Edith C.	272	Sefansky, Susan L.	196
Chadiha, Letha A.	263	Kossoudji, Sherrie A.	138	Shaefer, H. Luke	298
Chatters, Linda M.	268	Lacombe-Duncan, Ashley	352	Shanks, Trina R.	273
Checkoway, Barry N.	117	Lapidos, Adrienne L.	335	Sherman, Beth A.	219
Churchill, Sallie R.	108	Lee, Shawna J.	318	Siefert, Kristine A.	175
Chute, Ellen Y.	260	Lein, Laura	330	Smith, Matthew J.	337
Clark, G. Warren	239	Lewis, Edith A.	139	Staller, Karen M.	252
Córdova, David	320	Li, Lydia W.	245	Taylor, Robert Joseph	143
Crabb, Susan K.	303	Lockery, Shirley A.	150	Terhune-Flannery, Candace E.	500
Croxton, Tom A.	113	Lopez, Kathleen (Katie) L.	316	Tolman, Richard M.	165
Cushman, Julie D.	297	Mattison, Debra (Debbie) K.	209	Tropman, John E.	156
Danziger, Sandra K.	116	McDonough, Susan C.	112	Tucker, David J.	161
Doyle, Kathleen (Katie)	340	Mitchell, Jamie	326	Vanderwill, William (Bill) L.	285
Dunkle, Ruth E.	114	Momper, Sandra L.	288	Videka, Lynn	333
Eiler, Abigail H.	347	Mutschler, Elizabeth	167	Vinokur, Diane Kaplan	171
Eldredge, Mary A.	328	Naasko, Rachel T.	332	Voshel, Elizabeth H.	283
Elliott, William	336	Nicklett, Emily	314	Watkins, Daphne C.	300
Ellis, Katrina R.	342	Nitzberg, Laura J.	140	Weaver, Addie	327
Erickson, Margaret E.	246	Ortega, Mary B.	307	Xiang, Xiaoling	338
Faller, Kathleen Coulborn	168	Ortega, Robert M.	152	Yoshihama, Mieko	207
Fedina, Lisa	348	Paley, Julia F.	274	Zebrack, Bradley J.	306
Feld, Sheila C.	119	Park, Sunggeun (Ethan)	353	Zhang, Anao	346
Fellin, Phillip A.	120	Perron, Brian E.	294		
Fischer, Daniel J.	195	Peterson, Stacy L.	259		
Foley, Sallie M.	123	Pinto, Rogério Meireles	323		
Friedline, Terri	349	Piper, Claudia Kraus	299		
Galura, Joseph A.	313	Powell, Thomas J.	141		
Gant, Larry M.	145	Price, Daicia R.	331		
Garvin, Charles D.	124	Ray, Janet L.	308		
Glenn, Tammie B.	279	Reed, Beth Glover	177		
Goldman, Karla	305	Ribaudo, Julie M.	291		
Benson, Giovanna (Odessa Gonzalez)	345	Richards-Schuster, Katie E.	309		
Grogan-Kaylor, Andrew C.	256	Robertson, Leigh A.	290		
Gutiérrez, Lorraine M.	172	Robinson, Floyd H.	241		
Hawkins, Jaclynn M.	350	Root, Lawrence	149		
Henrickson, Christine G.	242	Ruffolo, Mary C.	226		

## Appendix 7: Independent Studies Course Approval Information<sup>11</sup>

One independent study course (SW900, 971-978) may be elected to meet the requirement for the three additional doctoral seminars (see section *III.C.1.B*) after written approval is received from the Director of the Program.

To obtain such approval the student should complete Part 1 of the form below and solicit recommendations from the course instructor and his or her faculty advisor in Parts 2 and 3. The form should then be routed to the Doctoral Director. The Doctoral Director will inform the student of the action taken.

The completed form should be submitted to the Doctoral Office prior to the completion of the course in question.

Course number 900 should be reserved for prelim preparation. Course numbers 971-974 should correspond to directed reads, and 975-978 should correspond to directed research projects.

### STUDENTS AND FACULTY

Please review carefully the following definitions of the four areas of the curriculum before proceeding with the approval process.

1. PRACTICE, INTERVENTION, & POLICY (PIP) courses critically analyze the conceptual bases and empirical evidence relating to the practice methods, interventions, and policies by which social work and social welfare achieve their objectives.
2. SOCIAL SERVICE SYSTEMS (SSS) courses critically analyze the structures (organizational arrangements of various formal & informal social units that are designed to deliver services.
3. RESEARCH METHODS FOR PRACTICE AND POLICY courses address the principles and methods by which knowledge of social work and social welfare is enhanced and the methods used to analyze, design, develop, and evaluate social work practice, social service systems, and social welfare policies.
4. THE SOCIAL CONTEXT FOR PRACTICE AND POLICY courses critically analyze the antecedents and consequences of various human and social factors that affect critical human conditions that social work and social welfare seek to enhance.

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<sup>11</sup> This document applies to students entering the Doctoral Program as of Fall 1987 and subsequently.



## Appendix 7a: Independent Studies Course Approval Form

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

Course Number: \_\_\_\_\_ Credit Hours: \_\_\_\_\_ Term of Enrollment: \_\_\_\_\_

*Describe Course Content, Assignments, and Evaluation Process:*

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### CREDIT SOUGHT (Check as many as appropriate)

Doctoral Seminar Requirements (Check the appropriate curriculum area):

- ☐ Practice, Intervention, & Policy (PIP)
- ☐ Social Service Systems (SSS)
- ☐ Research Methods for Practice and Policy
- ☐ Social Context for Practice and Policy

Indicate why you believe your circumstances are exceptional and warrant approval of the above request(s).

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Indicate what other Social Work doctoral courses you have taken or intend to take to meet your requirements:

Course #	Term Elected	Grade	Course #	Term Elected	Grade

\_\_\_\_\_  
STUDENT'S PRINTED NAME AND SIGNATURE

\_\_\_\_\_  
DATE



### RECOMMENDATION OF COURSE INSTRUCTOR

Please indicate whether or not you agree that the course content, assignments and evaluation procedures described by the student in Part I are adequate to meet the requirement(s) the student requests it meets.

Meets doctoral course requirements

☐ YES<sup>12</sup> ☐ NO

Please indicate which doctoral curriculum area

☐ PIP ☐ RM ☐ SC ☐ SSS

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INSTRUCTOR'S SIGNATURE

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DATE

### INSTRUCTOR PLEASE NOTE:

Unless you inform us otherwise after the course is completed the Doctoral Office will assume that the student has carried out the above assignment(s), designed to meet program requirements, to your satisfaction.

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### RECOMMENDATION OF FACULTY ADVISOR

Please indicate whether or not you recommend approval of the above request(s) and your reasons for doing so.

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FACULTY ADVISOR'S PRINTED NAME AND SIGNATURE

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DATE

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DOCTORAL DIRECTOR'S SIGNATURE

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DATE

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<sup>12</sup> See definitions provided on the front page of this form.



## Appendix 7b: Substitution of Doctoral Course Approval Form

Students may request that a social science course, or a course in another department, substitutes for one of the three additional required social work doctoral seminars.

Send this request form to the Joint Doctoral Program Director.

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

Course Number: \_\_\_\_\_ Credit Hours: \_\_\_\_\_ Term of Enrollment: \_\_\_\_\_

1. Provide a rationale for why this doctoral course should substitute for one of the three additional required social work doctoral seminars.

2. Attach a copy of the course syllabus.

### RECOMMENDATION OF FACULTY ADVISOR

Please indicate whether or not you recommend approval of this requested substitution.

\_\_\_\_\_  
FACULTY ADVISOR'S SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DIRECTOR'S SIGNATURE

\_\_\_\_\_  
DATE

## Appendix 8: Guidelines for the Research Internship and Paper

### TABLE OF CONTENTS

- I. Goals of the Research Internship
- II. Types of Research Internships
- III. Expectations for the Research Internships
- IV. Procedures for Students Completing a Social Work Research Internship
- V. Relationship between a Social Work Graduate Student Research Assistantship (GSRA) and the Social Work Research Internship
- VI. Procedures for Completing the Research Internship in the Social Science Department

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### I. GOALS OF THE RESEARCH INTERNSHIP

#### A. SPECIFIC GOALS

A unique feature of the Doctoral Program has been to provide a knowledge development orientation to students early in their careers.

#### B. RELATION TO SOCIAL WORK

Although not required for internships offered in the social science department, it is desirable that the research topics be related to social work.

#### C. RELATION TO DISSERTATION

The topic or methods of the research internships might be relevant to students' doctoral dissertations, but this is not required.

### II. TYPES OF RESEARCH INTERNSHIPS

#### A. ONGOING RESEARCH AND STUDENT PROJECTS

The research project for the internship may either be an ongoing one directed by a faculty member or one initiated by the student and carried out under faculty supervision. If the internship is part of a larger project, the student and faculty member should identify a specific research problem that will be the focus of the students' internship experience.

#### B. METHODOLOGICAL FOCUS

The research experience may be quantitative, qualitative, or a combination.

#### C. LOCATION IN SOCIAL WORK OR SOCIAL SCIENCE DEPARTMENT

The research internship may be fulfilled either in the School of Social Work (registration should occur under SW 801, 802, or 803) or in the respective social science department (e.g., Anthropology 957; Sociology 512-513, 522-523; Political Science 891-892; Psychology 619).

#### D. RELATION TO STUDENT NEEDS

The specific character of the research internship should depend on the student's background and training needs, career objectives, the availability of suitable research projects and special conditions at the time the internship is undertaken. For students with



prior research experience, the research internship should provide for an expansion of research skills into new areas and/or a deepening of pre-existing skills.

The student with the approval of the primary faculty advisor in social work will determine the most appropriate location for the internship and the breadth, depth, and type of research experience needed based on prior training and experience, career goals, and disciplinary requirements.

### **III. EXPECTATIONS FOR THE RESEARCH INTERNSHIP AND PAPER**

#### **A. REQUIRED AND OPTIONAL ACTIVITIES**

A complete research experience would include the following components. It is expected that the student will engage in some or all of the interrelated research activities listed below; every student must be involved in a sustained way in activities 1, 2, 5, and 6.

1. Formulation of a research problem (which includes a survey of the literature and pertinent research, and the development of research questions, hypotheses or conceptualization of theoretical and/or policy or practice issues);
2. Formulation of the research design and methods;
3. Development of research instruments;
4. Data collection;
5. Data analysis and interpretation of findings;
6. Preparation of a research paper.

The student should only be involved in research activities that will require the learning and acquisition of research skills, and minimal use of students' time should be made for various routine research activities such as administration of questionnaires, coding and collating of data.

#### **B. REQUIRED FINAL PAPER**

The student's research experience will be demonstrated in a research paper which will ordinarily be written in the format of an article that could be submitted for publication to a journal in social science or social work. This paper must be accepted by the faculty instructor and a second faculty reader.

#### **C. EVALUATION OF THE FINAL PAPER**

The final paper will be evaluated by the faculty instructor and a second reader. The purpose of having a second reader is to provide an independent evaluation of the written product of the internship by someone who has not previously been involved in the particular research endeavor, in much the same way that papers submitted for consideration for a conference presentation or journal publication are reviewed. The second reader will be selected for his or her substantive and/or methodological competencies in the subject area of the research.

The faculty instructor and second reader will evaluate the quality of the paper. Papers that do not meet the minimum standards of completeness and quality should be returned to the student for revision. The research internship is not satisfactorily completed until both the faculty instructor and second reader indicate that the research internship paper is acceptable.

#### **D. TIMING**

Because the internship is aimed at the early involvement of students in the conduct of research, it should be begun no later than the second year of doctoral studies. Under ordinary circumstances, it is expected that the internship be completed within one (1) year.

#### **E. REQUIRED ENROLLMENT, TIME COMMITMENTS, AND GRADING**

A student may enroll for the Research Internship for credit hours. Pre-MSW students may use up to eight credit hours of the Research Internship toward the fulfillment of the required 15 hours of Professional Field Practicum.

The actual amount of time required by an internship, and the credit hours of registration, should reflect the needs of the particular research project and prior research experiences of the student. The lower limit of four credits is set to reflect the typically minimum time commitment that seems necessary to carry out the essential elements of a research internship, approximately a day a week for two semesters; a project that could be completed in this time frame would be appropriate for a student with substantial prior research experience. A commitment of about two days a week over two semesters, or eight credits of registration, is anticipated to be the more typical pattern.

**F. GRADING**

If a student's research internship extends over more than one semester, a grade of Y should be entered to so indicate. When the internship has been completed and a satisfactory final written product has been approved by the instructor and the second reader, a change of grade should be recorded. Whether a letter grade or a satisfactory grade is used should be agreed to in the initial contract between student and instructor.

**G. FACULTY SUPERVISION**

The research internship should provide the student with regular supervision by the faculty member in charge.

**H. STUDENT RECOGNITION**

Students are expected to receive appropriate recognition in any publication based on their work as interns.

**IV. PROCEDURES FOR THE STUDENT COMPLETING A SOCIAL WORK RESEARCH INTERNSHIP**

**A. INITIATION OF PROPOSAL**

After reviewing available research internship opportunities and discussion with the person who will serve as instructor, the student is expected to prepare a brief proposal which should include:

1. Identification of the research problem
2. The research activities the student will engage in
3. Methodological procedures to be employed
4. Anticipated project

**B. APPROVAL OF PROPOSAL**

After the instructor accepts the proposal, the student will provide the instructor a copy of the social work research internship proposal approval form for the instructor's completion (see [\*Appendix 8A\*](#)). The student will submit the signed form and a copy of the proposal to the Doctoral Office. These items will be kept in the student's academic record.

**C. HUMAN SUBJECTS APPROVAL**

If data are to be collected from human subjects, approval from the appropriate Human Subjects Review Committee must be obtained.

**D. PREPARATION OF FINAL RESEARCH INTERNSHIP PAPER**

The student is required to submit a research paper at the conclusion of the internship to the instructor. This paper should be a complete final report of the student's research project. It should be in journal article form, which will include:

1. Conceptualization and formulation of the research problem
2. Research design and methodology
3. A discussion of instruments used in the research
4. Research findings and interpretations
5. Conclusions

#### E. EVALUATION OF THE FINAL PAPER

The student will submit the final paper to the faculty instructor and to a second reader (a University of Michigan faculty member or research scientist) for evaluation. Wherever possible, the instructor's feedback about drafts of the report should provide information to the student about revisions that might make the paper acceptable for presentation at a professional meeting or submission to a journal. If the instructor or second reader requests revisions, the student will make them and resubmit the paper. The student should give a copy of the paper accepted by the instructor and second reader, along with a copy of the evaluation (see [Appendix 8B](#)) to the Doctoral Office.

### ***V. RELATIONSHIP BETWEEN SOCIAL WORK GRADUATE STUDENT RESEARCH ASSISTANTSHIP (GSRA) AND RESEARCH INTERNSHIP***

Faculty members within the School of Social Work who want a graduate student research assistant (GSRA) will be asked to provide information on their ongoing research. In many cases, these research assistantships can become the basis for the student's Research Internship Paper.

The information on ongoing research submitted by faculty members will include the following:

1. The nature of the assignment for which you are requesting a GSRA;
2. The specific tasks to be assigned;
3. The amount of time involved;
4. Whether it could serve as the student's Research Internship;
5. The contributions to the faculty's teaching or research;
6. The contributions to the educational career of the doctoral student;
7. The contributions to fulfilling the CSWE post-MSW work experience requirement.

These statements will be circulated by the Doctoral Program Director to all first-year doctoral students, so that they may indicate the faculty member(s) with whom they would like to work as a GSRA during their second year in the Doctoral Program. The Doctoral Director will then make these GSRA assignments.

### ***VI. PROCEDURES FOR COMPLETING THE RESEARCH INTERNSHIP PAPER IN THE SOCIAL SCIENCE DEPARTMENT***

#### ***A. REQUIREMENTS FOR SOCIAL SCIENCE INTERNSHIP***

Students may complete their Research Internship Paper in their social science department provided that the essential components of the Research Internship as defined above are met, including a written final report.

#### ***B. INITIATION OF SOCIAL SCIENCE INTERNSHIP***

The location of the internship will depend on requirements in the student's discipline and the type of research experience needed. The primary faculty advisor and Director of the Doctoral Program are available to discuss these options and, where appropriate, to help negotiate supervision of an internship by faculty outside the School of Social Work.

#### ***C. SUBMISSION OF FINAL PAPER AND FACULTY EVALUATION***

A copy of the final paper must be submitted by the student to the Doctoral Office along with the instructor's evaluation and that of a second reader. The student may use the social science evaluation form or the evaluation form used by the Joint Doctoral Program (see [Appendix 8B](#)).



## Appendix 8a: Social Work Research Internship Proposal Approval Form

PLEASE read the *Guidelines for the Research Internship* before preparing your proposal. When the faculty instructor supervising your internship has approved the proposal, complete the information below, obtain that person's signature on this form, and submit it to the Doctoral Office.

\_\_\_\_\_  
Student's Name:

\_\_\_\_\_  
Student's Signature:

Topic: \_\_\_\_\_ Initial

Enrollment: Course #: \_\_\_\_\_ Credits: \_\_\_\_\_ Term: \_\_\_\_\_

### TO FACULTY INSTRUCTOR

Your signature below indicates that: (a) You are willing to provide regular supervision to the student in the completion of the research internship; (b) You agree that the student's proposal meets the Guidelines for the Social Work Research Internship (see below); and (c) You have completed the internship checklist. It is the responsibility of the faculty supervisor to be sure that the essential components of the internship are included in the proposal before giving his or her approving signature.

Please respond to all the items below:

1. What is the nature of the research internship?

☐ Initiated by the student

☐ Part of a faculty project.

If so, has a specific sub-project been identified for the student's research internship?

☐ Yes ☐ No (If no, please explain)

2. For each of the following components of a research experience indicate whether or not it will be covered by this internship. (Note that sustained activities for starred components are required by the Doctoral Program Guidelines):

Formulation of a research problem (includes a survey of the literature and pertinent research and development of research questions, hypotheses or conceptualization of theoretical and/or policy or practice issues):

☐ Yes ☐ No (If no, please explain)

Formulation of research design and methods:

☐ Yes ☐ No (If no, please explain)

Development of research interests:

☐ Yes ☐ No

<sup>13</sup> For students entering Fall 1987 and subsequently.



3. Data collection:

Data analysis and interpretation of findings:

☐ Yes ☐ No (If no, please explain)

4. Preparation of a research paper:

☐ Yes ☐ No (If no, please explain)

5. Are human subjects involved? Check One:

- ☐ No human subjects are involved (e.g., secondary data analysis only)
- ☐ Approval will be obtained before data collection begins from the relevant Human Subjects Committee.
- ☐ Approval has already been obtained from the relevant Human Subject Committee.

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PRINTED NAME AND SIGNATURE OF FACULTY INSTRUCTOR

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DATE

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SIGNATURE OF PROGRAM DIRECTOR<sup>14</sup>

---

DATE

---

<sup>14</sup> The Program Director's signature indicates that the checklist has been completed by the faculty instructor and that the proposal includes the research activities defined as essential components in the ***Guidelines for the Research Internship***.



## Appendix 8b: Social Work Research Internship Paper Complete Approval Form<sup>15</sup>

To doctoral students submitting the Research Internship Paper: Indicate your specific involvement in each of the following activities below (It is expected that the student will engage in some or all of the interrelated research activities listed below; every student must be involved in a sustained way in activities 1, 2, 5 and 6.)

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

1. Formulation of a research problem (which includes a survey of the literature and pertinent research, and the development of research questions, hypotheses or conceptualization of theoretical and/or policy or practice issues)

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2. Formulation of the research design and methods

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3. Development of research instruments

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4. Data collection

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5. Data analysis and interpretation of findings

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6. Preparation of this research report

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<sup>15</sup> For students entering Fall 2010 and subsequently.



EVALUATORS' COMMENTS<sup>16</sup>

FIRST READER:

SECOND READER:

\_\_\_\_\_  
SIGNATURE OF PROGRAM DIRECTOR<sup>17</sup>

\_\_\_\_\_  
DATE

<sup>16</sup> For students who are joint with Psychology and wish to obtain an MA in Psychology, one of the readers must be a Psychology faculty member.

<sup>17</sup> The Program Director's signature indicates that the evaluative comments have been completed by the faculty instructors and that the paper includes the research activities defined as essential components in the ***Guidelines for the Research Internship***.



## Appendix 9: Guidelines for the Social Work Preliminary Exam<sup>18</sup>

### TABLE OF CONTENTS

- I. Goals
  - II. Guiding Principles
  - III. Preliminary Examination Content and Timeline
  - IV. The Preliminary Examination Proposal
  - V. The Examination Committee
  - VI. Evaluation of Performance
- 

### **I. GOALS**

The purpose of the preliminary examination is to enable the student to demonstrate to a faculty committee mastery of knowledge in an individualized area of subject matter. Such mastery should be demonstrated by the synthesis of the major theoretical, empirical, and practice knowledge in the area; conceptualization and critical analysis of major work in the area; identification of the critical issues in the area that require future advances in theory, research, and practice; integration of relevant social work and social science perspectives and knowledge; and effective communication of these ideas.

### **II. GUIDING PRINCIPLES**

Because there is immense variation in students' individualized areas of interest and topics for preliminary examinations, issues can arise concerning such matters as the independence of the preliminary examination from other requirements, its relevance to social work or social welfare, the adequacy of the topic's literature base, the comprehensiveness of the literature review, and the standards of quality. The Doctoral Program has endeavored to address such matters by formulating some principles to guide students and faculty in the conception and preparation of preliminary examination areas.

#### **A. INDEPENDENCE OF THE WRITTEN PRODUCT FROM OTHER REQUIREMENTS**

The subject matter of the social work prelim may be related to coursework, papers and other requirements in the social work part of the student's program, and should be substantially related to the student's area of interest. The written product of the preliminary examination, however, should be independent of papers and other products produced in the social work component of the Program. The written product of the social work preliminary examination should also be independent of that for the social science preliminary examination, although the subject matter of the two prelims may be in a complementary relationship to one another. Any overlap between previous products should be explicated in the preliminary exam proposal.

#### **B. RELEVANCE TO SOCIAL WORK AND SOCIAL SCIENCE**

It is expected that in the proposal as well as in the preliminary examination itself the student will give explicit attention to the relevance of the topic to social work and social science.

#### **C. RELATION TO STUDENT NEEDS**

The topic selected for study should have a substantial base in the empirical and theoretical literature. The preliminary examination is not a mechanism for addressing questions for which original empirical research is more appropriate.

#### **D. COMPREHENSIVENESS OF THE LITERATURE REVIEW**

The literature review should be comprehensive. It should not be descriptive alone, but rather should involve analysis, synthesis, conceptualization, and integration of major viewpoints, alternate considerations, and research evidence from the available literature, and should identify critical issues for future development in the student's area.

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<sup>18</sup> For students entering the Doctoral Program Fall 2011 and subsequently.

**E. APPLICABILITY OF THEMES CONCERNING PRIVILEGE, OPPRESSION, DIVERSITY OR SOCIAL JUSTICE TO THE STUDENT'S AREA OF INTEREST**

Attention should be given to how one or more of these themes are addressed within the preliminary examination.

**F. CRITIQUE AND IDENTIFICATION ISSUES NEEDING FURTHER INVESTIGATION**

The preliminary exam should include sections that address the identification of gaps in theory, empirical research, and social work practice/policy relevant to the student's area of interest. Suggestions should be provided for future work with respect to theory, research and practice.

**G. QUALITY OF THE PRODUCT AND INDEPENDENT WRITING**

The written component of the prelim will be an examination written independently by the student without consultation on its specific content or editorial assistance. The level of mastery of the content reflected in the examination product should clearly be consistent with high standards of doctoral work. The written document should demonstrate the ability to communicate effectively and reflect careful attention to style, clarity, and composition, as well as to matters of spelling and grammar.

**III. PRELIMINARY EXAMINATION CONTENT AND TIMELINE**

The preliminary exam consists of the student's answers to three questions that are relevant to their interests and approved by the faculty committee:

1. A question concerning the major theory or theories in their area.
2. A question focusing on the empirical research available in their area.
3. A question addressing social work practice; that is, research that has been conducted in the area of practice and/or policy in their area.

It is expected that answers to each of the questions will be 10-15 pages in length, including references, resulting in a final product ranging from 30-45 pages. The paper should reflect professional publication standards both in terms of adequacy of content and communication.

The specific questions are developed by the student in conjunction with the faculty committee. After the proposal has been officially approved by the student's faculty committee (i.e., the Social Work Preliminary Exam Proposal Approval paperwork has been completed and submitted), the written component should be independently written by the student without consultation on its specific content or editorial assistance from others. With regard to timeline, approval of the social work preliminary examination must occur no later than the beginning of the student's fourth year in the program to be consistent with Rackham requirements for candidacy. Students will be allowed up to six weeks to complete the take-home exam after which they will meet with their faculty committee for an oral exam within two weeks. After the oral exam, students will be allowed one week to make any revisions required by the committee, if necessary. The timeline for completion of the prelim begins the day after the prelim proposal is accepted. The chairperson of the preliminary exam is responsible for ensuring that the student remains within this timeline. (Note: students can work on and complete their preliminary exam proposal during SW800: part 2 which they take winter of their third year in the program.)

**IV. THE PRELIMINARY EXAMINATION PROPOSAL**

**A. PROPOSAL AS A GATEWAY TO THE DISSERTATION**

The preliminary examination is viewed as the gateway to the dissertation and the subsequent attainment of the PhD degree. A successfully defended social work preliminary examination proposal will satisfy, in part, the requirement for advancement to candidacy.<sup>19</sup>

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<sup>19</sup> Effective Fall 1997

#### A. ROLE OF THE CHAIRPERSON AND COMMITTEE

The committee chairperson is expected to work with the student to assist them in the preparation of the preliminary examination proposal. Such assistance should include help in defining the subject matter for the examination, identifying relevant questions, and retrieving the relevant literature. As part of this process, the chairperson is responsible for making sure that the proposal meets the goals and guiding principles for the preliminary examination and meets the timeline. Other committee members may also work with the student in preparation of the proposal.

#### B. APPROVAL OF PROPOSAL

The final version of the written proposal must be reviewed and approved at a meeting attended by all committee members and the student. Such approval is expected to be based on the substantive adequacy of the proposal and the congruence of the proposal with the goals and guiding principles for the preliminary examination. The Chairperson is responsible for completing the Preliminary Examination Checklist after the proposal is approved by the entire committee, and Chairperson and committee members sign the Preliminary Examination Approval Form indicating their willingness to serve on the committee approve of the proposal as meeting the guidelines. The student is responsible for submitting the signed Social Work Preliminary Examination Proposal Approval Form and the Social Work Preliminary Examination Checklist.

#### C. WITHDRAWAL OF PROPOSAL

Prior to the submission of the written exam, students may withdraw their proposal and form a new committee on a new topic.

#### D. KEY ELEMENTS OF THE PROPOSAL

The following outlines the key sections that should be included in the proposal:

1. Introduction, including the three key questions related to theory, empirical research, and social work practice (explained below).
2. Significance of the topic to social work and social science.
3. Relevance to student's anticipated dissertation topic.
4. Independence from other written products.
5. How themes of privilege, oppression, diversity, or social justice will be addressed in the preliminary exam.
6. Outline of preliminary exam with a brief narrative overview of the literatures in each of the subsections. The following is an illustration of an outline:
  - a. Theory question
    - i. Description of major relevant theory or theories
    - ii. Empirical research that supports or refutes theories
    - iii. Critique of theories
    - iv. Suggestions for enhancing theories (e.g., additional conceptual linkages; synthesis of two or more theories)
  - b. Empirical research question
    - i. Analysis and synthesis of empirical research
    - ii. Critique of research
    - iii. Identification of gaps in research and suggestions for future research
  - c. Social work practice question
    - i. Synthesis of research conducted on social work practice and/or policy

- ii. Critique of this research
  - iii. Identification of gaps in research on practice and/or policy. Suggestions for addressing these gaps.
- 7. Timeline for exam: Specification of when the exam will begin and end and when the oral exam will occur.
  - 8. References to be reviewed for preliminary exam organized around each of the three questions (i.e., theory, empirical research, and social work practice)

#### E. REGISTRATION

A student must be enrolled for at least one credit hour during the semester during which a preliminary examination proposal is submitted. Registration may be under SW 900, Candidacy Evaluation, course number or another social work or social science course number. If the proposal is being submitted in spring or summer term and the student is not enrolled then the paperwork will be dated for the beginning of fall term.

### V. *THE EXAMINATION COMMITTEE*

The preliminary examination committee shall consist of at least three faculty persons holding regular (i.e., unmodified) appointments in the School of Social Work. For students who are joint with Sociology, there will be two Social Work faculty members and one Sociology faculty member on the preliminary examination committee. The Chairperson of the Committee must have taught in the Doctoral Program. The Director of the Doctoral Program must approve exceptions.

Members should be chosen for their substantive knowledge, research, and scholarly work in the content area(s) of the preliminary examination. The student recommends the selection of the chair and committee members to the Director of the Doctoral Program. The Director then approves the composition of the preliminary examination committee, taking into account the guiding principles and selection criteria discussed above.

### VI. *EVALUATION OF PERFORMANCE*

#### A. COMMITTEE RESPONSIBILITIES

After the examination is submitted and the student has defended the exam, the committee will evaluate it and agree upon a grade. The chairperson has the responsibility of providing the written evaluation of the final product of the examination, focusing particularly on the extent to which the examination in fact was consistent with the guiding principles indicated earlier.

#### B. GRADING SCALE

The grading scale is as follows: Honors, High Pass, Pass, Conditional Pass, and Fail. A grade of Honors is given only when an extraordinary high degree of proficiency is demonstrated in all parts of the examination. The lowest acceptable grade is Pass. The grade of Conditional Pass is used when the requirements are satisfactorily fulfilled, but a specific deficiency is noted. To remove the deficiency the student must satisfactorily complete the task prescribed by the examination committee (e.g., rewrite the answer to one examination question, or write a brief paper elaborating on one aspect of the topic, etc.). The student may have up to one week to complete this work. For a social work preliminary exam for which a student receives the grade of "conditional pass", once the condition has been met, the existing range of grading should be used by the committee in order to assign a final grade.

#### C. FAILING GRADES

If the preliminary examination is failed, the student would have an opportunity to retake the exam once in the original subject area. If the student wishes to be examined in a new area, a new committee must be formed and all the above procedures followed. Any student who fails twice will be reviewed by the Supervising Committee.



## Appendix 9a: Social Work Preliminary Exam Proposal Approval Form<sup>20</sup>

To Doctoral Students:

Upon acceptance of your preliminary examination proposal by your committee, obtain the signatures of your chairperson and members of your Preliminary Examination Committee (see the Guidelines for composition of the committee), and submit this form with a copy of your prelim proposal to the Doctoral Program office.

You must be registered for at least 1 credit hour the semester during which the prelim proposal is accepted; registration may be for SW 900 or another social work or social science course.

To the Proposed Examination Chairperson, your signature indicates that:

- A. You are willing to serve as chairperson of the committee.
- B. You agree that the student's proposal, which is attached, meets the guidelines for the social work preliminary examination.
- C. You have completed the attached preliminary examination checklist.

To Proposed Examination Committee Members, your signature indicates that:

- A. You are willing to serve on the committee.
- B. You agree that the student's proposal, which is attached, meets the guidelines for the social work preliminary examination.
- C. You agree with the content of the attached preliminary examination checklist.

Student Name (please print): \_\_\_\_\_

This committee accepted the Preliminary Exam Proposal on: \_\_\_\_\_

Expected Date of Oral Exam: \_\_\_\_\_

Preliminary Examination Title: \_\_\_\_\_  
\_\_\_\_\_

### PRELIMINARY EXAMINATION COMMITTEE CHAIRPERSONS and MEMBER<sup>21</sup>

#### PRINTED NAMES AND SIGNATURES:

- |    |                    |             |
|----|--------------------|-------------|
| 1. | Chairperson: _____ | Date: _____ |
| 2. | Member: _____      | Date: _____ |
| 3. | Member: _____      | Date: _____ |

#### APPROVED BY THE DIRECTOR OF THE DOCTORAL PROGRAM

Signature \_\_\_\_\_

Date: \_\_\_\_\_

<sup>20</sup> For students entering the Doctoral Program as of the Fall 2011 term and subsequently.

<sup>21</sup> For students joint with Sociology, one of these members must be a Sociology faculty member.

## Appendix 9b: Social Work Preliminary Exam Checklist<sup>22</sup>

It is the responsibility of the chairperson of the preliminary examination committee to be sure that all the guiding principles for the preliminary examination have been addressed properly. After completion of the prelim proposal, the chairperson, in consultation with the committee members, completes the checklist before giving his or her approving signature.

The written product of the preliminary examination will be independent of papers and other products produced in the program.

☐ Yes

The topic is relevant to social work and social science and the preliminary proposal draws explicit attention to said relevance.

☐ Yes

The topic has a substantial base in the empirical and theoretical literature.

☐ Yes

The written product described in the proposal will include literature reviews that are comprehensive, i.e., including analysis, synthesis, conceptualization, integration, and identification of critical issues for future development.

☐ Yes

The preliminary examination will address one or more of the themes: privilege, oppression, diversity, and social justice.

☐ Yes

The preliminary exam will include sections that address the identification of gaps in theory, empirical research, and social work practice/policy relevant to the student's area of interest.

☐ Yes

The written component of the prelim will be an examination written independently by the student without consultation on its specific content or editorial assistance from others.

☐ Yes

The date for the examination will be: \_\_\_\_\_

\_\_\_\_\_  
Signature of Preliminary Exam Chair

\_\_\_\_\_  
Date

<sup>22</sup> For students entering Fall 2011 and subsequently.



## Appendix 9c: Social Work Preliminary Exam Confirmation Form

Doctoral students: Upon completion of your preliminary exam in Social Work, please have your committee chair complete the following form, obtain the signatures of your committee members, and return it to the doctoral office.

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Date of Examination

If revisions or a secondary examination is necessary, please describe the plan for completion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Final Completion Date: \_\_\_\_\_

Final Grade: \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

Chair (Please print name & Sign): \_\_\_\_\_

Member<sup>23</sup> (Please print name & Sign): \_\_\_\_\_

Member<sup>16</sup> (Please print name & Sign): \_\_\_\_\_

Committee Chair, please provide a brief statement about the Prelim Exam:

\_\_\_\_\_  
Committee Chair signature

\_\_\_\_\_  
Date

<sup>23</sup> For students in Social Work and Sociology, one of the faculty members must be in Sociology. For students who are joint with other disciplines, one of the faculty may be in the partner social science if approved by your Prelim Committee Chair who must be in Social Work.



## **Appendix 10: Practicum on Teaching Social Work Methods**

Experience and skills in teaching social work methods is recognized as an important attribute for those seeking careers as social work educators. Such experience can be gained in several ways including practice experience in the field and teaching experience while in the Program. For those students who are interested in gaining experience and improving their skills in teaching social work methods, the Doctoral Program has instituted a Practicum on Teaching Social Work Methods. This is a special studies course (SW 971-974), which the student can take with a faculty member at the School of Social Work who teaches social work methods.

Through the Practicum the student can undertake various teaching projects which may involve actual co-teaching; preparation of teaching modules, lectures and other presentations; working with students on classroom projects; leading discussion groups, etc. The specific nature of the project is to be worked out between the student and the faculty member. It is expected that the faculty member will provide the student with the necessary guidance and assistance and work closely with them toward a successful teaching experience. It is expected that at the completion of the practicum a report and an evaluation of the student's work by the faculty member will be submitted to the Doctoral Office to be included in the student's file.

On a regular basis the faculty will be asked to indicate their interest in offering such a practicum, and such information will be available on file in the Doctoral Office. Students, however, may directly approach a faculty member with whom they wish to have a Practicum. Students should also consult with their faculty advisors concerning the desirability of a Practicum and the opportunities that may be available for it.

Once the student and the faculty member agree to initiate a Practicum it is essential that the nature, scope, and other details of the Practicum be worked out in detail so that there is a clear understanding between the student and faculty member about the terms of the Practicum

## Appendix 11: Doctoral Social Work Practice Internship<sup>24</sup>

1. An Advanced Practice Internship should be available to meet the special interests of doctoral students at the micro or macro levels of practice.
2. Students would be able to earn a maximum of two credits total (registration as SW 971-974). The time allocation would be .50 FTE (20 hours per week) for one term or .25 FTE (10 hours per week) for two terms in order to earn 2 credits.
3. The student's instructor would be a member of the doctoral faculty who would collaborate in the development of the placement with the student and with an agency representative. The faculty member along with the student and a professionally trained agency staff member would constitute a committee to formulate a proposal for the internship. When the committee has agreed to a plan, that plan should be submitted in writing to the Director of the Doctoral Program who would review the proposal, accept it, or return it for revisions.
4. The plan should specify the following:
  - a. The domain of the assignment and the levels of intervention.
  - b. The activities and tasks to be performed by the student.
  - c. How the experience would relate to the Doctoral Program's goals.
  - d. The respective roles of faculty and agency in field instruction, supervision and/or consultation.
5. Agencies should be selected which have the capacity for superior quality field instruction.
6. A report of the experience should be prepared by the student. That report should be prepared as a document or device that could be utilized in teaching to illustrate effective practice or research on practice.
7. A grade should be given by the faculty instructor following completion of the report.

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<sup>24</sup> At its April 12, 1984 meeting the Doctoral Committee approved these procedures to govern the Doctoral Social Work Practice Internship.

## **Appendix 12: Professional Work Experience**

It is strongly recommended that students have a variety of professional social work experiences. Such experiences enhance students' research and teaching and facilitate their ability to obtain jobs in schools of social work. For more detailed information, see *section III.I 'Professional Work Experience'*. The following provides additional information on licensure and CSWE requirements for social work practice experience.

## Appendix 12a: Experience Relevant to Licensure

The grid below is intended as a guide to assist people in understanding the differences in the levels of regulation and to show who would typically be responsible for various activities and functions. This grid is not an authoritative restatement of the law or regulations governing the practice of social work in the State of Michigan. The law governing social work practice is found in the Public Health Code, especially MCL 333.18501 et seq. The rules governing social work practice are found in the Administrative Rules of the Michigan Board of Social Work, R 338.2901 et seq. (Adapted from [http://www.michigan.gov/lara/0,4601,7-154-35299\\_28150\\_27529\\_27554---,00.html](http://www.michigan.gov/lara/0,4601,7-154-35299_28150_27529_27554---,00.html).)

Social Work Task or Function	Tech	BSW	MSW	
			Macro	Clinical
Administration of assessment checklists requiring interpretation	YES	YES	YES	YES
Administration and interpretation of assessment checklists			YES	YES
Advocacy for group/communities		YES	YES	YES
Advocacy for individual		YES	YES	YES
Case intervention planning and evaluation				YES
Case management (for individual, family, couple, group)		YES		YES
Child or adult custody determination		YES		YES
Child or adult custody assessments and recommendations				YES
Child welfare case management		YES		YES
Community organization		YES	YES	
Conduct case-finding activities in community	YES	YES	YES	YES
Consultation regarding agency practice and policy development			YES	YES
Consultation regarding clinical issues				YES
Coordination and evaluation of service delivery			YES	
Development of social welfare policy			YES	
Diagnosis of mental, emotional or substance abuse disorders with a diagnostic code				YES
Directing clinical programs				YES
Directing social work agencies but not clinical practice			YES	
Directing social work agencies including clinical practice			YES	YES
Identification of presenting problem		YES		YES
Impart general information and referral for assistance		YES	YES	YES
Interventions with individuals, couples, families or groups to enhance or restore the capacity for social functioning		YES		
Intervention methods using specialized and formal interactions				YES
Interviewing clients regarding client's situation	YES	YES	YES	YES
Monitor client's compliance with program's expectations	YES	YES	YES	YES
Pre-admission general assessment for mental health facilities		YES		YES
Private practice: clinical				YES
Private practice: macro			YES	
Program intervention planning and evaluation		YES	YES	
Provide assistance regarding community resources	YES	YES	YES	YES
Provide information about available services	YES	YES	YES	YES
Provide life-skills training	YES	YES	YES	YES
Provide linkages to community services	YES	YES	YES	YES
Provision of training regarding community needs and problems			YES	
Psychosocial assessment		YES		YES
Psychotherapy with adults				YES
Psychotherapy with children				YES
Research: design and analysis			YES	YES
Research: data collection		YES	YES	YES
Supervision of clinical social workers				YES
Supervision of macro social workers			YES	
Teaching or education of client		YES	YES	YES
Treatment planning and evaluation				YES

## Appendix 12b: CSWE Requirements for Social Work Practice Experience

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (2008)<sup>25</sup>

### *Educational Policy 3.3—Faculty*

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student- faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

### *Accreditation Standard 3.3—Faculty*

3.3.1 The program identifies each full and part-time social work faculty member and discusses their qualifications, competence, expertise in social work education and practice, and years of service to the program. **Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.**

WHAT IS SOCIAL WORK PRACTICE EXPERIENCE?<sup>26</sup>

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. **These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation.** Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

COMMENTS:

- The policy does not require that the practice be full time or paid.
- Two years of practice experience is approximately 4000 hours of practice experience
- Work must be post MSW
- Schools and programs will interpret this requirement in different ways.

---

<sup>25</sup> <http://www.cswe.org/File.aspx?13780>

<sup>26</sup> From the NASW Code of Ethics <http://www.socialworkers.org/pubs/code/code.asp>



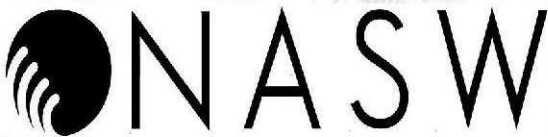
## Obtaining a Michigan Social Work License

*Step by Step  
Guide on the  
Licensure  
Process in  
Michigan*

*All 'Social  
Workers' in  
Michigan must be  
licensed!*

- ☐ **Step 1:** Obtain a social work degree from an accredited institution (BSW or MSW)
- ☐ **Step 2:** Research and understand the requirements and process of social work licensure in Michigan ([www.nasw-michigan.org](http://www.nasw-michigan.org))
- ☐ **Step 3:** Apply for your Limited License – Through Licensing and Regulatory Affairs (LARA) ([www.michigan.gov/lara](http://www.michigan.gov/lara))
  - ☐ • Submit correct paperwork (\$40)
  - ☐ • Get fingerprints taken (\$60)
  - ☐ • Have school submit transcripts with correct form
- ☐ **Step 4:** To be completed during 7 years during limited license period
  - ☐ • Obtain supervision by LMSW
  - ☐ • Complete the required experience (4000 Hours)
  - ☐ • Pass the licensure exam (\$230-\$260) ([www.aswb.org](http://www.aswb.org))
    - Licensure preparation courses offered by MSU and WSU
    - Practice tests available through ASWB (\$75)
- ☐ **Step 5:** Apply for your full license –
  - LBSW or LMSW (Clinical or Macro) (\$40)
- ☐ **Step 6:** (Optional – Obtain second license)
  - Have both a clinical and macro LMSW (\$40)

*NASW – Helping Social Workers Serve the Nation*



National Association of Social Workers - Michigan Chapter

741 N Cedar  
Lansing, MI 48906

ph 517-487-1548  
fx 517-487-0675

[www.nasw-michigan.org](http://www.nasw-michigan.org)



## Appendix 13: Information on Ethical Standards Related to Joint Authorship

### *ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT<sup>27</sup>*

#### **8.12 Publication Credit**

- a. Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)
- b. Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.
- c. Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

### *AMERICAN SOCIOLOGICAL ASSOCIATION CODE OF ETHICS<sup>28</sup>*

#### **8.15 Authorship Credit**

- a. Sociologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed.
- b. Sociologists ensure that principal authorship and other publication credits are based on the relative scientific or professional contributions of the individuals involved, regardless of their status. In claiming or determining the ordering of authorship, sociologists seek to reflect accurately the contributions of main participants in the research and writing process.
- c. A student is usually listed as principal author on any multiple authored publications that substantially derives from the student's dissertation or thesis.

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<sup>27</sup> Adopted by The American Psychological Association, June 2010

<sup>28</sup> Approved by ASA Membership in Spring of 1997





## Appendix 14a: Approval of Candidacy Status Form

Student's Name	Address		
Student's Social Science	City	State	Zip
Student ID	Phone	Email Address	

### DEPARTMENTAL REQUIREMENTS

MSW COMPLETION DATE: \_\_\_\_\_

SOCIAL SCIENCE COURSES COMPLETION DATE AND EMAIL:

☐ \_\_\_\_\_

SOCIAL WORK DOCTORAL COURSES COMPLETION DATE AND FORM:

☐ \_\_\_\_\_

RESEARCH INTERNSHIP PAPER COMPLETION DATE AND FORM:

(OR COMPLETED PSYCH 619 FORM)

☐ \_\_\_\_\_

SOCIAL SCIENCE PRELIM PASS DATE AND EMAIL CONFIRMATION:

☐ \_\_\_\_\_

SOCIAL WORK PRELIM PROPOSAL APPROVAL DATE AND FORM:

☐ \_\_\_\_\_

#### FOR OFFICE USE ONLY:

☐ RACKHAM RECOMMENDATION FOR CANDIDACY FORM

☐ GPA (MINIMUM 3.0)



## Appendix 14b: Social Work Doctoral Coursework Completion Form

Student Name (Please Print):

---

Course #	Term Elected	Grade
<i>Doctoral Required Courses</i>		
SW 800 (Part 1)		
SW 825		
SW 873		
SW 800 (Part 2)		
<i>Doctoral Electives<sup>29</sup></i>		

---

SOCIAL WORK ADVISOR'S SIGNATURE

---

DATE

---

DOCTORAL DIRECTOR'S SIGNATURE

---

DATE

---

<sup>29</sup> All doctoral students complete at least three electives. With the approval of the Doctoral Director, you may have a social science class substitute for one elective and you may have an independent study with a social work faculty member substitute for one elective. Attach written approval(s) from Doctoral Director.

## Appendix 15a: Discretionary Account, Travel Funds, or Dissertation Expenses

### PROVISIONS AND REGULATIONS

<b>Purpose:</b>	To provide aid and opportunities for doctoral students in social work and social science to participate in the life of their academic professions and/or complete their dissertation research.
<b>Form of Support:</b>	Each student has a fixed amount in their personal spending account. No more than \$400 per year may be used without special permission from the Director.
<b>Eligibility:</b>	Funds are only for joint doctoral students in social work and social science who are in good standing and are judged to be making good progress in their program.
<b>Use:</b>	Travel and/or dissertation and research expenses
<b>Procedure:</b>	<p>To receive your funds, the student must complete the application (on reverse) and attach a copy of the conference program (or letter of invitation) <i>with the applicant's name clearly stated</i> verifying participation in the conference or an itemized budget of your anticipated dissertation or research expenses. <i>Signatures of the social work faculty advisor (travel) or dissertation chair (dissertation &amp; research expenses) will only be required for a request of more than \$400.</i></p> <p><b><u>*Travel applications need a statement saying how attending/presenting will be of benefit to you, the SSW and the UM.</u></b></p>
<b>Deadline:</b>	<p>For travel awards, no later than one week prior to the date of the conference. For dissertation expenses, please submit the application to the doctoral office a month earlier than you wish to have the money.</p> <p><b><i>Expense reports must be submitted within 30 calendar days from the end of the trip or the hosted event, or within 45 calendar days from the transaction date for purchase of supplies or other out-of-pocket expenses. Expenses submitted in excess of 30 calendar days will not be reimbursed.</i></b></p> <p><b>No funding will be given retroactively.</b></p>
<b>Notification:</b>	<p>In cases requiring the signature of the Director, students will be notified via email should there be a change in funding level. Funds will be distributed either via direct deposit or mailed to your local address if no direct deposit is on file.</p> <p><b>Within two weeks</b> of returning from a conference, the student must submit to the Doctoral Office original receipts or emails equal to, or exceeding the award amount.</p>



## Appendix 15b: Discretionary Account, Travel Funds, or Dissertation Expenses Application

Check One: ☐ Travel Grant ☐ Dissertation Expenses ☐ SSWR Conference ☐ CSWE Conference ☐ Other

Name: \_\_\_\_\_ UMID: \_\_\_\_\_

Social Science: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Daytime Phone #: \_\_\_\_\_ Today's Date: \_\_\_\_\_

\*Conference Title: \_\_\_\_\_

Purpose of Attendance (check one): ☐ Deliver Paper ☐ Present Poster

Departure Date: \_\_\_\_\_ Return Date: \_\_\_\_\_ Destination: \_\_\_\_\_

Estimate of Total Conference Expenses: \$ \_\_\_\_\_ Amount Requesting: \$ \_\_\_\_\_

### ***\*Dissertation Expenses Anticipated:***

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If your funding request exceeds \$400, please have your Faculty advisor (travel) or dissertation co-chair complete the following section. **Please note that all receipts MUST be submitted within 30 days of the expense.**

**For the Faculty Advisor/Dissertation Co-chair:** Please check the appropriate box below, make any comments you wish to, and print and sign your name.

Is the applicant making satisfactory progress toward the degree? ☐ Yes ☐ No

Comments: \_\_\_\_\_

\_\_\_\_\_  
Faculty Advisor/Dissertation Co-chair Printed Name and Signature Date: \_\_\_\_

### ***For office use only:***

Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved for \$ \_\_\_\_\_ From account #: \_\_\_\_\_

## Appendix 16a: Guidelines for Joint Doctoral Program Emergency Assistance

### I. JOINT DOCTORAL PROGRAM EMERGENCY FUNDS

#### A. PURPOSE

The Emergency Fund is a grant intended to help Joint Doctoral students deal with one-time, emergency expenses that are:

1. unanticipated expenses in emergency situations,
2. beyond the student's control, and
3. not covered by other funding programs.

The funds are not designed to cover anticipated research expenses or ordinary costs of living. Each application will be considered on an individual basis according to each student's circumstances.

#### B. CONDITIONS AND AWARD AMOUNTS

Requests must relate directly to emergency situations that, unless addressed immediately, threaten to impede progress toward the student's graduate degree. Students are limited to two emergency awards during their program, once as a pre-candidate and once as a candidate, and must be in good standing at the time of the request. Normally awards will not exceed \$300.00.

### II. DOCTORAL SCHOLARSHIP FOR UNDERREPRESENTED STUDENTS

#### A. PURPOSE

This fund provides support to doctoral students who meet one or more of the following criteria and who demonstrate unmet financial need due to a life crisis or some other foreseeable circumstance.

1. Award Amounts: \$1,000.00
2. Criteria:
  - a. come from an educational, cultural or geographic background that is underrepresented in graduate study in their discipline in the United States or at the University of Michigan;
  - b. have demonstrated commitment to diversity in the academic, professional, or civic realm through their work experience, volunteer engagement, or leadership of student or community organizations. By diversity, we mean efforts to reduce social, educational or economic disparities based on race, ethnicity or gender, or to improve race relations in the U.S.;
  - c. have experienced financial hardship as a result of family economic circumstances;
  - d. are first-generation U.S. citizens or are the first generation in their families to graduate from a four-year college.

### III. APPLICATION FOR BOTH FUNDS

Requests must be submitted to the Director of the Joint Doctoral Program using an application form that appears on the next page. It requires:

1. A statement specifying the exact amount of the request and a description of the purpose of the request, when and on what the funds will be expended, and to what other funding sources (e.g., Rackham Discretionary Fund) you are also applying.
2. Applicants should be aware that a letter of support may be requested from their dissertation chair or faculty advisor commenting on academic performance and how the requested funds are important to progress to the degree. In this eventuality, the applicant will be required to provide a copy of the request to the chair/advisor.
3. Applicants should be aware that in all cases transcripts will be reviewed before the granting of an award. Applications will be reviewed by the Director of the Joint Doctoral Program and the Dean of the School of Social Work.
4. When a decision has been made, you will receive written notification of the Director's decision. If an award is made, procedures for payment will be outlined in the award letter. Funds will be paid out as soon as possible after receipt of request and its approval by the Director.

*Note: Funding is limited and may expire without notice.*



## Appendix 16b: Application for Emergency Funds OR Doctoral Scholarships for Underrepresented Students

Name: \_\_\_\_\_ UMID: \_\_\_\_\_

Amount Requested: \$ \_\_\_\_\_

1. Please state your reasons for requesting this funding and how this need will directly impact your progress in the program. (Note: Please address the criteria of the award you are requesting.)
  
  
  
  
  
  
  
  
  
  
2. Please state what other avenues for funding this request you have explored.
  
  
  
  
  
  
  
  
  
  
3. Please outline a budget for the money you are requesting.

*Please provide an unofficial current transcript. (Wolverine Access sufficient)*

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

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For office use only:

Director's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_





Approved for \$\_\_\_\_\_

From account #:\_\_\_\_\_

## **Appendix 17a: Guidelines for the Social Work/Social Science Summer Research Match Program**

### **I. PURPOSE**

This program aims to enhance the quality of a student's education in the Joint Doctoral Program by promoting partnership arrangements between students and social work faculty on existing research projects or in developing and implementing new ones. The program is designed to evenly share the provision of funds for graduate student support, as well as to facilitate doctoral education and progress toward the doctoral degree. The program funds a limited number of doctoral students with research partnership funds annually for a maximum of one term (4 months).

### **II. ELIGIBILITY**

Students must be in good standing in the Joint Doctoral Program in Social Work and Social Science at the time the application is submitted. Faculty partners are encouraged to arrange for appropriate matching funds prior to submitting an application.

### **III. FORM OF SUPPORT**

The full award for the Spring/Summer term is \$8,000/month. The Joint Doctoral Program in Social Work and Social Science covers half of the award to each student (up to \$4,000/month). It is the responsibility of the faculty partner to secure the matching funding (up to \$4,000/month) for the student partner. The awards will be administered by the Social Work Joint Doctoral Office.

### **IV. REVIEW PROCESS**

The director of the Joint Doctoral Program in Social Work and Social Science will review the applications. The proposals will be evaluated in terms of the student's role in the project, the scholarly nature of the project, and the ways in which the partnership fosters the student's integration into research.

### **V. APPLICATION MATERIALS**

The students who wish to apply must provide 1) a completed application form; 2) a short (no more than 2 pages) proposal indicating the topic of the project, describing the background and nature of the partnership, defining the student's and the faculty partner's activities, and explaining the ways in which this partnership will foster the student's academic progress; 3) CV for the student partner; and 4) the most recent student's unofficial transcript.



## Appendix 17b: Application Cover Sheet for the Social Work Research Match Program

**Application Procedures:** A complete application for the Social Work Research Partnership Program should contain:

1. Completed application form.
2. A proposal (not to exceed two pages) of the project to be undertaken (see guidelines).
3. The most recent transcript for the student partner. (An unofficial copy is acceptable).

Student Name: \_\_\_\_\_ Social Science: \_\_\_\_\_ UMID#: \_\_\_\_\_

Faculty Partner: \_\_\_\_\_ Dept./Unit: \_\_\_\_\_ Phone: \_\_\_\_\_

Research Title: \_\_\_\_\_

Total amount requested: \$ \_\_\_\_\_

Will the student need healthcare benefits for the Sp/Su term ? ☐ YES ☐ NO

**Funding Source 1**     Joint Doctoral Program in     Account #: 170069 Proj. Grant U004457  
Social Work and Social Science  
Contact Person: Todd Huynh     Phone #: (734) 647-2554  
*(who will be processing the payment of Rackham's matching funds)*

**Funding Source 2:**     \_\_\_\_\_     Account #: \_\_\_\_\_  
  
Contact Person: \_\_\_\_\_     Phone #: \_\_\_\_\_  
*(who will be processing the payment of the faculty partner's matching funds)*

\_\_\_\_\_  
**Signature of Faculty Partner**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Date**



## Appendix 18: Dissertation Prospectus Hearing Approval Form

Name of Doctoral Candidate:

\_\_\_\_\_

Date of Hearing: \_\_\_\_\_

Please indicate your Social Science:

☐ Anthropology

☐ Political Science

☐ Psychology

☐ Sociology

### FOR MEMBERS OF THE DISSERTATION COMMITTEE

#### COMMITTEE CO-CHAIR

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### COMMITTEE CO-CHAIR

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### COMMITTEE MEMBERS

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

- A. Please note all requests made by the Committee for additional documents, such as additional statements of the prospectus plan or progress reports, and indicate any modifications of the prospectus that may have been requested by the Committee.

- B. Please list which members, if any, are to have special responsibilities or rights in connection with advising the candidate about particular aspects of the dissertation?

- C. Please indicate any other special arrangements concerning substance or procedure between the candidate and the committee.

- D. Please provide a timetable for submission of the draft to Committee members and indicate which members, if any, are to receive drafts on a chapter-by chapter basis. Please provide sufficient lead time between the date for submission of the draft to the Committee members and the formal Rackham Graduate School deadline for revisions to be incorporated into the final version.

## Appendix 19a: Continuous Enrollment Policy and Continuous Enrollment Tuition- Only Fellowships

**Adopted:** June 25, 2010

**Note:** *These guidelines provide a framework for the department's implementation of Rackham's Continuous Enrollment policy.*

Beginning with the Fall 2010 semester, Rackham has instituted a continuous enrollment policy for all PhD candidates. Under this policy, PhD students are required to register for every fall and winter semester unless approved for a Leave of Absence or Extramural Study status. Rackham's goal for the continuous enrollment policy is to foster stronger connections between graduate programs and their students and to guarantee access to University resources for graduate students throughout their program of study; research shows that such policies increase the likelihood that students will complete their degree.

Rackham Policy and Resources related to Continuous Enrollment	
Leave of Absence information	<a href="http://www.rackham.umich.edu/current_students/doctoral_students/phd_students/understanding_registration/leave_of_absence/">http://www.rackham.umich.edu/current_students/doctoral_students/phd_students/understanding_registration/leave_of_absence/</a>
Extramural Study Status	<a href="http://www.rackham.umich.edu/current_students/doctoral_students/phd_students/understanding_registration/extramural_study/">http://www.rackham.umich.edu/current_students/doctoral_students/phd_students/understanding_registration/extramural_study/</a>
Continuous Enrollment Dispute Resolution	<a href="http://www.rackham.umich.edu/policies/dispute_resolution/continuous_enrollment_dispute_resolution_process/">http://www.rackham.umich.edu/policies/dispute_resolution/continuous_enrollment_dispute_resolution_process/</a>

Under Continuous Enrollment, it will no longer be possible to apply for "detached study". Students needing to take a break from the program because of medical reasons, family necessity/dependent care, military service or other personal reasons should consider taking a Leave of Absence.

Rackham has allocated the School of Social Work tuition-only fellowships based on our projected need. Candidates whose tuition is not funded by other means in a semester (e.g. GSI, GSRA, Doctoral Fellowship) will be eligible to apply for a tuition-only fellowship. Fellowships will be awarded by the Joint Doctoral Program to applicants making satisfactory academic progress as described below:

#### **RULES REGARDING CONTINUOUS ENROLLMENT TUITION-ONLY FELLOWSHIPS**

- A. Tuition Fellowships may only be used by students in good standing who have attained candidacy. Students must have attained candidacy by the beginning of the semester of the Tuition-Only Fellowship.
- B. Tuition Fellowships will cover 8 credits of SW 995 registration, plus one additional course. Any tuition charges for additional courses not covered by the fellowship are the responsibility of the student.
- C. Tuition Fellowships cannot be used during semesters when candidates hold a GSI/GSRA appointment. Candidates may not use a Tuition Fellowship in the term they defend their dissertation. Funding possibilities for this final term include applying for a GSI position, applying for a Rackham One-term Dissertation Award or other sources of internal or external funding.
- D. Students on approved leaves of absence or on extramural study are not eligible for Tuition Fellowships.
- E. Tuition Fellowships will not be available to students who appear to be delaying the completion of their degree for personal or professional reasons.
- F. Graduate students who receive the Continuous Enrollment Tuition-Only Fellowship during Fall, Winter or both terms will receive healthcare benefits (GradCare). The healthcare benefits is provided for the term(s) of the Fellowship.

#### **STEPS TO ATTAINING A TUITION FELLOWSHIP**

1. The completion of an Annual Progress Report. This will be the basis for the Supervising Committee's determination that a student is making satisfactory progress.
2. Completion of a Tuition Fellowship Request Form to the Joint Doctoral Program. This form includes a degree progress timeline that has been set by the student and endorsed by their dissertation chair or advisor. The student must remain on that schedule to be eligible for Tuition Fellowships in subsequent semesters. Should the timeline need to be adjusted, a detailed explanation and a revised timeline must be submitted by the student and endorsed by their dissertation chair or advisor.

We are available to answer any questions or concerns you may have regarding Continuous Enrollment. Please direct your inquiries to the program director or Todd Huynh (thuynh@umich.edu).





## Appendix 19b: Continuous Enrollment Tuition Fellowship Request Form

Name \_\_\_\_\_ UMID \_\_\_\_\_

Admit Year \_\_\_\_\_ Social Science \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_ Email address \_\_\_\_\_

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Applying for a tuition voucher for: Fall 20 \_\_\_\_\_ Winter 20 \_\_\_\_\_

Date advanced to candidacy: \_\_\_\_\_

Date dissertation committee approved by Rackham: \_\_\_\_\_

Date expected to complete the dissertation defense: \_\_\_\_\_

Date of most recent annual progress report: \_\_\_\_\_

Submit a timeline to degree to your dissertation chair/advisor for approval and attach a copy to this request form. *Please note: Tuition fellowships cannot be utilized during the term of dissertation defense and they do not include health insurance.*

**Principal Advisor Endorsement:** I have reviewed the student's academic progress and agree that the attached timeline is feasible based on past performance. I recommend they receive a tuition fellowship.

*Please describe the bases for your recommendation:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Faculty Advisor Signature \_\_\_\_\_ Date Director \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 20a: Joint Doctoral Program in Social Work and Political Science: Political Science Area Requirements

MAJOR REQUIREMENTS**	MAJOR FIELDS		
	American*	Comparative*	World*
	Coursework + prelim	Coursework + prelim	Coursework + prelim
	Student constructs reading list (with advisor's approval); 2 hour oral exam	Student constructs reading list (with advisor's approval); 2 hour oral exam	Student constructs reading list (with advisor's approval); 2 hour oral exam
PRELIM IN MAJOR FIELD OF STUDY	WORK	SOCIAL WORK	SOCIAL WORK

\*Note: Though additional major fields exist (Political Theory, Law, Courts and Politics and Research Methods), joint students typically choose one of these three fields. Although joint students typically do not major in methods, it is strongly advised that joint student in social work and political science take four of the seven courses listed below in order to acclimate themselves to research methods in political science, and to develop invaluable statistical knowledge for research purposes. The typical methods sequence is 598, 599, 699 plus additional methods courses as appropriate. These courses may count towards the cognate requirements and it is not required that joint students take these courses with their political science cohort. Students should talk to their advisors about the best time to take them.

- Game Theory (598 and 681)
- Statistics (599 and 699)
- Qualitative Methods (694)
- Research Methods (680)
- Field Experiments (689)

\*\* Note: Students take their major prelim when they and their advisors judge that they are ready. Four courses is an approximate but not a required number of courses.

## Appendix 20b: Joint Doctoral Program in Social Work and Psychology: Psychology Area Requirements

	Clinical Science**	Developmental**	P&SC*	Social*
<b>Psych 613/614 (Statistics)</b>	X	X	X	X
<b>Psych 619 (Research Project)</b>	X	X	X	X
<b>Psych area prosem</b>	1 semester	2 semesters (4 recommended)	1 semester	2 semesters
<b>Area core courses</b>	670: Research Methods & Ethics 877 or 878: Child/Adult Psychopathology 771: Topics in Clinical Science & Practice (2 semesters) 778: Psychl Assess I (required) / Psych Assess II (optional)			
	1++	1	1	1
	Social Work courses fill these requirements	Social Work courses fill these requirements	Social Work courses fill these requirements	Social Work courses fill these requirements
<b>Breadth (Psych courses not in area)</b>	Completed during SW 800 (part 1)	Completed during SW 800 (part 1)	Completed during SW 800 (part 1)	Completed during SW 800 (part 1)
<b>Cognates (2 courses/4 credits total)</b>		858 Professional developmental seminar (recommended)	854/858: Personality Methods Research	682: Advanced Social Psychology GSI in Psychology 280†
<b>Ethics</b>	Brown Bag presentation; First-authored manuscript; Grant/Fellowship proposal	Reflective/Integrative paper; Professional Statement paper; Scholarly Response papers (two take-	Two course papers; Course Portfolio	Syllabi of grad courses taken (to demonstrate depth and breadth of Social Psychology)

\* Updated Summer 2015

\*\*Updated Summer 2016

†If not a GSI in Psych 280 you must take a written exam

†† Any non-clinical Psych course

## Appendix 21: Change of Advisor Form

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

I wish to have a different Social Work advisor. The signature of my future advisor indicates their agreement to serve as my new advisor.

<p style="text-align: center;"><b>FORMER ADVISOR</b></p> <p>Former Advisor Name: _____ Date: _____</p>
<p style="text-align: center;"><b>FUTURE ADVISOR</b></p> <p>Future Advisor Name: _____ Date: _____</p> <p>Future Advisor Signature: _____</p>

\*It is optional for the student to obtain the former advisor's signature. If the form is returned to the Doctoral Office without the former advisor's signature, it will be forwarded to them for signature.

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_