RUTGERS
School of Social Work

Fall 2012

Ph.D. Student Handbook

Allison Zippay, Doctoral Program Director
Kathleen J. Pottick, Acting Dean

Jerome J. Kukor,
Interim Dean, the Graduate School New Brunswick

Robert L. Barchi, President

PARTNERING for CHANGE

Rutgers, The State University of New Jersey

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK

The University

Rutgers, The State University of New Jersey has a unique history as a colonial college, a land grant institution, and a state university. The University was chartered in 1766 as Queens College and is the eighth institution of higher learning to be founded in the colonies before the revolution. The school opened its doors in New Brunswick in 1771 with one instructor, one sophomore, and a handful of first-year students. During this early period the college developed as a classical liberal arts institution. In 1825, the name of the college was changed to Rutgers to honor a former trustee and revolutionary war veteran, Colonel Henry Rutgers. At present, with 47,000 students on campuses in Camden, Newark, and New Brunswick, it is one of the major state university systems in the nation. The University is made up of twenty-nine degree-granting divisions: thirteen undergraduate colleges, twelve graduate schools, and four schools offering both undergraduate and graduate degrees. Five are located in Camden, eight in Newark, and sixteen in New Brunswick

The School is the premier School of Social Work offering accredited graduate degree programs in social work in the State of New Jersey. The Doctor of Philosophy is offered on the New Brunswick campus. The Masters of Social Work degree is offered on three campuses: New Brunswick, Newark and Camden. The undergraduate degree, the Bachelor of Arts with a major in Social Work, is offered in cooperation with the Faculty of Arts and Sciences on the New Brunswick and Camden Campuses.

Mission of the School of Social Work

Our mission is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being in the diverse and increasingly global environment of New Jersey and beyond.

TABLE OF CONTENTS

Page

1. School Mission..... 2

Academic Policy and Procedures

2. Overview of Curriculum Policy..... 5
3. Sample Course Plans……..... 6
4. Designing A Course of Study.....……8
5. The Research Internship..... 10
6. The Individual Study..... 12
7. The Qualifying Examination..... 13
8. The Dissertation Committee …….……..... 18
9. The Dissertation Proposal……19
10. The Dissertation …….…… 24
11. Registration and Grades ……. 27
12. Student Information …… 31
13. Academic Standards and Related Policies……..24

Appendix

1. Members of the Faculty..... 37
2. Doctoral Courses in Social Work..... 39
3. Outside Electives: suggestions ……. 44
4. Application for Transfer Credit ……. 47

5. Individual Study Contract ……...49

6. Research Internship Contract …….52

7. Q.E. Checklist ……. 53

8. Dissertation Proposal Defense Checklist…….. 55

As noted in the catalog of the Graduate School - New Brunswick:

"The University reserves the right for any reason to cancel or modify any course or program listed herein. In addition, individual course offerings and programs may vary from year to year as circumstances dictate. If academic policies set forth herein vary from or are in conflict with the academic policies of the Graduate School— New Brunswick, those policies take precedence over policies set forth below."

DOCTORAL PROGRAM IN SOCIAL WORK

OVERVIEW OF CURRICULUM POLICY

The goals of the Ph.D. Program in Social Work are to prepare students to assume positions of leadership in the field of social welfare by contributing to the knowledge base of social work and the related fields of human services as faculty, researchers, and executive administrators.

Students are expected to complete a 72 credit program including:

1. a course of study with 36 to 48 credits, 36 credits if holder of an M.S.W. or related degree—12 credits from the accredited M.S.W. program can be transferred into the Ph.D. program (possible transfer of up to 12 credits in a related master's degree are considered),

2. research internship,

3. passing grade on a qualifying examination,

4. successful defense of a dissertation proposal, and

5. completion successful defense of a dissertation (a minimum of 24 research credits while in candidacy) for 72 total credits.

The overall policy is guided by a belief in maximizing student choice. Students are encouraged and expected to make decisions concerning their course work, research internship, and dissertation project.

DISTRIBUTION OF Ph.D. COURSE & CREDIT REQUIREMENTS
(for cohort entering fall 2011)

The required distribution of courses is as follows:

	Credits
Theory Development	3
Conceptual Foundations in Social Work and Social Welfare	3
Social Policy Analysis **AND/OR**	3
Current Perspectives	
Research Methods	12

Statistics	6
Elective course	3
Elective course in Outside Discipline	3
Bibliography & Proposal seminar	2
Professional development seminar	1
Total credits	36
(Plus transfer credits MSW/MA)	12

Distribution of Dissertation Research Credits

	Credits
Research Internship	3
Dissertation Seminar	6
Dissertation Research	15
Total	**24**

For new students, we offer a non-credit, non-graded online Statistics Review in the summer prior to entering the program. The review is self-paced and facilitated by an instructor in the doctoral program. It is meant to provide a statistics refresher prior to beginning the statistics course in the fall, and it is expected that all entering students will participate.

Teaching: In the 3rd or 4th year of the program, students participate in the Teaching Assistance Project (TAP) offered by the Graduate School, New Brunswick. Three non-credit, 1-hour workshops on issues related to teaching provide students with a TAP teaching certificate, and all students are expected to participate.

Students with an M.S.W. may transfer 12 credits toward the Ph. D. upon completion of 12 credits of graduate level course work with grades of **B** or better. Those with another masters degree may not have as many transferable credits. In any case, 48 course credits are expected prior to the dissertation phase of the program. The Program Director will assess transferability of masters-level courses, which are then reviewed by the Graduate School, New Brunswick.

Students are encouraged to discuss their course choices with an advisor in designing a course of study.

NOTE: A Transfer of Credit form can be found in the appendix.

SAMPLE COURSE PLAN: FULL TIME STUDENT (12 credits per term)*

Year 1—Fall Term
Theory Development
Conceptual Foundations
Quantitative Research Methods
Adv. Statistical Methods I

Year 1—Spring Term
Social Policy Analysis OR
Current Perspectives
Adv. Statistical Methods II
Qualitative Research Methods
Professional Development Seminar
Elective

Year 2—Fall Term

Measurement

Electives

Year 2-Spring Term

Bibliography & Proposal Seminar
Intervention Research
Electives
[Research Internship – timing varies – may be completed in summer or post-QE]

*Full Time Status may vary from 9 to 15 credits.

NOTES: Electives may be taken in the summer session.
Students are required to enroll in either Social Policy Analysis or Current Perspectives. However, they may (and are encouraged) to take the other course as an elective.

The Research Internship may be completed during summer sessions, or in the spring prior to taking the QE. However, the Research Internship does not count as course credit (it counts toward dissertation research credits).

Students may choose to enroll in the Dissertation Seminar in the fall and spring of Year 4 (in addition to Year 3 enrollment).

Year 3-Fall Term

Dissertation Seminar
Dissertation Research
Research Internship

[TAP: teaching certification]

Year 3-Spring Term

Dissertation Seminar
Dissertation Research

DEFEND Dissertation Proposal

Year 4-Fall Term

Year 4-Fall Term

Dissertation Research

Dissertation Research
DEFEND Dissertation

NOTE:

It is expected that all full-time students will take the QUALIFYING EXAMS by the beginning of their 3rd year.

All full-time students are expected to defend their DISSERTATION PROPOSAL by the end of the spring term of their 3rd year.

Any exceptions to this schedule must be approved and signed by the Program Director on the SCHEDULE CHANGE form. Only emergency situations will be considered for a change in time table for the QE.

SAMPLE COURSE PLAN: PART TIME STUDENTS (6 credits per term minimum)

Year 1: Fall Term
Quantitative Research Methods
Adv. Statistical Methods I

Year 1: Spring Term
Qualitative Research Methods
Adv. Statistical Methods II

Year 2: Fall Term
Theory Development
Conceptual Foundations

Year 2: Spring Term
Policy Analysis OR Current Perspectives
Professional Development Seminar
Elective

Year 3: Fall Term
Measurement
Elective
Bibliography Development

Year 3: Spring Term
Intervention Research
Elective
Dissertation Proposal Seminar

Year 4: Fall Term

Qualifying Exam
Dissertation Seminar
Research Internships (timing varies)

[TAP: teaching certification]

Year 4: Spring Term

Defend Dissertation Proposal

[TAP: teaching certification]

Year 5: Fall Term

Dissertation Research

Year 5: Spring Term

Dissertation Research
Defend Dissertation

DESIGNING A COURSE OF STUDY

The distribution of Ph.D. courses includes required, restricted choice electives and free elective courses. Students should plan with their advisors the choices among electives and outside discipline courses that will best build a coherent body of knowledge in the student's chosen area of interest. Students should begin to work with their advisors early in the first year to develop a focus of interest. In addition, students may wish to pursue an area in which no formal course in or outside the Program can be found. In such cases, a tutorial, called Individual Study could be considered. (See separate statement, The Individual Study) Students may change advisors, but must notify the Doctoral Program Director, Program Secretary and their former advisor in such case.

It is our goal to help you to tailor your doctoral studies to fit your own goals and interests while also acquiring the knowledge and skills judged necessary for the Ph.D. degree. The program is demanding, but with planning on your part, it can be more coherent, more efficient, and we believe, more rewarding for you.

The key element for this planning is a focus of interest. You should start in your first semester to define an area of primary research interest. This focus will help you to plan the courses you will take, and within any given course, to apply that course content to your major interest. Your readings, your choice of topic for term papers or other assignments, can all be turned to address some aspect of your interest. Begin the habit of keeping an annotated and critical bibliography of everything you read that may connect in any way to your interest.

Outside Discipline

All students must take at least one course in another discipline outside of Social Work. This may be done in another program in the Graduate School such as Sociology, History, Anthropology, etc. It also may be done in another professional school not part of the Graduate School, such as Law, Public Health, Graduate School of Applied and Professional Psychology, or Graduate School of Education. (Note: A student may take **ONLY 24 CREDITS IN A PROFESSIONAL SCHOOL (**outside the Graduate School), and may have already used as many as 12 transfer credits from the masters degree.) Outside courses may also be arranged through cross-registration with Princeton University, the New Brunswick Theological Seminary, or the Robert Wood Johnson Medical School. The criteria for course selection are: (1) it adds central and useful knowledge, theory or methodology to the student's developing area of interest; (2) it is at the doctoral or equivalent level; and (3) the student's advisor agrees that it furthers the student's educational plan.

It is possible that a faculty member teaching an outside course will become the outside member of the student's dissertation committee. The student is urged to consider taking more than one course in this outside area in order to become familiar with that discipline's way of approaching and dealing with issues. Students will need to consult with the Program Secretary regarding registration for these courses.

Time to completion of the PhD

Students are expected to complete their degree within seven years of their first registration for the Ph.D. Program in the School of Social Work. Students who have not completed their degree in

this time frame must file a 'Request for Extension of Time' with the Graduate School. It is expected that no extension requests will be granted after 10 years in the program.

Students admitted into the Program are expected to remain registered in every fall and spring term until completing the program and earning their degree. Students who must interrupt their studies may, with the approval of the Program Director, register for matriculation continued for a maximum of two consecutive terms. This category is not available to students who have attained doctoral candidacy. Those students are expected to register for research until they have completed their degrees.

Students who have dropped out of the program (not registered for one or more semesters) must receive permission from the Doctoral Program Executive Committee to continue (re-register). All students, with the exception of those who are candidates for the doctoral degree, who have interrupted their studies may apply for readmission after one or two terms during which they were not registered through the Office of the Graduate School. After this, students must file a new application with the Office of Graduate and Professional Admissions and will be considered by the Doctoral Program anew for possible re-acceptance.

THE RESEARCH INTERNSHIP

Each student is required to participate in a Research Internship with a faculty member within or outside the School, who is a member of the Graduate School Faculty. If a student wishes to take part in a Research Internship with others than those who are Graduate School Faculty members, a member of the Social Work Faculty must oversee the project to ensure that it meets the internship objectives. The purpose of the Research Internship is to expose all students to the realities of the research effort necessary to complete a dissertation by having them share in the efforts of a more experienced researcher. Three or six research credits are used for this effort (Research in Social Work 910:702). Ideally, the student should be exposed to and participate in all stages of research design and completion of data collection and analysis to the extent it is feasible. The Research Internship cannot be taken until after the first 15 credits of course work is completed.

The internship should involve:

1. Discussion with and guidance by the advisor;

2. A negotiated agreement between student and the professor supervising the research regarding specific research assignments and products;

3. Credit to be granted for three dissertation research credits for one semester;

4. Graduate Faculty members (full or associate) who are involved in bona fide research projects;

5. A Research Internship plan, presented in writing, signed by the student and faculty member, and approved by the Director of the Ph.D. Program for dissertation research credits (910:702 Research in Social Work). This contract must specify the responsibilities of both student and faculty member.

Guidelines for developing a Research Internship:

The Research Internship must be taken for 3 to 6 credits. The following guidelines apply:

1. In consultation with his or her advisor or the Program Director, the student is responsible for locating a faculty member of the Graduate School with whom to work.

2. Faculty members with potential internships should give the information to the Doctoral Program Secretary so that it can be posted. These will be solicited by the Program Director at the end of each academic year.

3. The content should be related to a topic or method of study which is related to the student's dissertation interests.

4. The internship is for three credits and should entail a total amount of work comparable to that in a three credit course.

5. The faculty member and student should draw up a written contract containing the duties and responsibilities of each, including:

   - the term during which the three credits are to be earned;
   - the approximate time to be spent;
   - the tasks to be carried out by the student;
   - the tasks to be carried out by the faculty person; and
   - the products related to the research that are to be completed (e.g. draft of paper to be submitted for publication; design of questionnaire).

   This contract is to be signed by both student and faculty member and submitted to the Doctoral Program Director who will give final approval via a returned copy countersigned.

6. Assuming that any research project may be divided into four phases, the interest is for hands-on experience with at least two of these and a thorough discussion and intellectual exposure to the other two. The four stages are:

   - issue/problem formulation and literature review;
   - design, instrumentation and piloting;
   - data collection; and,
   - coding, data analysis and write up.

7. The student, in many cases, shall use the internship, with assistance from the faculty member, to develop the beginning of a dissertation proposal, or a paper for journal submission.

8. Should the internship not result in a good fit as to subject or for other reasons, the Program Director should be promptly notified so an alternate arrangement can be made.

9. The research internship may be taken in the spring semester of the second year, or post-QE. As research projects may not conform to this timetable, some flexibility is built in. Further, students may wish to continue the research for a longer time period, and extend total credits to six. Note that some projects may have money to pay for the internship and others will not.

10. Registration for the Research Internship is the same as registration with a chairperson while working on a dissertation (Research in Social Work 910:702 [S] By Arrangement, three credits). These credits count towards the 24 dissertation research credits, not course credits.

11. Grading is Satisfactory or Incomplete.

NOTE: A Copy of the Research Internship Contract can be found in the appendix.

THE INDIVIDUAL STUDY

Individual Study allows for flexibility in pursuing in some depth an area of interest that is not found in any existing course. To register for an Individual Study the student must locate a faculty member who is an Associate or Full Member of the Graduate School and who agrees to take on the task of working on this effort. It is a three credit course and is graded with a letter grade. There should be a direct relationship between the number of credits and the expected hours of work and effort required. It is preferred that students take extant courses over individual studies, and they must be approved by the Program Director.

Before a student arranges for an Individual Study, the student should carefully check to see if the subject area of interest is taught in a course either in Social Work or in another department. A list of many of these courses can be found in the Appendix entitled Outside Elective Course Suggestions. There are many advantages of a regular course over an Individual Study. Most often the instructor of a regular course is very knowledgeable about the subject area. The stimulation of other students interested in the same subject can be quite helpful. And if the course is in another department, the instructor may be a potential outside member on the dissertation committee.

Individual Study is not to be confused with the Research Internship. The former is a tutorial that the student arranges to undertake; a special course of study tailored by the faculty member to you. Individual Study is part of one's course work. The Research Internship is not course work; it is part of the preparation for dissertation work. Research credits may only be used for work on the dissertation, including Research Internship.

For individual study, the following guidelines should be adhered to:

1. Meet with the Program Director to determine if an Independent Study is an appropriate option.

2. In consultation with his or her advisor, the student is responsible for locating a faculty member of the Graduate School, either from Social Work or another department, with whom to work.

3. The content should be a topic related to, and relevant to the student's dissertation.

4. The Individual Study is for three credits and should entail a total amount of work comparable to that in a three credit course.

5. When the student has worked out an agreement with a faculty member, the student and faculty member should draw up a written contract which includes:

- the term during which the three credits are to be earned;
- the approximate time to be spent (Remember the work and time for a three credit Individual Study should be equivalent to the work and time expected in a three credit course);
- the content covered;
- the student's responsibilities;
- the faculty person's responsibilities;
- the actions and products related to the study that are to be completed (e.g. paper, literature review) by the end of the semester; the basis for evaluating these products; and the expected learning outcomes.

6. This contract is to be signed by both student and faculty member and submitted to the Doctoral Program Director who will give final approval via a returned copy countersigned. Should the study not result in a good fit as to subject or for other reasons, the Program Director should be promptly notified so an alternate arrangement can be made.

.

The Individual Study may be taken at any time during the student's pursuit of course work, but not while the student is working on dissertation research credits after taking the Qualifying Exam. Registration is three credits, By Arrangement, Advanced Individual Studies in Social Welfare 16:910:682 (F) or 16:910:683 (S). Letter grades are used and the credits are counted toward course work, not dissertation research credits.

If the Individual Study is with a faculty member in a department other than Social Work, the registration is through the department's course title and course number. It may be necessary to obtain a special permission number to register. The contract would be with the department in which you are registered.

NOTE: A copy of the Individual Study Contract can be found in the appendix

THE QUALIFYING EXAMINATION (QE)

Note: The timing and format of the Qualifying Examination will change with the PhD cohort entering in Fall 2009. Below are descriptions of the QE for students entering before and after that date.

QE format for students entering in Fall 2008 and prior:

The Qualifying Examination is given at least once a year in the Spring semester, but may be offered in the Fall term as well. It is designed by a Committee of the School's Graduate Faculty to assess (1) the student's theoretical knowledge relevant to social policy or direct intervention, (2) a problem area, and (3) research methods/statistics. A bibliography of essential reading material for preparation of the Q.E.'s will be made available in the Fall term to students planning to take the examination in the Spring. The Q.E. consists of eight hours of written examination and is held over two days.

The Q.E. Committee will design the examination in accordance with the following minimum requirements:

1. There will be four questions offered to the student, of which the student selects

two.

2. Questions are structured so that the student must answer both a methodological and a substantive area question.

QE format for students entering in Fall 2009 and after:

The Qualifying Examination is designed by a Committee of the School's Graduate Faculty to assess (1) theoretical knowledge relevant to social policy or direct intervention, (2) a substantive issue or problem area, (3) research methods/statistics. A bibliography of essential reading material for preparation of the Q.E.'s will be made available to students planning to take the examination. It is expected that the QE will be given at the beginning of the fall semester of the third year.

The Q.E. Committee will design the examination in accordance with the following minimum requirements:

1. There will be research/statistics methods questions offered to the student, of which the student selects a designated number to answer.

2. There will be a requirement for substantive area essays in response to questions related to a policy or direct intervention area of study. It is expected that students submit a bibliography of at least 30 citations related to their substantive area of interest.

It is expected that all full-time students will take the QUALIFYING EXAMS by the beginning of their 3rd year. Part-time students are expected to take the exams in the semester following completion of their coursework. Any exceptions to this schedule must be approved and signed by the Program Director on the SCHEDULE CHANGE form. Only emergency situations will be considered for a change in time table for the QE, and must be approved by the Program Director.

Students who fail one or both sections of the QE must retake the exam at the end of the following semester. Only emergency situations will be considered for a change in this time table, and must be approved by the Program Director. Failure to meet this time table will result in termination from the program.

Eligibility for the Qualifying Examination

1. Students must have completed all 48 credits of required course work. They must have ensured that the credits of their Masters degrees have been accepted and signed off by the Doctoral Program Director so that these, plus the courses taken in the Ph.D. Program, total 48 credits.

2. Students must maintain a minimum GPA of B (3.0).

3. Students must have no incomplete grades.

4. Students must have fulfilled all course requirements.

For students entering prior to 2009: Full-time students must take the Qualifying Examination at the end of the spring semester of their second year. Exceptions are rare and must be approved by the Program Director.

Part-time students should take the exam no later than the spring of their fourth year. Exceptions are rare and must be approved by the Program Director.

Before the Qualifying Examination can be taken the student will need to submit to the Doctoral Program Secretary a completed Q.E. Checklist form signed by her/his advisor. The Program Secretary will then submit these materials to the Program Director for his/her approval. These materials must be submitted to the Program Secretary no less than one month before the examination is scheduled. If there is a problem the student will be promptly notified.

NOTE: A Copy of the Q.E. Checklist can be found in the appendix.

Upon completion of the Q.E. the Application for Admission to Candidacy form is to be signed by the Q.E. Committee members, and the Program Director. Once the Q.E. is passed, the student must continue in registration, whether for courses or research or lose his/her status as a candidate.

Exam Preparation

The Qualifying Examination serves to evaluate what the student has learned since entering the doctoral program. The emphasis is not on factual information only but rather on integrating and critically analyzing that knowledge. Creative thinking is a part of that process. While the examination will allow the use of material from a substantive area of interest, the focus of the evaluation will be the ability to make use of the conceptual and theoretical material from courses and the reading list. The Q.E. should be taken in the semester following completion of course work. Exceptions must be approved by the Graduate Program Director.

The Q.E. questions are written by members of the Graduate Faculty, many of whom are or have been instructors in the doctoral program. The questions are designed so that they can be answered equally well by students who have differing interests in policy and in direct practice.

The program will make available to students preparing for the Qualifying Examination a bibliography of reading materials that contain what they believe are essential knowledge, concepts and theories all doctoral graduates should know. Some but not all of these may have been on the reading lists of courses already taken. This bibliography will be updated yearly.

The examination is open-book. The student may use any books, articles, notes or other written material brought on paper. You may not access materials electronically. Once a student has begun the examination, the student may not leave the room to secure any other materials nor may anyone else secure them for the student.

A student may <u>not</u> include previously written material as part of the answers to the examination questions. Your answers must represent <u>fresh</u> material, written during the examination, showing your effort to clearly address the questions and synthesize your learning. Be critical. You may either use a computer or Blue Books. We can not promise that we will always have a computer identical to that which you are used to, nor one equipped with your own word processing

program. We will supply you a clean disk. A printer also will be made available. Please note that *you are not permitted to bring your own disks or lap top computer into the examination room.*

Students failing to pass any section of the test will have the opportunity to retake the failed section a second time. A third time is not permitted.

Upon successful completion of the Q.E., the student must obtain a Candidacy Form to be signed by the Q.E. Committee and the Program Director. The Doctoral Program Secretary will contact the Committee members to sign the student's Candidacy Form, and use this time to discuss a date for the student to defend his/her proposal. (Please note, that the signed Candidacy Form must be returned to the Program Secretary.)

Suggestions for studying for the QE

The examination will not be a test of factual knowledge. Knowledge of (for example) the major constructs and propositions or theories that have been influential for social work policy or direct practice might be required in order to answer some of the examination questions, but the questions will not directly ask you merely to describe any given theoretical body of thought. Rather, you will be asked to produce a critical analysis regarding some aspect of a theory or issue related to your area of interest and to synthesize your thinking. You also may be tested on your understanding of what goes into theory-building, and then be asked to engage in the same kind of critical analysis based on this understanding.

The Qualifying Examination is supposed to serve as a means for integrating your various learnings from the doctoral program, your own chosen area of interest, what you have read, and what you now think about this. You may also want to review class notes, key readings, term papers and other sources and especially the material in the bibliography provided. It may be of help to meet with other doctoral students to study common learning areas - e.g. research and statistics - as well as the support to be found to relieve common anxiety. In general, your review should focus on: (1) what is known, hypothesized, and not known; (2) major schools of thought, ideologies, theories or explanatory schemes, what is useful or helpful about each and what is lacking; (3) what empirical evidence exists in support of them and what are crucial areas. Do the reviewing so you will be ready to offer a carefully thought-through synthesis and analysis of the major issues; and (4) major program or policy thrusts relevant to your area and some evaluation of their strengths and weaknesses. In short, the goal is to sharpen your analytic skills so that you can offer proposals based on this intellectual effort.

Taking the QE

Read the Question! Be sure to answer all components.

Spend the time available effectively by thinking through what are the salient issues you want to address. It probably also will be helpful for you to jot a rough outline of what you want to cover, and in what order. How does one point flow from another? A disorganized stream-of-

consciousness on the written exam is not appropriate. One of the doctoral-level capabilities the Q.E. seeks to assess is your ability to conceptualize and express yourself articulately. If your Committee has difficulty comprehending what you are trying to express, this will affect your grade. Your advisor or the Ph.D. Program Director can obtain information about Rutgers programs at very low cost that are specifically oriented toward helping doctoral students to improve their spelling, syntax, writing and organization skills.

Leave enough time at the end of the period so you can go back over and proof-read what you have written. Also check that you have directly answered and addresses all components of the question.

You are to work independently. There is to be no communication whatsoever with other students or any other persons, except the monitor. Please be careful about casual violations of this regulation, since violations could invalidate your examination.

If you have questions, or any problems, contact only the doctoral faculty monitor assigned to be available to you throughout the examination period. The faculty monitor may assist in helping you understand a question, but of course can give no guidance on how to answer it. The faculty monitor also will be glad to assist on your request with any personal needs. .

Make sure your name is on each page and on your disk, or each composition book page. Number all pages and double space. If you are hand-writing, please use a black pen, not a blue one and make an effort to insure legibility.

The examination will be collected by the monitor promptly at the termination time. Copies will be made and sent to the Q.E. Committee members. Committee members independently grade your written examination and are expected to finish grading within two weeks. The Q.E. Committee will assign a total final grade for the written exam of Pass with Honors, Pass, Marginal Pass, or Fail.

At the end of the exam period you must return to the exam proctor your copy of the exam questions. Material saved to the hard drive of the computer will be deleted.

QE Grading

The examination is graded by a committee, who will assign a final grade of Pass With Honors, Pass, Marginal Pass, or Fail. At least two faculty will grade each question, and if they cannot agree on a grade, the examination is sent to a third grader.

Students failing to pass any section of the test will have the opportunity to retake the failed section a second time. A third time is not permitted.

An appeal of a Q.E. Committee's grading decision may be brought in writing to the Program Director. Valid grounds for appeal include bias on the part of the readers or arbitrariness and capriciousness in grading the examination. Differences with the academic judgment of the graders based solely on the adequacy or correctness of the answers are insufficient for an appeal.

Once a student has passed the Q.E., he or she is admitted to candidacy for the doctoral degree. The application for admission to candidacy must be obtained by the student from the Office of the Graduate School, must be signed by four members of the Q.E. Committee and the Program Director, and then returned to the Graduate School. Once the Q.E. is passed, the student must continue in registration, whether for courses or research or lose his/her status as a candidate.

THE DISSERTATION COMMITTEE

Committee Composition

Upon completion of the Q.E. the student in consultation with the Program Director selects a Dissertation Chair. This person must be a Full Member of the School of Social Work Graduate Faculty and should be knowledgeable about the topic and/or methods in which the student is interested. It is the student's task to persuade the faculty member that they know what they are trying to accomplish and that working with them will be mutually stimulating and agreeable. Select a faculty member who can be of help-one who has an interest in, and some familiarity with the subject matter, the methodology, or some other central aspect of the proposed dissertation. A list of faculty interests is available on the Doctoral Program website and in the Appendix.

The Chair and the student together choose the rest of the Committee members. These should be chosen so as to complement the expertise of the Chair, adding needed areas of knowledge to round out the Committee. Final approval of the Committee rests with the Doctoral Program Director, who appoints the Committee in consultation with the student's adviser**.**

The Ph.D. dissertation committee must consist of a minimum of four members chaired by a Full Member of the Graduate Faculty from the School of Social Work. The remaining members may be Full or Associate members of the Graduate Faculty, and one of the committee members must be from outside the School of Social Work. The outside member is expected to be a recognized authority on the subject or methods relevant to the dissertation. If the outside committee member is not a member of the Graduate Faculty, the Director of the Program must be provided with the address of the person to be appointed and a curriculum vita. It is only after the Director's approval that the individual can join the committee. In some cases, a fifth member is allowed. Once committees are formed, substitutions are very rare and must be approved by the Program Director. Substitutions may occur only if a member is unable to serve or if a student's dissertation topic changes, requiring a new dissertation director and/or modification in the committee. Any other committee changes require approval of the Dean of the Graduate School- New Brunswick.

Committee members who have left the University for another academic appointment may continue to serve on a Dissertation Committee, but may not serve as Chair of the Committee. Committee members who have moved to Emeritus status may serve on a Committee for a year after retirement, and their Committee membership may be extended for additional one year terms at the discretion of the Doctoral Program Director. Emeritus faculty may not serve as Committee Chairs.

The Program Director approves of the Committee Chair and members by signing the student′s Dissertation Committee Form.

Role of Committee Members

The Chair works most closely with the student in guiding him or her through the process of the Proposal as well as carrying out the dissertation. Once the Proposal is accepted by the Committee, the Committee must be kept informed of the student's progress and must agree to follow the student's work and assist in its development. The Committee members must read, critique and convey any reservations concerning the student's work in a timely fashion.

Any changes requested in the proposed research by the student or by members of the Committee must be approved by all. Should Committee members differ, the Chair must decide and settle the difference.

DISSERTATION PROPOSAL and Research Credits

The student must work with the Chair to develop a dissertation proposal. This serves as a detailed contract for the work the student will undertake in order to complete a dissertation and the remaining research credits.

Take your Proposal very seriously. It is the contract between you and your committee as to what you will do, how you will do it, and why it is worth doing. Your Committee members should each bring useful, different and complementary expertise and contributions to your Committee. The formal defense of your Proposal takes place after your Chair judges that the document is ready and the Committee members also have seen and read it and it meets their standards as well. Often, in a Defense, members and the student come up with changes that tighten, clarify or otherwise improve the Proposal design. The Chair is responsible for ensuring that the final Proposal reflects the new ideas. The Committee may wish to meet again after having read the revised version. In either case, the student must ensure that the Chair, all members of the Committee and the Doctoral Program office have copies of the final form of the Proposal.

Prior to scheduling a proposal defense, please consult the Dissertation Proposal Checklist (Appendix)

All full-time students are expected to defend their Dissertation Proposal by the end of the spring term of their 3rd year. If the proposal is not defended by that time, the student and dissertation chair must submit a Request for Extension for approval by the Program Director. The request must include a rationale for the extension, and a time table for completion in the 4th year of the program for full time students. If a full-time student has not defended a proposal by the end of the 4th year, a meeting must be scheduled with the Program Director, Dissertation Chair and student to discuss the reasons for the delay, and to determine a completion date. The student may face termination for failure to complete in a timely manner.

Part-time students are expected to defend their Dissertation Proposal within one year of completing the Qualifying Examination. If the proposal is not defended by that time, the student and dissertation chair must submit a Request for Extension for approval by the Program Director. The request must include a rationale for the extension, and a time table for completion in the following year of the program for part-time students. If a part-time student has not defended a proposal by the end of that year, a meeting must be scheduled with the Program Director,

Dissertation Chair, and student to discuss the reasons for the delay, and to determine a completion date. The student may face termination for failure to complete in a timely manner.

Dissertation research credits

A student must take a minimum of 24 dissertation research credits (including the Research Internship) to complete requirements for the degree. Research credits apply to the Research Internship (3 credits), the Dissertation Seminar, and all work on the dissertation itself. However, credits taken prior to passing the Q.E. other than those used for the Research Internship cannot be included as part of the 24 research credits.

Students must be continuously registered, whether for additional courses or research credits (910:701, 702), even if the required 24 credits of research have been completed. Students who have completed 24 credits but have not finished the dissertation must register for at least one credit per semester.

Types of Dissertations and Sources of Data

While most students have undertaken dissertations that require quantitative methodologies, dissertations calling for qualitative techniques, historical analysis, or other approaches are encouraged.

Depending upon the particular research question as well as practical concerns, students may choose to:

1. pursue an original research project for which a student collects his or her own data;

2. develop a research study utilizing data from a faculty project; or

3. formulate a research question that can be pursued using secondary analysis of existing data sets in order to address new or different questions.

PROPOSAL Outline – Some Suggestions

The topic chosen can encompass any area related to social work practice, social work education, social work research or theories of interest to social work. This broad range of areas of study is meant to allow wide latitude to candidates in their area of interest. While all the topics below are usually covered, the order in which they are given may vary. In all cases, the decision of what topics and how they are covered is to be made by the student, the dissertation Chair and the dissertation committee

1. Statement of the research problem or issue

The goal of the study and the broad questions which you propose to answer can be stated here. Any hypotheses developed to guide you in answering the questions or to be tested

should also be included at the outset. The rationale for each hypothesis should be justified by briefly describing previous research and theory. Research supporting alternative hypotheses should be included.

2. Theoretical rationale for problem/issue choice

The relevance and contribution of your particular study to social work knowledge building or theory development should be made clear. If your research problem is part of a larger research project describe your contribution to the research and how the dissertation is to be independently carried out.

3. Practical implications for social work

Describe the practical significance of your proposed research in terms of the ways it will enhance social work practice, policy and/or social work education.

4. Specific aims and conceptualization of problem/issue components

The conceptual framework you are using can be described as it relates to the specific aims of the study. Here you will state the various specific aims or sub-questions used to answer the broad questions raised earlier. Note also within what conceptual context these questions are being studied. Definitions of your key constructs and concepts should be presented.

5. Analytic review of past work in the area

You are to carry out a review of major and directly relevant past works in the area under investigation. This demonstrates awareness of the major research and scholarly efforts in your area of study and how the present proposal is building on previous knowledge. The student should review studies critically that provide a foundation for the proposed investigation, discuss these studies in sufficient detail to make their relevance entirely clear, their validity, noting explicitly the ways in which they contribute to the proposed research, and give some indication of how the proposal is designed to move beyond earlier work. Particular attention must be given to a critical analysis of previous methodology and exposition of the advantages and limitations inherent in various alternatives. The theoretical literature as well as empirical studies must be addressed. At times, the "practice wisdom" literature also may be of use. Clearly identify each example as to what it says and how you are using it.

6. Design and methodology

All proposals must provide a detailed plan specifying how the research will be carried out. The discussion of method must address 1) the general type of design to be used (e.g.

experimental, quasi-experimental) 2) sources of data, 3) the collection of data and 4) the analysis of data.. In order to clearly examine the specified hypotheses, the student should demonstrate how the data collected fit into and relate to the hypotheses.

The following topics should be covered and the rationale given for the use of a particular approach, technique or method.

1) Description of general type of design to be used.

2) Identification and description of the target population and sampling methods to be used.

3) Specification of instruments and techniques for measuring each of the concepts/variables (Copies of instruments should be appended).

4) Information relevant to the validity and reliability of each of the measures to be used.

5) Presentation of a design or strategy for the collection of data.

6) Presentation of procedures for collecting and recording data.

7) Explanation of data analysis procedures to be used.

8) Limitations of the study as related to overall design and methodology.

9) Provisions to be made for pretesting the instruments and other methodological components on a small scale.

7. <u>Limitations of the study</u>

The student should state the limitations of the study in relation to overall design and methodology issues (e.g. instruments; reliability and validity...).

8. <u>Proposed time-table</u>

9. <u>Anticipated costs</u>

10. <u>Feasibility of obtaining data</u> (entry, facilities, sample, time, costs, etc.)

If this format is followed, then anyone reading your proposal should be able to understand exactly what you will be studying and how you plan to go about conducting your independent research. In writing up your proposal, the exact format does not have to be followed; however, anyone reading your proposal should be able to find out your solutions to any of the issues indicated in the format list.

It is conceivable that a student's research problem is more appropriately addressed through a research design using qualitative methods. Such designs require a comparable degree of intellectual rigor. The prior outline with small modification is still applicable.

(One useful reference for writing a proposal is Lawrence F. Locke, Waneen Wyrick Spirduso and Stephen J. Silverman Proposals That Work, Sage Publications.)

Changes to the Dissertation Proposal

Once the proposal has been formally accepted, it is still possible for modifications. These changes should be discussed with the dissertation chairperson, and she/he should keep committee colleagues informed. If there is a substantive change in the focus of the investigation, it is important to discuss this with the dissertation chairperson to determine whether a new proposal should be formally submitted and whether the committee should meet. Substantive changes also should be appended to the file copy of the proposal on file in the Doctoral Program.

SAMPLE TITLE PAGE FOR Ph.D. PROPOSAL

TITLE

By Jane Jones

A proposal submitted to the

Doctoral Program in Social Work

Rutgers, the State University of New Jersey

in partial fulfillment of the requirements

for the degree of

Doctor of Philosophy

Graduate School-New Brunswick

Chairperson: (Names should be typed)
(Signatures are not necessary on the proposal title page)

Members:

Outside Member:

New Brunswick, New Jersey

Date (of Proposal Defense)

Human Subject Research Review

All projects involving human subjects must be reviewed by the Rutgers University Institutional Review Board (IRB) prior to the collection of data. You must obtain University approval before research with human subjects may commence. Students should obtain information and forms from the Rutgers Office of Research and Sponsored Programs. (http://orsp.rutgers.edu).

DISSERTATION

(The dissertation often follows this format although you and your Chair are free to modify.)

Chapter I

A general statement of the problem, issue, concern; why it is important and key theories that are tied into it as well as a brief reference to the empirical work central to the issue, its size or scale (e.g. this problem affects 100,000 people at present and is expected to double by the end of the century). Then state the research question.

Chapter II

This reviews the literature, theoretical, empirical and otherwise important to your problem and your study. This review should be not only descriptive but critical, pointing out conflicting results, weaknesses in prior empirical work, theories untested, etc. This is especially true for those particular citations that form the theoretical and empirical foundation for your study. Re-state your research question as you summarize this review and present the hypotheses you will test. For each, show relevance to both your chosen theoretical and empirical citations.

Chapter III

This presents the methodology you have used in sufficient detail so that a reader can replicate what you have done. Also present your reasons for using this methodology. Many also present the characteristics of the sample studied, if it is a survey, and how this sample compares with the universe of those affected, (e.g. the elderly of Middlesex County or of New Jersey; census data on women in poverty). Information on prior use, testing of any scale or other device such as vignette, and your own tests of reliability and validity of instruments need to be discussed.

Chapter IV

Present your findings here. Most often this is organized around a general picture of your studied population if not already shown in Chapter III and then the findings that support or fail to support each hypothesis in turn. Other findings related to your research question may also be presented here.

Chapter V

Discussion of what you found, why it came out that way, and what it means, goes here. There may also be serendipitous findings unrelated to your hypotheses that can be presented and discussed. You should link your findings to your theory and may wish to talk about policy, practice, or any other implications. You should talk about the next research steps to be taken and the implications for Social Work and anything else you want to include.

Process:

The usual practice is for you to submit chapters to your Chair as you write them and the two of you meet to go over each of these. There may be many or few revisions. Either several chapters or all are sent to the rest of the Committee after reviewed by the Chair. They will need time to read and critique the work you have sent. You will get comments from each Committee member and will again revise what you have written. If all members are in agreement that the work is now in virtually final, acceptable form, you will arrange to schedule the defense. If there are substantive issues to be resolved, a preliminary defense will be set in order for the full Committee to meet and hash out together with you how to resolve these matters. You should see this as protective of you as there should not be nasty surprises at the defense which you expected to be final, but turns out to require three more months of hard work for you.

You should consult both the *Style Guide for Thesis and Dissertation Preparation* available from the Graduate School or the Doctoral Program office and the *American Psychological Association (APA) Publications Manual* for style and organization. There are several paperbacks on the market if you need further help, and your Chair will also offer guidance. The student is advised to attend one of the Dissertation Workshops offered by the Graduate School and bring the manuscript for preliminary review of format. The workshop schedule is available in the Doctoral Program office. You may engage the assistance of editors and statistical consultants as well as others to help with data entry and analysis.

Dissertations completed in the Program are on file in the Doctoral Program office and you should look over several in terms of format and organization as well as read one to use as a model. Look at it in terms of how much information is in tables, how much in appendices, how much also written out; how supportive and discrepant findings are handled; how the literature review is handled; how the literature review is analyzed and used; use of summaries; and similar techniques.

Oral Defense of the Dissertation

The defense of the dissertation is a public oral defense. The candidate must defend the dissertation and satisfy the committee that he or she is qualified to receive the degree of Doctor of Philosophy. It is not uncommon to ask the student to make some revisions in the dissertation based on the discussion at the defense. These should not be extensive and may be submitted for final approval to the Chair alone or the entire Committee.

At the time of the defense, the candidate must obtain the Candidacy Application (upon which the result of the qualifying examination is recorded) from the Office of the Graduate School for completion by the Committee. The same Committee members must also sign the title page of the dissertation, signifying their acceptance of it. Once the Program Director certifies that all program requirements have been completed for the degree of Doctor of Philosophy, the candidate must

return the candidacy application to the Office of the Graduate School, with two copies of the dissertation in the format prescribed by the Graduate School. A third copy of the dissertation shall be filed with the Program Secretary.

This is the final rung of the doctoral education ladder. At most defenses students first describe what, why, and how they have done their research. The Committee will follow the presentation with questions and discussion. Most students use Power Point with the presentation, which should take no more than 25 minutes. Remember, all of the Committee members have read the dissertation.

Suggested outline for your presentation:

1. State the issue or problem

2. Why is the issue or problem important?

3. What theories were used in the study?

4. What are the hypotheses tested?

5. Methodology and data collection: Where? How? When?

6. How were the data analyzed?

7. Findings: Which theories and hypotheses were most strongly supported?

8. Implications

At the end of the session the student leaves the room and the Committee decides whether or not the student has passed. The Committee may vote to accept, accept with revisions, or reject.

The odds, of course, are in favor of passing. The Committee should not schedule the Defense until the members feel the student is ready. It is not uncommon to ask the student to make some revisions in the dissertation based on the discussion at the Defense. These should not be extensive and may be submitted for final approval to the Chair alone or the entire Committee.

At the Defense, the Committee members sign the title page of the Dissertation and Part II of the Candidacy Form. After revisions have been completed, a copy of the final dissertation is delivered to the Doctoral Program office, at which time the Doctoral Director signs the Candidacy Form. Final copies of the dissertation are then submitted electronically to the Graduate School for certification along with the signed Candidacy Form. There is a great deal of paperwork (many forms) to be completed at this time so it is a good idea to be in touch with the Program Secretary.

A student may officially graduate in October, January, or May, but there is only one ceremony in May for <u>all</u> graduates. Doctoral students receive their degrees from the Graduate School of New Brunswick at the University wide commencement.

Graduation marks the achievement of the long years of hard work! It is an opportunity for family, friends, colleagues and faculty to share this momentous occasion with you.

REGISTRATION AND GRADES

FULL-TIME/ PART-TIME STATUS

Full-time status is 9 or more credits; part-time status is 8 or fewer credits. Students registering for 18 or more credits must receive special permission. Students who are Teaching Assistants (TA) or Graduate Assistants (GA) may register for 3 course or more credits and 6 E credits for full- time status.

REGISTRATION

A prepared registration form for each newly admitted student is made available to the student before the start of the fall and spring terms. The forms must be submitted by the student to the Office of the Graduate Registrar and must be received at that location by the announced deadlines. Overdue forms may require subsequent correspondence, entail additional fees, and necessitate re-registration. Forms may be returned by mail, but students should allow as many as ten days for campus mail delivery, and it is more prudent to deliver them by hand. Additions or changes of courses are routinely permitted during the first week of classes. Registration in subsequent terms is made online through the Rutgers WEBREG system. Once enrolled, students should register early for subsequent terms. Registration instructions will be distributed at that time. Changes of registration may be made at indicated times after early registration.

The Rutgers WEBREG system (https://webreg.rutgers.edu) will be accessed through your 9 digit student number and your 4 digit Personal Access Code (PAC). Restrictions to the system will also be the same as those currently imposed, and as detailed in the Schedule of Classes publication. Assistantships and fellowships are to be added as indicated. Fees are charged for registration changes after the second week of classes, except for section and assistantship changes.

A student admitted into a degree program of the Graduate School–New Brunswick is expected to remain registered in every fall and spring term thereafter until he or she completes the program and earns the degree. Normally a student registers for courses or research, and, if necessary, may register for matriculation continued (leave of absence). Any student who fails to maintain continuous registration may not resume formal graduate study or register again in the Graduate School–New Brunswick without first applying through the Office of the Graduate School for readmission. Doctoral students not yet admitted to candidacy may apply for readmission after one or two terms during which they were not registered. After two terms, they must file a new application with the Office of Graduate and Professional Admissions. Students who have been admitted to candidacy for the Ph.D. degree must apply for restoration of active status and pay a restoration fee. There is no time limit for readmission of such students. If a student does not register for one semester, an **Application for Readmission** (see below) must be filed by the student in order to reactivate the registration process.

Application for readmission

Students who have interrupted their graduate registration without receiving a degree in the program for which they were enrolled must apply for readmission. Appropriate forms are available from the Office of the Graduate School. This form is to be processed any time a graduate student has missed one or more semesters of registration and wants to continue matriculating in the same program. The form is to be filled out by the student and forwarded to the Program Director. Upon the Director's approval, the form is sent to the Office of the Dean of the Graduate School. For doctoral students who have passed the qualifying examinations, a **Restoration of Active Status** form (see below) will also need to be completed and submitted with the appropriate fees for the semesters they were not registered. Students should file a new application through Graduate Admissions if they have not been registered for two terms and/or their program no longer has their original application.

Restoration of active status

Any student who has passed the Ph.D. qualifying examination and has not been registered for one or more semesters must also file an Application for Restoration of Active Status form. Both the Application for Readmission and Restoration forms must be taken to the cashiers office. Student will make payment at that time equal to one (1) credit of in-state tuition at the current rate per semester missed, up to a maximum of five (5) semesters. The cashier will stamp both the Readmission and Restoration form, and the student must bring them to the Graduate Admissions office where, at that time, they will be re-admitted. A term bill will be sent to the student for the semester they register for.

Interrupted studies: Matriculation continued

Students who are obliged to interrupt their studies, or for whom no other registration is appropriate for a given term, may, with the approval of the Program Director, register for matriculation continued for a maximum of two consecutive terms. For example, students who have completed their formal course work and are preparing for qualifying examinations but are appropriately not registered for research would register for matriculation continued. There is no tuition fee for this registration, although a student fee is charged. This category of registration is not available to post-qualifying doctoral students, who are expected to register for research in their fields until they have completed their degrees. Those students who are away from campus but working on their dissertations and in contact with their committees are required to register for a minimum of one credit of research per term. Doctoral degree students who are on campus and engaged in research must register for a minimum of 3 credits per term.

Research registrations

All doctoral candidates are required to register for Research (701 or 702) during their period of matriculation at the School of Social Work. Doctoral students are required to register for a minimum of 24 credits of research towards their dissertations.

NOTE: Doctoral candidates who have completed all required course work and dissertation research equaling 72 credits must continue to register for one research credit each semester until they have defended their dissertation, even if this results in accumulations of research credits beyond the minimum required for the degree.

GA / TA / Assistantship registrations

All students awarded Teaching or Graduate Assistantships must register their assistantship appointments each semester for the appropriate number of credits. The TA registration is 16:910:877. Students who are awarded a full assistantship should register for 6 E credits.

NOTE: Students who hold full-time appointments as teaching or graduate assistants for the academic year are entitled to tuition remission for up to 6 credits during the summer following their appointment.

Rutgers-Princeton Cooperative Exchange Program

Rutgers and Princeton Universities have been engaged in an exchange program since 1964. This program is informal in that admission to and registration at the host institution are not required. No funds are exchanged between the two institutions; the student pays tuition only at the home institution. The policies and procedures related to this program are that (1) participants must be matriculating, (2) exchange is limited to one or two graduate courses per term per student, and (3) the course must be part of the student′s degree program and unavailable at the home institution. To participate, a Rutgers student must register for 16:001:816 Princeton Exchange (BA) (normally 3 credits) and have the forms (obtained from the Rutgers graduate registrar) signed by his or her adviser, dean, and Princeton course instructor. The form is then submitted to the dean of the Graduate School, Princeton University. Princeton grades are assigned and are recorded on the student′s record via the above form.

Robert Wood Johnson Medical School, and the New Brunswick Theological Seminary Cross Registration

Students who wish to enroll in courses at UMDNJ/ RWJMS and/or the Seminary may do so if the courses are not offered at Rutgers and permission is granted by the appropriate advisors. Forms are available from the graduate registrar's office. To complete registration after the forms are approved, the student must add the registration of either 16:001:815 for the Medical School exchange or 16:001:817 for the Theological Seminary exchange. The correct number of credits must be entered in the By Arrangement box.

Excess credits

Any student wishing to take more than 16 credits in a given semester must get the approval of the Doctoral Program Director, as well as the Graduate School, Office of the Dean. Teaching Assistantship credits are *included* in this count, so a student with a full TA (6 credits) is entitled to a maximum of 10 credits of course work for a total of 16 credits. Excess credits will not be approved when research credits are involved. Registration for excess credits may, however, be considered when ESL course work is involved, not to exceed 18 credits.

Pass/fail, audit and other non-credit courses

If a student wishes to take a course on a pass/fail or audit basis, the appropriate letter prefix must be entered when registering. If the decision is to take the class as a pass/fail or audit, the code for prefix "N" should be entered. This means that the student will do all work short of taking the final

exam (all reports and other exams must be taken), and based on the work submitted, the Professor will issue a Satisfactory or Unsatisfactory grade. If a course may not be used for graduate credit, the code for prefix "E" should be entered. In this case the student must do all the work including the final examination and the student will receive a letter grade (A, B, C, etc.) *Neither* of these registration choices will award graduate degree credit. If a student wishes to sit in on a class as an informal audit, the student should *not* register for the class, but obtain the instructor's permission.

Change of registration

Students have the first week of the semester to change their registrations without grades of "W" on their transcripts. If, however, dropping a course signifies a total withdrawal for the semester, the regulations regarding total withdrawal will be in effect. Registration changes from course work to Matriculation Continued will not be approved as of the first day of class. To make registration changes the second week of the semester, a Change of Course form (commonly known as a Drop/Add form) must be filled out and submitted to the Graduate Registrar's Office, Administrative Services Building, Busch Campus. If, after the first two weeks of the semester, a student wishes to change his or her registration, the Change of Course form must be completed and signed (except in the case of a withdrawal) by the student's advisor or Graduate Director. The student is subject to receiving a grade of "W" on his or her record when dropping a course. Withdrawals do not require advisor or dean approval during the first *seven weeks* only.

NOTE: Graduate School-New Brunswick policy does not permit withdrawals after the 12th week of the semester unless there are very unusual circumstances AND the student is currently passing the specific course. Therefore, if such a withdrawal is requested, there must be a letter from the instructor of the course attesting to the student's academic status in the course and a statement of the unusual circumstances that justify such a late withdrawal. No approvals will be granted in the absence of these two attachments.

All adds must be approved by both the advisor or Doctoral Program Director and the Graduate School Office of the Dean. A late fee is charged for each change of registration after the first 2 weeks of the semester.

Incomplete grades

If a student needs to drop a course(s) for valid reasons (e.g. medical, employment changes, etc.) after a substantial amount of the semester has gone by, another option is to arrange with the instructor to receive a grade of Incomplete. With an incomplete grade, the student has two semesters in which to make up the work missed and have the professor complete a Change of Grade form noting the new grade. If this arrangement is worked out, the student should *not* register for the course again, even if the student needs to sit in on the course the next semester it is offered. The original registration will be sufficient and only a Change of Grade form need be submitted when the work is completed. Once a permanent grade is assigned it is considered final.

Any student incurring grades of Incomplete will be held to the limit of one year for completion of the course. Requests for waiver of this one year limit must be made by the student, recommended by the course instructor and Doctoral Program Director, and approved by the Office of Academic and Student Services. This waiver should be sought prior to the one year expiration date. It will *not* be routinely granted.

Students who have more than one Incomplete will be allowed one semester to reduce the number to one (or none), after which they will not be allowed to register for additional courses until these

are completed or abandoned. (Abandoned refers to a situation in which students have agreed that the course may no longer be completed and the program has agreed to allow them to continue with **Permanent Incompletes** (see below) on their records). Responsibility for the monitoring of this process resides in the program.

Permanent incomplete grades (PINs)

There are two situations in which a PIN grade may be warranted.

a. Students are restricted in the number of Incompletes they may carry. In order to continue to register, a student may choose to abandon a course by waiving the privilege of completing it. In such a case the student requests a change from IN to PIN. The PIN is not regarded as an outstanding Incomplete and does not hinder further registration, unless it represents part of a pattern which the faculty interprets as warranting a warning or dismissal for unsatisfactory progress.

b. Incompletes are to be made up within one year. Those not removed in favor of a letter grade may be converted to a PIN to indicate that the option to complete the course has expired.

Requests for conversion of Incompletes to Permanent Incompletes may be recommended with reasons stated by the Doctoral Program Director either by forwarding a letter or submitting a Change of Grade form to the Graduate School. The request for this action should originate from the student. PINs are *not* to be assigned to final grade rosters.

Complete withdrawals

Complete withdrawals may entail processing refunds, depending on the date the forms are received at either the Graduate Registrar's Office or the Office of Academic and Student Services. Before classes begin, a 100% tuition refund will be issued; as of the first day of class, an 80% refund will be issued, and every two weeks after that date the refund drops another 20%, until the end of the sixth week of class, at which time no further refunds will be issued. There are no refunds for dropping one or two courses when there are other courses on the same registration.

Request for loan deferral

Although the federal regulations governing financial aid require registration of at least six credit hours, special consideration may be granted under certain conditions to doctoral students working on their dissertation. Being classified as a post-qualifying student, you will be able to take three credit hours, still be considered half-time, and not risk the loss of a deferred loan.

STUDENT INFORMATION

Program Communication: Doctoral students in Social Work will generally receive University correspondence through Rutgers email accounts.

Dissertations: The Doctoral Program office has a list of completed dissertations. Copies of dissertations are located in Room 205, School of Social Work. See the Program Secretary to arrange to view. Social Work dissertations can also be accessed through Alexander Library.

Student lounge: A lounge is available for doctoral students to study and visit on the second floor of the Social Work Annex. Lockers are available in the Lounge for storage of books.

Student identification card: The new doctoral student will receive a non-photo ID card at the beginning of the first semester. Your paid term bill will serve as your student identification until you receive your card. If a card is lost or damaged, a replacement can be obtained in person at the Verification Office (Room 200L) in the Administration Services Building (ASB), Busch Campus for a nominal fee.

Library card: The first time you visit the library, your student identification card will become your library card when a bar code is affixed to the card. If you do not yet have an ID card, be sure to carry your paid term bill as identification.

Library system: The Rutgers Library system is quite extensive, with libraries on each campus specializing in different areas. The Program Secretary will have general handout information, but it would be helpful if you attend one of the graduate student library orientations offered.

Computer services: Computer services are available on each campus in Computer Centers which provides a variety of programs. You are eligible for a student e-mail account, as well as other accounts. A student may purchase equipment at the Computer Store at reduced rates.

Credit union: A student credit union is available at the Rutgers Student Center, CAC.

Health services: All students are eligible for student insurance and use of the campus health services. Students are also eligible to use the Counseling Centers, which run workshops for stress reduction smoking cessation, dissertation support groups, etc. as well as individual counseling. Teaching and Graduate Assistants are eligible for medical coverage through the department offering the assistantship.

Campus buses: The University has an intercampus bus system that is free to all students and connects all campuses.

Parking services: You will need to have a paid term bill the first semester that you register your car, as well as your motor vehicle registration. Pay attention to which lots are available to students to avoid parking tickets. A student who is teaching, either as a Part Time Visiting Lecturer (PTVL) or a Teaching Assistant (TA) will receive a key card for gated lots and Faculty/Staff decals. A TA or PTVL will need a letter from the department to register a car.

Bookstores: The Rutgers University Bookstore is located at the Ferren Mall in New Brunswick. Each campus has a bookstore, usually located in or near the student center. There are other independent bookstores in New Brunswick, as well as stores that sell all kinds of Rutgers University clothes, etc.

Graduate Student Association: A University-wide student association is available for anyone who cares to be involved. The GSA has many activities throughout the year including mixers and movies. Schedules are posted in the Annex.

Student newspapers: Each college of the University has a student newspaper which is available to all students at various locations, but usually at the student center for each campus. The TARGUM is found on the College Avenue Campus (CAC) and contains helpful information about what is going on in the University.

Graduate School New Brunswick: The rules and regulations of the Graduate School, as well as information about other Graduate School programs, are found on the Graduate School's website (http://gsnb.rutgers.edu).

Campus maps: Are available through the Program office or at any Student Center.

Housing: Off-campus: Housing is available in the surrounding communities for graduate students. The Off-Campus Housing Office will help students locate housing, roommates/shares, and will assist with student housing rights compliance.

Students with disabilities: Each school of the University system has a designated coordinator to assist with special needs. The Administrator for Academic Development and Student Services at the Graduate School will work with students as needed, as will the Program Secretary.

International students: The Administrator for Academic Development and Student Services at the Graduate School will advise foreign students. The International Center on the College Avenue Campus provides orientation and special assistance as well as social events (http://internationalservices.rutgers.edu).

ESL/PALS This office provides testing and training for international students who need assistance with the English language, written and oral (http://pals.rutgers.edu).

Recreation centers: Each campus has a recreation center with varied and diverse opportunities for recreation. Most have pools, saunas, exercise equipment, and classes available to students.

Campus police: The main office of the University Police is located on Commercial Street between the College Avenue and Douglass Campus. For emergencies call 911 from public phones and 6-911 from campus phones (http://publicsafety.rutgers.edu).

Financial assistance: The office of Financial Aid in Records Hall on the College Avenue Campus will assist students with information regarding financial aid in the form of need-based aid and loans. Assistantships, Fellowships, grants, etc. are generally administered by the unit which offers them.

Alumni: The University has an office of Alumni Relations which contacts students who have graduated and maintains contact with them by mail. Social Work Doctoral Alumni are invited to all Program social functions.

ACADEMIC STANDARDS

Academic Standards/Grades

All students must maintain an accumulated average of B or better. Outstanding work is graded A and good work is graded B. The grade of C is for satisfactory work. The B+ and C+ grades are intermediate grades. Following standards set by the Graduate School, it is expected that grades for no more than nine credits may have grades of C or C+. Students should maintain at least a B average in every semester. Grades for approximately half the course credits should be A. Departmental time frames for completing course work and qualifying examinations as specified in

this and other documents should be followed. The entire Doctoral Program should be completed no later than seven years after the student first registered in the Graduate School-New Brunswick.

Academic Standing Issues

The academic performance of students will be closely monitored by Advisors and the Director to ensure that students' grades meet the academic standards specified above and proceed through the various stages of the Program as scheduled. Although there is rarely a need to follow the procedures described in this section, students have the right to be informed about the procedures that will be followed in the event of sub-standard performance and are entitled to fairness in the procedures by which their academic performance and progress are assessed.

If sub-standard performance occurs in course work or the qualifying examination or the student fails to meet the specified time frames, the student will be notified in writing by the Program Director specifying the source of the concern, the applicable Program or Graduate School rules, and the proposed action or remedy that the student can pursue. This letter constitutes a formal warning to the student. Failure to meet the specified provisions may result in termination. A vote of the faculty members of the Doctoral Program is required before a student can be terminated from the Program. The student is officially terminated from the Program upon receipt of a termination letter from the Dean of the Graduate School.

Academic Disputes

A. Program Procedures for Handling Academic Disputes

Students have the right to bring any matters of concern to their advisors, student representatives, or to the Director. Although every effort will be made informally to resolve academic disputes, students have the right to formally appeal any action taken by the department. The right to appeal covers all evaluations received for academic performance; i.e. grades received for course work (grades for papers and examinations as well as final grades) as well as evaluations of qualifying examinations and dissertation work. Any warning or dismissal notices may be appealed. All appeals should be addressed to the Program Director. Except for terminations, final decisions will be based on the vote of the faculty members of the Doctoral Program Executive Committee.

Students have the right to voluntarily withdraw from the Ph.D. Program at any time during the processing of warning or dismissal appeals. The voluntary withdrawal decision will be confirmed in writing by a letter of understanding formulated by the Director. If the student does not contest, in writing, the letter of understanding within one semester of its mailing, it shall be deemed to constitute the final action in the matter.

B. Appeals

Efforts to settle academic disputes are first made within the Social Work Doctoral Program and the School of Social Work. If such attempts are unsuccessful, the student may appeal the dispute in writing to a representative of the Dean of the Graduate School. Should the issue remain unresolved after informal mediation, the student has further recourse to bring the issue to the attention of the Appeals Committee. (See the Bulletin of the Graduate School-New Brunswick for detailed procedures.)

OTHER ISSUES

Academic Integrity (see booklet POLICY ON ACADEMIC INTEGRITY)

Administrative Procedures for Responding to Disruptions

The University encourages all members of its community to register their dissent from any decision on any issue and to demonstrate that dissent in orderly means. However, restrictions are placed on demonstrations which are deemed to unduly interfere with the freedom of other members of the academic community.

Disciplinary Hearing Procedures

The Board of Governors of Rutgers, the State University of New Jersey, has established a list of offenses which may result in separation from the University. These are handled through the University Student Disciplinary Hearing Procedure. Details are available in the office of the Graduate School.

Nondiscrimination Policy

It is the policy of the University to make the benefits and services of its educational programs available to students without discrimination on the basis of race, religion, color, national origin, ancestry, age, sex, sexual orientation, handicap, marital status or veteran status. Violations of this policy should be reported to the Program Administrator, Dean of the School of Social Work or the Dean of the Graduate School. Other individuals, identified in the Bulletin have been identified to handle complaints.

Sexual Harassment Policy

Sexual harassment of students by faculty, administrators, other employees, or fellow students is a form of sex discrimination prohibited by University policy and by Title IX of the Education Amendment Act of 1972. The University has both informal and formal procedures for resolving complaints. Students are encouraged to raise questions and bring problems for confidential discussion to the Office of the Dean or to the Director of Affirmative Action and Employment Research.

Student Records and Privacy Rights

The University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) and makes public announcement of the law. FERPA was designed to protect the confidentiality of student records; guarantee student access to certain records; regulate disclosure of information from student files; provide opportunities for students to correct or amend records and add explanatory statements; and provide opportunities for students to file alleged infractions of the law with the U.S. Department of Education. Further information on the law and Rutgers policy and procedures is available from the Office of Student Rights Compliance.

APPENDIX

SCHOOL OF SOCIAL WORK
Doctoral Faculty

Members of the Graduate Faculty

Beth Angell, *Associate Professor, SSW; Ph.D., University of Wisconsin, Madison*
Mental health services and severe mental illness.

Judith Baer, *Associate Professor of Social Work, SSW; Ph.D., Houston*
Early adolescence; survey development

Laura Curran, *Associate Professor of Social Work, SSW; Ph.D., California (Berkeley)*
Family and child policy practice; welfare policy; social welfare history/ theory; gender and sexuality

Stephen Crystal, *Research Professor of Social Work and Sociology, SSW/IHHCPAR; Ph.D., Harvard*
AIDS; long-term care; homelessness; longitudinal data analysis

Donald T. Dickson, *Professor of Social Work, SSW; J.D., Chicago; Ph.D., Michigan*
Law; child welfare; mental health; administration

Richard L. Edwards, *Dean and Professor of School of Social Work, SSW; Ph.D., SUNY (Albany)*
Organizational and Managerial Effectiveness in the Public and Nonprofit Sectors

Antoinette Rodgers Farmer, *Associate Professor of Social Work, SSW; Ph.D., Pittsburgh*
Parenting behavior, social support and kinship care; AIDS; evaluation of social work practice

Jerry Floersch, *Associate Professor of Social Work, SSW; Ph.D., University of Chicago*
Mental illness, case management, youth psychotropic treatment, use of qualitative methods to evaluate practice

Chien-Chung Huang, *Associate Professor of Social Work, SSW; Ph. D. Columbia*
Child support; social assistance; poverty and income distribution

Michael LaSala, *Associate Professor of Social Work, SSW; Ph.D., SUNY (Albany)*
Clinical social work; gay and lesbian issues; marriage and family therapy

Jeffrey Longhofer, *Associate Professor of Social Work, SSW, Ph.D., University of Kansas*
Mental health case management, social and psychological dynamics of shame and stigma in mental health treatment

Lia Nower, *Associate Professor of School of Social Work, SSW; JD, St. Louis University, Ph.D., Washington University*
Pathological gambling and addictive disorders; forensic mental health

Judy L. Postmus, *Assistant Professor of School of Social Work, SSW; Ph.D., SUNY (Albany)*
Violence Against Women and the Impact of Policies and Programs on Survivors

Raymond Sanchez Mayers, *Associate Professor of Social Work, SSW; Ph.D., Brandeis*
Financial management in nonprofits; administrative issues; Hispanic issues

David Mechanic, *University Professor and Rene Dubos Professor of Behavioral Sciences, IHHCPAR; PhD., Stanford*
Medical sociology; evaluation research and social policy

Shari Munch, *Assistant Professor of Social Work, SSW; Ph.D., Michigan State*
Health care; women's health care; perinatal ethics and bereavement; psychosocial aspects of high-risk pregnancy

N. Andrew Peterson, *Associate Professor of Social Work, SSW; Ph.D. University of Missouri, (Kansas City)*
Community organizing; empowerment theory; program evaluation; substance abuse prevention

Kathleen J. Pottick, *Professor of Social Work, SSW/IHHCPAR; Ph.D., Michigan*
Child and adolescent mental health and psychiatric service delivery systems

Darcy Siebert, *Associate Professor of Social Work, SSW; Ph.D.., University of North Carolina (Chapel Hill)*
Theory and measurement of risky behaviors, particularly alcohol and other drug use; occupational and behavioral issues in the helping professions

Allison Zippay, *Associate Professor of Social Work, SSW; Ph.D., California (Berkeley)*
Planning, community organization, and community development; poverty and employment policy, social network theory, locational theory and psychiatric housing

Associate Members of the Graduate Faculty

Ayse Akincigil, *Assistant Professor of School of Social Work, SSW/IHHCPAR; Ph.D., Rutgers.*
Mental health, aging, HIV/AIDS, economics and health services research.

Patricia Findley, *Assistant Professor of Social Work, SSW; Ph.D. University of Illinois (Chicago)*
Disabilities, health, veterans

Emily A. Greenfield, *Assistant Professor of Social Work, SSW; Ph.D. University of Wisconsin, (Madison)*
Aging, life course development, health

Joo, Myungkook, *Assistant Professor of Social Work, SSW; Ph.D., Washington University*
Early childhood development, analyses of policies and programs designed to help low-income children, and effects of poverty and economic inequality on children's outcomes.

Jeounghee Kim, *Assistant Professor of Social Work, SSW; Ph.D. Washington University*
Poverty, economic inequality, low wage labor markets, welfare policies, health disparity

Judith McCoyd, *Assistant Professor of Social Work, SSW; Ph.D., Bryn Mawr*
Medical decision making, bereavement and "feeling rules" in medical technologies

Sarah McMahon, *Assisant Professor of Social Work, SSW; Ph.D., Rutgers*
Violence against women and social work education.

Lenna Nepomnyaschy, *Assistant Professor of Social Work, SSW; Ph.D., Columbia*
Child and family health policies, poverty and inequality

Cassandra Simmel, *Assistant Professor of Social Work, SSW; Ph.D., California (Berkeley)*
Child welfare programs and services. youth transitioning out of care, child and youth mental health

Jill W. Sinha, *Assistant Professor of Social Work, SSW; Ph.D. University of Pennsylvania*
Faith-based organizations, high-risk adolescents, international social work

Lisa Townsend, *Assistant Professor of Social Work, SSW; Ph.D., Case Western*
Mental illness; treatment engagement of adolescents and families; adolescent attititudes toward psychiatric medication; mental health services in the child welfare system

Liliane Windsor, *Assistant Professor of Social Work, SSW; PhD., University of Texas, Austin*
Substance abuse, social justice, and research methods

Karen Zurlo, *Assistant Professor of Social Work, SSW; Ph.D., University of Pennsylvania*
Gerontology, retirement, financial well-being, life course development, social policy, international social work

DOCTORAL COURSES IN SOCIAL WORK

16:910:637. (F) QUANTITATIVE RESEARCH METHODS (3)
Knowledge and skills needed to carry out independent doctoral level research in social work. Identification and study of methods of design and measurement; qualitative and quantitative formulations; data gathering, processing, analysis,
and interpretation.

16:910:638. (F) ADVANCED STATISTICAL METHODS I (3)
Analytic and measurement strategies fundamental to multivariate model testing in policy, administration, and direct practice research. Topics include tabular and loglinear analysis, multiple regression, analysis of covariance, and analysis of variance in its principal forms. Multiple indicators and measurement approaches, such as exploratory and confirmatory factor analysis.

16:910:639. (S) ADVANCED STATISTICAL METHODS II (3)
Prerequisite: 16:910:638.
Use of multivariate, quantitative methods. Employing multiple dependent variables, nonlinear relationships, mediator effects, instrument variables, and multilevel analysis.

16:910:640. (S) QUALITATIVE RESEARCH METHODS (3)
Examination of the methods of collecting, analyzing, presenting, and applying qualitative data. History and evolution of qualitative research methods; theoretical orientations; data-collection methods, including ethnography, participant observation, in-depth interviewing, focus groups, and archival analysis; methods of data analysis; and research applications, including theory development and program design and evaluation.

16:910 (F) MEASUREMENT (3)

Introduces students to concepts in psychometric measurement and the importance of measurement in scientific inquiry, and the basic principles and procedures of measurement theory. Students will learn to identify and operationalize latent variables in conceptual models and, based on theoretical and practical considerations, generate items, construct and format questions, and begin to develop a scale that can be tested for reliability and validity and generalized across populations. Students will also learn to minimize respondent bias, address measurement error, and consider other threats to the utility and statistical strength of their measure. The course will also examine the impact of individual differences (i.e. gender, culture/ethnicity, age) on instrument development and validation, with examples and illustrations relevant to social work practice and social welfare.

6:910:687. (S) THEORY DEVELOPMENT IN SOCIAL WORK PRACTICE (3)
The relative places and contributions of theoretical conceptualization, "practice wisdom," and descriptive and prescriptive research. Using concepts from the philosophy of science, students will consider how social work practice knowledge evolves and transforms, and how practice theories may be empirically tested to generate alternative practice theories.

16:910:657 (F) CONCEPTUAL FOUNDATIONS OF SOCIAL WORK AND SOCIAL WELFARE (3)
From a multi-disciplinary perspective, this course critically examines scholarship and contemporary debates addressing social work and social welfare structures, provisions, and systems of care. The course addresses the unique aspects of American social service systems, comparative perspectives, questions of globalization, race and gender dynamics in contemporary social work policies and practice, and the dynamic nexus of state institutions, the social work profession and social service provision

16:910:644. (S) CURRENT PERSPECTIVES (3)
Prerequisite: 16:910:687.
Theories and models of intervention used in social work direct practice.

16:910:647. (F) SOCIAL POLICY ANALYSIS (3)
Paradigms, methods, and strategies for the analysis of policy from social work, economics, sociology, political science, public administration, policy sciences, and planning.

16:910:656 (F) CHILDREN AND FAMILIES: LAW, POLICY, AND PRACTICE (3)
Study of the intersection of law, policy, and social work practice. Legislation such as the Adoption and Safe Families Act, Individuals with Disabilities Act, and Child Abuse Prevention and Treatment Act are examined, and topics include marriage and domestic partnerships, divorce, child abuse, foster care, and health care decisions.

16:910 (S) INTERVENTION RESEARCH (3)

16:910 (S) PROFESSIONAL DEVELOPMENT SEMINAR (1)
Focuses on topics related to professional development for social work doctoral students who will be establishing careers in an academic or research setting. Provides career development knowledge and skills on topics including conference presentations, peer-reviewed publications, external funding, and the academic job search process. Our purpose is to introduce students to

these topics early in their doctoral studies so that they can incorporate professional development activities into their plans for study and research.

16:910:659:02 (F) BIBLIOGRAPHY DEVELOPMENT (1)
Prepare for the development of an annotated bibliography in a susbstantive area of interests. Students will: identify a realistic and focused research topic; evaluate information from scholarly sources to assess their quality and credibility (e.g., reliability, accuracy, authority, timeliness, perspective, bias); analyze and synthesize scholarly literature; utilize appropriate citation and referencing skills associated with dissertation and scholarly writing; prepare a literature review with accompanying annotated bibliography on individual substantive area of interest.

16:910 (S) DISSERTATION PROPOSAL DEVELOPMENT SEMINAR (1)
Introduces students to the structure and content of dissertation proposals and provide ideas and resources for getting started in thinking about their own proposals. Our method for learning about proposal development will involve reading and critiquing a series of sample proposals that use either quantitative methods, qualitative methods, or a mixed methods design. Subsequently, we will discuss and contemplate important issues in selecting secondary data sets, submitting funding proposals, and developing writing habits and styles.

16:910:682. (F) ADVANCED INDIVIDUAL STUDIES IN SOCIAL WELFARE (3)
Study in depth, and on an individualized basis, various areas of social policy, social planning, social administration, or direct intervention.

16:910:683. (S) ADVANCED INDIVIDUAL STUDIES IN SOCIAL WELFARE (3)
Provides an opportunity to specialize in a specific area of policy analysis, social planning, social administration, or direct intervention, on an individualized basis.

16:910:701,702. DISSERTATION RESEARCH (BA,BA)
Independent research study related to proposed dissertation, with assistance of appropriate faculty.

16:910:703,704. RESEARCH INTERNSHIP (BA,BA)
Independent research internship under guidance from a faculty adviser.

OUTSIDE ELECTIVE COURSE SUGGESTIONS

Note: this is just a sampling-- many other courses are available; there is no guarantee that these will be offered in any given semester

GRADUATE SCHOOL - NEW BRUNSWICK:

Anthropology

Anthropology of Gender: 16:070:513

Psychology

Analytical Personality/Pathology: 18:821:535

Advanced Studies Clinical Psychology: 18:821:611

Principles of Biopsychology: 16:830:520

Sociology

Topics in Sociology: 16:920:570/571/572,573

Sociology and Mental Illness: 16:920:631

Sociology of Organizations: 16:920:524

Classical Sociological Theory: 16:920:515

Contemporary Sociological Theory: 16:920:516

Drugs and Society: 16:920:645

Topics in Social Cognition: 16:920:515

Analysis of Sociological Data**:** 16:920:541-542

Sociology of Mental Illness: 16:920:631

Sociology of Gender: 16:920:618

Social Deviance and Social Control

16:910:612

Selected Sociological Problems: 16:920:503,504

Cognitive Sociology: 16:920:646

Political Science

The United States Congress: 16:790:616

Public Policy

Seminar in Public Policy: 16:833:683

Decision Making for Public Policy: 16:833:525

Negotiation and Public Policy: 16:833:572

Public Policy Formation: 16:833:592

Policy Analysis and Evaluation: 16:833:593

Statistics

Regression Analysis: 16:960:555

Urban Planning and Policy Development

Planning and Social Theory: 16:970:624

Women's Studies

Feminist Theories: 16:988:582

Feminist Paradigms: 16:988:583

Colloquium in Women's Studies: 16:988:520

Women and Social Change

GRADUATE SCHOOL OF EDUCATION

Educational Statistics & Measurement

Analysis of Non-experimental Data: 15:291:640

Developmental Theory of Jean Piaget: 15:295:578

Design of Educational and Psychological Experiments: 15:291:636

Topics in Educational Statistics, Measurement, and Evaluation: 15:291:639

Program Evaluation: An Introduction to Methods and Practice: 15:291:520

EDWARD J. BLOUSTEIN SCHOOL OF PLANNING AND PUBLIC POLICY

Public Policy

Public Policy Formation: 34:833:577

COMPUTER RESOURCES

What follows is an overview of the resources the School of Social Work expects that doctoral students may access as part of their computer skills development.

1. **Personal computers** It is expected that every Social Work Doctoral Student obtain his/her own personal computer.

2. **Tutor** The SSW will make available limited computer consultation for those working on dissertation research.

4. **Short courses** In addition to the STATA and SPSS instruction in statistical courses, the SSW expects that each doctoral student may want to access the RUCS (Rutgers University Computing Services) short course on SPSS or SAS. Additionally, RUCS provides other short courses on a variety of topics (i.e., use of different software packages, e-mail, programming) that students may access as needed.

5. **Other services** SSW students must obtain e-mail addresses and a Net-ID, and may choose to obtain mainframe accounts and other RUCS services. These can be identified through the RUCS website or by collecting literature provided at computer centers.

6. **Doctoral computer lab** Located in the social work ANNEX building, computers available for doctoral student use, and are equipped with software including SPSS, STATA, and Atlas-ti. Students may also access these computers remotely.

FORMS

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
GRADUATE SCHOOL - NEW BRUNSWICK
25 BISHOP PLACE, NEW BRUNSWICK, NJ 08901

APPLICATION FOR TRANSFER OF CREDIT

1. This form must be completed in triplicate by the student and submitted, with a transcript reflecting the courses for which credit is requested, to the graduate director. After the director approves the application, all three copies and the transcript must be forwarded for action to the Graduate School. Upon approval, one copy will be forwarded to Records & Transcripts, and one to the graduate program.

2. Upon completion of 12 credits of graduate level coursework with grades of B or better, in the Graduate School as a matriculated student, your request will be examined.

3. Transfer of credit is allowed only for formal graduate-level course work specifically related to the student's program of study in which grades of B or better were received. No credit may be transferred for thesis research work, course work done as independent study, or work in courses which were not graded. P, R, or S grades are eligible for transfer if equivalent to a grade of B or better and accompanied by a letter from the instructor of the course testifying to that equivalence.

4. Credit is not normally transferred for courses taken more than six years prior to the application for transfer of credit. Appeals for waiver of this time limit may be made by the graduate director, in writing, with a statement verifying the current level of the student's information on the subject, or that the course material is still current.

5. No more than the equivalent of one year of course work may normally be transferred toward the Ph.D. (i.e., 24 credits). No more than 40% of the credits required for the master's degree may be transferred from an outside institution.

6. Quarter credits will be converted to semester credits by reducing the total by 1/3 (i.e., 9 quarter credits ‘ 6 semester credits).

NAME_____ID#_____DATE_____

PROGRAM_____DEGREE SOUGHT_____CREDITS COMPLETED

Institution	Dates Attended	Degree

_____
_____

_____
_____

_____ _____
_____

INSTITUTION	TITLE_COURSE #	SEMESTER/YR	CREDITS	GRADE
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

TOTAL:

BY: _____ DATE:
Graduate Program Director

DEAN'S OFFICE APPROVAL:

CREDITS APPROVED_____DEAN_____DATE

PAC:\DOCTORAL FORMS\APPL FOR TRANS OF CREDIT

INDIVIDUAL STUDY CONTRACT

Rutgers, The State University of New Jersey
School of Social Work
Doctoral Program

_____Contract due by week three of semester.
Term/Year

Paper/Project to be completed by the end of the semester.

_____ _____
student print name signature

and

_____ _____
faculty print name signature

agree to work together on an individual study project for three credits. The following is a statement of the content to be covered, learning tasks, assignments and criteria for grading. In addition, the specific responsibilities of faculty and student shall be spelled out. Attached are the guidelines for Individual Studies. Letter grades are used.

_____ _____
Approved
Director, Doctoral Program Date

THE INDIVIDUAL STUDY

Individual Study allows for flexibility in pursuing in some depth an area of interest that is not found in any existing course. However, before a student arranges for an Individual Study he should carefully check to see if the subject area of his interest is taught in a course either in social work or in another department. A list of many of these courses can be found in the Appendix entitled Outside Elective Course Suggestions. There are many advantages of a regular course over an Individual Study. Most often the instructor of a regular course is very knowledgeable about the subject area. The stimulation of other students interested in the same subject can be quite helpful. And if the course is in another department, the instructor may be a person you would like to have as the faculty member from outside the School of Social Work on your dissertation committee.

To register for an Individual Study the student must locate a faculty member who is an Associate or Full Member of the Graduate School and who agrees to take on the task of working on this effort. It is a three credit course and is graded with a letter grade. You may take more than one individual study in the course of your program and you may take an individual study in another program. There should be a direct relationship between the number of credits and the expected hours of work and effort required.

Individual Study is not to be confused with the Research Internship. The former is a tutorial that you arrange to undertake; a special course of study tailored by the faculty member to you. Individual Study is part of your course work. The Research Internship is not course work; it is part of your preparation for dissertation work. Research credits may only be used for work on the dissertation, including Research Internship. After Qualifying Exams a student must be registered continuously with the committee chairperson each semester for Research credits even after the 24 required credits have been accumulated.

1. The student is responsible for locating a faculty member of the Graduate School, either from Social Work or another department, with whom to work.

2. The content should be a topic related to, and relevant to the student′s dissertation.

3. The Individual Study is for three credits and should entail a total amount of work comparable to that in a three credit course.

4. When you have worked out an agreement with a faculty member, you should draw up a written contract which includes:

    - the term during which the three credits are to be earned
    - the approximate time to be spent (Remember the work and time for a three credit Individual Study should be equivalent to the work and time expected in a three credit course).
    - the content covered
    - the student's responsibilities
    - the faculty member's responsibilities

- the actions and products related to the study that are to be completed (e.g. paper, literature review) by the end of the semester; basis for evaluating these products
- the expected learning outcomes

This contract is to be signed by both student and faculty member and submitted to the Program Director who will give final approval via a returned copy countersigned.

5. Should the study not result in a good fit as to subject or for other reasons, the Program Director should be promptly notified so an alternate arrangement can be made.

6. The Individual Study may be taken at any time during the student's pursuit of course work, but not while the student is working on dissertation research credits after taking the Qualifying Exam. Registration is three credits, By Arrangement, Advanced Individual Studies in Social Welfare 16:910:682 (F) or 16:910:683 (S). Letter grades are used and the credits are counted toward course work, not dissertation research credits.

7. If the Individual Study is with a faculty member in a department other than Social Work, the registration is through the department's course title and course number. It may be necessary to obtain a special permission number to register. The contract would be with the department in which you are registered.

PAC:\DOCTORAL FORMS\INDIVIDUAL STUDY CONTRACT

RESEARCH INTERNSHIP CONTRACT

Rutgers, The State University of New Jersey
School of Social Work
Doctoral Program

_____Contract due by week three of semester.
Term/Year
Paper/Project to be completed by the end of the semester.

_____
student (print name) signature

_____
faculty (print name) signature

agree to work together on a Research Internship for three credits. The following is a statement of the content to be covered, learning tasks, assignments and criteria for grading. In addition, the specific responsibilities of faculty and student shall be spelled out. Attached are the guidelines for the Research Internship. Grading is Satisfactory (S) or Incomplete (Inc)

Approved_____
Director, Doctoral Program Date

PAC:\DOCTORAL FORMS\RESEARCH INTERN CONTRACT.wpd

Q.E. CHECKLIST
Ph.D. PROGRAM IN SOCIAL WORK

NAME: _____ EXAM DATE: _____

DATE ENTERED PROGRAM:

REQUIRED COURSES:

	GRADE	CREDITS
Theory Development		
Policy Analysis **OR**		
Current Perspectives		
Conceptual_Foundations (cohort beginning 2011)		
Professional Development Seminar (cohort beginning 2009)		
Bibliography Devleopment Seminar (cohort beginning 2009)		
Dissertation Proposal Seminar (cohort beginning 2009)		

RESEARCH COURSE WORK:

Quantitative Research Methods		
Advanced Statistics I		
Advanced Statistics II		
Qualitative Research Methods		
Measurement_(cohort beginning 2008)		

ELECTIVE COURSES

_____

RESEARCH INTERNSHIP:

TOTAL credits of course work: _____

Number of credits transferred: _____ (approved in writing)

College from which transferred: _____

TOTAL CREDITS: _____

PAC:\DOCTORAL FORMS\QE CHECKLIST

Dissertation Proposal Defense Checklist:

Students: Please review these instructions with your Chair

- **Review the format and instructions for the dissertation proposal in the PhD Handbook (available on our website)**

- **As advised by your Chair, submit the proposal draft to the committee members for feedback and approval**

- **Schedule a date for the defense**

- **Reserve a room for the defense through Ann Cham (acham@ssw.rutgers.edu). If the Annex seminar room is booked, you may want to use room 209, or the conference room at Riverstede.**

- **Ask the Chair to email the Program Director (zippay@rci.rutgers.edu) with the time and date of the defense, the dissertation title, and the names of the Chair, Committee members, and title/affiliation of the outside committee member. Copy Donna Albert on the email**

- **Obtain the Dissertation Proposal Defense form from Donna Albert (donna@ssw.rutgers.edu). You MUST bring this form to the proposal defense. If the committee approves the proposal, all committee members sign the form at the end of the defense. Return the signed form to Donna Albert.**

- **The proposal defense is NOT public. Only the student and committee members should be in attendance.**

- **Plan to arrive at the defense early enough to familiarize yourself with the smart classroom equipment. If you have special equipment requests, or if you have questions or problems with the equipment contact: helpdesk@ssw.rutgers.edu**

- **The format for the defense is as follows: The student presents an overview of the proposal (about 20 minutes), followed by questions and discussion from the committee. Following the discussion, the Chair requests that the student leave the room and the committee votes to 1) accept, 2) accept with revisions, 3) reject.**

If the committee votes to accept with revisions, the committee will discuss the expected revisions with the student. The Chair is responsible for ensuring that the revisions are incorporated into the proposal.

Committee members DO sign the form indicating a successful defense with either a vote of accept or accept with revisions.

If the vote is to reject, committee members discuss with the student the changes that must be made. The student rewrites the proposal under the supervision of the Chair, with feedback from the committee members. Upon approval of the draft, the defense is rescheduled.

- **The Chair should email the Program Director upon successful completion of the defense, and the Director will send a notice to faculty and doctoral students.**