

**Rutgers, The State University of New Jersey**  
**School of Social Work**

# **PhD STUDENT HANDBOOK**

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# **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. With over 69,000 students from all 50 states and more than 130 countries, Rutgers is among the most ethnically diverse campuses in the nation, with a presence in all 21 of New Jersey's counties. Rutgers is always developing and has 29 schools and colleges with more than 400 graduate programs, 300 research centers and institutes, and Rutgers receives more federal research dollars than all the other New Jersey colleges and universities combined.

Our premier School of Social Work offers accredited graduate degree programs (MSW, PhD, DSW) in social work in the State of New Jersey. The Doctor of Philosophy and Doctorate in Social Work are offered on the New Brunswick campus. The Master 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

School Mission	2
Academic Policy and Procedures	
Overview of Curriculum Policy	5-7
Sample Course Plans	7-9
Designing A Course of Study	9-11
The Individual Study	11-12
The Research Internship	12-13
The Qualifying Examination	14-17
The Dissertation Committee	17-19
The Dissertation Proposal	19-25
The Dissertation	26-30
Registration and Grades	30-34
Academic Standards and Related Policies	35-38
Information about Rutgers-wide Services	39-42
Appendix	
Members of the Faculty	43-46
Doctoral Courses in Social Work	47-49
Outside Electives: suggestions	49-50
Academic and Counseling Services	51-53
Application for Transfer Credit	54-55
Individual Study Contract	56-58
Research Internship Contract	59
Q.E. Checklist	60-61
Dissertation Committee Form	62
Dissertation Proposal Defense Checklist	63-64
Dissertation Defense Checklist	65
Time to Review	66-67
Guidelines for Co-authorship on Scholarly Publications	68-69

**As noted in the catalog of the School of Graduate Studies - 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 School of Graduate Studies— New Brunswick, those policies take precedence over policies set forth below.”**

## **PhD PROGRAM IN SOCIAL WORK**

### **OVERVIEW OF CURRICULUM**

The goals of the PhD 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, social welfare, and related fields as faculty, researchers, policy analysts, and intellectual pacesetters.

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 MSW or related degree—12 credits from the accredited MSW 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. successful defense of a dissertation (a minimum of 24 research credits while in candidacy) for 72 total credits.

Our Ph.D. program's policy is guided by a belief in maximizing student choice with regard to their areas of research. Students are encouraged (indeed, expected) to assemble their elective course work, research internship, and dissertation project to align with their topical areas of research interest.

### **DISTRIBUTION OF Ph.D. COURSE & CREDIT REQUIREMENTS\***

The required distribution of courses is as follows:

	<b>Credits</b>
Theory Development	3
Conceptual Foundations in Social Work and Social Welfare	3
Social Policy Analysis	3
Research Methods	
Quantitative Research Methods	3
Qualitative Research Methods	3
Measurement	3
Statistics	
Advanced Statistical Methods I	3

Advanced Statistical Methods II	3
Advanced Statistical Methods III	3
Elective course (within or outside SSW)	3
Elective course in an outside discipline	3
Research Development Seminar	3
<u>Professional Development Seminar</u>	<u>1</u>
Total course credits	37
(Plus, transfer credits MSW/MA)	12

### **Distribution of Dissertation Research Credits**

	<b>Credits</b>
Research Internship	3-6
Dissertation Seminar	6
<u>Dissertation Research</u>	<u>15</u>
Total research credits	24

\*These credit distributions apply to cohorts enrolled in September 2020 and after.

**Statistics Review:** All incoming PhD students are required to take a non-credit, non-graded online Statistics Review in the summer prior to entering the PhD program. The review is self-paced and facilitated by an instructor in the PhD 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.

**Coursework attendance:** Please note that all students are expected to be attend coursework on campus (in person) for the first three years of the program or until they have taken the Qualifying Exam, completed the required Dissertation Seminar, and completed their Graduate Assistantships (GA). Part-time and combined MSW/PhD students are also expected to be available for on campus in person instruction, as per above. Unless the School of Social Work decides to conduct courses virtually (on- line) across the school, or in extraordinary circumstances approved by the PhD Director, students are expected to attend courses in person.

**Individual Development Plans:** Students are expected to maintain Individual Development Plans (IDPs) that track their coursework, accomplishments, trainings and plans for completion of the Ph.D. program. These are required by the School of Graduate Studies and are monitored by the Faculty Advisor and the PhD Program Director. These must be revised and completed annually.

**Preparation for Teaching:** In the 3rd or 4th year of the program (after advancement to candidacy), students participate in the Teaching Assistant Project (TAP) offered by the School of Graduate Studies, New Brunswick. Students must complete either: four non-credit, 1-hour workshops on issues related to teaching and/or one of the noncredit semester courses such as “College Teaching 101.” ALL students must complete one of these offerings.

There are opportunities for PhD students to teach in the School of Social Work (MSW or BASW programs at Rutgers SSW). These are typically available in the third or fourth year of enrollment for students who have advanced to candidacy. Students typically teach one course section per semester. Students who are interested in teaching should contact the PhD Program Director (Interim Dr. Judie McCoyd) to discuss and receive approval of the request; teaching assignments are made by the Associate Dean for Academic Affairs (Dr. Patricia Findley).

**Transfer of Credits:** Students with an M.S.W. may transfer 12 MSW credits toward the Ph.D. upon completion of 12 credits of PhD level course work with PhD grades of B or better. The PhD Director will review transcripts of students who have a master’s degree in a related discipline to recommend which credits (up to 12) may be transferable. The student must earn 48 course credits prior to the dissertation phase of the program. The Program Director provides an initial assessment of the transferability of MSW and other masters-level courses, which are then reviewed and approved by the School of Graduate Studies - New Brunswick.

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

**Students are encouraged to discuss their course choices with their faculty advisor and the PhD Program Director as they design their course of study.**

**SAMPLE COURSE PLAN: FULL TIME STUDENT (9-12+ credits per term)**

**Year 1—Fall Term**

Theory Development

Quantitative Research Methods

Adv. Statistical Methods I

**Year 1—Spring Term**

Adv. Statistical Methods II

Qualitative Research Methods

Conceptual Foundations

Professional Development Sem.

Elective

**Year 2—Fall Term**

Social Policy Analysis

Adv. Statistical Methods III

Measurement

Electives

**Year 2-Spring Term**

Research Development Seminar

Electives

**\*The Qualifying Exam comes at the end of the summer before the beginning of year 3**

**Year 3-Fall Term**

Dissertation Seminar (required)

Dissertation Research

Research Internship\*\*

Defend the Dissertation Proposal\*\*\*

[TAP: teaching seminars/courses]

**Year 3-Spring Term**

Dissertation Seminar (required)

Dissertation Research

**Year 4-Fall Term**

Dissertation Research

Advanced Dissertation Seminar\*\*\*\*

Defend the Dissertation

**Year 4-Fall Term**

Dissertation Research

Advanced Dissertation Seminar

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

**NOTES:**

\*It is expected that all full-time students will take the Qualifying Exam early in the Fall semester of their 3rd year.

\*\*All activities that are in the center of the page can occur in either semester (or the summer in some cases). Full-time PhD students may complete the Research Internship during summer sessions in Years 2, 3, or 4 (in post- QE semesters). For part-time students, it may be taken in the summer prior to taking the QE; or after advancement to candidacy. The Research Internship does not count as course credit (it counts toward dissertation research credits).

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

\*\*\*Students may enroll in the Advanced Dissertation Seminar (on-line) in the fall and spring of Year 4, or any subsequent semesters. The Advanced Dissertation Seminar counts toward research credits.

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

**Year 1: Fall Term**

Quantitative Research Methods

Theory Development

**Year 1: Spring Term**

Qualitative Research Methods

Conceptual Foundations

**Year 2: Fall Term**

Adv. Statistical Methods I  
Theory Development

**Year 2: Spring Term**

Adv. Stats II  
Professional Development Seminar  
Elective

**Year 3: Fall Term**

Social Policy Analysis  
Measurement

**Year 3: Spring Term**

Elective  
Research Development Seminar

**\*The Qualifying Exam comes at the end of the summer**

**Year 4: Fall Term**

Dissertation Seminar

**Year 4: Spring Term**

Dissertation Seminar

Defend the Dissertation Proposal

\*\*Research Internship (timing varies)

[TAP: teaching seminars/courses]

**Year 5: Fall Term**

Dissertation Research

**Year 5: Spring Term**

Dissertation Research

Defend the Dissertation

\* All activities in the center of the page can occur in either semester (or the summer in some cases). The Qualifying Exams are taken after completion of coursework and are administered with the Foundational Integrative Paper Exam completed over the summer and the Research portion of the Qualifying Exam in the week before the beginning of the Fall semester.

\*\*Students may complete the Research Internship during summer session before they take the QE or any semester after passing the QE.

**DESIGNING A COURSE OF STUDY**

The distribution of PhD courses includes required and elective courses. Students should plan with the PhD Director and faculty advisors (including the assigned Faculty Advisor and other GA and faculty mentors) 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 faculty 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 PhD Program can be found. In such cases, a tutorial, called an Individual Study could be considered. (See separate statement, The Individual Study).

Our goal is to help each student tailor their doctoral studies to fit their goals and research interests while also acquiring the disciplinary foundation knowledge and skills necessary for the Ph.D. degree in Social Work.

The key element for this planning is a topical focus of research interest. Students should start to begin to explore and define an area of primary research interest in your first semester. This focus helps students plan their courses, and within any given course, to apply that course content to their major interest. Students can then target their readings and choice of topics for term papers or other assignments to address their interest and build expertise in their topic area. This eases the trajectory into the dissertation proposal and dissertation research. It is important to begin the habit of keeping an annotated and critical bibliography early.

### **Faculty Advisors**

All incoming PhD students are assigned a faculty advisor who will serve in this role until the student takes the Qualifying Exam and advances to candidacy. After advancement to candidacy, the Dissertation Chair assumes the role of faculty advisor. Throughout the program, students should develop a “mentorship matrix” that means GA supervisors, faculty in your area, and others with similar interests may also be consulted for guidance.

### **Outside Discipline Electives**

All students must take at least one course in another discipline outside of Social Work. This may be done in another program in the School of Graduate Studies such as Sociology, History, Anthropology, etc. It also may be done in another professional school not part of the School of Graduate Studies, such as Law, Public Health, Public Policy, the Graduate School of Applied and Professional Psychology, or the Graduate School of Education. (Note: A student may take ONLY 24 CREDITS IN A PROFESSIONAL SCHOOL outside the School of Graduate Studies and may have already used as many as 12 of those credits as transferred credits from the master’s degree.) Outside courses may also be arranged through cross-registration with Princeton University or through the Inter-University Consortium (see below). 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 faculty advisor agrees that it furthers the student’s educational plan. The Program Coordinator keeps a list of classes that have been used for this requirement in the past.

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 Coordinator regarding registration for these courses.

### **Time to Completion of the PhD**

We project that most full-time students will complete the PhD within 4 to 5 years.

All students are expected to complete their PhD degree within seven years of their first registration for the PhD 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 School of Graduate Studies (SGS). Students must provide an explicit plan for completion of their degree in their IDP after they have completed 14 semesters of coursework.

Students admitted into the PhD 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 advanced to candidacy. Those students are expected to register for research credits until they have completed their degrees.

### **THE INDIVIDUAL STUDY (Course credits)**

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 School of Graduate Studies 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. (In some circumstances the Individual Study may be taken for 1 or 2 credits, upon approval of the PhD Program Director.) There should be a direct relationship between the number of credits and the expected hours of work and effort required. Extant courses are preferred over individual studies, and all individual studies 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 and updated lists of electives taken by our PhD students are available from the Program Coordinator. There are many advantages of a regular course over an Individual Study. Most often, the instructor of a regular course is expert in the subject area, there is a developed syllabus and reading list, and the discourse with other students interested in the same subject can be intellectually rich. When 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, described above. The former is a tutorial that the student arranges to undertake a special course of study tailored by the faculty member to the student's interests. Individual Study counts toward course credits. The Research Internship involves post-QE research credits (not course credits).

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

1. Meet with the Program Director to determine if an Individual Study is an appropriate option.
2. In consultation with one's Faculty Advisor, the student is responsible for locating a faculty member of the School of Graduate Studies, either from Social Work or another department, with whom to work.
3. The content should be a topic or method related to and relevant to the student's dissertation interests.
4. An Individual Study that is three credits should entail a total amount of work comparable to that in a three-credit course (7.5 hours/week for 15 weeks).

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 (7.5 hours/week for 15 weeks);
  - 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 should be signed by both student and faculty member and submitted to the PhD 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.

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

### **THE RESEARCH INTERNSHIP (Research credits)**

Each student is required to participate in a Research Internship with a faculty member within or outside the School of Social Work. Within Rutgers, the faculty member must be a member of the Graduate School Faculty. If a student wishes to take part in a Research Internship with faculty outside Rutgers' Graduate School Faculty, the PhD Program Director must approve the faculty supervisor and review the project contract 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 910:703/704). 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 24 course credits are completed.

The internship should involve:

1. Discussion with and guidance by the faculty advisor;
2. A negotiated agreement between the student and the faculty member 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 research projects;
5. A Research Internship plan, presented in writing, is signed by the student and faculty member, and approved by the Director of the PhD Program for dissertation research credits (910:701/702 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. The internship is for three credits and should entail a total amount of work comparable to that in a three- credit course (7.5 hours per week; 15 weeks). In special circumstances, 6 credits, or a two-semester internship may be requested.
2. In consultation with their advisor or the Program Director, the student is responsible for locating a faculty member with whom to work. Students intern with a faculty member on a faculty-led, faculty-initiated research project. The purpose of the internship is to gain mentored, hands-on research experience, that is distinguished from their GA or other research work.
3. Faculty members with potential internships may give the information to the PhD Program Coordinator so that it can be conveyed to students.
4. The content should be aligned to a topic or method of study that is related to the student's dissertation research interests.
5. The faculty member and student should draw up a written contract containing the duties and responsibilities of each, including:
  - a. the term during which the three credits are to be earned;
  - b. the approximate time to be spent;
  - c. the tasks to be carried out by the student;
  - d. the tasks to be carried out by the faculty person; and
  - e. 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 PhD 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 aim is for students to have hands- on experience with at least two of these and a thorough discussion and intellectual exposure to the other two. The four stages are:
  - a. issue/problem formulation and literature review;
  - b. design, instrumentation, and piloting;
  - c. data collection; and,
  - d. coding, data analysis, and writeup/ dissemination.In some cases (though not all), students may work with the faculty internship supervisor to use the products of an internship for development of a co-authored paper for journal submission and/or conference presentation.
7. 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.
8. The research internship may be taken in the summer prior to taking the Qualifying Exam or post-QE. Students may wish to continue the research for a longer time period and extend total credits to six. Note that some faculty may have funding to compensate for work accomplished during the research internship.
9. Registration for the Research Internship is: Research Internship Fall: 16:910:703; Spring: 16:910:704. By Arrangement, three credits). These credits count towards the 24 dissertation research credits, not course credits.

10. Grading is Satisfactory or Incomplete.

NOTE: A copy of the Research Internship Contract can be found in the Appendix.

### **THE QUALIFYING EXAMINATION (QE)**

The Qualifying Examination is designed by a committee of the School's Graduate Faculty to assess the student's mastery of (1) theoretical knowledge relevant to social work/social welfare; (2) a substantive social issue or problem area; (3) social policy analysis; and (4) research methods/statistics. The QE assesses the student's ability to integrate foundational knowledge and analytical skills attained during required PhD coursework and their ability to apply these concepts to a substantive social issue or problem area.

The Qualifying Exam consists of two parts, the Qualifying Exam Foundational Integrative Paper and the Research Exam. Each is described in more detail below. Both parts are graded by at least two graders from the PhD faculty and grading is guided by rubrics.

Full-time students are expected to take the Qualifying Exams at the beginning of their 3rd year. The Foundational Integrative Paper portion of the QE is completed during the summer between the 2<sup>nd</sup> and 3<sup>rd</sup> year and the Research portion of the QE is done in the first week of the fall term. Part-time students are expected to take the QE following completion of their coursework. Any exceptions to this schedule must be approved by the Program Director. Only emergency situations will justify a change in timetable for the QE, and any change must be approved by the Program Director.

The QE Committee designs the examination in accordance with the following minimum requirements:

1. There will be research/statistics methods questions.
2. There will be a foundational paper that integrates concepts relevant to coursework in policy, theory, and conceptual foundations of social welfare, with a focus on a problem/issue topic related to a student's area of interest.
3. Students who fail one or both components of the QE (the Research or Foundational exam) must retake that component in the following semester. Only emergency situations will be considered for a change in this timetable and must be approved by the Program Director. Failure to meet this timetable may result in termination from the program.

### **Eligibility for the Qualifying Examination**

1. Students must have completed all 48 credits of required course work (including transfer credits). They must have ensured that the transfer credits of their master's degrees have been accepted and signed off by the PhD Program Director and approved by the School of Graduate Studies so that these, plus the courses taken in the PhD program, total 48 credits.
2. Students must maintain a minimum GPA of B (3.0) in the PhD program.
3. Students must have no Incomplete grades in any of their courses.
4. Students must have fulfilled all specific course requirements for the PhD in Social Work.

Part-time students should typically take the exam no later than the fall 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 PhD Program Coordinator a completed Q.E. Checklist form.** The Program Coordinator will then submit these materials to the Program Director for approval. These materials must be submitted to the Program Coordinator no less than one month before the Research portion of the QE 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.

### **Components of the Qualifying Exam**

- 1) The Qualifying Examination (QE) Foundational Integrative Paper** tests PhD students' ability to synthesize what has been learned in foundational and other PhD coursework during their time as doctoral students. The transition to doctoral candidacy requires that students demonstrate (a) mastery of the knowledge that provides the foundation for the social work discipline and (b) knowledge of scholarly concepts and the critical thinking and analytic skills that are used to examine social science scholarship. These attributes are essential for conducting independent research. The student is required to demonstrate their knowledge and skill by describing and analyzing a particular topic as well as policies, programs, or direct practice interventions that relate to this topic. The guidelines for this paper are provided well before the summer between the students' completion of coursework and the Research portion of the QE.
- 2) The Research Exam** consists of questions that draw from the content of PhD coursework on methods and statistics including: Quantitative Research Methods, Statistics I (regression), Qualitative Research Methods, Structural Equation Modeling (Stats III), and Measurement. The specifics of the timed exam are communicated by the Research Exam Coordinator and the instructors for these courses in the Spring semester. Some faculty distribute a QE bibliography to guide study in select content areas.

### **Exam Preparation**

The Qualifying Examination serves to evaluate student mastery and synthesis of content foundational to a PhD in Social Work, and to a topical area of student interest. The emphasis is not strictly on factual information, but rather on integrating and critically analyzing that knowledge. Creative thinking is a part of that process.

The Q.E. integrative paper, research questions, and instructions are written by members of the SSW Graduate Faculty, the majority of whom are or have been instructors in the PhD program. Both parts of the exam are designed so that they can be answered equally well by students who have differing substantive/research areas of focus.

Critical guidelines:

- 1) Both parts of the examination process are open-book. The student may use any books, articles, notes, or other written material and must cite their sources within the exam.
- 2) Students may not include previously written material as part of the answers to either part of the examination. Answers must represent fresh material, written during the examination period, showing the student's effort to clearly and critically address the questions and synthesize prior learning.
- 3) If taking an in-person qualifying research exam, we cannot ensure that we will always have a computer identical to that which the student is accustomed. When writing the exam, students must save copies on a hard drive and flash drive. During in-person Research exams, a printer will be made available, and the exam proctor will print hard copies of exams upon their completion. When administered remotely, students will receive the exam in a secure manner determined by the Research examination committee and in collaboration with the Program Coordinator and Program director. Instructions will be conveyed to the group taking QEs at least two weeks before the Research exam.

### **Suggestions for Studying for the QE**

The Qualifying Examination aims to serve as a means for integrating students' knowledge development from the doctoral program courses, the students' chosen area of interest, literature that has been read, and the evolution of the students' thoughts about all of this. The focus is on critical analysis and synthesis. Successful candidates review class notes, key course readings, term papers, and other sources, including the bibliographies provided in coursework syllabi. For some topics on the Research Exam, faculty may provide a QE bibliography. It is generally helpful to meet with other doctoral students to study common learning areas - e.g., research and statistics – and to access the cohort's support, which is found to ameliorate common anxiety.

### **Taking the QE**

Read the questions and instructions carefully! Be sure to answer all components. This applies to both the writing of the Foundational Integrative paper component and the Research exam component.

For both the Research exam and the Foundational Integrative Paper, focus the time available effectively by thinking through what the salient issues are you want to address. Make an outline of what you want to cover, and in what order. How does one point flow from another? A disorganized stream-of-consciousness response is not appropriate. One of the doctoral-level capabilities the QE seeks to assess is the student's ability to conceptualize and express themselves. If the QE committee has difficulty comprehending what is being expressed, this will affect the overall grade. Writing organization, conciseness, and clarity are aspects of the grading rubrics. The Ph.D. Program Director can provide information about Rutgers programs that are specifically oriented toward helping doctoral students to improve their spelling, syntax, writing, and organization skills and these resources are listed below under Student Information.

- 1) Students should leave enough time at the end of the Research exam period to review and proof-read what they wrote. They should also double-check that they have directly answered and addressed all components of the question.

- 2) Students are required to work independently on both the Foundational Integrative Paper and the Research exam. In planning the integrative paper, students may discuss ideas and concepts with faculty and peers, but they may not share written parts of the Foundational Integrative Paper for feedback with others. During the research exam, there is to be no communication whatsoever with other students or any other persons, except the exam proctor and/or the faculty monitor. Please be careful about casual violations of this regulation because violations could invalidate your examination.
- 3) If during the exam period you have questions, or any problems, contact only the exam proctor and/or PhD faculty monitor assigned to be available to you throughout the examination period. The faculty monitor may assist in helping you understand a question but can give no guidance on how to answer it. The exam proctor and/or faculty monitor also will respond to any personal needs you identify as barriers to completion of the exam.
- 4) Make sure your name is on the exam. Number all pages and double space the paper.
- 5) The examination will be collected by the exam proctor promptly at the termination time. Copies will be sent to the QE Committee members. Committee members independently grade the exams. They expect to return grades within two to four weeks of the exam completion. The QE Committee will assign a total final grade for the written exam of Pass with Honors, Pass, or Fail.
- 6) At the end of the Research exam period, you must return your copy of the exam questions (and, if exam is in person, the flash drive) to the exam proctor. For the Research exam, 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, or Fail. At least two faculty will grade each question of the research exam, and if they cannot agree on a grade, the examination is sent to a third QE faculty grader. For the Foundational Integrative Paper exam, each paper is graded by at least two faculty. Any lack of consensus regarding scores will be resolved by is then taken to a third QE faculty grader.

An appeal of a QE Committee's grading decision may be brought in writing to the PhD 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 QE, the student is admitted to candidacy for the PhD degree. The application for admission to candidacy must be obtained by the student from the PhD Program Coordinator, must be signed by four members of the QE Committee and the Program Director, and must then be submitted to the School of Graduate Studies. Once the QE is passed, the student must continue in registration, whether for courses or research credits, or lose his/her status as a candidate.

## **THE DISSERTATION COMMITTEE**

### **Committee Composition**

Upon completion of the QE, the student, in consultation with the PhD Program Director selects a Dissertation Chair. This person must be a Full Member of the School of Social Work Graduate Faculty (a

faculty member at the rank of Associate Professor or Professor) and should be knowledgeable about the topic and/or methods the student intends to pursue. It is the student's responsibility to talk with the faculty member to describe their research interests and make the request that the faculty member serve in the role of Chair or committee person. Students should aim to select a faculty member who can be of help with moving their dissertation research along. It is wise to select a faculty member who has an interest in, and familiarity with either the subject matter, the methodology, or some other central aspect of the proposed dissertation, as well as one with whom the student can talk about scholarly issues. A list of faculty interests is available on the PhD Program website.

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 PhD Program Director, who appoints the Committee in consultation with the student's Chair.

The PhD dissertation committee must consist of a minimum of four members chaired by a Full Member of the Graduate Faculty (at the rank of Associate Professor or Professor) from the School of Social Work. The remaining members may be Full or Associate members of the Graduate Faculty (which includes Assistant Professors), 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 Rutgers University Graduate Faculty, the PhD Program Director must be provided with the title and affiliation of the person to be appointed and a curriculum vita. Outside committee members who are not on faculty at Rutgers must have a doctoral degree and a university or other research affiliation. It is only after the PhD Director's approval that the individual can join the committee. In some cases, a fifth member is allowed. Once committees are formed, substitutions must be approved by the PhD 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 School of Graduate Studies - New Brunswick.

Committee members who have left the University for another academic appointment may continue to serve on a Dissertation Committee, but they 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 PhD Program Director. Emeritus faculty may not serve as Committee Chairs.

The PhD Program Director approves the Committee Chair and members by signing the student's Dissertation Committee Form (see Appendix).

### **Role of Committee Members**

The Chair guides the student through the process of the Proposal and its defense. They oversee how the student carries out the dissertation research and writing process. Committee members should be involved and consulted throughout the process. 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, and follow the guidelines specified in "Time to Review" (see Appendix).

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.

### **Provisions for Faculty Who Leave the University**

Faculty who leave the University for another academic position may retain Membership in their graduate program(s) for a period of up to 4 years after the official termination of their appointment at the University. During this period, such faculty are appointed as Associate or Affiliate Members of the PhD faculty in Social Work, and may serve on PhD dissertation committees, but not chair dissertation committees. This policy is aligned with the policy articulated in the School of Graduate Studies bylaws.

### **Dissertation research credits**

A student must take a minimum of 24 dissertation research credits (including the Research Internship and Dissertation Seminars) to complete requirements for the degree. Research credits apply to the Research Internship (3 or 6 credits), the Dissertation Seminar (6 credits), and all work on the dissertation itself.

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.

## **THE DISSERTATION PROPOSAL**

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.

The Dissertation Proposal is a comprehensive plan for implementing the dissertation project and is also a contract between the student and their committee. The proposal details what they will do, how they will do it, and why it is worth doing. Committee members should each bring useful, different, and complementary expertise and contributions to student's dissertation project. The formal defense of a student's Proposal takes place after the Chair judges that the document is ready to send to the Committee members. Once the Committee members have seen and read it and it meets their standards as well, a defense date is arranged. 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 PhD Program office (Program Coordinator) 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 summer 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 timetable 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 PhD Program Director, Dissertation Chair, and student to discuss the reasons for the delay, and to determine a completion date. The student may face termination from the PhD program for failure to complete their dissertation research and writing in a timely manner.

Part-time students are expected to defend their Dissertation Proposal within 18 months 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 PhD Program Director. The request must include a rationale for the extension and a timetable for completion in the following year of the program for part-time students. If a part-time student has not defended their proposal by the end of that year, a meeting must be scheduled with the PhD Program Director, Dissertation Chair, and student to discuss the reasons for the delay, and to determine a plan for completion, including a deadline date. The student may face termination from the PhD program for failure to complete their dissertation research and writing in a timely manner.

### **Types of Dissertations and Sources of Data**

Students' dissertation projects may involve quantitative or qualitative methodologies, as well as historical analysis and/or mixed methods approaches.

Depending upon the particular research question/focus and practical concerns, students may choose to:

- pursue an original research project for which a student collects their own data;
- develop a research study utilizing data from a faculty project; or
- 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**

The topic chosen can encompass any area related to social work policy or practice, or social work research or theories of interest in the fields of social work and social welfare. It is important to be clear about the social problem or social justice issue that is being addressed. The PhD program aims to allow wide latitude to candidates to conduct research in their area of interest. While all aspects of the proposal content outlined below are usually covered, the order in which they are addressed may vary somewhat. In all cases, the topical and format decisions are made collaboratively by the student, the Dissertation Chair, and the Dissertation Committee.

The primary purpose of the Dissertation Proposal is to identify an important research question and to very clearly explain how the student is going to answer it. The committee must evaluate whether the question/s that you pose are relevant to the field of social welfare and whether the answer/s are feasibly resolved with your proposed methods. Thus, the most important element of the proposal, the one to which the most attention should be paid and the most space allocated, is the methodology. The following is a sample

outline which identifies the necessary elements of a dissertation proposal. These elements must be incorporated into all dissertation proposals, but the structure of any individual proposal does not need to adhere to this outline.

The Chair of the dissertation committee and each individual student will work together to identify the appropriate structure of the proposal. Dissertation Chairs may provide more detailed approaches to the Proposal, but key elements of a proposal typically are:

**Elements of a proposal:**

1. Motivation and relevance
  - a. What is the problem or issue?
  - b. Questions and aims
  - c. Why is this important?
2. Theoretical background – conceptual framework
  - a. Define/evaluate relevant concepts, theories, models
  - b. Competing theories
  - c. Relevant constructs: how might they describe or explain relationships/pathways/mechanisms pertaining to research questions/hypotheses
3. Prior literature
  - a. What do we know?
  - b. What do we need to know – gaps?
  - c. How does this study contribute?
4. Methods
  - a. Design/Approach
  - b. Sampling
  - c. Data
  - d. Measures
  - e. Analytic strategy
5. Considerations and limitations
6. Implications
  - a. Research, Policy, Practice
7. Timeline

**Typical Proposal Structure (content)**

***Motivation: Statement of the research problem or issue:***

A general statement of the problem, issue, concern; why it is important? Include 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) and discuss key theories that are tied to it. Explicitly state the broad research question/s.

***Rationale for problem/issue choice:***

The relevance and contribution of your particular study to social work and social welfare knowledge building, theory development, and/or social justice should be clearly articulated. If your research problem

is part of a larger research project, describe your specific contribution to the research and how the dissertation research will be completed independently.

***Significance:***

Describe the significance of your proposed research in terms of the ways it will contribute to the knowledge base and enhance social work practice, policy, social justice, and/or social work education. Why is it important?

***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 question/s raised earlier. Define the conceptual context within which these questions are being studied. Definitions of your key constructs and concepts should be presented. Many will explicate a true conceptual framework hypothesizing how the key constructs/concepts are interrelated.

***Analytic review of past work in the area:***

Review 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, assess their validity, and explicitly identify the ways in which they contribute to the proposed research. Indicate 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. Dissertation Chairs have differing expectations about this section and some will expect a full literature review while others will expect that the major works will be addressed and that a more complete literature review will be done for the dissertation itself. The proposal should include methodological and theoretical literature, as well as substantive empirical studies. At times, the “practice wisdom” literature also may be of use. Clearly synthesize and integrate the literature, articulating what it says and how you are using it.

***Design and methodology:***

All proposals must provide a detailed plan specifying how the research will be carried out. The discussion of methods must address 1) the general type of design to be used (e.g., experimental, quasi-experimental, qualitative, or mixed methods) 2) sources of data, 3) the plan for data collection, if appropriate and 4) the plan for data analysis. For studies using quantitative methods, in order to clearly examine the specified hypotheses, the student should demonstrate the appropriateness of the chosen dataset and 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 the general type of design to be used.
- 2) Identification and description of the target population and sampling methods to be used.

- 3) Specification of the 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, or in qualitative methods, strategies to enhance credibility.
- 5) Presentation of a design or strategy for data collection.
- 6) Presentation of procedures for collecting and recording data. Feasibility of obtaining data (entry, facilities, recruitment, sample, time, costs, etc.)
- 7) Explanation of intended data analysis procedures.
- 8) Limitations of the study as related to overall design and methodology.
- 9) Provisions for pretesting or piloting the instruments and other methodological components on a small scale.

***Limitations of the study:***

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

***Proposed timetable:***

Specify the timeline for data collection, analysis, and writing.

If this format is followed, anyone reading the proposal should be able to understand exactly what the study is about and the plan for conducting the research. The exact format does not have to be followed; however, anyone reading the proposal should be able to determine the intended approach to any of the issues indicated above.

**Writing the proposal**

Students are supervised by the Dissertation Chair as they write the dissertation proposal. The Dissertation Chair and PhD student ask for guidance from the Dissertation Committee members to varying degrees in the development, conceptualization, and/or review of the dissertation proposal as it is being drafted. They are kept informed of proposal developments and student progress by the PhD student and the Chair.

Once the proposal draft is complete and approved by the Chair, the final draft can be sent to the Committee for review. Committee members will need time to read and critique the work and should be provided with two-four weeks to review the full draft. There may be many or few revisions. If Committee members agree that the work is now in acceptable form, the student will schedule the defense. If committee members disagree, the Chair is responsible to discuss/settle the issue.

**Modifications for a Three-paper Dissertation Proposal**

The Dissertation Proposal for the three-paper option will follow the same format as the traditional (book format) dissertation. The Proposal should include an in-depth statement of the problem/issue, literature review, and review of relevant theory. The methods section will be aligned with the purposes of the 3 papers.

It is expected that the problem/issue statement, and theoretical and literature reviews covered in the Dissertation Proposal will serve as the foundation for the contextual Introduction to the three-paper format and will also be covered to various degrees in the 3 papers. If the content or depth required by the book-style format is not covered in the 3 papers, it is expected that the content will be represented in the Introduction.

### **The Proposal Defense**

The proposal defense is not public. Only the student, Chair, and committee members should attend. 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, or 3) reject the proposal.

A student may pass the defense with a unanimous vote; or a vote of 3 positive, one negative.

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.

### **Changes to an Approved Dissertation Proposal**

Once the proposal has been formally accepted, modifications are still possible. These changes should be discussed with the dissertation Chair, and the Chair should keep committee colleagues informed. If there is a substantive change in the focus of the research, the dissertation Chair must determine whether a new proposal should be formally submitted and whether the committee should meet again. Substantive changes also should be appended to the file copy of the proposal on file in the PhD Program.

### **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. All students must be current with their CITI (ethics) training and must obtain University approval before research with human subjects may commence. Students should obtain information and forms from the Rutgers eIRB website:

[https://eirb.rutgers.edu/eIRB/sd/Rooms/DisplayPages/LayoutInitial?Container=com.webridge.entity.Entity\[OID\[AC48280 9EC03C442A46F2C8EEC4D75D3\]\]](https://eirb.rutgers.edu/eIRB/sd/Rooms/DisplayPages/LayoutInitial?Container=com.webridge.entity.Entity[OID[AC48280 9EC03C442A46F2C8EEC4D75D3]])

The title page and formatting for the Dissertation is defined by the School of Graduate Studies. We recommend following their formatting for the Proposal (see below for sample title page).

SAMPLE TITLE PAGE FOR Ph.D. PROPOSAL

TITLE

By Jane Jones

A proposal submitted to the

PhD 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)

## **DISSERTATION**

*Acceptable formats for the dissertation are the Book format or the Three-paper format.*

Consistent with policy of the Rutgers School of Graduate Studies – New Brunswick, a dissertation in the School of Social Work must be a single entity and include a clearly written account of the student's original and independent research. The dissertation should contain a detailed description of the methods and results of the research, as well as a general introduction that is written at a level accessible to others in the field of social work. If the dissertation consists of more than one piece of research, the components must be related parts of a common program of research and should be linked together in the introduction and conclusion.

Acceptable formats for the dissertation in the School of Social Work are (1) the traditional book- style format or (2) the three-paper format. The decision to apply a particular format should be based on the appropriateness of the format to the research questions, methods, and the importance of refereed publications or single-author books in the student's intended career track. This decision must be made with the Dissertation Chair. Not all research questions are appropriate for a three-paper format.

### **FORMAT: Book-style dissertation**

(The dissertation typically follows this format; any modifications are discussed between the student and Chair.)

#### ***Chapter I***

A general statement of the problem, issue, concern; identify why the topic is important and key theories that are related as well as 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). Follow this with an explicit statement of the research question/s and /or hypotheses.

#### ***Chapter II***

This reviews the literature (theoretical, empirical, and methodological) important to your problem and your study. This review should be both descriptive and critical, identifying conflicting results, weaknesses in prior empirical work, theories untested, etc. Critically evaluate 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. Illustrate the relevance of your chosen theoretical and empirical citations; do not just include citations without identifying their findings, relevance and limitations as they relate to your research.

#### **Chapter III**

This presents the methodology in sufficient detail so that a reader can replicate the study. Provide your rationale for using this methodology and your rebuttal to any critique it is likely to garner. Many also present the characteristics of the sample studied and how this sample compares with the universe of those affected, (e.g., the population 65 years and older in Middlesex County or of New Jersey; census data on women in poverty). Include information on prior use of any instruments used, testing or validation of any scale, or reasons for use of other devices such as vignettes should be explicated. Any tests of reliability and validity of instruments should be discussed.

#### **Chapter IV**

Present your findings here. Most often, this is organized around a general picture of your studied population and sample if not already addressed in Chapter III. The findings that support or fail to support each hypothesis and/or research questions are discussed in turn. Other findings related to your research question/s may also be presented here. Results may require more than one chapter meaning that they start in Chapter IV but include additional chapters before the final Discussion chapter

## **Chapter V**

The Discussion section examines what you found, what it means, and how it contributes to extant knowledge. There may also be serendipitous findings unrelated to your hypotheses and/or research questions that can be discussed. You should link your findings to your theory/ conceptual framework and to the implications for social welfare policy, practice, and research. You should identify the next research steps to be taken and the implications for the field of social work generally.

## **FORMAT: Three-paper dissertation**

The three-paper dissertation format is intended to include the same content as a dissertation completed in the traditional book-style format, however, the topics are presented in the form of three manuscripts that are suitable and ready for submission for publication. Each manuscript should be a related component of a common research program and be of sufficient quality and their length should be suitable for publication in a refereed journal.

The dissertation produced using a 3-paper format must include a contextual introduction and integrative discussion that links the three manuscripts together. This format requires a statement of the problem or issue, and a review of the empirical and theoretical literature in the dissertation proposal and this material will serve as the foundation for the contextual introduction to the 3-paper format. It will also be covered to various degrees in the papers. If the content or depth required by the book-style format is not covered in the 3 papers, it is expected that this content will be included in the introduction or integrative discussion at the end.

Similar to the traditional book-style dissertation, the research presented in this format can be based on one or multiple data sets. The three papers may include a literature or systematic review, or a theoretical paper. The student must be the sole author of these dissertation papers. Subsequent publications of these papers may include dissertation committee members or others as secondary authors as long as the full committee agrees. First-authored manuscripts produced during the PhD program and supervised by a dissertation committee member may be published prior to inclusion in the dissertation in certain circumstances, and only if approved by all members of the student's dissertation committee.

### **Three paper format:**

- Per Rutgers School of Graduate Studies (New Brunswick) requirements, the 3- paper dissertation must include an overall Introduction, at least 3 distinct publishable papers, and a summary Discussion/Conclusion.
- The three papers may be drawn from one data set, or multiple data sets.
- One or more of the papers may be a literature review, a scoping or systematic review, or a theoretical paper.

- Students must be the sole author of these dissertation papers.

The Dissertation must be a single entity. If the 3-paper dissertation consists of more than one piece of research, the components must be related parts of a common program of research and should be linked together in the introduction and the Discussion/Conclusion.

### **Dissertation writing: Process of review by Chair and Committee members**

The usual practice is for students to submit sections or chapters to the Chair for feedback and the student and Chair meet to go over each of these. As guided by the Dissertation Chair and PhD student, it is expected that Dissertation Committee members will be involved to various degrees in the development, conceptualization, and/or review of the dissertation as it is being drafted. They are kept informed of these developments and student progress by the PhD student and the Chair.

Once chapters are approved by the Chair, they can be sent to the Committee for review. There may be many or few revisions. Committee members will need time to read and critique the work. The student and Chair should get comments from each Committee member and make revisions based upon these comments. If all members agree that the work is now in virtually final, acceptable form, the student will arrange to schedule the defense. If there are substantive issues to be resolved, a meeting of the student and full committee can be set in order for the full Committee to meet and resolve these matters. This meeting is intended to protect the student from nasty surprises at the official defense.

Students should consult both the *Style Guide for Thesis and Dissertation Preparation* available from the Rutgers School of Graduate Studies website and *the American Psychological Association (APA) Publications Manual (7th ed.)* for style and organization. There are several paperbacks on the market for further help, and your Chair will also offer guidance. The student is advised to consult the thesis guides available on the School of Graduate Studies website, and forward the manuscript to Barbara Sirman, School of Graduate Studies, for preliminary review of format. You may engage the assistance of editors and statistical consultants as well as others to help with data entry and analysis.

Completed Dissertations are filed (electronically) in the PhD Program and at Alexander Library. Reviewing several similar dissertations will help students to consider appropriate format, organization, and content. Reviews illustrate how the literature review is analyzed and synthesized; how much information is in tables, how much in appendices; how supportive and discrepant findings are handled; and how the limitations, discussion, and implications are crafted.

### **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 they are qualified to receive the degree of Doctor of Philosophy. It is common to ask the student to make some dissertation revisions based on the discussion at the defense. These may be submitted for final approval to the Chair alone or to 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 School of Graduate Studies for completion by the Committee (or check with the PhD Program Coordinator to learn the process for virtual defenses and

signatures when health conditions preclude in-person defenses). The Dissertation Committee members must sign the title page of the dissertation, signifying their acceptance of it along with the Candidacy Application. Once the PhD 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 School of Graduate Studies, with copies of the dissertation in the format prescribed by the School of Graduate Studies. A copy of the dissertation shall be also filed electronically with the PhD Program Coordinator.

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. They identify the most crucial findings and their implications. The Committee will follow the presentation with questions and discussion. Some students use PowerPoint presentations; regardless, the presentation should take no more than 25-30 minutes. All of the Committee members will have read the dissertation. The committee's questions are primary. Some chairs may elect to allow the public attendees to ask some questions, but many will not. The student is defending the dissertation to their committee, not other attendees.

Students should consult with their Dissertation Chair regarding the content for their defense presentation. A general outline typically includes:

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 primary research questions / hypotheses tested?
5. Methodology and data collection: Where? How? When?
6. How were the data analyzed?
7. Findings: Answers to primary research questions; which theories and hypotheses were most strongly supported?
8. Limitations
9. Implications

At the end of the session the student leaves the room along with any outside attendees, and the Committee decides whether or not the student has passed. The Committee may vote to accept, accept with revisions, or reject. A pass vote may be unanimous, or 3 to 1 in favor of pass.

The Committee should not schedule the Defense until all committee members feel the student is ready. It is common to ask the student to make some revisions in the dissertation based on the discussion at the Defense. Revisions may be submitted for final approval to the Chair alone or the entire committee. After revisions have been completed, a copy of the final dissertation is delivered to the PhD Program office, at which time the PhD Director signs the Candidacy Form.

Final copies of the dissertation are then submitted electronically to the School of Graduate Studies for certification along with the signed Candidacy Form. Completed dissertations are filed electronically with the School of Graduate Studies (and there is an early April deadline to receive a May degree).

There are several forms and surveys to be completed for the School of Graduate Studies as part of the process of uploading the completed dissertation – allow plenty of time to complete these tasks.

A student may officially graduate in October, January, or May, but there is only one graduation ceremony in May for all graduates. Graduation marks a major achievement after long years of hard work! It is an

opportunity for family, friends, colleagues, and faculty to share this momentous occasion. PhD students receive their degrees from the School of Graduate Studies of New Brunswick at the University-wide commencement. PhD graduates in Social Work are also recognized and hooded at the School of Social Work graduation Convocation ceremony.

## **REGISTRATION AND GRADES DURING THE PROGRAM**

### ***FULL-TIME/ PART-TIME STATUS***

Full-time status is 9 or more credits; part-time status is 8 or fewer credits per semester. Students registering for 18 or more credits in a semester must receive special permission. Students who are Graduate Assistants (GA) may register for 3 or more course credits and 6 “E” credits for full-time status. GA “E” credits are not course or research credits, but are considered as part of the student’s overall workload.

## **REGISTRATION**

Registration is accessed using your RUID (<https://sims.rutgers.edu/webreg/>). The PhD Program Coordinator can assist you with registration questions and special permission numbers (SPN).

Students admitted into any degree program of the School of Graduate Studies–New Brunswick are expected to remain registered in every fall and spring term thereafter until they complete the program and earn the degree. Normally a student registers for courses or research, and, if necessary, may register for matriculation continued (leave of absence) before advancing to candidacy. Any student who fails to maintain continuous registration may not resume formal graduate study or register again in the School of Graduate Studies–New Brunswick without first applying through the School of Graduate Studies for readmission. PhD students not yet admitted to candidacy may apply for readmission after one or two terms during which they were not registered. Students who have been admitted to candidacy for the PhD degree must apply for restoration of active status and pay a restoration fee.

### **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 School of Graduate Studies. This form is to be processed any time a graduate student misses one or more semesters of registration and wants to continue matriculation in the same program. The form must be completed by the student and forwarded to the PhD Program Director. Upon the Director’s approval, the form is sent to the Office of the Dean of the School of Graduate Studies. For PhD students who have passed the qualifying examinations, the Restoration of Active Status form (see below) will also need to be completed and submitted with the appropriate fees for the semesters the student was 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 PhD 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 submitted to the PhD Program Director for approval. Those forms are then submitted to the School of Graduate Studies and then to the cashiers’ office. After getting the PhD Program Director’s approval, international students will first take the form to the International Center before submitting it to the School of Graduate Studies and cashier’s office. Students 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 they must be submitted 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 for which they are registered.

### **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 those doctoral students who have passed their QE; they are expected to register for research in their fields until they have completed their degrees.

### **Research registration**

All PhD students who have advanced to candidacy 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 prior to graduation.

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 accumulation of research credits beyond the minimum required for the degree.

### **GA / TA / Assistantship registrations**

All students awarded Graduate Assistantships (GA) or Teaching Assistantships (TA) must register their assistantship appointments each semester for the appropriate number of credits. The GA registration is 16:910:866. Students who are awarded a full assistantship should register for 6 E credits. Note that these are not coursework or research credits.

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

### **Inter-University Doctoral Consortium**

Students may register for coursework in cooperating schools. The Inter-University Doctoral Consortium is open to doctoral students from participating schools who have completed at least one year of full-time study toward the PhD. The Consortium accommodates students only in the arts and sciences and in the field of education. Students may, with the required permissions, attend courses at any other participating school as part of their home school registration. <https://grad.rutgers.edu/academics/inter-university-exchange>

Participating schools are:

Columbia University, GSAS CUNY Graduate Center Fordham University GSAS  
Graduate Faculty, New School University New York University, GSAS  
Princeton University-The Graduate School  
Stony Brook University  
Teachers College, Columbia University

## How to Enroll

Students enroll using the consortium form and follow its directions. Students register at their home institutions and tuition charges are applied at the home institution. Students are governed by the academic policies of the host institution while attending a course, except that Rutgers students receiving the grade of incomplete have only one year to complete the course, regardless of the incomplete rule at the host institution. The one-year rule also applies to visiting students from other member institutions.

<https://grad.rutgers.edu/academics/inter-university-exchange>

The Consortium brochure contains the contact names for all the member institutions.

## **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 (from the GSNB website) signed by his or her adviser, GSNB coordinator, and Princeton course instructor. The form is then submitted to the dean of the Graduate School, Princeton University. <https://grad.rutgers.edu/academics/inter-university-exchange>

## **Rutgers' Policies**

### **Excess credits**

Any student wishing to take more than 16 credits in a given semester must get the approval of the PhD Program Director, as well as the School of Graduate Studies, Office of the Dean. Teaching or Graduate Assistantship credits are included in this count, so a student with a full GA (6 E 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 completed and submitted to the Graduate Registrar's Office. If, after the first two weeks of the semester, a student wishes

to change their 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 their record when dropping a course. Withdrawals do not require advisor or dean approval during the first seven weeks only.

NOTE: The School of Graduate Studies-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 PhD Program Director and the School of Graduate Studies, 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 (IN). 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 PhD 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 of INs 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 PhD Program Director either by forwarding a letter or submitting a Change of Grade form to the School of Graduate Studies. The request for this action should originate from the student. PINs are not to be assigned to final grade rosters.

### **Complete withdrawals from course/s**

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 allows the student to take reduced credit hours, still be considered half-time, and not risk the loss of a deferred loan.

### **School of Graduate Studies/Social Work: Time for Review**

The School of Graduate Studies-New Brunswick expects that each of its degree programs maintain a culture of mutual respect between students and faculty members and that this includes excellent communication among them. In particular, students must allow sufficient time for faculty members to review and assess their work and faculty members must be as prompt as circumstances allow in responding to their students with such assessments.

Further, it is the responsibility of faculty advisors and students to keep committees informed and engaged throughout the process of the student's research and to ensure that the committee is given adequate time to assess the final product before it is defended.

The School of Graduate Studies expects that each degree program will establish, disseminate, and promote clear discipline-specific rules concerning both the lead time that students allow for review and assessment of qualifying papers, theses, and dissertations, and the response time for faculty members to inform students of such assessments and for providing feedback. As a general rule, material should be submitted by the student at least two weeks before an examination or other deadline and at least two weeks (but not more than four weeks) should be allowed the faculty member for informing students of the assessment. This may vary with the nature of the discipline and would of course have to be adjusted for exceptional circumstances. Exceptions, to be determined by each graduate program, might include end-of-semester "crunch," faculty members in the field without good access to the internet, and medical incapacity. The School of Social Work PhD Program has established a 2-4 week Time for Review.

## **ACADEMIC STANDARDS**

### **Academic standards, grades and expected completion timeframe**

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 School of Graduate Studies, it is expected that grades for no more than nine credits may have grades of C or C+ during coursework. 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 PhD Program should be completed no longer than seven years after the student first registered in the School of Graduate Studies-New Brunswick. Requests for extension beyond 7 years are reviewed by the PhD Program Director and the School of Graduate Studies and are a required part of the Individual Development Plan (IDP) that must be completed by students each year and approved by the student's advisor, PhD Director, and SGS. They may not be approved and that would result in the student's dismissal from the PhD program.

### **Academic standing issues**

The academic performance of students will be closely monitored by faculty advisors, members of the PhD Executive Committee, and the PhD Director to ensure that students' grades meet the academic standards specified above and proceed through the various stages of the PhD 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 PhD Program Director specifying the source of the concern, the applicable Program or School of Graduate Study 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 from the PhD program. The Program Director in consultation with relevant faculty, such as the student's major advisor, dissertation committee members or PhD Executive Committee recommends termination from the Program. The student can appeal this decision to the Dean of the School of Graduate Studies: the Dean of SGS may recommend a delay in termination, another set of actions to assess the student's ability to complete the program or dismissal. The student is officially terminated from the Program upon receipt of a termination letter from the Dean of the School of Graduate Studies.

### **Academic Disputes**

#### **A. Program Procedures for Handling Academic Disputes**

Students have the right to bring any matters of concern to their faculty advisors, student representatives to the PhD Executive Committee, or to the PhD 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 PhD Program Director and will be decided in collaboration with the PhD Program Executive Committee. Grades are reviewed to ensure that they are not arbitrary or capricious.

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 PhD 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 PhD 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 School of Graduate Studies. Should the issue remain unresolved after informal mediation, the student has further recourse to bring the issue to the attention of the Dean of the School of Graduate Studies. (See the Policies of the School of Graduate Studies -New Brunswick for detailed procedures.)

## Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

<http://academicintegrity.rutgers.edu/>

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly (including source and page number for direct quotes), according to the accepted format for the particular discipline or as required by the instructor in a course. We use the American Psychological Association’s *Publication Manual* (7<sup>th</sup> ed.). Some common examples of plagiarism are: copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; incorporating

into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.

**Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on qualifying examinations and some major course assignments submitted for grading as determined by faculty: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

**The School of Graduate Studies also specifies A Code of Responsible Conduct:**

We expect and encourage:

- Honesty and Integrity
- Respect and tolerance
- Sensitivity to differences among individuals
- Professionalism
- Attention to goals and responsibilities
- Timely and constructive feedback
- Acceptance of constructive feedback

The following are inappropriate behaviors:

- Mistreatment, abuse, bullying, or harassment, whether by actions or language
- Unprofessional criticism
- Requests for personal services
- Assigning tasks as punishment or retribution
- Sexual assault or sexual harassment

- Discrimination
- Indifference to inappropriate behaviors that are witnessed

## **OTHER POLICIES AFFECTING STUDENTS**

### **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 School of Graduate Studies.

### **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 PhD Program Director, Dean of the School of Social Work, or the Dean of the School of Graduate Studies. Other individuals identified on the School of Graduate Studies website have been identified to handle complaints. <https://grad.rutgers.edu/current-students/problem-resolution>

### **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 of the School of Graduate Studies, the Title IX officer, 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.

## INFORMATION ABOUT RUTGERS-WIDE SERVICES

**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. <https://alumni.rutgers.edu/>

**Campus buses:** The New Brunswick campus has an intercampus bus system that is free to all students and connects all New Brunswick campuses. <https://ipo.rutgers.edu/dots/buses-nb>

**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 or get an outside line and call 911 from campus phones. For more information (<https://www.rutgers.edu/about/campus-safety> or <https://ipo.rutgers.edu/publicsafety> ).

Non-Emergency Numbers and Addresses for campus police  
*Rutgers University–New Brunswick:* 732-932-7211  
55 Paul Robeson Boulevard, New Brunswick, NJ

Rutgers University–Newark: 973-353-5111  
200 University Avenue, Newark  
Biomedical and Health Sciences at Newark: 973-972-4491  
5 Bruce Street, Newark

Rutgers University–Camden: 856-225-6111  
409 North 4th Street, Camden, NJ

**Computer services:** Computer services are available on each campus in Computer Centers which provide a variety of programs and services. You are eligible for a student e-mail account, as well as other accounts <https://it.rutgers.edu/guides/scarletmail/>. A student may purchase equipment at the Rutgers Kite and Key computer store at reduced rates. <https://kiteandkey.rutgers.edu/computers-pcs/>

**Counseling Support:** Students may access counseling services through Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS), our university mental health support service. They can be reached through: <http://health.rutgers.edu/medical-counseling-services/counseling/>

**Credit union:** A student credit union is available at the Rutgers Student Center, CAC. <https://www.rutgersfcu.org/home/home>

**Disability: The Office of Disability Services (ODS):** At Rutgers, physical and individual disabilities are not a deterrent to an advanced degree. With resources like note-taking assistance, assistive technology, and accessible housing options, all Rutgers students, faculty, staff, and visitors have access to services and facilities to accommodate their needs. <https://ods.rutgers.edu/>

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 School of Graduate Studies will work with students as needed, as will the Program Coordinator.

**Dissertations:** The PhD Program office has a list of completed dissertations. See the Program Coordinator. Social Work dissertations can also be accessed through Alexander Library.

**English Language Learners (ELL)** for Graduate Students This office provides testing and training for international students who need assistance with the English language, written, and oral communication( <https://wp.rutgers.edu/academics/graduate/ell-program> ).

**Financial aid 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 and these are typically merit-based. Be sure to look under Graduate Student costs on this website: <https://www.rutgers.edu/admissions-tuition/tuition-and-financial-aid>

**Graduate Student Association (GSA):** A University-wide student association is available for anyone who is interested in participating. The GSA has many activities throughout the year including mixers, lectures, movies, and more. The SSW PhD program also has a Doctoral Student Association (DSA), which is affiliated with the SSW MSWGSA. The 6-member Board of the DSA is elected every spring, and represents all PhD students' interests, concerns, and needs. They also help organize social and academic events and maintain an active presence on social media (i.e., Twitter) to publicize PhD program events as well as PhD student scholarly accomplishments. The DSA board members often liaise with the GSA board of the School of Graduate Studies.

**Health Insurance:** PhD students have access to group health insurance in varying ways depending on their status (full or part-time) and whether they are in a GA position or not. The Program Coordinator sends updated information each year and each student is responsible for follow up each semester.

**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 (CAP programs - 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. <http://health.rutgers.edu/medical-counseling-services/counseling/>

**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. <http://ruoncampus.rutgers.edu/>

**International students:** International students should visit Rutgers Global (<https://global.rutgers.edu/international-scholars-students> ) which is the primary resource for international students. They coordinate cultural programs and immigration-related services for approximately 9,000 international students, scholars, faculty, and their dependents. The RGlobal portal helps international students manage immigration issues, tax concerns, authorizations and other procedures more easily.

**Intimate Partner Violence:** For students who have concerns about personal safety, harassment, dating and/or domestic violence, Rutgers offers assistance and guidance through the Office of Violence Prevention and Victim Assistance. Their services are available 24 hours/day, 7 days a week. They can be reached at (732) 932-1181; { TTY: 732-932-2793 }.

**Library system:** The Rutgers Library system is quite extensive, with libraries on each campus specializing in different areas. Graduate student orientations to the library system are available, in addition to the information available online. Julia Maxwell [julia.maxwell@rutgers.edu](mailto:julia.maxwell@rutgers.edu) is the Social Science Librarian.

**MyRutgersPortal-** This provides entry into the varied programs of Rutgers and has a personalized interface once you log-in with your NetID and password. Visit <https://my.rutgers.edu/portal/render.userLayoutRootNode.uP;jsessionid=5BCF4CBBE83F632D0458976DE0AB0727>

**OneSource-** The purpose of OneSource is to create a single entry into HR and payroll service. University Human Resources and Payroll Services partnered to plan, design, and operate a service center to support Rutgers community members. <https://uhr.rutgers.edu/onesource/home>

**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 GA or PTL will need verification from the department to register a car. <https://ipo.rutgers.edu/dots/permits/students>

**PhD Executive Committee:** The PhD Executive Committee together with student representatives and the PhD Program Director develop policies and procedures for the PhD program in compliance with the School of Graduate Studies policies. Two PhD students – typically the co-presidents of the DSA – are appointed by the SSW Dean to serve as student representatives to the PhD Executive Committee.

**Program Communication:** SSW PhD students will receive most University correspondence through their Rutgers email accounts.

**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. <http://recreation.rutgers.edu/>

**School of Graduate Studies - New Brunswick (SGS):** The SGS oversees PhD programs including the SSW PhD program. The rules and regulations of the School of Graduate Studies, as well as information about other Graduate School programs, are found on the School of Graduate Studies' website <https://grad.rutgers.edu/>

**Student computer lab:** A computer lab is available for social work PhD students to study and visit on the seventh floor of 390 George Street, Room 711. Libraries also have computers available.

**Student identification card:** Students must have an active role and be registered in official University schools and degree programs to be eligible to receive an RU ID. Additionally, you must have activated your NetID (consisting of an identifier name which is used for multiple functions- often initials and numbers or a first initial and last name if distinctive). The ID requires your Net ID and an uploaded photo online. Those with multiple roles will receive an RU ID that indicates their primary relationship with the University based on the following hierarchy (employees, students, and guests). Do not alter or punch holes in your RU ID. Student IDs are used to access Rutgers's buildings, print, make library reservations/book retrieval, and provide proof of student status/employment. <https://ipo.rutgers.edu/publicsafety/iam/student-id>

Special Instructions: To replace a lost/stolen RU ID, please visit an ID Card Service Center. Once a replacement RU ID has been issued, your previous RU ID is permanently suspended and it cannot be reactivated for any reason. If you had building access permissions on your RU ID, those

permissions will transfer to your new RU ID within 30 minutes of the new RU ID being printed.  
<https://ipo.rutgers.edu/publicsafety/iam/student-id>

**Student newspaper:** The TARGUM is the university student newspaper. It contains helpful information about what is going on in the University. Copies are available for free across the university.

**Writing Support** for Graduate students: To make an appointment with a graduate-level writing tutor, log into the Penji application, visit the LC | Writing Tutoring community, and select the topic Graduate-Level Writing. You will be directed to graduate-level tutor availability. To set up the Penji app, visit [https://rlc.rutgers.edu/online\\_services](https://rlc.rutgers.edu/online_services)

# APPENDIX

## School of Social Work PhD Faculty

### Members of the Graduate Faculty (SSW)

#### Full members (eligible to Chair a dissertation)

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

Edward Alessi: Associate Professor of Social Work; Ph.D., New York University. Determinants of LGB-affirmative practice among heterosexual therapists; minority stress-related research

Wen (Vivien) Anthony: Associate Professor of Social Work; Ph.D., University of North Carolina. Etiology and risk mechanisms of internet and video game addiction; intervention research

Victoria Banyard: Professor of Social Work; Ph.D., University of Michigan.  
Violence prevention and resilience, assisting communities to prevent and respond to interpersonal violence

Emily Bosk: Associate Professor of Social Work; Ph.D., University of Michigan.  
Child wellbeing, child welfare services and policy, integration of social service systems, and infant mental health

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

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

Jacquelynn Duron: Associate Professor of Social Work; Ph.D., University of Houston. Children, youth, and families; emphasis on the intersection of family and justice system

Richard L. Edwards: University Professor of School of Social Work; Ph.D., SUNY (Albany).  
Organizational and managerial effectiveness in the public and nonprofit sectors

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

Patricia Findley: Professor of Social Work; Ph.D. University of Illinois (Chicago). Disabilities, inter-professional education, health, veterans

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

- Chien-Chung Huang; Professor of Social Work; Ph. D. Columbia. Child support; social assistance; poverty and income distribution; nonprofit capacity building in China.
- Michael Myungkook Joo: Associate Professor of Social Work; 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 outcome
- Joy Jeounghee Kim: Associate Professor of Social Work; Ph.D. Washington University. Poverty, economic inequality, low wage labor markets, welfare policies, health disparity
- Anna Haley: Associate Professor of Social Work; Ph.D., University of Chicago. Management and organizations, nonprofit and low-wage employment, employment policy
- Michael LaSala: Professor of Social Work; Ph.D., SUNY (Albany). Clinical social work; gay and lesbian issues; marriage and family therapy
- Judith L.M. McCoyd: Interim PhD Director and Associate Professor of Social Work: Ph.D., Bryn Mawr Graduate School of Social Work and Social Research. Healthcare, interprofessional education, medical decision making, bereavement, and sociology of emotion
- Sarah McMahon: Associate Professor of Social Work; Ph.D., Rutgers. Violence against women; bystander interventions; social work education.
- Shari Munch: Associate Professor of Social Work; Ph.D., Michigan State. Health care, women's health care, perinatal ethics and bereavement, psychosocial aspects of high-risk pregnancy
- Lenna Nepomnyaschy: Associate Professor of Social Work; Ph.D., Columbia. Child and family health policies, poverty and inequality
- Lia Nower: Professor of Social Work; JD, St. Louis University, Ph.D., Washington University. Pathological gambling and addictive disorders; forensic mental health
- N. Andrew Peterson: Professor of Social Work; Ph.D., University of Missouri, (Kansas City). Community organizing, empowerment theory, program evaluation, substance abuse prevention
- Cathryn Potter: Dean and Professor of Social Work; Ph.D., Denver. Children and families at risk, especially those in child welfare, children's mental health and juvenile justice, minority over-representation and service disparity in child and family serving systems
- Kathleen J. Pottick: Professor of Social Work, SSW/IHHCPAR; Ph.D., Michigan. Child and adolescent mental health and psychiatric service delivery systems
- Chiara Sabina: Associate Professor of Social Work; Ph.D., MA, Loyola University Chicago. Interpersonal victimization, especially intimate partner violence, sexual violence, and dating violence among Latinos

Cassandra Simmel: Incoming PhD Director and Associate Professor of Social Work; Ph.D., California (Berkeley). Child welfare programs and services, youth transitioning out of care, child and youth mental health

Emmy Tiderington: Associate Professor of Social Work; Ph.D., University of Michigan. Housing and mental health services for adults with serious mental illness.

Allison Zippay: Chair of the Center on Leadership and Management and Professor of Social Work; Ph.D., California (Berkeley). Siting of community-based psychiatric and affordable housing; planning, community and social development; low-income workers; poverty and employment policy; social network theory, locational theory

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

*Associate Members of the Graduate Faculty (may serve as dissertation committee members)*

Qiana L. Brown: Assistant Professor of Social Work; Ph.D., Johns Hopkins University. Substance use disorder epidemiology, maternal and child health, urban health, mental health, social determinants of health, and prevention science

Ryon Cobb: Assistant Professor of Social Work; Ph.D., Florida State University. Research draws on population-based data to illuminate the health implications of socially oppressive systems, expressed in processes such as discrimination and dimensions of self and group identity

Laura Cuesta: Assistant Professor of Social Work; Ph.D., University of Wisconsin-Madison. International child and family policy, poverty and inequality, and parental incarceration among disadvantaged families

Maxine Davis: Assistant Professor of Social Work; Ph.D., Washington University in St. Louis. Discovering how to end violence perpetration in romantic and intimate relationships

Adrian Gale: Assistant Professor of Social Work; Ph.D., University of Michigan. Understanding how Black youth's schooling experiences in general, and Black boys' experiences in particular, contribute to the achievement gap.

Caroline Harmon-Darrow: Assistant Professor of Social Work; Ph.D., University of Maryland. Considers the impacts of community-based mediation vs. prosecution on assault recidivism among adults using mixed methods.

Rachel John: Assistant Professor of Social Work; Ph.D., Boston University. Focuses on understanding cultural stress in the lives of immigrants and refugees and its impact on their health and mental health across the lifespan.

Woojin Jung: Assistant Professor of Social Work; Ph.D., UC Berkeley. Global poverty and international aid policy; artificial intelligence and spatial analysis for international development; data-intensive

project design, outcome prediction, and impact evaluation; community development policy and practice; social welfare policy, focusing on income transfer, employment, and immigration

Jamey Lister: Assistant Professor of Social Work; Ph.D., Rutgers University. Characteristics, consequences, and treatment of addictive disorders among underserved populations.

Angela Malorni: Assistant Professor of Social Work; Ph.D, University of Washington. Research examines the role of social media in youth sociopolitical development. Conducts community-engaged research on protective and promotive youth development factors.

Felix Muchomba: Assistant Professor of Social Work; Ph.D., Columbia University. Gender inequality, allocation of family resources, and social and economic development; Policy with a focus on developing countries

Gabriel Robles Alberto: Assistant Professor of Social Work; Ph.D., New York University. Health of sexual and gender minorities, motivational interviewing, Latinx health inequities and bilingual intervention development

Michael Park: Assistant Professor of Social Work; Ph.D, University of Chicago (Crown School). Focuses on understanding how racial discrimination and its related stressors contribute to mental health disparities among Asian American immigrant youth and identifies protective factors; ultimate goal is to develop anti-discrimination interventions and to reduce racial inequity, injustice, and health disparities affecting racial minority youth.

Mark van der Maas: Assistant Professor of Social Work; Ph.D., University of Toronto. Refining public health approaches to addressing problem gambling during market expansion, exploring how patterns in gambling behaviors reflect the aging of the U.S. population, and critically examining responsible gambling policies across jurisdictions.

Grant Victor: Assistant Professor of Social Work: Ph.D., University of Kentucky (Lexington). Focuses on implementation science and health services research related to the intersection of behavioral health and the criminal/legal system

Abigail Williams-Butler: Assistant Professor of Social Work: Ph.D., University of Michigan; MS in Developmental Psychology and MSW, University of Illinois at Urbana-Champaign. Understanding the developmental trajectories of adolescents involved in child serving systems - particularly the child welfare, juvenile justice, and mental health systems.

## **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 log linear 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.
- 16:910:692. (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.
- 16:910:655. (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, age, ethnicity) on instrument development and validation, with examples and illustrations relevant to social work practice and social welfare.
- 16:910:687. (S) **THEORY DEVELOPMENT (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

16:910:647. (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.

16:910:690 (S) PROFESSIONAL DEVELOPMENT SEMINAR (1) Designed for first year students, this course focuses on topics related to professional development for social work doctoral students who will be establishing careers in an academic or research settings. Begins the process of Individual Development Plans. 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.

16:910:691 (F) RESEARCH DEVELOPMENT SEMINAR (3) This three-credit weekly seminar is designed for second-year students in the Social Work Ph.D. program who will soon prepare for the Qualifying Exam and a successful transition to the dissertation proposal writing stage. This course aims to help students develop knowledge in their substantive research area through critical literature reviews so that they learn how to define research topics and formulate research questions in their research area.

More specifically, the primary goals of this course are to enable students (1) to identify and systemically organize the literature of their substantive research area, (2) to critically review and synthesize the literature to assess the current status of knowledge in the literature, (3) to develop the ability to situate their research topics within the literature, and (4) to explore research topics that are feasible for scientific inquires and important to their research area.

The secondary goals of this course are to familiarize students with (1) the expectations and structures of a dissertation proposal and (2) the processes of developing a dissertation proposal and forming a dissertation committee.

This course is offered as a seminar; students are expected to come prepared for active class discussions and in-class exercises by completing the course readings and assignments on time.

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.

#### RESEARCH CREDITS

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.

16:910:705:01. (F/S) DISSERTATION SEMINAR (3 research credits) Designed to support students just finishing QEs as they confirm their dissertation committees, develop their proposal, and consider ongoing professional development opportunities such as applications for funding, professional conference presentations, and development of peer reviewed articles. Constructive critique of peers' work is also a focus.

16:910:706:90 (F/S) ADVANCED DISSERTATION SEMINAR (1 research credit) For ongoing students after completion of the Dissertation Seminar year, this course promotes ongoing work on the proposal or dissertation, opportunities to present conference or dissertation findings and receive peer feedback on one's work.

### **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

### **SCHOOL OF GRADUATE STUDIES - 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

## **ACADEMIC and COUNSELING SERVICES (descriptions from their websites)**

**CAPS** Counseling services are offered through Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS), our University's mental health support service. They develop an individualized action plan for each student based on their needs and the range of resources available at CAPS, within the University, and in the surrounding community. Services include crisis intervention, individual therapy, group therapy, a variety of workshops, alcohol and other drug assistance programs, and psychiatric care (medication management). <http://health.rutgers.edu/medical-counseling-services/counseling/>

**GSAPP**- The Graduate School of Applied Professional Psychology conducts therapy on short- and long-term bases, using the most current and effective evidence-based methods and techniques. They provide psychological assessment utilizing the most up-to-date assessment tools to provide comprehensive evaluations at a fraction of the standard rates. <https://gsapp.rutgers.edu/centers-clinical-services/CPS/clinical-services>

**Learning Center** - The Learning Centers support and enrich student learning through free services for students seeking to enhance their academic careers. Housed in the Office of the Provost at Rutgers-New Brunswick, the Learning Centers also partner with faculty and staff who are interested in learning new instructional strategies or developing additional methods of support for their students. <https://rlc.rutgers.edu/student-services/writing-tutoring>

**Graduate Writing Program**- The Graduate Writing Program serves graduate students across the Rutgers community. The GWP's mission is to support graduate students of all disciplines in their current and future writing goals, from coursework papers to scholarly articles and dissertations. Students receive extensive individual attention from highly qualified, full-time English Department faculty members. <https://wp.rutgers.edu/gwp/gwp-home>

### **The Office of Disability Services "ODS":**

Students in the PhD program in Social Work have access to services provided by the Rutgers Office of Disability Services (ODS). At Rutgers, physical and individual disabilities are not a deterrent to an advanced degree. With resources like note-taking assistance, assistive technology, and accessible housing options, all Rutgers students, faculty, staff, and visitors have access to services and facilities to accommodate their needs.

Quick Links:

- [The Office of Disability Services](#)
- [The School of Graduate Studies Student Support](#)
- [Links for Faculty and Staff](#)

### **What Does ODS Provide?**

The Office of Disability Services provides reasonable academic accommodations for students with disabilities. Our team strives to provide the necessary tools, resources and support for individuals with disabilities to become responsible decision-makers and self-advocates in charge of their own future. We are dedicated to providing information and resources necessary for students to pursue their academic, personal and professional goals while at Rutgers. In addition, we are committed to working with administrators, faculty, staff and students to cultivate an awareness of creating an inclusive environment for all individuals.

- [Registration](#)
  - Students with a documented disability looking to register for reasonable accommodations and services at Rutgers University
- [Letter of Accommodation \(LOA\)](#)
  - A Letter of Accommodations (LOA) is a document provided by the Office of Disability Services that explains to faculty the reasonable accommodations to be provided to a student
- [Exam Accommodations](#)
  - An exam accommodation refers to any approved accommodations which relate to the way a student takes his/her exam.
- [Note Taking Accommodations](#)
  - Students must first be registered with the Office of Disability Services and approved for note-taking accommodations before arrangements can be made for a note-taker
- [AFT and Other Accommodations](#)
  - AFT is the term applied to course materials such as textbooks, electronic documents, exams and other print materials which students with print disabilities need converted into accessible formats. AFT may include but are not limited to: braille, audio, large print and electronic format
- [Remote Learning Information](#)
  - Here are two pages with information about managing your accommodations in an online environment:
    - [How to Receive Accommodations Online](#)
    - [Student FAQs for Online Instruction](#)
  - Here are resources from other departments at Rutgers to assist with online learning:
    - [Rutgers Learning Centers offering Remote Instruction](#)
    - [Technology Resources for Students](#)

## COMPUTER RESOURCES

It is expected that every social work PhD Student obtain their own personal computer.

**Email:** SSW students must obtain e-mail addresses and a NetID, and may choose to access RUCS services. These can be identified through the RUCS website or by collecting literature provided at computer centers. Communications from the school and university are through the student's Rutgers email.

**PhD computer lab:** Located on the 7th floor of 390 George St., computers are available for doctoral student use, and are equipped with software including SPSS, STATA, NVivo and Atlas-ti. Students may also access these computers remotely.

**Remote Access:** In a browser go to <https://labgateway.rutgers.edu/>. Log in with your NetID and NetID password. Please reference the following instructions for a more detailed workflow.

**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, EXCEL, programming) that students may access as needed.

## **NEEDED FORMS**

Please follow the links below for downloadable and editable versions of the forms:  
For a full list of available forms, please visit [SSW Website](#) and the [SGS Website](#).

- [Application for Transfer of Credit](#)
- [Individual Study Contract](#)
- [Research Internship Contract](#)
- [QE Checklist](#)
- [Dissertation Committee Form](#)
- [Dissertation Proposal Checklist](#)

# RUTGERS

## School of Graduate Studies

Office of the Dean · School of Graduate Studies

25 Bishop Place · New Brunswick · New Jersey 08901-1181  
p. 848/932-7034 · f. 732/932-7407

### APPLICATION FOR TRANSFER OF CREDIT

- Complete this form in **triplicate** (three copies).
- Submit for evaluation and signature by your Graduate Director.
- After your Director's approval, submit all three copies (signed) along with two transcripts to the School of Graduate Studies.
- Transcripts must be in English or an **official translation** must also be provided.
- Upon approval, one copy will be forwarded to Records & Transcripts, and another will be forwarded to your program.

Upon completion of **12 credits** of graduate level course work with grades of *B* or better, in the School of Graduate Studies as a matriculated student, your request will be evaluated.

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. Grades of P, R, or S 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.

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.

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.

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

NAME \_\_\_\_\_ RUID# \_\_\_\_\_

GRADUATE PROGRAM \_\_\_\_\_

DEGREE SOUGHT \_\_\_\_\_ CREDITS COMPLETED \_\_\_\_\_

INSTITUTION

DATES ATTENDED

DEGREE

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INSTITUTION

TITLE & COURSE #

SEMESTER & YR

CREDITS

GRADE

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TOTAL CREDITS REQUESTED \_\_\_\_\_

\_\_\_\_\_  
Graduate Director's Signature

\_\_\_\_\_  
Date

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**SCHOOL OF GRADUATE STUDIES DEAN'S APPROVAL:**

CREDITS APPROVED \_\_\_\_\_ DEAN \_\_\_\_\_ DATE \_\_\_\_\_

**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.

\_\_\_\_\_ Director, PhD 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. Before a student arranges for an Individual Study, they 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 promote learning. 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 School of Graduate Studies and who agrees to take on the task of working on this effort. It is typically 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. Individual Study is a tutorial that you arrange to undertake and it is 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

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 research and doctoral study.
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 coursework, 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.

**RESEARCH INTERNSHIP CONTRACT**

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

\_\_\_\_\_ Contract due by week three of the 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

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

NAME: \_\_\_\_\_ EXAM DATE: \_\_\_\_\_

DATE ENTERED THE PROGRAM: \_\_\_\_\_

<b><u>REQUIRED COURSES:</u></b>	<b><u>Semester/year</u></b>	<b><u>Grade</u></b>	<b><u>Credits</u></b>
Theory Development	_____		
Conceptual Foundations of Social Work & Social Welfare	_____		
Professional Development seminar	_____		
Policy Analysis	_____		
Bibliography & Proposal Development Seminar	_____		

**RESEARCH COURSE WORK:**

Quantitative Research Methods	_____		
Qualitative Research Methods	_____		
Advanced Stats I	_____		
Advanced Stats II	_____		
Advanced Stats III: SEM	_____		
Measurement	_____		

**ELECTIVE COURSES:** (must include at least 1 course outside the department of Social Work)

\_\_\_\_\_

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TOTAL CREDITS OF COURSE WORK: \_\_\_\_\_

NUMBER OF CREDITS TRANSFERRED: (Approved in Writing) \_\_\_\_\_

COLLEGE FROM WHICH TRANSFERRED: \_\_\_\_\_

Signature of Program Director \_\_\_\_\_

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

DISSERTATION COMMITTEE FORM

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

Email Address: \_\_\_\_\_

Dissertation Title:

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

Committee Members:

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Member

\_\_\_\_\_  
Member

\_\_\_\_\_  
Member

\_\_\_\_\_  
Outside Member

\_\_\_\_\_  
Program Director

## **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
- After receiving Committee approval, schedule a date for the defense
- Reserve a room for the defense through Uri Yarmush ([Uyarmush@ssw.rutgers.edu](mailto:Uyarmush@ssw.rutgers.edu))
- Ask the Chair to email the Interim PhD Program Director ([jmccoyd@ssw.rutgers.edu](mailto:jmccoyd@ssw.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 Uri Yarmush on the email
- Obtain the Dissertation Proposal Defense form from Uri Yarmush ([Uyarmush@ssw.rutgers.edu](mailto:Uyarmush@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 Uri Yarmush.
- 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: [SSWIT@ssw.rutgers.edu](mailto:SSWIT@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.

A student may pass the defense with a unanimous vote; or a vote of 3 positive, one negative.

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 PhD Program Director upon successful completion of the proposal defense, including the title of the dissertation and the committee members and their affiliations in the email, and the Director will send a notice to faculty and doctoral students.

## DISSERTATION DEFENSE CHECKLIST

**Students: Please review these instructions with your Chair**

- Review the format and instructions for the dissertation in the PhD Handbook (available on our website) and on the School of Graduate Studies New Brunswick website
- As advised by your Chair, submit the dissertation draft to the committee members for feedback and approval
- After receiving Committee feedback, schedule a date for the defense
- Reserve a room for the defense through defense through Uri Yarmush ([Uyarmush@ssw.rutgers.edu](mailto:Uyarmush@ssw.rutgers.edu))
- Ask the Chair to email the Program Director ([jmccoyd@ssw.rutgers.edu](mailto:jmccoyd@ssw.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 Uri Yarmush on the email.
- The dissertation defense IS PUBLIC, and students, faculty, and members of the public are invited to attend. It is important to note that the proceedings of the defense are formal and entail an examination of the student's work by the Chair and committee. The proceedings are guided and facilitated by the Chair. The Chair decides whether or not to entertain questions from the public attendees. Any food and/or celebrations should remain outside the defense space until after a vote has been taken and the defense is formally ended.
- 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: [SSWIT@ssw.rutgers.edu](mailto:SSWIT@ssw.rutgers.edu)
- The format for the defense is guided by the Chair, but typically runs as follows: the student presents an overview of the dissertation with a focus on the primary research questions, results, and implications (about 30-40 minutes), followed by questions and discussion from the committee. Questions may then also be taken from members of the public in attendance, if the Chair elects to do so. Following the discussion, the Chair requests that the student (and any visitors) leave the room and the committee votes to 1) accept, 2) accept with minor revisions, 3) reject.

## **PhD in Social Work expectations regarding time to review:**

- Faculty will provide assessment and feedback on student qualifying examinations between 2 and 4 weeks after the completion of both components of the exam. Extenuating circumstances may include unexpected faculty medical or other emergencies.
- Faculty will provide assessment and feedback on student drafts of content for the Dissertation Proposal no later than 4 weeks after receipt from the student. Extenuating circumstances may include unexpected faculty medical or other emergencies, faculty travel, sabbatical, or summer schedules. These must be communicated to the student, with proposed revised review times.
- Faculty will provide assessment and feedback on student drafts of content for the Dissertation no later than 4 weeks after receipt from the student. Extenuating circumstances may include unexpected faculty medical or other emergencies, faculty travel, sabbatical, or summer schedules. These must be communicated to the student, with proposed revised review times.
- As guided by the Dissertation Chair and PhD student, it is expected that Dissertation Committee members will be involved to various degrees in the development, conceptualization, and/or review of the dissertation proposal and dissertation as it is being drafted and are kept informed of these developments and student progress by the PhD student and the Chair.
- Students and Chairs may not set a date for a dissertation proposal or dissertation defense until all committee members have reviewed and commented on drafts for the dissertation proposal, or dissertation, and are comfortable with moving forward; under exceptional circumstances, a *tentative* date may be set if requested by the Chair and agreed to by all committee members.
- Students must provide faculty with final drafts of the dissertation proposal or dissertation at least 4-6 weeks prior to when they would expect to schedule a defense; they must understand that the defense date cannot be scheduled until all committee members have reviewed and assessed the material and are ready to move forward with a defense date.

- It is the responsibility of the PhD student to keep their Chairs and Committee members informed of their progress, and expectations for defense dates.
- It is the responsibility of faculty Chairs and Committee members to provide students with feedback and assessment within agreed upon dates, and to communicate circumstances that might prevent a timely review.
- A student may pass the defense with a unanimous vote; or a vote of 3 positive, one negative.
- If the committee votes to accept with minor revisions, the committee will discuss the expected revisions with the student. The Chair is responsible for ensuring that the revisions are incorporated into the final copy of the dissertation.
- Committee members DO sign the candidacy 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 dissertation under the supervision of the Chair, with feedback from the committee members. Upon approval of the revisions, the defense is rescheduled.
- Following the vote, the Chair and committee members sign the yellow Candidacy Form (or follow processes in place when defenses are virtual).

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

**These expectations were developed by the PhD Executive Committee**

## **Rutgers University School of Social Work**

### **PhD Program:**

### **Guidelines for Student/Faculty Co-authorship on Scholarly Publications**

Although many different traditions of joint authorship exist among different disciplines, Rutgers' School of Social Work provides a set of general principles that intend to serve as a guide for PhD students.

Scholarly publications are defined as manuscripts, abstracts, presentations, and grant applications. It is generally appropriate to address questions of authorship at the earliest practical stage of research projects. The major topics to address include the following— (1) who will be named as an author or acknowledged as a contributor if the study is submitted for publication, presentation, or grant funding; (2) what will be the order of authorship, and (3) what are the responsibilities and expectations for each contributor to the study.

It is also important to recognize that roles often change during the course of a project and it may not be possible to appropriately evaluate each author's relative contribution to the work until the final scholarly product is actually written or delivered. For this reason, it is important for all involved parties to re-discuss authorship whenever significant changes occur and make it clear to all participants from the start that final decisions about authorship can be extended until the time of submission.

### **Recommended Criteria for Authorship**

- The person made a significant contribution to the conception and design of the project, or the analysis and interpretation of the data, or other substantial scholarly effort.
- The person participated in drafting, reviewing and/or revising the work; and approved the final version for publication.
- Each author should have participated sufficiently in the work to take full responsibility for his or her contributions to the content.

### **Order of Authorship**

- As a practical matter, with multi-authored scholarly products, it is usually important to designate or acknowledge one individual as the lead author, who takes responsibility for the integrity of the work as a whole. This lead author often also serves as the corresponding author.
- The lead author has responsibility for 1) including as co-authors all those who meet the three criteria defined above; and 2) obtaining from all co-authors their agreement to be designated as such.
- The order of authorship should be a joint decision of the co-authors. If a decision cannot be reached, the lead author should have final decision.
- When the student works on a faculty member's funded or original research project, the student must obtain a priori permission to develop an independent project. Similarly, a paper developed by the student in an independent study will usually justify status of principal author.
- When a student is designated as the first and corresponding author of a co-authored manuscript

with a faculty member, it is recommended that they consult with the faculty member with regard to how to communicate with editors prior to submission as well as throughout the publication process.

### **Recommended Criteria for Acknowledgement**

- Acquisition of funding, collection of data, or general supervision of a research group does not justify authorship unless the individual also fulfills the above recommended criteria for authorship. Data collection alone is not sufficient to obtain authorship credit. This is also the case with data entry or copy-editing. Similarly, conducting data analyses designed and overseen by others does not merit authorship. There must be a substantive intellectual contribution to the writing, conceptualization, or analysis of a collaborative effort in order to receive credit for authorship.
- Anyone who does not meet the above authorship criteria but who has made other substantial contributions (such as technical help, writing assistance, etc.) should be acknowledged in the final product.
- A student hired to photocopy articles, interview respondents, edit a text, or conduct an electronic search is not performing an intellectual task that merits co-authorship. The student can expect to be included as a co-author if asked to perform an exhaustive summary/review of the literature that necessitates an intellectual effort.
- Minor contributions to the research or the writing for publication are appropriately acknowledged, such as in a footnote or in an introductory statement.

Revised May 1, 2017

PhD Executive Committee