



**PhD Program in Social Work
Student Handbook
Rutgers, The State University of New Jersey
School of Social Work
2023-2024**

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

Welcome to the PhD Program in Social Work at Rutgers University! This doctoral degree, offered through the Rutgers School of Graduate Studies, prepares scholars to become leaders in the field of social work and social welfare. It is designed so that graduates of the PhD program are prepared for careers as academic faculty, research scientists, and policy analysts. In recent years, graduates have obtained senior positions in universities, research firms, think-tanks, state and federal government settings, non-profit organizations, and the private sector.

This Handbook presents an overview of the PhD program requirements as well as the guidelines and procedural details for fulfilling these requirements. This Handbook is updated every year and may in fact undergo revisions during the academic year. Please refer to the School of Social Work website for updated versions of this Handbook. If students find information incomplete, incorrect, or ambiguous, or if you have difficulty accessing information from any of the links provided, please contact the Program Coordinator so that we can revise appropriately.

The School of Graduate Studies (SGS) is led by **Dean Mark Gregory Robson**, PhD, MPH, who also serves as Associate Provost for Graduate Education at Rutgers. Graduate school is a time of exploration and growth and SGS is committed to supporting students with resources to help them succeed. More information about SGS can be obtained from their website [About | Rutgers School of Graduate Studies](#)

Students in the School of Social Work are to adhere to the policies, procedures, and requirements as specified by SGS, as outlined in this Handbook and on the SGS website. In addition, the School of Social Work provides additional guidance and protocols, which are in support of SGS procedures and are further specified in this Handbook.

The School of Social Work also belongs to the national Group for the Advancement of Doctoral Education in Social Work (GADE), whose mission is: “to promote excellence and equity in social work education through networking, capacity building, and stewardship of the profession.” GADE is an organization of more than 100 social work doctoral program directors from institutions throughout the US and Canada. <https://www.gadesocialwork.org/>

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.

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OVERVIEW OF THE PHD PROGRAM STRUCTURE

The PhD Program in social work is directed by Dr. Cassandra Simmel and the PhD Program Coordinator is Uri Yarmush. Dr. Judie McCoyd is the Associate Director for Doctoral Education at the SSW, who provides support, guidance, and mentorship to students, faculty, and leadership in both the PhD and DSW programs.

The PhD Executive Committee is chaired by Dr. Simmel and meets regularly to discuss the policies and procedures for the PhD program and to ensure compliance with the School of Graduate Studies policies.

The PhD **faculty members** on this committee are: Vivien Wen Li Anthony, Emily Bosk, Laura Andrea Cuesta Rueda, Jacquelynn Duron (Spring 2024 only), Judie McCoyd, Lenna Nepomnyaschy, Gabriel Robles Alberto, and Chiara Sabina.

In addition, two **PhD student representatives** are members of the PhD Executive Committee: Natalie Pope and Devon Ziminski (co-Presidents of the DSA).

The PhD Program also has a Doctoral Student Association (DSA), which is affiliated with the SSW MSW Graduate Student Association. The 6-member Board of the DSA is elected every spring and represents all PhD students' interests, concerns, and needs. The members of the DSA are: Enoch Amponsah, Shannon Cheung, Natalie Pope, Shalyse Sangster, Stella Zhu, and Devon Ziminski.

The School of Social Work is located in downtown New Brunswick, very close to the College Ave campus of Rutgers University. The main administrative building for the SSW is 120 Albany Street, 2nd floor. The main offices for the PhD program are located at 390 George St, 7th floor.

OVERVIEW OF PhD CURRICULUM

A PhD is an academic degree that combines general mastery of a discipline with specific command of an area of subtopic within that field. Earning a PhD in social work involves developing mastery of the general foundation of the social work discipline, but also involves specializing in a more focused topical area and developing proficiency in that subtopic (e.g., causes and consequences of poverty; child welfare policy; homelessness; mental health services; gambling; health policy; substance use, etc.). Working toward a PhD in social work also entails developing knowledge of and competence in the methodological skills—both quantitative and qualitative --that are crucial to critically examining social work topics.

The goals of the Rutgers 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 academic faculty, researchers, and policy analysts.

Required Curriculum

Our PhD program's policy is structured to align with developing mastery of the social work discipline broadly along with maximizing student choice regarding 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.

To fulfill these goals, students are expected to complete a 73-credit program including:

1. A course of study with 36 to 48 credits; if one holds an MSW or related degree, 12 credits from an accredited MSW program can be transferred into the PhD program, or up to 12 credits may transfer in, to combine with the 36 credits of coursework, yielding 48 credits,
2. Passing the Qualifying Examination (QE),
3. Research Internship (with a faculty mentor),
4. Successful defense of the dissertation proposal, and
5. Successful defense of the dissertation thesis

To facilitate mastery of the social work discipline and research methods, students are expected to successfully complete the following Course Requirements ¹² (“600” series of courses)

Year in Program	Course Name	Credits
Year 1; Fall	Theory Development	3
Year 1; Fall	Quantitative Research Methods	3
Year 1; Fall	Advanced Statistical Methods I	3
Year 1; Spring	Conceptual Foundations in Social Work and Social Welfare	3
Year 1; Spring	Qualitative Research Methods	3
Year 1; Spring	Advanced Statistical Methods II	3
Year 1; Spring	Professional Development Seminar	1
<i>Total Year 1</i>		<i>19 credits</i>
Year 2; Fall or Spring	Social Policy Analysis	3
Year 2; Fall	Measurement	3
Year 2; Fall	Advanced Statistical Methods III	3
Year 2; Fall or Spring	Elective course (within or outside SSW)	3
Year 2; Fall or Spring	Elective course in an <i>outside discipline</i>	3
Year 2; Spring	Research Development Seminar	3
<i>Total Year 2</i>		<i>18 Credits</i>
Total Course Credits for Years 1 + 2		37 credits
Transfer Credits from MSW/MA program		12 credits
Total Course Credits		49 credits

After students have completed their foundation course and passed their QEs, they are *Advanced to Candidacy* and are ready to officially commence on their dissertation scholarship.

At this phase in the program, students are taking coursework to help guide and support their proficiency in a topical area that is the area of interest for their dissertation.

To facilitate individualized and focused preparation for dissertation research, students are expected to satisfactorily complete the following *Research Credits* (“700” series of courses³):

Year in Program	Course Name	Credits
Year 3; Fall and/or Spring	Research Internship	3-6
Years 3-4	Dissertation Seminar/Advanced Dissertation Seminar	6
Year 4	Dissertation Research	15
Total Research Credits		24
Total Course + Research Credits		73

¹ These credit distributions apply to cohorts enrolled in September 2020 and after.

² NOTE: this layout is for full-time students; part-time and combined MSW/PhD students take a customized version, planned with the PhD Director

³ The 700 series of coursework is not for a letter grade

Sample Course Plans

Full Time Students (9-12 credits per semester)

Year 1 Fall	Year 1 Spring
Theory Development	Conceptual Foundations of Social Work & Social Welfare
Quantitative Research Methods	Qualitative Research Methods
Advance Statistical Methods I	Advanced Statistical Methods II
	Professional Development Seminar
Year 2 Fall	Year 2 Spring
Social Policy Analysis ⁴	Research Development Seminar
Measurement	Electives
Advanced Statistical Methods III	
Electives ⁵	
<i>Year 2 Summer: Students Take Qualifying Exams (QEs): Due 1st week of Academic Year of Year 3</i>	
Year 3 Fall	Year 3 Spring
Dissertation Seminar (required)	Dissertation Seminar (required)
Research Internship (Fall and/or Spring)	Research Internship (Fall and/or Spring)
Dissertation Research	Dissertation Research
Dissertation Proposal Defense ⁶	
Year 4 Fall	Year 4 Spring
Advanced Dissertation Seminar	Advanced Dissertation Seminar
Dissertation Research	Dissertation Research
Dissertation Thesis Defense	

Part-Time Students⁷ (6 credits per semester, minimum)

Year 1 Fall	Year 1 Spring
Theory Development	Conceptual Foundations of Social Work & Social Welfare
Quantitative Research Methods	Qualitative Research Methods
Year 2 Fall	Year 2 Spring
Advanced Statistical Methods I	Advanced Statistical Methods II
Measurement	Professional Development Seminar
Year 3 Fall	Year 3 Fall
Social Policy Analysis ⁸	Research Development Seminar
Advanced Statistical Methods III	Electives
Electives ⁹	
<i>Year 3 Summer: Part-time Students Take Qualifying Exams (QEs): Due 1st week of Academic Year of Year 4</i>	

⁴ NOTE: In the 2023-24 academic year, this course will be offered in the Spring semester only

⁵ NOTE: At least one course elective must be from outside the SSW

⁶ Dissertation Proposal Defense usually occurs at end of Year 3 or beginning of Year 4

⁷ Combined MSW/PhD students will meet with the PhD Director to discuss their course plan

⁸ Note: In the 2023-24 academic year, this course will be offered in the Spring semester only

⁹ NOTE: At least one course elective must be from outside the SSW

Year 4 Fall	Year 4 Spring
Dissertation Seminar (required)	Dissertation Seminar (required)
Research Internship (Fall and/or Spring)	Research Internship (Fall and/or Spring)
Dissertation Research	Dissertation Research
Dissertation Proposal Defense ¹⁰	
Year 5 Fall	Year 5 Spring
Advanced Dissertation Seminar	Advanced Dissertation Seminar
Dissertation Research	Dissertation Research
Dissertation Thesis Defense	

Additional Notes about Program Requirements:

1. Research Internship:

- Full-time students may complete the Research Internship during the summer sessions of Years 2, 3, 4, which is either concurrent with taking the QEs or after completing QEs.
- Part-time students may complete the Research Internship during the summer they are taking the QEs or after completing them.
- For all PhD students, the Research Internship is granted Dissertation research credits.

2. The **Qualifying Exams** are taken after completion of all required coursework, for both Full-time and Part-time students.

3. **Required Statistics Review Course:** 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 and overseen by the PhD Statistics faculty. This course provides a refresher on basic statistical concepts and is necessary for successful completion of the PhD program statistics coursework. It must be successfully completed prior to beginning the PhD program.

4. **Transfer of Credits:** Once PhD students have completed 12 credits of PhD work, with a 3.0 GPA or better, they can then petition to have 12 credits of MSW/MA level coursework transferred in. 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 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. (*see Canvas site or PhD website for Transfer of Credit form*)

5. **Teaching Opportunities.** 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 for students who have advanced to candidacy, although at the time this handbook is being written, the details about when this happens during the program are still being determined¹¹. Students who are interested in

¹⁰ Dissertation Proposal Defense usually occurs at end of Year 4 or beginning of Year 5

¹¹ Note: PhD Students sometimes teach at other colleges and universities in the geographic region; students should be in contact with the PhD Director prior to pursuing external teaching positions.

teaching must contact the PhD Program Director to discuss and receive approval of the request; teaching assignments are made by the Associate Dean for Academic Affairs (Dr. Patricia Findley).

6. **Preparation for Teaching:** For students who will be teaching in the BASW or MSW program at Rutgers, they are required to participate in the Teaching Assistant Project (TAP) [Catalog Navigator : Teaching Assistant Project \(TAP\) \(rutgers.edu\)](#) 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” and show verification of completing TAP workshops or courses. If students are already teaching in the SSW program (e.g., part-time students who are NTT faculty), they are not required to take the TAP courses or workshops.
7. **All PhD Students should discuss** their PhD coursework and elective course choices with their Faculty Advisors and with the PhD Program Director.
8. **Contributing to the SSW’s Intellectual Community:** PhD students are considered essential members of the intellectual community at the School of Social Work. We therefore welcome their attendance at many—if not all—of the School’s schoolwide events. These include workshops and presentation by SSW or external faculty members (e.g., faculty research colloquium), job talks and related campus visit activities by faculty candidates, and PhD program-sponsored workshops and events. These activities are offered in various formats (in-person; hybrid; Zoom only), depending on the organizer and speaker(s) preferences and capabilities.
9. **Coursework attendance:** All PhD students are expected to attend all foundational and elective courses on campus (in person); moreover, they are expected to be on campus for the required Dissertation Seminar and as they complete their Graduate Assistantships (GA). In extraordinary circumstances, the SSW may decide to utilize online course platforms throughout the school. If this should happen, the PhD program will also use virtual programs for course meetings.

10. Grades in the SSW PhD Program

Grades follow the School of Social Work Structure as described below:

Final grades are letter grade numerical equivalents. Listed below are the corresponding percentages/points (as defined in this course) and general definition of these grades:

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

Scores to be rounded up at .5

11. Time to Completion of the PhD

We project that most full-time students will complete the PhD within 4 to 5 years. All students (including full-time, part-time, and Combined MSW/PhD) 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. 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.

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.

DESIGNING A COURSE OF STUDY

As described in the previous section, the distribution of PhD courses includes required and elective courses, as well as focused dissertation research credits. 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.

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 their first year to develop a focus of interest. Moreover, 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.

Some 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, if an appropriate faculty advisor can be secured for this Independent Study. (*See below for more details about the Individual Study*).

Resources for Designing a Course of Study

A **central tool** in designing a course of study is developing an **Individual Development Plan (IDP)**. The School of Social Work, and all graduate programs that fall under the School of Graduate Studies, require all PhD students to complete IDPs on an annual basis. IDPs are ideal tools for tracking their coursework, dissemination products (i.e., published articles or book chapters; conference presentations), grant funding, awards, trainings, and other scholarly accomplishments. They are also useful for planning immediate and longer-term scholarly and professional goals in working toward completion of the Ph.D. program.

The IDPs are to be completed every Spring, in conjunction with each student's Faculty Advisor and the PhD Program Director. *The School of Graduate Studies requires that these be revised and completed annually by every PhD student in every SGS PhD program at Rutgers University.* In addition to the utility of IDPs for each student's own professional and scholarly development, SGS is required to track the progress of every enrolled PhD student, for their own monitoring of Rutgers PhD programs, as mandated by national accreditation boards for academic institutions.

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" involving GA supervisors, faculty in your area, and others with similar interests who may be consulted for guidance.

Outside Discipline Electives

All students must take **at least one elective course in another discipline outside of the SSW**. Outside electives help crystalize and deepen students' knowledge about their specific research areas of interest and also introduce students to potential outside members of dissertation committee. 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 Canvas site contains a list of classes that have been used for this requirement in the past*; please consult with the Program Coordinator regarding registration for these courses. While students may take courses in any department, program, or school at Rutgers, regardless of whether it falls under SGS, students are only allowed to have *24 credits in a professional school*. This credit limit also includes the 12 transferred credits from students' prior master's degree program.

In addition, there are two opportunities for students to enroll in PhD courses outside of Rutgers University.

1. Rutgers is a member of the **Inter-University Consortium**, which allows students to take courses at area universities, such as Princeton, Pennsylvania University, Columbia, NYU, etc. This opportunity is open to students from participating schools who have completed at least one year of full-time study toward the PhD. [Inter-University Exchange | Rutgers School of Graduate Studies](#)
2. Rutgers and Princeton University have a **Cooperative Exchange program** in which students can enroll in courses at Princeton. <https://grad.rutgers.edu/academics/inter-university-exchange>

Students should consult with the PhD Program Director about completing the paperwork for taking courses at one of the Inter-University Consortium locations or to participate in the Rutgers-Princeton Cooperative Exchange Program.

The Individual Study (Course credits)

While extant courses are preferred over Individual Studies, there may be circumstances where it is necessary or preferable for a student to complete an Individual Study, especially if the student is exploring an area of interest that is not comprehensively covered in existing coursework. To register for an Individual Study, the student must locate a SSW faculty member (*see Appendix*) who agrees to work with a student in this capacity¹². It is a three-credit course and is graded with a letter grade. Individual Studies are generally 3-credit courses, though there may be some circumstances in which they are taken for 1 or 2 credits. All Individual Study courses are letter-graded and there should be a direct relationship between the number of credits and the expected hours of work and effort required. All Individual Studies must be approved by the Program Director.

Individual Studies are distinct from Research Internship, described below. 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*. In contrast, the Research Internship involves **post-QE research credits** (not course credits). (*Please see the Canvas site or PhD website for more details about the Individual Study*).

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. On occasion, students may also choose to work with faculty at another university. Research Internships are for 3 or 6 research credits, depending on whether they are 1 or 2 semesters in duration (Research in Social Work 910:703/704). The Research Internship cannot be taken until after the first 24 course credits are completed. The PhD Program Director must approve the faculty supervisor and review the project contract to ensure that it meets the Research Internship objectives.

¹² Students may be able to work with a faculty member on an Individual Study with a non-SSW faculty member, but they must belong to the School of Graduate Studies faculty.

The purpose of the Research Internship is to expose students to additional areas and approaches to conducting research, separate from their GA placements or other focal research areas. Ideally, the student should be exposed to, and participate in, several stages of a faculty member's research effort to the extent it is feasible. Moreover, ideally the student and faculty member will produce one or more dissemination product from this Research Internship effort. *(Please see the Canvas site or PhD website for more details about the Research Internship).*

Additional Resources to Support Academic Advancement

Graduate Writing Program

The Graduate Writing Program (GWP) supports graduate students from across the Rutgers community in their scholarly writing goals, from coursework papers to articles and dissertations. Based on expert research in composition studies, the GWP's curriculum helps students master the genres and styles of academic writing. Additionally, students develop professional writing habits, including techniques for time management, goal setting, and resilience. [The Graduate Writing Program \(rutgers.edu\)](#)

Communicating Science

Doctoral students in science disciplines spend countless hours learning how to conduct cutting-edge research, but comparatively, little time learning to communicate the nature and significance of their science to people outside their field. To narrow this disparity we created an unusual course titled Communicating Science for doctoral science trainees at Rutgers University. Our goal was to help students develop an advanced ability to communicate their research clearly and accurately and to emphasize its value and significance to diverse audiences. [Communicating Science Course | Rutgers School of Graduate Studies](#)

Research Café

Research Café brings together the entire graduate student community of Rutgers University-New Brunswick/Piscataway campus to strengthen scholarly literacy and interdisciplinary research communication by providing a platform for emerging researchers to connect, share their in-progress research or scholarship, and benefit from peer feedback in a friendly and low-stakes setting. Research Café is a monthly, one-hour event to occur at rotating locations across the Rutgers New Brunswick/Piscataway campus (a Zoom option will be available, too). [Research Café | Rutgers School of Graduate Studies](#)

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

Statistical Consulting

The Office of Statistical Consulting (OSC) at the Rutgers Department of Statistics is one of the oldest statistics departments in the nation and ranks among the best. It has a strong, energetic, and highly interdisciplinary faculty with diverse skills. Researchers from a broad range of disciplines, including bio-informatics, medicine, life sciences, social sciences, computer science, education, library science, and industry, can receive expert assistance from the OSC. [OSC Home \(rutgers.edu\)](#). You can also explore statistical consulting options through **RUBIES (Rutgers University Biostatistics and Epidemiology Services)** [RUBIES: About | Rutgers School of Public Health](#)

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.

- Please note that the number of required credits shifts after students advance to candidacy (please see following page).

Registering for Courses

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. Typically, students register for courses or research credits. 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 semesters 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.

Interrupted studies: Matriculation continued

Students who need to interrupt their studies, or for whom no other registration is appropriate for a given semester, may, with the approval of the Program Director, register for “matriculation continued” for a maximum of two consecutive semesters. 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.

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 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 SGS and then to the cashiers' office.

For **International Students**, after getting the PhD Program Director's approval, international students will first take the form to Rutgers Global before submitting to SGS and cashier's office. Students will make payments in accordance with the SGS policy at the time of restoration of active status before a Readmission and Restoration designation is processed.

Research credit 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 73 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.

Graduate Assistantship registrations

All students awarded Graduate Assistantships (GA) 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 Graduate Assistants for the academic year may request tuition remission for up to 6 credits during the summer following their appointment (e.g. for summers following their first, second and third years of GA).

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. 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 coursework assignments must be submitted and course 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 until the end of the add/drop period to change their course schedule. The add/drop period changes each semester but is usually towards the end of the second week of the semester. Students are responsible for knowing when the add/drop period ends and to make any changes to their course schedule beforehand. There may be fees associated with adding courses after a certain point in the semester.

When making any changes to their schedule, students must keep in mind the minimum credit requirements to stay full-time and should consult with the Director before making any significant changes to their schedule. Students dropping a course after the add-drop period may result in receiving a grade of “W” on their transcript. Withdrawals (W) do not count toward the student's GPA, but they will remain on the student's transcript. Students need to check the Rutgers academic calendar and the SGS guidelines [Policy for Changing Courses \(Add/Drop\) | Rutgers School of Graduate Studies](#) for the schedule of dates and regulations pertinent to adding or dropping courses as well as for changing their registrations without grades of “W” on their transcripts.

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. After the eighth week through the 12th week of classes, the permission of the instructor and the appropriate representative from the dean's office is required for students wishing to withdraw from a class with a grade of W.

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) or T-F, depending on the course and the circumstances associated with the inability to complete the course. With an incomplete or T-F 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 needs to 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 a 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 with both the student and with the PhD program. When students are completing their annual IDPs, they should be closely monitoring their course record and grades.

Permanent incomplete grades (PINs)

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

1. 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.
2. 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. After *advancing to candidacy*, this allows the student to take reduced credit hours, still be considered half-time, and not risk the loss of a deferred loan.

ACADEMIC STANDARDS & PROTOCOLS

Expected time for review of scholarly work: The School of Graduate Studies-New Brunswick expects that each of its degree programs maintain a culture of mutual respect and communication between students and faculty members. In particular, PhD 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 dissertation advisors and students to keep dissertation committees informed and engaged throughout the process of the student's dissertation research and to ensure that the committee is given adequate time to assess both the dissertation proposal and dissertation thesis before they are 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 exam 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 protocol.

Academic standards regarding course grades

All students must maintain an accumulated average of B (3.0) or better in every semester of the PhD program. As noted earlier, 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. It is expected that grades for no more than nine credits may have grades of C or C+ during coursework.

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 coursework, on the Qualifying Examination, in their Graduate Assistantship placement, 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 faculty advisor, dissertation chair or 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

Program Procedures for Handling Academic Disputes

1. Students have the right to bring any matters of concern to their faculty advisors, DSA 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, dissertation work, and Graduate Assistant performance. 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.
2. 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.

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.

Problem Resolution

Sometimes graduate students and faculty need another avenue for dealing with problems that cannot be resolved within their graduate programs or other Rutgers office. If you have been unable to solve a problem or if you do not feel comfortable addressing a concern within your graduate program, you may wish to contact Dr. Barbara Bender, Senior Associate Dean of the School of Graduate Studies, who is available to confidentially assist students and faculty in addressing a wide variety of concerns. Dean Bender will help students and faculty identify options, consider avenues to pursue, and seek alternate resolutions to disputes [Problem Resolution | Rutgers School of Graduate Studies](#)

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. <http://nbacademicintegrity.rutgers.edu/home/for-students/>

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.”

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* (7th 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.

If an assignment in the PhD program shows significant evidence of plagiarism and/or cheating, the instructor may give a zero to the assignment which may lead to course failure depending on the weighting of the assignment. The Program Director will be notified and will discuss the academic, educational, and disciplinary ramifications of the Academic Integrity Violation (10.2.13). If a Level 2 or 3 violation, these may include a recommendation to the School of Graduate Studies to dismiss the student from the program immediately. If permitted to continue, any second violation will result in a recommendation to the Dean of the School of Graduate Studies to dismiss the student from the program. Appeals processes are detailed in the School of Graduate Studies Policies (10.2.11).

- **Using AI:** The program is aware that some students are experimenting with AI/ LLLM such as ChatGPT. The PhD program and the larger School of Social Work view using prose generated by

such programs as an academic integrity violation. As such, PhD students are discouraged from using AI generative tools for any assignment related to their coursework, qualifying exams, dissertation project, GA placement, manuscripts, or conference presentations *unless* under direct encouragement and guidance from faculty to do so. If students choose to use these tools in some capacity related to their work, they must also make it clear and evident what portion of the work is generated by the AI tool and which AI tool they used.

- For example, for written work, they should use a feature to distinguish the AI-generated text such as using boldface, italics, or highlighting the AI-generated text.

Furthermore, students should be mindful of the privacy violations that could incur if they upload participant data from research studies (e.g., qualitative interview transcripts) into a generative AI tool. These responses then become part of the public domain, which may be a violation of IRB or HIPAA protocols. In addition, many online transcription services (e.g., otter.ai) utilize AI, which may further exacerbate and violate confidentiality protections for research participants.

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

We expect and encourage:

1. Honesty, integrity, respect, and tolerance
2. Sensitivity to differences among individuals
3. Professionalism
4. Attention to goals and responsibilities
5. Timely and constructive feedback
6. Acceptance of constructive feedback

The following are inappropriate behaviors:

1. Mistreatment, abuse, bullying, or harassment, whether by actions or language
2. Unprofessional criticism
3. Requests for personal services
4. Assigning tasks as punishment or retribution sexual assault or sexual harassment
5. Discrimination
6. Indifference to inappropriate behaviors that are witnessed

Student Records and Privacy Rights

The University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) which is the federal law that governs the rights of students and institutional responsibilities with respect to student records. [FERPA/Student Privacy | University Ethics and Compliance | Rutgers University](#) If you have questions regarding FERPA, please contact the University Ethics and Compliance Director of Privacy at (973) 972-8000 or ferparu@rutgers.edu.

PERSONAL HEALTH, SAFETY, & WELL-BEING

At the Rutgers SSW, we believe students have the right to.....

- Feel safe
- To be treated with respect
- To be believed and validated
- To be informed of options for addressing personal well-being and safety
- To report harassment without fear of repercussions

Intimate Partner and Interpersonal Violence: The Office for Violence Prevention and Victim Assistance was created in 1991 and has grown to serve Rutgers community members who are victims of all types of crime. Today, VPVA is committed to offering innovative services, programs, and events designed to meet the needs of the members of the Rutgers Community and beyond.

VPVA is available 24 hours a day, 7 days a week, with a trained, confidential advocate available to speak by phone to provide support and information. To speak with an advocate now, please contact (848) 932-1181. Crisis intervention services are free and confidential to all members of the Rutgers University Community who have concerns about personal safety, harassment, dating and/or intimate partner violence. They also offer advocacy and counseling services. Please visit their website for more information: [Home | Violence Prevention and Victim Assistance - Division of Student Affairs | Rutgers University-New Brunswick](#)

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. For more information please visit these websites: [Sexual Harassment Prevention and Culture Change | \(rutgers.edu\)](#) and [Title IX | Violence Prevention and Victim Assistance - Division of Student Affairs | Rutgers University-New Brunswick](#)

Pregnant and Parenting Students: Rutgers University is committed to providing a supportive environment for all students and employees, including those who are pregnant or experiencing pregnancy-related conditions. To help facilitate this, Rutgers University will provide reasonable accommodations to students and employees for pregnancy or related conditions (inclusive of adoption/foster care/partners/loss/etc.) Through Title IX, Students experiencing pregnancy or related conditions have equal access to education, employment, and other University programs and activities.

If you are experiencing pregnancy or a related condition and are looking for resources, accommodations, or support, please reach out to the Title IX Office at Rutgers. [Pregnant & Parenting Students | Compliance & Title IX - Division of Student Affairs | Rutgers University-New Brunswick](#)

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/>

The Graduate School of Applied Professional Psychology also provides information, assessments, and short and long-term therapy at reduced rates. <https://gsapp.rutgers.edu/centers-clinical-services/CPS/clinical-services>

Health Insurance: PhD students have access to group health insurance or student health insurance, depending on their status (full or part-time), year in the program, 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 use of the campus health services. The Rutgers Student Health website provides more information about services. [Health Education and Promotion – Student Health \(rutgers.edu\)](#) and [Student Health – Rutgers University | Division of Student Affairs – New Brunswick](#)

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. [Recreation – Rutgers University | Division of Student Affairs – New Brunswick](#)

The Office of Disability Services (ODS): At Rutgers, physical and individual disabilities are not a deterrent to an advanced degree. Students in the PhD program in Social Work have access to services provided by the Rutgers Office of Disability Services (ODS). Resources like note-taking assistance, assistive technology, and accessible housing options, are available to all Rutgers students to accommodate their needs. Please review the following links to ODS and SGS for assistance. Students may contact these resources on their own or they may reach out to the Program Coordinator or Program Director for assistance in connecting with them. [The Office of Disability Services](#) and [The School of Graduate Studies Student Support](#)

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>

Food Pantry. The [Rutgers Student Food Pantry](#) serves exclusively to Rutgers undergraduates and graduates. They are located at 39 Union St, New Brunswick. Please visit their website to make an appointment.

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. [Graduate Student Housing – Residence Life \(rutgers.edu\)](#)

Union (AAUP-EFT): Rutgers University has a very active and vibrant union, which represents more than 5,000 full-time faculty, graduate workers, postdoctoral associates, and EOF counselors at the state university's three main campuses and beyond. Our union is one of the oldest higher ed unions in the country, negotiating collective bargaining agreements for full-time faculty since 1970 and graduate workers since 1972. You can learn more about the union here: [Who We Are: Our History - Rutgers AAUP-AFT](#) as well as about the full-time bargaining unit that represents doctoral students (who are GAs). [Teaching and Graduate Assistants - Rutgers AAUP-AFT](#)

International students: Rutgers is home to more than 9,000 international students and scholars from about 125 countries around the world. They bring rich perspectives to campus that help to globalize our classrooms, labs, and clinics, contributing significantly to advancements in education, research, and service. The Rutgers Global office provides resources, support, and counsel on a variety of issues and concerns pertaining to being an international student. Please visit the Rutgers Global main website for more information [Rutgers Global](#)

Nondiscrimination Policy

Rutgers, The State University of New Jersey, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, disability, age, or any other category covered by law in its admission, programs, activities, or employment matters. [Non-Discrimination Statement | uhr.rutgers.edu](#) The following people have been designated to handle inquiries regarding the nondiscrimination policies:

- [Jennifer Francone](#), Director of Institutional Compliance and Interim Title IX Compliance Officer (universitywide), University Ethics and Compliance (732-235-5304)
- [Melissa Lynn Ercolano](#), Director of Employment Equity and Title IX Coordinator for Faculty/Staff (848-932-3973)

Student identification card: Students must be registered in official University schools and degree programs to be eligible to receive an RU ID and a NetID. To receive an ID, you will first need to get your Net ID and an uploaded photo online. 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>

THE QUALIFYING EXAMINATION (QE)

The Qualifying Examination is designed by a committee of the faculty at the School of Social Work 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 Methods Qualifying Exam paper. Each is described in more detail below. Both papers are graded by faculty grading committees, consisting of at least two graders from the PhD faculty; grading is guided by established rubrics. More details about the structure, guidelines, and expectations of the QE Exam will be distributed to students during the **spring of their 2nd year** (generally in conjunction with the Research Development Seminar).

Full-time students are expected to work on their QE papers during the summer between the 2nd and 3rd year. QE papers are submitted during the first week of the fall term.

Part-time students and Combined MSW/PhD students are expected to take the QE following completion of their coursework. They typically take the exam no later than the fall of their fourth year. Combined MSW/PhD students **must complete the MSW portion** of their coursework prior to formally commencing with the QE process. Both part-time and Combined MSW/PhD students must get approval from the PhD Program Director before taking their QE exams.

On rare occasions, when students encounter severe and unexpected illness, injury, or a personal or family situation, that result in an extended duration of time in which the student cannot work on their QE papers, exceptions to the QE timetable may be *requested*. Any exceptions to this schedule during the time period of working on the QE papers must be approved by the Program Director. A brief extension may be granted within the same semester or, alternatively, the student may be advised to complete the QE the following year during the next QE cycle.

Students who receive a failing grade on one or both of their QE papers must resubmit their QE paper by December of the same semester. If substantial revisions are requested by the QE grading committee, this may require re-taking the QEs in the following year during the next QE cycle (i.e., full-time students would submit their QE papers at the start of the fall semester of their 4th year). Failure to meet this timetable may result in termination from the program.

Brief Overview of the Exams

While the exam paper guidelines are modified every year, the general format is as follows:

The **Research Methods Qualifying Examination (QE)** takes the form of an NIH-style Research Proposal for a study to answer a research question in a student's substantive area of interest. This QE proposal tests students' ability to synthesize what has been learned in their research methods courses during their time in the PhD program. To transition to doctoral candidacy, students must demonstrate their ability to: *(1) conceptualize a research question and study aim; (2) identify and describe a study design composed of both a qualitative and quantitative component; (3) describe and discuss measurement of the key constructs in their study; (4) identify and describe the quantitative and qualitative analytic methods that they will use*

to achieve their study aims; and (5) most importantly, provide a rationale for each of their analytic choices. These are essential pieces to demonstrating ability to conduct independent research.

This paper is Maximum of 15 single-spaced pages, excluding references and uses Arial 11-point or Times New Roman 12-point font; margins of at least one inch on all sides; all pages paginated.

The **Foundational Qualifying Examination** (QE) consists of an Integrative Paper that tests PhD students' ability to synthesize what has been learned in foundational and other PhD coursework during their time as doctoral students¹³. 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 QE paper should be formatted and cited according to the 7th edition of the APA manual, be double-spaced and use Times New Roman 12-point font and 1" margins on all sides. The paper should (1) be no more than 27-28 pages (excluding references; title page), (2) include an introduction and conclusion, (3) have citations throughout all sections of the paper, and (4) have a minimum of 30 references.

Students are permitted to talk with faculty, other students, and colleagues about their topic and the general direction of the paper but are **not allowed to show any of them written outlines or drafts and/or receive editorial guidance.** To be clear: **The QE papers should be solely written by the student.**

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.

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 prior to working on the QE. If there is a problem, the student will be promptly notified. *Please see the Canvas site and program website for the QE Checklist.*

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 QE exam paper, and if they cannot agree on a grade, the paper is sent to a third QE faculty grader.

¹³ Foundational coursework includes Conceptual Foundations of Social Welfare; Theory Development; and Social Policy Analysis.

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.

Advancing to Candidacy

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 their status as a candidate.

DISSERTATION

I. Developing 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 to complement the expertise of the Chair, adding needed areas of knowledge and research methods 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.

General Guidelines for Committee Composition

1. 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.
2. 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 their curriculum vita.
 - a. NOTE: 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.
3. 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.
4. 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. They may retain membership in their (previous) 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.

- a. Committee members who have moved to Emeritus status may serve on a Committee for one 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. ***Please see the Canvas site and program website for the Dissertation Committee Form.***

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" (*discussed in the Academic Standards & Protocol Section on page 18*).

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

Dissertation 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.

General Guidelines for Dissertation Proposals

Prior to scheduling a proposal defense, please consult the **Dissertation Proposal Checklist** (***Please see the Canvas site and program website for the Dissertation Proposal Checklist.***

1. **Timeframe for completing Dissertation Proposal.** All full-time students are expected to defend their Dissertation Proposal within one year of successfully completing their QEs; Part-time students are expected to defend their Dissertation Proposal within 18 months of completing the Qualifying Examination.
2. **Writing the proposal.**
 - a. 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 student and the Chair.

3. **Committee review of proposal.**

a. 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.

i. Committee members should discuss with the Chair if they want to see the student make revisions to the proposal prior to the defense meeting. 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.

4. **Scheduling the proposal defense.** The dissertation committee chair and the student should notify the Program Director and Program Coordinator of the plan for the proposal defense. They should inform them of the date for the scheduled defense, as well as the title of the dissertation proposal, and the names of the SSW committee members, and the name(s) and affiliation of the external committee members.

5. **The proposal defense is not public.** Only the student, Chair, and committee members should attend. The general 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.

a. Following the discussion, the Chair requests that the student leave the room (or Zoom) and the committee votes to:

i. Accept proposal without revisions

ii. Accept proposal with revisions

iii. Reject the proposal

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

c. 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 or thesis.

6. **Notifying Program Director.** After the defense has concluded, the chair should notify the Program Director about the outcome of the defense. The student should send the final, approved proposal to the Program Coordinator.

7. **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.

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 three 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 three papers. If the content or depth required by the book-style format is not covered in the three papers, it is expected that the content will be represented in the Introduction.

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: [eIRB | Rutgers University electronic Institutional Review Board](#)

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 unexpected 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. The student is advised to consult the thesis guides available on the School of Graduate Studies website [Electronic Thesis and Dissertation Style Guide | Rutgers School of Graduate Studies](#), and forward the thesis to Allison Gradina, School of Graduate Studies, for preliminary review of format. It is permissible to engage the assistance of editors and statistical consultants as well as others to help with data entry and analysis. This should be done in consultation with the Chair.

Oral Defense of the Dissertation

The defense of the dissertation is a public oral defense, generally scheduled for two hours in duration. 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.

This is the final rung of the doctoral education ladder. At most defenses, students provide a brief (15-20 minute) presentation on their dissertation research. After the committee has concluded asking questions of the student, some Chairs may elect to allow the public attendees to ask some questions. Remember that the student is defending the dissertation to their committee, not other attendees.

At the end of the session the student leaves the room (or Zoom site) 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's thesis is ready to be defended. 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, and the dissertation formatting approved by the SGS reviewer, a copy of the final dissertation should be sent to the PhD Program office.

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). The Dissertation Committee members must sign the title page of the dissertation, signifying their acceptance of it along with the Candidacy Application. The Chair signs once all revisions have been done and the thesis is final.

Once the PhD Program Director certifies that all program requirements have been completed for the degree of Doctor of Philosophy, the Program Director will sign the Candidacy Application and 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 also be filed electronically with the PhD Program Coordinator.

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. There are three deadlines for degree submissions: **early October** (for October graduation), **early January** (for January graduation), and **early April** for May graduation). These submission deadlines are determined by SGS; the exact due dates should be ascertained from Allison Gradina at SGS. **It is important to note** that 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.

ADDITIONAL 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 for campus police
Rutgers University–New Brunswick: 732-932-7211
Rutgers University–Newark: 973-353-5111
Rutgers University–Camden: 856-225-6111

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

Computers. It is expected that every PhD Student will have their own personal computer; additional computing resources are available on campus and in the main SSW building (390 George St).

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. This space can also be used for storing non-valuable personal items during the day (while in classes) and for use as a quiet study area. We advise against storing valuable items (laptops; wallets, etc.) overnight or when the room is empty during the day. The room is unlocked every weekday from 8 am to 5 pm; students can use their ID cards to access this room during other times.

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/>

Email: SSW students must obtain e-mail addresses and a NetID. Communications from the school and university are through the student's Rutgers email.

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 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 [My Rutgers Portal](#)

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: Parking on campus is a rather byzantine process. And, since the main SSW buildings are in downtown New Brunswick (hence not officially campus buildings), parking can be a bit of a challenge. Please read the instructions carefully at this website [Parking & Transportation Services | Institutional Planning and Operations \(rutgers.edu\)](#) Also, even with a parking permit, nobody is guaranteed a parking space, unfortunately.

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.

Dr. Jonathan Holloway serves as the 21st president of Rutgers University. You can learn more about him here [About President Jonathan Holloway - Rutgers University](#)

SCHOOL OF SOCIAL WORK PHD PROGRAM FACULTY

I. The following are Full Members of the Graduate Faculty at the SSW and eligible to **Chair or serve on dissertation committees**. Students are referred to the SSW website to learn more about these faculty members. <https://socialwork.rutgers.edu/>

Ayşe 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; MSW Program Director; Core Faculty Member, Rutgers Global Health Institute; 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 and Scientific Director for Video Gaming and eSports, Center for Gambling Studies; Ph.D., University of North Carolina. Etiology and risk mechanisms of internet and video game addiction; intervention research

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

Danielle Beatty Moody: Associate Professor & Chancellor's Scholar for Inclusive Excellence in Racism and Aging. Ph.D. City University of New York. Health equities; racism as social determinant of health inequities.

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 and Board of Governors Professor in the Institute for Health, Health Care Policy and Aging Research, Institute for Health; Ph.D., Harvard. AIDS; long-term care; homelessness; longitudinal data analysis

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: Interim Dean & 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 for Diversity, Equity and Inclusion 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 and Associate Dean for Academic Affairs; Special Assistant to the Dean for Interprofessional Health Initiatives; Ph.D. University of Illinois (Chicago). Disabilities, inter-professional education, health, veterans

Emily A. Greenfield: Professor of Social Work and Director of the Hub for Aging Collaboration; 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. McCoy: Associate Director of Doctoral Programs and 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: Professor of Social Work and Director of Center for Research on Ending Violence; Ph.D., Rutgers. Violence against women; bystander interventions; social work education.

Felix Muchomba: Associate 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

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: Distinguished Professor of Social Work; Director, Center for Gambling Studies; Associate Dean of Research; JD, St. Louis University, Ph.D., Washington University. Pathological gambling and addictive disorders; forensic mental health

N. Andrew Peterson: Distinguished Professor of Social Work and Director, Center for Prevention Science; Ph.D., University of Missouri, (Kansas City). Community organizing, empowerment theory, program evaluation, substance abuse prevention

Cathryn Potter: Distinguished 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 and Chancellor's Scholar for Inclusive Excellence in Interpersonal Violence Research; Ph.D., MA, Loyola University Chicago. Interpersonal victimization, especially intimate partner violence, sexual violence, and dating violence among Latinos

Cassandra Simmel: PhD Program Director & Associate Professor of Social Work; Ph.D., University of California at Berkeley. Youth-serving programs; youth transitioning out of child welfare oversight; child and youth mental health; developmental outcomes associated with child maltreatment and trauma

Emmy Tiderington: Associate Professor of Social Work; Ph.D., New York University. 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., University of California at 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

II. The following are Full Members of the Graduate Faculty at the SSW and eligible to **serve on dissertation committees (but cannot chair dissertation committees)**. Students are referred to the SSW website to learn more about these faculty members. <https://socialwork.rutgers.edu/>

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 and Chancellor's Scholar for Inclusive Excellence in Research on Black Americans; 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.
- Ashley Jackson: Assistant Professor of Social Work; Ph.D. Washington University, St. Louis. Criminal legal system; public safety; police interactions with youth; police violence.
- 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 & Core Faculty, Global Health Institute at Rutgers; Ph.D., University of California at 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.
- Katherine Marcal, Assistant Professor; Ph.D. Washington University, St. Louis. Housing insecurity and homelessness among families with children, maternal and child mental health, and community-based system dynamics.
- Gabriel Robles Alberto: Assistant Professor of Social Work and Chancellor's Scholar for Inclusive Excellence in Sexual and Gender Minority Health; 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 and Chancellor's Scholar for Inclusive Excellence in Racial Minority Health; 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.

FOUNDATIONAL PHD COURSES IN SOCIAL WORK

COURSEWORK

- 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) This course, the first of the statistics sequence for social work doctoral students, will focus on applied regression analysis and related multivariate methods. Linear regression will be covered in depth, including regression assumptions, model specification, diagnostics, interaction (moderation), and mediation (pathway) effects.
- 16:910:639. (S) ADVANCED STATISTICAL METHODS II (3) Prerequisite: 16:910:638. This course, the second of the statistics sequence in the Social Work PhD Program, will focus on generalized linear modeling and related advanced methods. Building and expanding on applied linear regression models in the 1st semester course, this course will introduce different functional forms of the dependent variable, including binary, categorical, ordered, censored, and others.
- 16:910:692. (S) ADVANCED STATISTICAL METHODS II (3) Prerequisite: 16:910:638 & 16:910:639. 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.