PH.D. PROGRAM IN SOCIAL WELFARE

GUIDELINES

2005-06
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The Ph.D. program is an individualized course of study where students are expected to develop and demonstrate the competence to conduct independent research while mastering the existing body of research in their chosen field of interest. Students are expected to develop, in consultation with faculty, a program of course work and independent tutorials focusing on three areas of study they select for the preliminary examination and their dissertation research.

The Ph.D. program is a full time program of study. The time students take to obtain the Ph.D. degree will vary according to their previous preparation, progress in the program, and the nature of their dissertation work. A minimum of four-five years is necessary to complete the program (two years for full time course work and two-three years for completion of prelims and the dissertation).

- **GOALS**

The goal of the doctoral program in social welfare is to develop scholars and educators who will advance knowledge about human development, social welfare, and intervention strategies from a behavioral and social science perspective to improve the quality of life of individuals and families.

- **PROGRAM DESCRIPTION**

The program is interdisciplinary and provides training in basic and applied social research. Students are encouraged to develop an individualized program of research in the context of a mentoring relationship between the student and faculty. The Ph.D. program is a full-time program (minimum of eight credits per semester).

Course work is focused on building and integrating knowledge in three fields of study: (1) a social problem field (e.g., child welfare, aging, developmental disabilities, health, mental health, poverty); (2) social science theory (e.g., theories of the life course, economic theory, psychopathology, stress processes); and, (3) methods of analysis (e.g., program evaluation, policy analysis, longitudinal analysis). In addition, students must pass three preliminary exams in their chosen area of study and complete a dissertation demonstrating their ability to conduct independent research.

The doctoral program has four special features. First, an emphasis is given to diverse programmatic approaches that seek to promote optimal functioning in individuals or families across the life course. We train students to conduct research that enhances the real-life functioning of individuals and families. Second, it stresses that social welfare problems are best understood in individual, family, community, economic, and cultural context. Therefore, these problems are better understood if investigated in interaction with these contexts. Third, through research we encourage and advocate for social action. Research often times serves as a foundation or catalyst for social action and change. Fourth, the program emphasizes methodological and statistical training and their applications to social problems and processes.

The development of expertise in measurement, research design, and program/policy evaluation are strongly encouraged as graduates are expected to assume leadership
positions in research, policy analysis, administration, and higher education and to use their scholarly abilities to improve services, programs, and policies.

☐ **RESEARCH EMPHASIS**

The doctoral program is interdisciplinary and includes basic and applied research. Students are encouraged to develop an individualized program of research that fosters a mentor relationship between the student and faculty. Course work is focused on a field of study such as a social problem area, social policy, social context where behavioral and social development proceeds, program evaluation, or research related to clinical practice. Program emphases include aging, children and families including child welfare, mental health including serious and persistent mental illness, developmental disabilities, poverty, and social policy. Emphases in other areas are also possible.

Our faculty conducts research on a wide range of social problems across the life course. Research on social problems/issues includes: child welfare, early childhood interventions, aging, developmental disabilities, health, mental health (including serious and persistent mental illness), poverty, and welfare reform. These areas of inquiry are investigated across different phases of the life course and within different contexts (e.g., individual, family, community, economic, and cultural).

The School of Social Work faculty have diverse disciplinary backgrounds and bring a strong commitment to research and the profession. They are affiliated with interdisciplinary institutes on the UW-Madison campus including the Institute for Research on Poverty, the Waisman Center on Mental Retardation and Human Development, the Institute on Aging, the Wisconsin Center for Educational Research, the Women’s Studies Research Center, the Center for Demography and Ecology, and the Center for the Demography of Health and Aging.

☐ **CURRICULUM DESIGN**

A prominent feature of the Ph.D. curriculum is its emphasis on interdiscipliary training. The curriculum is structured to encourage students to take full advantage of courses offered in other social science departments. As such, the Ph.D. program offers the flexibility for each student to design an individualized course of study using the resources of the faculty and the University.

We accept both students who have a M.S.W. and those without a M.S.W. The following section describes the design of the curriculum for those holding a M.S.W. degree. The curriculum options for students without a Master’s degree in Social Work are given on page 5. International students holding a masters in social work or social welfare from an international institution have the option of seeking foreign degree equivalency from the Council on Social Work Education (CSWE). The faculty will accept the Council’s recommendation but reserve the right to assign additional course work. Equivalency letters must be turned in to the Ph.D. Program Coordinator by the end of the first semester. International students with degree equivalency would enroll in the standard Ph.D. Program sequence discussed below.
There is no minor requirement for the doctoral program. However, for those who wish to pursue a minor, there are several options available. Interested students can earn a Ph.D. minor (10 credits) or Certificate (16 credits) in Prevention and Intervention Science. Sponsored by the Graduate School, the minor and Certificate Programs are jointly administered by the School of Social Work, Department of Educational Psychology, Department of Human Development and Family Studies, and the School of Nursing. The areas of coverage are interventions in social services, health and education, family and community studies, social policy and methodology.

A Ph.D. minor (10 credits) or Certificate (16 credits) can also be obtained in Gerontology. Sponsored by the Institute on Aging, courses are available in a broad range of subjects pertaining to the social and psychological aspects of aging, including related behavioral and social sciences such as economics, political science, social welfare, family studies, demography, and education. Over 150 faculty members from more than 25 departments are affiliated with the Institute.

Program for Students with a Masters in Social Work

The curriculum emphasizes substantive, theoretical, methodological, and statistical course work. The first year of study includes courses on the history and philosophy of social welfare and the social work profession, the philosophy of science, social science theory, and statistics and research methods.

The second year of the program allows for a more individualized course of study. Students take substantive and research courses focusing on topics related to their specialization within the field of social welfare. In addition, students take courses on social policy and evaluation research taught by the Ph.D. faculty.

Years three and four are dedicated to the preparation and completion of preliminary examinations and dissertation research.

Following is an example of a typical student curriculum for the first two years of the Ph.D. program. A brief description of the required courses taught within the School of Social Work and a list of courses outside of social work, which may be selected to fulfill remaining requirements and electives, can be found on pages 6 and 7, respectively.

<table>
<thead>
<tr>
<th>Year I</th>
<th>Semester I</th>
<th>Credits</th>
<th>Semester II</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 941 History &amp; Philosophy of Social Welfare and Social Work Profession</td>
<td>3</td>
<td>SW 942 Philosophy of Science &amp; Theories of Applied Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science Theory (see Options)</td>
<td>3</td>
<td>SW 943 Research Methods in Social Work</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics I (see Options)</td>
<td>3</td>
<td>Statistics II (see Options)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 991 Faculty Research Seminar</td>
<td>1</td>
<td>SW 991 Student/Faculty Research Seminar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total credits</td>
<td>10</td>
<td>Total credits</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
The Program offers students an opportunity to obtain the MSSW degree. Classes for both degrees are taken concurrently. For those interested in teaching in schools of social work, the MSSW will be prove to be valuable. Please note that the Council on Social Work Education requires educators in schools of social work to obtain two years of post-MSSW practice experience. Students are advised that this requirement is not built into our curriculum.

For those without a Masters in social work and who are not interested in obtaining the degree, please note that program faculty require students to complete the Professional Foundation Year of the MSSW program. This requires a background check and one year of an extensive field placement.

The following program options are available to those without a MSW:

**OPTION I** FOR STUDENTS WITHOUT A BACHELORS DEGREE IN SOCIAL WORK
Requires students enter the doctoral program with 30 semester credits of social science courses and a course in statistics. The student completes the equivalent of the two-year masters program.

**OPTION II** FOR STUDENTS WITH A BACHELORS DEGREE IN SOCIAL WORK
The student completes the equivalent of the one-year masters program in a concentration area. A BSW from an accredited school of social work is required. Students must also have received full advanced standing and completed a course in statistics. See Appendix A.

**Option III** FOR STUDENTS WHO SEEK THE PH.D. IN SOCIAL WELFARE ONLY
Students choosing this option complete the Professional Foundation sequence of the MSSW program. The Professional Foundation sequence provides doctoral students without a social work degree the basic knowledge, values and skill base of the social work profession. See Appendix B.
OPTION I: THE JOINT MSSW/PH.D. PROGRAM
FOR THOSE WITHOUT A MASTERS IN SOCIAL WORK

PREPARATION: 30 SEMESTER CREDITS OF SOCIAL SCIENCE COURSES
1 STATISTICS COURSE

PROPOSED ORDER OF COURSES

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>Semester I</th>
<th>Credits</th>
<th>Semester II</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 400 Field &amp; Integrative Seminar I</td>
<td>3</td>
<td>SW 401 Field &amp; Integrative Seminar II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 440 Practice I: Foundations of Generalist Practice</td>
<td>2</td>
<td>SW 442 Practice III: Generalist Practice with Communities and Organizations</td>
<td>2</td>
<td></td>
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<tr>
<td>SW 441 Practice II: Generalist Practice with Individuals, Families and Groups</td>
<td>3</td>
<td>SW 640 Social Work with Ethnic &amp; Racial Groups</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SW 711 Human Behavior &amp; Environment</td>
<td>2</td>
<td>Stats II (Soc 362 or Ed Psych 761)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Stats I (Soc 361 or Ed Psych 760)</td>
<td>3</td>
<td>SW 991 Student/Faculty Research Seminar I</td>
<td>1</td>
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</tr>
<tr>
<td>SW 991 Faculty Research Seminar</td>
<td>1</td>
<td>Social Science Theory (see Options)</td>
<td>3</td>
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</tr>
<tr>
<td>Total credits</td>
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<thead>
<tr>
<th>YEAR II</th>
<th>Semester III</th>
<th>Credits</th>
<th>Semester IV</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SW 800 Field &amp; Integrative Seminar III</td>
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<td>SW 801 Field &amp; Integrative Seminar IV</td>
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</tr>
<tr>
<td>SW 941 History and Philosophy of Social Welfare &amp; Social Work Profession</td>
<td>3</td>
<td>SW 991 Student/Faculty Research Seminar II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Concentration Policies &amp; Services</td>
<td>2</td>
<td>SW 943 Research Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Concentration Advanced Practice</td>
<td>2</td>
<td>SW 944 Social Policy</td>
<td>3</td>
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<td>12</td>
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<table>
<thead>
<tr>
<th>YEAR III</th>
<th>Semester V</th>
<th>Credits</th>
<th>Semester VI</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Substantive Course/Elective</td>
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<td>Substantive Course/Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics/Methods Elective</td>
<td>3</td>
<td>Statistics/Methods Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Macro Practice Elective</td>
<td>2</td>
<td>SW 942 Philosophy of Science &amp; Theory of Applied Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Concentration Elective</td>
<td>2</td>
<td>SW 945 Evaluation Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total credits</td>
<td>10</td>
<td>Total credits</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

MSSW Awarded

YEARS III & IV – PREPARATION FOR PRELIMINARY EXAMINATION & DISSERTATION RESEARCH

See Appendices A and B for Options II and III.
SW 991 The Faculty Research and Student/Faculty Research Seminars: These one-credit seminars familiarize students with faculty research projects and help students move toward their prelim and dissertation topics. In the Faculty Research Seminar, Social Work faculty discuss their research and explore critical issues for future research in their area of expertise. The Student/Faculty Seminars I and II provide a forum for students to discuss their research and prelim ideas and obtain feedback from the faculty and fellow students.

SW 941 History and Philosophy of Social Welfare and Social Work Profession: This course considers the development of social work as a profession over the past century. Topics include the political and philosophical roots of social work, the growth of the welfare state, the development of other professions, major political and economic changes, and the development of alternative practice theories. There is extensive reading and discussion of competing histories of the profession and seminal works by leaders in the field.

SW 942 Philosophy of Science and Theories for Applied Research: This course is an introduction to the philosophy of science in social research and the implications for theory and practice in research in social welfare and associated fields. In the first half of the course, key issues in the nature of causal inference, epistemology of knowledge, postpositivism, and quantitative versus qualitative knowledge are discussed through the works of Kuhn, Popper, and Lakatos. The second half of the course considers the application of these philosophical issues for knowledge accumulation in social welfare. Basic, applied, and practice research in the concentration areas of children and youth, social policy, mental health, developmental disabilities, and aging are considered.

SW 943 Research Methods in Social Welfare: This course provides an introduction to behavioral and social science methodology with a focus on research designs to address contemporary social problems. These include experimental, quasi-experimental, and survey research designs as well as qualitative approaches. The course also includes major issues in problem formulation, identification of research questions, measurement issues, and analytic approaches. The intent is to provide students with a wide range of methodological options available for meeting the challenges inherent in social welfare and intervention research.

SW 944 Social Policy: This course offers an overview of American social policy. Key issues in social policy as related to education, social services, and health are discussed. Among topics considered are poverty and child well-being, policies and programs in child welfare, aging, health, and mental health. The course provides an analytic framework to be used to understand current policy discussions. Students are expected to conduct a policy analysis related to their dissertation problem.

SW 945 Evaluation Research: This course provides a comprehensive introduction to program evaluation. Recent developments in descriptive, experimental, quasi-experimental, theory-driven, and naturalistic evaluations will be detailed from an interdisciplinary perspective. Major topics will include needs assessment, evaluation design and monitoring, outcome evaluation, selection bias, program theory, meta-analysis, and utilization. Case studies of evaluation and prevention research in social welfare, human development, and education will be used to illustrate current practices. Students are expected to complete an evaluation project related, if possible, to their dissertation topic.
EXAMPLES OF OTHER COURSE OPTIONS AND ELECTIVES

STATISTICS:

**First Semester Options:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>SOC 361</td>
<td>Statistics for Sociologists II</td>
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<tr>
<td>EPSY 760</td>
<td>Statistical Methods Applied to Education I</td>
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</table>

**Second Semester Options:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOC 362</td>
<td>Statistics for Sociologists III</td>
</tr>
<tr>
<td>EPSY 761</td>
<td>Statistical Methods Applied to Education II</td>
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</table>

SOCIAL SCIENCE THEORIES:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HDFS 725</td>
<td>Theory &amp; Issues in Human Development</td>
</tr>
<tr>
<td>HDFS 766</td>
<td>Issues: Attachment Theory &amp; Relationships: Life Span Perspective</td>
</tr>
<tr>
<td>HDFS 865</td>
<td>Family Theory I</td>
</tr>
<tr>
<td>SOC 773</td>
<td>Intermediate Sociological Theory</td>
</tr>
<tr>
<td>SOC 633</td>
<td>Social Stratification</td>
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<tr>
<td>EPSY 946</td>
<td>Advanced Intervention Techniques</td>
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STATISTICS/METHODS ELECTIVE:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EPSY 862</td>
<td>Multivariate Analysis</td>
</tr>
<tr>
<td>PSY 610</td>
<td>Statistical Analysis of Psychological Experiments</td>
</tr>
<tr>
<td>SOC 952</td>
<td>Math/statistics Applications: Categorical &amp; Limited Dependent Variables</td>
</tr>
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</table>

OTHER RECOMMENDED ELECTIVE COURSES:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 720</td>
<td>Proseminar in Social Sciences and Educational Policy Studies</td>
</tr>
<tr>
<td>EPSY 762</td>
<td>Intro. to The Design of Educational Experiments</td>
</tr>
<tr>
<td>EPSY 763</td>
<td>The Design and Analysis of Research in Educational Psychology</td>
</tr>
<tr>
<td>EPSY 773</td>
<td>Factor Analysis, Multidimensional Scaling, &amp; Cluster Analysis</td>
</tr>
<tr>
<td>EPSY 946</td>
<td>Advanced Intervention Techniques</td>
</tr>
<tr>
<td>EPSY 961</td>
<td>Seminar: Statistics &amp; Research Design</td>
</tr>
</tbody>
</table>

HDFS 766 Current Issues in Family Living (when topic is appropriate)

PHIL 521 Philosophy of the Social Sciences

SOC 750 Research Methods in Sociology

SOC 751 Methods of Survey Research: Design and Measurement

SOC 752 Methods of Survey Research: Applications

SOC 755 Qualitative Methods

SOC 960 Current Methodological Issues in Social Psychology

Please note that this is not an exhaustive list of available courses. At times, other departments such as Psychology, the La Follette Institute, and Human Development and Family Studies may offer courses that contribute to a student’s substantive interest area.

Course offerings vary on a semester basis, check the current semester’s Timetable (see the website at: http://registrar.wisc.edu/timetable/). The topics listed below are a useful guide for finding a course that contributes to a student’s interest area:

- Confirmatory Factor Analysis
- Introduction to Structural Equation Modeling
- Organizational Theories of Change
- Prevention Programs and Interventions
- Special Topics in Methodology and Statistics
- Special Topics in Substantive Areas

Mental Health
Development Disabilities Poverty Children and Youth Aging Caregiving
EXPECTED COMPETENCIES

Upon completion of the doctoral program, students are expected to be able to:
- Teach courses in a program or school of social work
- Improve social work and social welfare practices
- Conceptualize, develop and analyze innovative approaches to ameliorating or reducing social problems
- Identify the causes and consequences of significant individual, family and community outcomes as related to social-behavioral functioning
- Apply advanced statistics, methodology, and data analysis for research purposes
- Develop new approaches to the analysis of social programs and policies
- Translate research findings into policy and program practice

PROGRAM ADMINISTRATION

The Ph.D. Program is chaired by a faculty member appointed by the Director of the School. The Chair is responsible to the Director of the School and to the Ph.D. faculty. The Ph.D. faculty meets as a “Committee of the Whole” twice an academic semester. The ongoing activities of the Ph.D. Program are relegated to the Ph.D. Committee. This committee, under the direction of the Ph.D. Chair, functions as an advisory committee to the Ph.D. faculty and implements the policies and procedures for the doctoral program that have been ratified by the Ph.D. faculty. One to two students sit on the Ph.D. Committee with one student vote. Student representatives are elected and/or appointed by the Ph.D. students early in the fall semester. Ph.D. faculty meetings are open to all doctoral students. A draft agenda is distributed prior for each committee of the whole and subcommittee meeting. Minutes of the meeting are forwarded to all faculty of the school.

PH.D. PROGRAM COORDINATOR/STUDENT STATUS EXAMINER

The chair of the Ph.D. program is assisted by a Ph.D. Program Coordinator/Student Status Examiner. Two of the primary functions of the Student Status Examiner are to ensure that students have satisfactorily met all the requirements of the Graduate School and the School of Social Work, and to provide supportive assistance and technical services to faculty advisors, students, and doctoral committees. The Student Status Examiner also assists the program chair and the Ph.D. Admissions Committee with the yearly admissions process.

TEMPORARY ADVISORS AND MAJOR PROFESSORS

Upon admission, each student is assigned to a “temporary faculty advisor” whose research interests correspond broadly with the student’s interests. The role of the temporary advisor is to assist students in the selection of required and elective courses for the first year of the program and to advise students on research and curricular issues as they explore and refine their research area and choose a major professor. By the end of the fall semester of the second year, students are required to select a major professor who will chair their doctoral committee.
**SELECTION OF A MAJOR PROFESSOR**

The Major Professor should be a faculty member who has similar research interests as the student. Hereafter, it is the responsibility of the major professor to assist students with academic matters. This includes: helping the student select appropriate elective and required courses to move the student toward preparation for their prelims and their dissertation research; identifying appropriate courses that the student should take outside the School; and identifying appropriate faculty from within and outside the School of Social Work to serve on the student’s prelims and doctoral committee.

Major professors make important decisions about the acceptability of the students proposed research and the quality of their work. Therefore, careful thought should be given to choice of a major professor. Other graduate students are a valuable resource in helping choose a major professor. Also, get to know the faculty member in person and through course work.

Once the decision for a Major Professor has been finalized, the student must obtain a Major Professor Declaration Form from the Ph.D. Program Coordinator in Room 325. This form is also available on the School’s website. The student and Major Professor should complete the Major Professor Form and return it to the Student Status Examiner who files it with the Graduate School and makes the necessary notations in the student’s record.

The faculty strongly recommend that students identify their area of interest for dissertation research as early as possible in the program. This will enable students to: 1) select an appropriate major professor early in the program; 2) to use their course work to begin the preparation for their prelims and the oral defense; and, 3) to help students move toward preparation for their dissertation to ensure completion of the program in a timely manner.

When the student has been formally admitted to doctoral candidacy (after completing course work and passing prelims), the major professor then serves as the chairperson of the dissertation committee.

Students are free to change major professors if they change their substantive area or they choose to do so for other reasons.

**PROGRESSION THROUGH THE PROGRAM**

**FULL TIME STATUS**

The Ph.D. program is a full time program. There are no part-time options. Full time enrollment for graduate students is 8 credits per semester. Students in the joint Ph.D. program may take up to 14 credits to complete program requirements. Dissertators are considered full time with three graduate level credits (SW 990 Research and Thesis credits). Dissertators will lose this status if they enroll for more than 3 credits.

Teaching Assistants (TAs) who hold an appointment of at least 33.33% and are registered for six graduate credits, or who hold an appointment of at least 50% and are registered for four graduate credits, are considered full time by the registrar for loan deferment and for certification of student immigration status.
For international students, the F-1 and J-1 student visa regulations require students to be full-time for the duration of their studies. Failure to maintain full-time status can result in a loss of F-1/J-1 student benefits including on-campus employment and practical/academic training options. Any exceptions to full-time registration must be documented in the office of International Student and Scholar Services (ISSS), Red Gym, 716 Langdon St., Room 217.

○ CREDIT REQUIREMENTS

DOMESTIC STUDENTS NOT HOLDING AN APPOINTMENT

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Required Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Load (during academic year)</td>
<td>8-12</td>
</tr>
<tr>
<td>Graduate School dissertator load</td>
<td>3</td>
</tr>
<tr>
<td>Graduate School minimum non-dissertator load</td>
<td>2</td>
</tr>
<tr>
<td>Departmental non-dissertator minimum load when requirements are met &amp; w/permission of Ph.D. Program Chair</td>
<td>6</td>
</tr>
</tbody>
</table>

Summer – Registration not required
Dissertator expecting an August Ph.D. Degree ........................................... 3

Other Graduate School and Departmental Requirements
Departmental minimum credit requirement to sit for preliminary oral examination 39

DOMESTIC STUDENTS HOLDING TEACHING OR PROJECT ASSISTANTSHIPS OR READERS POSITIONS

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Required Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertator load</td>
<td>3</td>
</tr>
<tr>
<td>Non-dissertator load</td>
<td>2</td>
</tr>
<tr>
<td>Departmental minimum load after departmental course requirements are met</td>
<td>2</td>
</tr>
</tbody>
</table>

Summer – Registration not required unless
Non-dissertator, using University facilities or consulting regularly with his/her professor:
Department .............................................................. 2
Dissertator ........................................................... 3

PLEASE NOTE: Non-dissertators or dissertators holding summer appointments as TAs or PAs need not register unless using University facilities. However, they must have been either a graduate student during the preceding semester or be eligible to register for the Fall semester.

RESEARCH ASSISTANTS

Research Assistant, Academic-year &/or Semester appt., non-dissertator:
Graduate School ............................................................ 8

Research Assistant, 8-week Summer Session, non-dissertator:
Graduate School ............................................................ 8
Research Assistant, Dissertator, any semester, (audit permissible in Summer) ………. 3

PLEASE NOTE: All Research Assistants Must Be Continuously Enrolled

FELLOWS
Nondissertator, academic year ........................................................................... 8 (12 max)
Dissertator, academic year (audit not permissible)........................................... 3

PLEASE NOTE: Information in the award letter takes precedence over the above information. Non-dissertator students who receive Fellowships are required to be registered for at least 8 credits during the semester. Fellows may not drop a course if their credit load would put them below the required number of credits. Course changes may be made during the third through the twelfth week of classes with the adviser’s and School of Social Work approval. Changes may not be made after the twelfth week except in unusual circumstances and with the approval of the Dean of the Graduate School.

INTERNATIONAL STUDENTS
Nondissertators on F-1 Visa .................................................................................. 8
Dissertators on F-1 Visa ......................................................................................... 3
TA’s and PA’s on F-1 Visa*.................................................................................... 6
RA’s must maintain.................................................................................................. 8

* Registering for less than 8 credits in any given semester (other than Summer) requires permission from your advisor and the ISSS.

EAGLE HEIGHTS RESIDENTS
In general .................................................................................................................. 8
33% TA .................................................................................................................... 6
50% TA .................................................................................................................... 4
Single parent .......................................................................................................... 6
International student .............................................................................................. 6

PLEASE NOTE: In some instances, exceptions to the above credit requirements are possible but may require considerable justification. Always check major department and employing department requirements.

ASSISTANTSHIP APPOINTMENTS

Teaching Assistantships (TA), Research Assistantships (RA) and Project/Program Assistantships (PA) are the three types of graduate assistantship appointments available to Ph.D. students within the School.

Teaching Assistants (TA) and Project/Program Assistants (PA) are permitted appointment levels of up to 75% time. However, appointments over 50% time require the written approval of the graduate student’s advisor and the agreement of the
Program Chair. The student's academic advisor certifies in writing to the appropriate Program Chair that the student's progress toward completion of the degree will not be seriously delayed by the increase in appointment level. Joint appointments involving two or more departments require the approval of all appropriate Department Chairs. Summer appointments, up to and including 100% time, if appropriate, will be allowed. Graduate students appointed 100% in the Summer may not register for more than two credits at any time during the summer without the appropriate Dean(s) and Graduate School approval.

The above Graduate School limits are maximum, not minimum or expected levels. Funding sources may impose restrictions in addition to those outlined above. (Students seeking approval of appointments exceeding 50% time, should also see Vickie Dunn in Room 316 Social Work or call her at 262-2299)

► RESEARCH ASSISTANTS (RA) are permitted to hold appointments up to 75%; however, appointments over 50% require the written approval of the Program Chair in consultation with the major professor. Appointments with split funding also require the same approval. RA appointments exceeding 75% will not be allowed.

► COMBINED APPOINTMENTS are permitted. However, when a service-requiring appointment (PA or TA) is combined with a research-training appointment (RA), the combined appointment should not exceed 75% time. Such combined appointments require prior approval as outlined above for TA and PA appointments.

► BENEFITS
Graduate students who receive a one-third or above teaching, project, or research assistantship are eligible for full tuition remission (in and out-of-state) and health insurance. Appointments which are less than 33% time will not generate the benefits of remission of non-resident tuition or health insurance.

► INTERNATIONAL STUDENTS on F-1 and J-1 Visas are at risk concerning their immigration status if they are employed for more than 20 hours per week during the academic year, including PA and TA appointments. The sum of an individual international student's Teaching Assistant, Project Assistant and Student Hourly Help appointment may not exceed 20 hours of work or 50% time per week. However, during the major University breaks only (Winter, Spring and Summer), international students may work over 20 hours without jeopardizing their Visa status. For questions on this matter, contact the International Student and Scholars Office at 262-2044.

YEARLY REVIEW OF STUDENT PROGRESS

Each spring, the Ph.D. faculty, in consultation with the Program Chair and the major professor (or temporary advisor for first year students) conduct a yearly review of the progress of all Ph.D. students, including those who are in the joint MSSW/Ph.D. Program. The yearly review is intended to monitor student progress in the program to assure that students are completing the required and elective courses satisfactorily and are moving toward completion of the degree in a timely manner. It is expected that joint students’ progress with respect to the Ph.D. course requirements will depend on which program option they have selected. Students in the joint program are expected to move
at a slower pace in the program than students who entered the Ph.D. program with a MSW. Students will receive feedback from their advisor and the Chair of the program in the form of a letter.

**GRADERS & SATISFACTORY PROGRESS**

Students must pass all courses with a grade of B or better. A student must re-take any core course in which a lower grade than B is received, except for the statistics sequence where a grade of BC or C may be offset by a grade of A or AB in another statistics course. The core Ph.D. courses for the social welfare degree are: SW 941 The History & Philosophy of Social Welfare and the Social Work Profession; SW 943 SW Research Methods; SW 942 Philosophy & Theories of Applied Research; SW 944 Social Policy; SW 945 Evaluation Research; a Social Science Theory course; two Methods Electives; two Statistics courses; two approved Substantive Courses/Electives; and two Faculty/Student Research Seminars.

If a core course needs to be taken again, the credits accumulated when the grade was below a B will not count towards School of Social Work degree credit requirements. When a student needs to retake a core course, the Program Coordinator will notify the Major Professor/Temporary Advisor, who will also review the student's overall academic record and may recommend to the Ph.D. Committee that the student be placed in a status of unsatisfactory progress until the grade of B is achieved. In addition, the instructor of the core course has the option to consult with the Major Professor to find a suitable replacement course for the core course if s/he believes their input is warranted.

Failure to achieve the satisfactory grade when a comparable course is repeated will automatically place a student in a status of unsatisfactory progress.

Students must meet both the Graduate School requirements and the School of Social Work criteria for satisfactory progress in order to continue in the program. Students are expected to maintain a grade point of at least B (3.0) in all courses and seminars.

The Program Coordinator will ask students and major professors to update the annual Ph.D. Program Progress report at the end of each academic year to confirm that a student’s progress is satisfactory.

**INCOMPLETES**

According to Graduate School policy, incomplete grades must be resolved by the end of the next semester. However, an earlier deadline may be imposed by the instructor. The School of Social Work policy is: “if an incomplete is not removed within the following semester after the incomplete was given, the student will be placed on probation. Under extraordinary circumstances, students can request a waiver of probation from the Ph.D. Committee.”

**LEAVE OF ABSENCE**

Students who wish to take a one-year leave of absence from the program must submit a statement of intent and proposed duration of the leave to the Chair of the Ph.D. Program who will bring the request to the Ph.D. Committee for approval.
Preliminary Examination Policies and Procedures

The purpose of the preliminary examination process focuses on the student's mastery of a broad range of literature in a given substantive or problem area. The exam is intended to demonstrate the student’s competence in bridging or linking their course work and dissertation research. Students should demonstrate the following in their preliminary examination:

- a thorough and well defined review, integrative synthesis, and critical analysis of literature that includes an ability to identify issues that are salient to their substantive area that require scholarly attention;
- a grasp of alternative theoretical frameworks that have been used to study their problem area, including the strengths and weaknesses of each, demonstrate how their research will contribute to the existing knowledge base in the field;
- a grasp of research designs and statistical methodologies that have been used in the past to study their problem area, including the strengths and weakness of each; demonstrate why they selected the design they chose among the alternatives.

The nature and purpose of the preliminary exam is discussed in detail in the Graduate School Student Handbook.

The Structure of the Exam

Students are required to write one paper consisting of three sections: a critical review of the literature in a general problem area, a discussion of the relevant theoretical literature in the problem area, and a critique of research methodologies and analytic strategies. The paper should be about 50 pages in length. Historically in our department, there has been considerable flexibility in the breadth and content of prelim papers and we want to retain this flexibility, leaving it to the discretion of the prelim committee to specify more precisely the scope and length of the paper. Students are required to complete the paper and oral examination in a timely fashion. The exam structure is set so that students complete the process within one year from the Prelim Proposal meeting; Graduate School guidelines require that a student complete the prelim process within 2 years from the date the prelim proposal is submitted to the prelim committee.

When Students Take the Exam

Once a student is ready to begin his/her prelim paper, it is his/her responsibility to initiate the process with the Major Professor. (See section in Guidelines entitled "Major Professor" and "Graduate Student Examining Committee" for guidelines on selection of both the Major Professor and the Examining Committee members)

Students may start writing their preliminary paper when:

- the Program Coordinator has verified that the student’s has met all the Graduate School and program requirements;
- the student prepares a preliminary exam proposal for the paper s/he shall write; and,
- the student’s prelim committee agrees that the student is sufficiently prepared to start the written prelim process by approving the preliminary paper proposal.
The paper may begin anytime after a student has completed the required and elective
course work of the program. For students who are completing the joint MSSW/Ph.D.
Program (Options I or II) or the Foundation year courses of the MSSW Program (Option
III) it is likely that the writing of the prelim paper will not begin before the fourth year of
study.

**PROCESS FOR PRELIM EXAM**
During the summer semester of the second year and the fall of the third year, the
student will work with his/her Chair to form a prelim committee. The student will meet
with each member of the committee to review course work and to allow the committee
member an opportunity to assess whether the student is ready for prelims. A committee
member may request that the student provide copies of papers from her/his course work
in an effort to help determine the student’s readiness for prelims. The Chair will be
responsible for contacting each committee member to establish the student’s readiness
for taking prelims. If committee members believe that the student needs additional
course work, the Chair will convey this information, along with a proposed plan for
additional course work, to the student.

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**Timeline of Prelim Process**

1. **Submit Proposal,** beginning of Fall Semester
2. **Begin writing paper (maximum 6 months)**
3. **First submission & feedback** (3-5 weeks)
4. **Revisions** (maximum 1 month)
5. **Second submission & feedback, paper officially graded** (3-5 weeks)
6. **Oral Defense Scheduled** (within 8 weeks of receiving official paper grade)

*roughly one year from prelim proposal meeting*
### Progress Sequence for those in the Ph.D. Program that hold MSWs*

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>Course work</td>
<td>Course work</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>Course work</td>
<td>Complete course work</td>
<td>Work with Major Professor to build prelim committee; begin drafting prelim proposal &amp; bibliography once major professor &amp; committee establish readiness to begin process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Select Major Professor Participate in Prelim Research Seminar</td>
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</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>Work on completing proposal &amp; hold prelim proposal meeting</td>
<td>When proposal approved, students have a maximum of six (6) months to read bibliography &amp; write paper</td>
<td>Once paper is graded, oral defense must be scheduled within 8 weeks of completion of writing phase</td>
</tr>
</tbody>
</table>

* Joint Program students will take, on average, an extra year to move through the sequence.

**WRITING THE PAPER**

Starting in the summer of the second year and continuing through the next fall, the student will begin working with his/her Chair in drafting a prelim proposal and a preliminary bibliography for writing the paper. Second year students will work on developing their prelim proposal as part of the Friday Research Seminar. During the time that the student is preparing the proposal and bibliography, he/she is free to consult and dialogue with any member of the faculty.

In the fall of the third year, a prelim proposal meeting will be held in which the committee will be asked to approve the prelim proposal and bibliography. At this point, the committee may request that the student further revise the proposal and bibliography and require that a second proposal meeting be scheduled after these revisions are completed.

Upon receiving the committee’s approval, the student will be given a predetermined amount of time (to be determined by the prelim committee, although we are recommending not more than 6 months) to read the bibliography and write the prelim paper. While writing the paper, the student may seek verbal consultation from committee members. These consultations should be restricted to the discussion of ideas or clarifying procedural issues related to the prelim (such as the length of the paper). However, they are permitted to look over and comment on a proposed outline of the paper. In addition, the student is permitted to consult with the faculty member via email but these email exchanges have the same restrictions as personal meetings. The Chair is permitted to read a draft of the paper prior to it being circulated to other...
committee members. The Chair is not permitted to give editorial assistance (e.g., no line editing).

The draft will be read by each committee member. Each committee member will provide written feedback to the student and the Chair of the committee. Students should receive written feedback from the committee within three weeks of the completion of the paper. If the student chooses to complete the paper at a time when faculty members are not expected to be available on campus, the feedback should be given within five weeks. The Chair is responsible for circulating each committee member’s feedback to others on the committee.

At this stage of the prelim process, the paper is not “officially” graded. It is assumed that all students will require at least some minor revisions.

► REVISIONING THE PAPER
The Chair and student meet to review the committee’s feedback and develop a plan to revise the paper. The student would write up this plan and obtain the approval of the Chair. It will be at the discretion of the Chair whether the written plan takes the form of an outline or a more detailed write-up of the proposed changes. Once the Chair approves the plan, the plan would be circulated to each committee member. During this period in which the plan is being circulated, the student could begin the revisions of the paper in accordance with the plan approved by the Chair. If additional feedback is received from committee members that would require a modification of the plan for revisions, the Chair will work with the student to incorporate these changes.

If there is contradictory feedback from committee members or suggestions for changes that the student disagrees with or does not understand, the Chair is responsible for clarifying expectations for the revisions (this may require additional conversations or meetings among the committee members and student).

The student has up to one month to revise the paper from the date the Chair and the committee members approve the plan for revisions.

The student will hand in the revised paper accompanied by a letter specifying how they responded to (or did not respond to and why) each issue raised by the committee members in their review of the paper.

► THE REVISED PAPER AND GRADING
The revised prelim paper is read by the committee as a whole, with each committee member evaluating the paper in writing and grading it as (1) pass or (2) revise and resubmit. Students may be given a “pass” but still be required to make minor revisions on the paper before holding the oral preliminary exam. The Chair of the Prelim Committee will be responsible for resolving any discrepancies that might arise among
committee members in their evaluation of whether the paper is a "pass" or a "revise and resubmit."

Students should receive the committee’s evaluation and written feedback within three weeks of the completion of the revised prelim paper. If the student chooses to complete the paper at a time when faculty members are not expected to be available on campus, the feedback and evaluation should be given within five weeks. The Chair is responsible for circulating each committee member’s feedback to the other members of the committee.

If the student passes the written part, an oral exam is scheduled. The oral defense should occur within 8 weeks of the student completing the written phase of the prelim process.

If the paper is given a "revise and resubmit," the Chair and student are to meet to devise a plan for revisions of the paper. Also, the student is required to draft a plan (which may take the form of an outline or more detailed document as determined by the Chair) for the revisions and circulate this plan to committee members.

From the date that the committee members approve the student’s plan for revisions, the student is given one month to make additional revisions. The revised and resubmitted paper will again be accompanied by a letter identifying how the student responded to (or did not respond to) the issues raised by committee members.

If there is a second revision, it will be graded as a “pass” or “fail.” Students who fail will be dropped from the program. The timeline for grading and giving written feedback for the “revised and resubmitted” paper are the same as noted above.

►THE ORAL EXAM
The broad objectives of the oral examination are: (a) to provide students with an opportunity to demonstrate their more general knowledge about the body of literature covered in the prelim paper; and (b) to provide a forum for students to articulate the implications of the literature they reviewed in their prelim for their dissertation research.

Although the content and structure of the oral exam will vary from student to student and is at the discretion of the Chair and the committee, the oral exam will include (a) a discussion of the content of the paper and the rationale for revisions made (or not made), (b) questions related to the more general bibliography read by the student that are not necessarily addressed in the paper, and/or (c) questions concerning how the prelim paper might inform the student’s dissertation work.
The committee will evaluate the student’s performance on the oral examination and assign one of the following marks: pass with distinction, pass, or non-pass. The “pass with distinction” should be reserved for students who merit this evaluation based on their overall performance (i.e., taking into account the student’s performance in both the written and oral components of the prelims). Students typically will get the results of the oral exam on the day of the exam. However, if committee members need to delay their assessment of the exam, the results must be communicated to the student within three weeks after completion of the oral.

If a student does not pass the oral exam, he or she may retake the exam once.

► ORAL EXAM / PRELIM WARRANT

At least three weeks before a student takes the oral component of the prelim, it is the responsibility of the student to notify the Ph.D. Program Coordinator/Student Status Examiner for the Ph.D. Program. The Student Status Examiner will confirm the student’s status with the Major Professor and formally request that a prelim warrant be issued by the Graduate School. The prelim warrant must be back at the school before the student can take the oral exam for two reasons: 1) the Graduate School certifies for the Student Status Examiner that the student has completed all the necessary requirements up to this point, and 2) it serves as a formal record with faculty signatures certifying that the student has completed the exam. The Graduate School requires that a student achieve a cumulative GPA of 3.00 or higher and have no incomplete grades (P’s in SW 990 Thesis Research are acceptable) before the warrant will be approved.

Summary of Responsibilities

<table>
<thead>
<tr>
<th>STUDENT RESPONSIBILITIES</th>
<th>MAJOR PROFESSOR &amp; PRELIM COMMITTEE RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>-select Major Professor (MP)</td>
<td>-help student select Prelim Committee (PC)</td>
</tr>
<tr>
<td>-work with MP to draft prelim proposal and bibliography</td>
<td>-contact PC members to establish student’s readiness to take prelims</td>
</tr>
<tr>
<td>-incorporate feedback on proposal &amp; bibliography and present prelim proposal to Prelim Committee (PC)</td>
<td>-along with PC, provide feedback to student on prelim proposal and bibliography</td>
</tr>
<tr>
<td>-begin writing paper, have 6 months to complete from prelim proposal meeting</td>
<td>-along with PC, approve prelim proposal &amp; bibliography to allow student to proceed with writing process</td>
</tr>
<tr>
<td>-turn in “draft”</td>
<td>-set deadline, give student 6 months maximum to complete writing</td>
</tr>
</tbody>
</table>
Congratulations! Upon passing the oral exam, you are now a dissertator effective the next academic semester.

**Dissertation Policies and Procedures**

Once a student has successfully passed the preliminary examination, cleared all incompletes or grades of “P” in non-research courses, and returned the signed preliminary exam warrant to the Graduate School, s/he is formally a doctoral degree candidate and has acquired Dissertator status.

Dissertator status requires that a student has completed all requirements for a Ph.D. except for the dissertation. All requirements must be met before the first day of classes to be a dissertator for any given semester. The School of Social Work will notify the student by letter when the student has obtained Dissertator status.

If all requirements are completed before the first day of classes, but the prelim warrant does not get to the Graduate School in time to process it by then, students can go ahead and register for 3 dissertator credits. The Program Coordinator and/or student must notify the Graduate School of the situation and get it in as soon as possible.

Fees are due by the end of the 2nd week of classes. If paperwork is not processed by then, students should pay regular graduate fees and they will be refunded the difference when dissertator status becomes official.

**Registration**

The Graduate School has a continuous registration policy for students in dissertator status. Students register under their Major Professor for three credits of SW 990 Thesis and Dissertation Research during the academic year to maintain continuous registration. Dissertators must arrange for approval from their Major Professor to register under their conference number. Contact the School at 263-3660 to obtain authorization for enrolling in the course. **Registering for more than 3 credits will result in the loss of dissertator status for tuition and fee purposes.**
Dissertators are not required to register during summer to maintain continuous registration. However, research assistants, trainees, fellows and dissertators using University resources such as laboratories, libraries, or faculty time, must register for three credits of course work related to their research during the eight week session. Teaching assistants and project assistants need not register for the summer unless their Major Professor and department chairperson determine that the student is making regular use of University facilities and needs to be registered.

Dissertators who do not maintain continuous registration will be assessed a completion fee equal to twelve times the current per-credit dissertator rate (four semesters’ worth). This is a Graduate School policy. The fee is assessed at the time students bring their dissertation to the Graduate School for final review. The completion fee is based on the resident or non-resident status students had at their last term of registration. Students who break registration and then re-enter and register for less than four continuous terms before completion, will pay the 12 credit fee minus all continuous registration credits paid since the time of re-entry. If registration is broken but student re-enters and registers for at least four continuous terms, then a completion fee is not assessed.

► DISSERTATION AND FINAL ORAL EXAMINATION COMMITTEE
The composition of the Dissertation and Final Oral Examination Committee consists of the three primary readers from your preliminary examination and at least two and no more than three additional members. The committee chairperson (your Major Professor) and at least one other member of the committee must be members of the School of Social Work Ph.D. faculty. At least one person must be from another department. The three primary readers and the additional two or three members are responsible for approving the dissertation proposal, supervising the doctoral dissertation, and approving the dissertation oral examination. It is the student’s responsibility to contract with faculty to sit on and remain on this committee.

Changes in composition of the Dissertation Committee that include substitution of two or more of the committee members and/or a change in the Major Professor need Ph.D. Committee approval.

The Oral Examination Committee for the dissertation must consist of at least 5 current UW-Madison Graduate Faculty members, one being outside the School of Social Work. The following are Graduate School requirements regarding Committee composition:

- The Graduate Faculty includes all tenure-track faculty holding professorial (full, associate, or assistant) rank in any department with graduate program authority, including those faculty with zero-time appointments. Graduate faculty status includes the right to serve as a major professor and to serve on doctoral examination committees
- Tenure-track faculty members are automatically permitted to retain graduate faculty status for one year after their retirement or resignation. Annual extensions of graduate faculty status for retired or resigned faculty can be recommended by the departmental executive committees for consideration and approval by the Graduate School Dean or designee;
- Tenure-track faculty members in departments without graduate program authority may be granted graduate faculty status by the Graduate School upon
recommendation of the executive committee of a department with graduate program authority;

- With prior Graduate School approval, the executive committees of departments with graduate program authority may appoint either a tenure track faculty member from a department without graduate program authority or a visiting professor to serve as one of five faculty members on a doctoral committee. However, no more than one member of a doctoral committee may be a visiting professor, retired professor, or professor from a department without graduate program authority;

- The executive committee of a department may believe that an academic staff member other than a visiting or emeritus professor should be appointed to an examination committee. The executive committee can without approval of the Graduate School appoint such an academic staff member (e.g. scientist or CHS staff) to serve as a sixth member of a doctoral examination committee. Such an appointed committee member has the right to vote and sign the warrant like other members of the committee; and

- Department executive committees should consider academic staff for membership on an examination committee only if the academic staff member has a Ph.D. or other terminal degree and has research or practical experience relevant to the degree candidate's thesis or dissertation.

**Dissertation Proposal**

The dissertation proposal must be approved by the examination committee meeting as a group with the student. The chair of the committee must certify that the proposal has been approved. A copy of the dissertation proposal must also be filed with the Student Status Examiner.

**Guidelines for Writing the Dissertation**

Students should obtain two documents from the Program Coordinator as s/he starts his/her dissertation: 1) “A Guide to Preparing Your Doctoral Dissertation” and 2) “The Three D’s” (Deadlines, Defending, and Depositing Your Doctoral Dissertation). These publications help students prepare for their dissertation and the oral defense. Before writing their dissertation, students are also advised to check with the Graduate School and the library to be sure that s/he is meeting the standards and requirements of the University regarding format requirements and deadlines. For the most up-to-date information, see the Graduate School website at: http://www.wisc.edu/grad.

Bibliographies and references throughout the dissertation should be formatted according to the Publication Manual of the American Psychological Association. A reference copy is available in the School of Social Work's library.

**Final Oral Examination**

The Ph.D. Final Oral Exam Committee Form is available at the School of Social Work through the Student Status Examiner in Room 325. This form should be submitted to the Graduate School at least 3 weeks before the Oral Exam is scheduled as this gives the Graduate School time to return the Final Defense Warrant to the School. Semester deadlines for filing the form are given in the current Timetable in which the student takes the final oral.
The Graduate School, along with the Warrant, also sends a packet that contains documents and information on the final steps and requirements necessary to complete the dissertation. *It is the student's responsibility to return completed documents and submit the dissertation according to Graduate School requirements and deadlines stated in the packet.* The Program Coordinator will review the packet materials with the student.

**THE FINAL STEPS**

A completed draft of the dissertation should be in the hands of committee members at least 3 weeks in advance of the examination date to provide ample time for review.

Sometimes, at the final exam, it is discovered that while the thesis as a whole is acceptable, there needs to be a small amount of additional work completed or corrections made. If this can be completed in about a month without difficulty, all of the members, except the Major Professor, may sign the necessary documents.

When the Major Professor, in consultation with the other members, agrees that the additional work has been completed in a satisfactory manner, he/she then signs these documents without another oral exam. This procedure is designed only to make relatively minor changes; the discovery of a major flaw in the thesis should lead to a new final exam.

After the examination, the final typed thesis, abstract, committee page and signed warrant are returned to the Graduate School. Grades of "Progress" in SW 990s must be changed before the degree will be awarded. The Grade Change Report Form should be used for this purpose, but only if the grade is being changed within the first twelve weeks of the semester. (Forms are available from the Program Coordinator). Submit grade changes with the dissertation to the Graduate School. After week 12, grades will be reported on the grade list at the end of the semester. Students cannot receive certification of degree completion from the Registrar's Office until all grades are in.

**DEGREE DEADLINE**

The Friday before commencement is generally the deadline for the Graduate School to receive the signed warrant for a student to be awarded the Ph.D. degree as of that semester. This deadline is also typically found in that semester's Timetable. If you complete your thesis after the last day of classes in a semester but before the end of registration week of the next semester, your degree will be for the following semester, but you will not need to register or pay additional fees for that following semester. This is called the Degree Window Period and you may contact the Program Coordinator or the Graduate Degree Coordinator at the Graduate School (262-3011) for the dates in the specific semester you are defending. *However, be aware that this may affect your student loan deferral status. Check with your lender!*

**NASW SOCIAL WORK ABSTRACTS**

Each year the National Association of Social Workers solicits Ph.D. dissertation abstracts for publication in Social Work Research and Abstracts. Students are strongly encouraged to submit their abstracts. (See Appendix C)

Abstracts are submitted by the School’s Program Coordinator, not the student, and may be sent to the journal as soon as a dissertation has been completed and approved. Material received after July 15th will be published the following year. Pick up the
"Permission Form For Abstract of Dissertations" with the dissertation packet from the Program Coordinator.

Upon completion, please deliver one original and two copies of the abstract and the signed permission form to the Student Status Examiner. A copy of the permission form for abstracts of dissertations is attached.

**Social Work Abstracts**

**GUIDELINES FOR DISSERTATION ABSTRACTS**

Students should submit their dissertation abstract and the signed form for permission to publish in *Social Work Abstracts* to the social work program granting the degree. Abstracts will only be accepted from the social work program, not from individual students.

**PURPOSE.** To provide the reader with a brief digest of the purpose, design, and major findings of the study.

**CONTENT.** Present essential material letting the reader know what is in the dissertation without giving all the details. Do not evaluate, criticize, or justify the study in the abstract.

Include the following information in the abstract:

**Research question.** Clearly state the research question or hypothesis. There is no need to justify choice of the question.

**Scope of the study.** Mention the time period covered by the research and the sample size. Note the nature of the sampling procedure without giving full details.

**Instruments used.** Indicate that a schedule, rating, scale, or other device was used but do not describe the device in detail.

**Findings.** Include major findings; detailed reporting of results is not feasible.

**Agencies.** Names of agencies providing materials for the study are not needed. For example, instead of naming three family agencies providing materials, say that the study included material from three family agencies.

**LENGTH** Abstracts must not exceed 150 words. Abstracts that do exceed 150 words will be returned to the submitting school for editing.

**STYLE** Keep the abstract simple and clear; avoid jargon; and do not use footnotes. The editor of *Social Work Abstracts* will edit for style and clarity only.
FORMAT

• Submit the original typed copy.
• The abstract should be double-spaced on 8 ½ x 11 white paper.
• Include a heading in the format shown below:

Lewis, L.E., System change activities of neighborhood centers and program orientations of boards and staff. Columbia Univ., PhD, June 1999.

Rothstein, M.B., Depression in pregnancy as it relates to feminine identification conflict and perceived environmental support. Smith College, DSW, August 1995.

PROOFS  Authors will not receive proofs before publication of abstracts.

► ALUMNI RECORD
Before leaving the campus, please fill out and return to the Student Status Examiner the Ph.D. Alumni Record form (See Appendix D). This is also included with the final defense packet.

► Five Year Time Limit
A candidate for the Ph.D. degree who fails to take the dissertation defense within five years after passing the preliminary examination is required to take another preliminary examination and be admitted to candidacy for a second time.

► COMMENCEMENT
Approximately 6-8 weeks before commencement, the Public Functions Committee of the Office of the Secretary of the Faculty, 133 Bascom Hall (262-3956), mails commencement information to the Student Status Examiner asking for the name and other information of students planning to graduate. The Coordinator reports the candidate’s name, current mailing address, faculty escort, and the escort’s office address to the Public Functions Committee. The Student Status Examiner will contact the student for this information.

It is traditional for the Major Professor to escort graduates. If your chairperson has more than one candidate graduating, make arrangements for each graduate to have his/her own escort.

Faculty escorts rent caps and gowns through the University Book Store. Orders should be placed approximately six weeks before commencement. Disposable caps and gowns are available for those who miss the deadline. Commencement candidates will receive cap and gown rental information from the Public Functions Committee.

A few days before commencement, escorts and candidates will receive by mail detailed information relative to marching and seating. Names of candidates are generally read from a card the student hands to the Dean while crossing the stage. Candidates are not
seated in alphabetical order. Diplomas are mailed approximately three months after the graduation date.

**FAILURE AND TERMINATION FROM THE PROGRAM**

The following conditions will result in termination from the program:
- Receipt of a "not pass" on a revised and resubmitted prelim paper.
- Failure to complete the prelims process within the Graduate School's two-year limit.
- Failure to complete the dissertation and take the oral exam five years after taking the prelim and failing to retake the prelim.
- Failure to maintain satisfactory progress in the program such as failing to remove incompletes in the required period of time or remaining on leave of absence beyond the time limit approved by the faculty without notification to the Chair of the Ph.D. Program or Major Professor.

**GRIEVANCE AND APPEAL PROCEDURES**

The Graduate School policies on Grievance and Appeals are detailed in the Graduate School Handbook.

**SEXUAL HARASSMENT POLICY**

The Graduate School policy on sexual harassment is described in Graduate School Student Handbook.

**PLAGIARISM POLICY**

**PLAGIARISM IN ASSIGNMENTS**

*University of Wisconsin-Madison*

The University's official publication: Academic Misconduct Rules and Procedures Guide for Students describes academic cheating as, "Examples of academic misconduct include but are not limited to cheating on an examination;...; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying;...; submitting, if contrary to the rules of a course, work previously presented in another course..."(p. 2).

*School of Social Work*

The School of Social Work's operational definition of plagiarism, probably the most common form of academic misconduct, is described below:

**Plagiarism Defined**

Plagiarism is defined as:
1. The appropriation of passages or complete works of another person and submitting them as one's own work—either in written materials or speeches.

2. The presentation of the ideas of others as one's own ideas without giving credit.

**Forms of Plagiarism**

There are two major forms which plagiarism takes:

1. The use of direct quotes from others' written or spoken work and presenting them as one's own words without using proper quotation marks or offsetting.

   **Direct Quote**: To repeat verbatim or to copy verbatim the words of another. "Words" mean passages, sentences, or paragraphs. A "passage" here is defined as six or more words.

   If, in a paper, you use a direct quote from a book, article, interview, or presentation, and the quote is more than six words cited verbatim, you must put quotation marks around the quote and give credit to its author and source. For example: An author states, "The laymen's concepts about the world of experiences may be conveniently classified into those that fulfill the function of identification and those that fulfill the function of interrelation." (Krugliani, Hamel, Maides, and Schwartz, p.302)

   (A) You may use your own words in part of your sentence and the authors' words in the remainder of the sentence. When you use six or more of the authors' verbatim you must use quotation marks: E.g., Ordinary People usually classify experiences into those "that fulfill the function of identification and those that fulfill the function of interrelation." (Krugliani, Hamel, Maides, and Schwartz, p. 302) Reason for quotation marks: Six or more of the authors' words were used verbatim.

   (B) You may directly quote six words, interrupt the sentence with your own words, and then complete the sentence with the words of the authors. If any six words are used verbatim, you must use quotation marks: e.g., "The layman's concepts about the world of experiences," some researchers have asserted, might be classified into ones that "fulfill the functions of identification and those that fulfill the function of interrelation." (Krugliani, Hamel, Maides, and Schwartz, p. 302)

   Of course, if you use another author's whole sentence (or paragraph), you must also use quotation marks and cite the source.

2. The other major form of plagiarism where a student (or someone else) paraphrases the ideas or research findings of another person(s), but fails to identify the source of the ideas.

   A **Paraphrase** is a restatement of a text or passage in another form or other words. (i.e., putting into your own words the ideas of another person). Using the exemplar original statement, the following is a paraphrase:
Ordinary people usually classify their experiences into convenient categories: Those that fulfill the identification function and those which fulfill the interrelation function. (Krugliani, Hamel, Maides, and Schwartz)

Note: There is no need for quotation marks because no six words are those of the authors. However, the idea is still that of Krugliani et al., so they must be given the credit.

**Other Forms of Academic Misconduct**
The other forms of academic misconduct, cited in the Academic Misconduct Rules and Procedures referred to above, also apply to all social work students’ written work.

**Penalties**
Penalties for academic misconduct range from an oral reprimand to suspension or expulsion from the university. Your instructor will apprise you of his or her expectations and standards.
APPENDIX A
OPTION II: THE JOINT MSSW/PH.D. PROGRAM FOR THOSE WITH A BSW

PREPARATION:
30 SEMESTER CREDITS OF SOCIAL SCIENCE COURSES
1 STATISTICS COURSE
FULL ADVANCED STANDING (DETERMINED AFTER ADMISSION INTO THE PROGRAM)

PROPOSED ORDER OF COURSES

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<th>SPRING SEMESTER</th>
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<td>SW 945 Evaluation Research</td>
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YEAR II

YEAR III

YEAR IV & V PREPARATION FOR PRELIMINARY EXAMINATION & DISSERTATION RESEARCH
APPENDIX B
OPTION III: FOR PH.D. STUDENTS WITHOUT A MSW OR BSW WHO SEEK THE PH.D. IN SOCIAL WELFARE ONLY

PREPARATION: 30 SEMESTER CREDITS OF SOCIAL SCIENCE COURSES
1 STATISTICS COURSE

YEAR I

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YEAR III

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YEARS IV & V PREPARATION FOR PRELIMINARY EXAMINATION & DISSERTATION RESEARCH
APPENDIX C

PERMISSION FORM FOR DISSERTATION ABSTRACTS
SOCIAL WORK ABSTRACTS

Managing Editor
Social Work Abstracts
750 First Street, NE, Ste. 700
Washington, DC 20002

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PLEASE PRINT CLEARLY OR TYPE

STUDENT’S FULL NAME ________________________________________________

Last                         First                         Middle

DISSERTATION TITLE____________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

SCHOOL____________________________________________________________

Degree   DSW __________ Date awarded _________________

PhD _________ Date awarded __________________

_________________________________ Date _________________________

AUTHOR SIGNATURE
APPENDIX D

UW-MADISON
SCHOOL OF SOCIAL WORK
PH.D. ALUMNI RECORD

NAME (LAST, FIRST, MI) ____________________________________________
HOME ADDRESS ______________________________________________________
CITY, STATE, ZIP, COUNTRY __________________________________________
PHONE NUMBER ( ) _________________________________________________
E-MAIL ADDRESS ____________________________________________________

WORK ADDRESS _____________________________________________________
INSTITUTION NAME __________________________________________________
CITY, STATE, ZIP, COUNTRY __________________________________________

POSITION DESCRIPTION/ _____________________________________________
RANK OR TITLE ______________________________________________________

DISSERTATION TITLE __________________________________________________
________________________________________________
________________________________________________
________________________________________________

MAJOR PROFESSOR ____________________________________________________

DATE ENTERED PROGRAM ______________________________________________
DATE GRADUATED PROGRAM ___________________________________________

PLEASE COMPLETE FORM AND RETURN TO:
PH.D. PROGRAM COORDINATOR
UNIVERSITY OF WISCONSIN-MADISON
SCHOOL OF SOCIAL WORK
1350 UNIVERSITY AVENUE
MADISON, WI 53706-1510