PH.D. PROGRAM IN SOCIAL WELFARE

GUIDELINES

2007-08
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PhD Program in Social Welfare

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PH.D. PROGRAM IN SOCIAL WELFARE

MISSION

The mission of the University of Wisconsin-Madison doctoral program in social welfare is to develop scholars, leaders, and social work educators who will advance knowledge about social work, social welfare policy, and intervention strategies from a behavioral and social science perspective to improve the quality of life of individuals and families. The school has a national reputation of academic excellence and is consistently ranked among the leading schools of social work in the country. Students develop an individualized program of research in the context of a mentoring relationship between the student and faculty, become proficient in research methodology suitable to their substantive area of interest and develop substantial competence to conduct independent research. Graduates of the PhD. Program are highly recruited and hold tenure track academic and leadership positions at major public or private research institutes across the country.

PROGRAM DESCRIPTION

The Ph.D. program in Social Welfare 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. As will be described below, students entering the program who wish to obtain an MSW through our Joint program option may expect to spend an additional year in course work.

The Ph.D. program provides an interdisciplinary plan of study, with training in basic and applied social research. The curriculum is designed to encourage students to take courses in departments throughout the campus. Students have a wide selection of courses in world-renowned social and behavioral science departments such as sociology, economics, educational psychology, human development and family studies, the LaFollette Institute, psychology, women’s studies, population health sciences, and nursing.

In consultation with a faculty mentor, students select their course work and design independent tutorials focused on building and integrating knowledge in three fields of study: (1) a substantive or social problem area (e.g., child welfare, aging, developmental disabilities, end-of-life care, health, mental health, poverty); (2) social science theory (e.g., theories of the life course, economic theory, psychopathology, organizational theory, stress process theories); and (3) research designs and statistical methodologies (e.g., program evaluation, policy analysis, longitudinal analysis). Once academic course work is completed, students must pass a written and oral preliminary examination to demonstrate their knowledge of these fields of study. After passing the preliminary examination, students advance to candidacy and then design and carry out the dissertation to demonstrate their ability to conduct, report, and defend independent research. Completion and successful defense of the dissertation are required before the PhD is conferred.

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, and the policies and programs that impact their well-being. 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.

► **EXPECTED COMPETENCIES OF OUR GRADUATES**

Upon completion of the doctoral program, students are expected to be able to: 1) Improve social work and social welfare practices; 2) Conceptualize, develop and analyze innovative approaches to ameliorating or reducing social problems; 3) Identify the causes and consequences of significant individual, family and community outcomes; 4) Apply advanced statistics, methodology, and data analysis for research purposes; 5) Develop new approaches to the analysis of social programs and policies; 6) Teach courses in a program or school of social work; and 7) Translate research findings into policy and program practice.

► **RESEARCH MENTORING**

The philosophy underlying our PhD training model is that hands-on research experiences are the foundation for quality doctoral education. Students are encouraged to develop an individualized program of research under the mentorship of active research faculty. Doctoral students may hold project or research assistantships to collaborate with faculty on ongoing research that match the student’s interests or may carry out their own projects under faculty supervision. UW-Madison PhD faculty conducts research on a wide range of social problems across the life course. Examples of faculty research areas include: aging, child welfare, developmental disabilities, etiology of child neglect, evaluation of welfare reform and poverty programs, family caregiving across the life span, health and well-being of African immigrant families, high risk drinking in college, mental health services for adolescents, mental health (including serious and persistent mental illness), palliative and end of life care, race and gender differences in health outcomes, and social determinants of health.

The School of Social Work faculty has diverse disciplinary backgrounds and bring a strong commitment to research and the profession. They are affiliated with interdisciplinary institutes on the UW-Madison campus such as the Institute for Research on Poverty, the Comprehensive Cancer Center, the Waismann 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**

The degree requirements of entering students vary depending upon whether the student holds a Bachelor’s or Master’s degree in social work (BSW and MSW respectively) from an accredited institution, and whether or not they wish to obtain an MSW. The following section describes the required course work and curriculum for those holding an MSW degree. The curriculum options for students without an MSW begin on page 7.
Please note that International students holding a social work or social welfare degree from an international institution have the option of seeking recognition of their degree(s) from the Council on Social Work Education (CSWE). The purpose of the office’s International Social Work Degree Recognition and Evaluation Service (ISWDRES) is to recognize academic credentials in social work that are comparable to accredited BSW and MSW degrees in social work. This service may be most helpful for students who wish to be considered for advanced standing in the Joint MSW/PhD program. 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. International students with MSW degree equivalency would enroll in the standard Ph.D. Program sequence discussed below.

▶ PHD PROGRAM CURRICULUM

The PhD program curriculum emphasizes substantive, theoretical, methodological, and statistical course work. The first year of the program typically includes courses on the history and philosophy of social welfare and the social work profession, the philosophy of science, social science theory, statistics and research methods. The second year of the program allows for a more individualized course of study. Students may take substantive and research courses focusing on topics related to their specialization within the field of social welfare, courses on social policy and research methods taught by the Ph.D. faculty, and independent tutorials. The third and fourth year of the program are dedicated to the preparation and completion of the preliminary examination and dissertation research.

The first two years of study require a minimum of the following 39 credits of course work:

<table>
<thead>
<tr>
<th>Required Social Work Courses</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>
</tr>
<tr>
<td>SW 942 Philosophy of Science &amp; Theories of Applied Research</td>
<td>3</td>
</tr>
<tr>
<td>SW 943 Research Methods in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 944 Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SW 946 Faculty Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SW 947 Student Research Seminar (Year 1 and Year 2)</td>
<td>2</td>
</tr>
</tbody>
</table>

Selection of One of the Following Topics in Research Methods Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 945 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SW 948 Applied Data Analysis for Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SW 949 Qualitative Methods for Social Science Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Required Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Theory</td>
<td>3</td>
</tr>
<tr>
<td>Statistics I and II</td>
<td>6</td>
</tr>
<tr>
<td>Substantive Course/Electives</td>
<td>6</td>
</tr>
<tr>
<td>Statistics/Methods Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL | 39 |

Brief descriptions of the courses taught within the School of Social Work are provided on pages 11-12. A list of recommended courses in other departments to fulfill remaining requirements and electives are listed on page 13. Please note that students may elect to register for independent readings or tutorials (SW 999) with faculty to fulfill the social science theory or one or more of the substantive or methods electives for a maximum of 6 credits. This requires
developing a proposed learning plan, identifying a faculty member with expertise in the area of interest, and requesting their supervision.

Following is an example of a typical student curriculum for the first two years of the Ph.D. program for students with a MSW degree. It is important to be aware that this is a suggested timeframe and the semesters for course offerings may vary from year to year.

**SUGGESTED PLAN OF STUDY**
FOR STUDENTS WITH AN MSW DEGREE

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>Credits</th>
<th>YEAR II</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester I</strong></td>
<td></td>
<td><strong>Semester II</strong></td>
<td></td>
</tr>
<tr>
<td>SW 942 Philosophy of Science &amp; Theories of Applied Research</td>
<td>3</td>
<td>SW 944 Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>Stats I (Soc 361 or Ed Psych 760)</td>
<td>3</td>
<td>Stats II (Soc 362 or Ed Psych 761)</td>
<td>3</td>
</tr>
<tr>
<td>SW 946 Faculty Research Seminar</td>
<td>1</td>
<td>SW 947 Student Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td>10</td>
<td><strong>Total credits</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>YEAR II</strong></td>
<td></td>
<td><strong>YEAR IV</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Semester III</strong></td>
<td></td>
<td><strong>Semester IV</strong></td>
<td></td>
</tr>
<tr>
<td>Social Science Theory (see Options, p. 13)</td>
<td>3</td>
<td>Topics in Research Methods Course</td>
<td>3</td>
</tr>
<tr>
<td>Substantive Course/Elective</td>
<td>3</td>
<td>SW 945, SW 948 or SW 949</td>
<td></td>
</tr>
<tr>
<td>Statistics/Methods Elective</td>
<td>3</td>
<td>Substantive Course/Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td>9</td>
<td>Statistics/Methods Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td>9</td>
<td>SW 947 Student Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td>10</td>
<td><strong>Total credits</strong></td>
<td>10</td>
</tr>
</tbody>
</table>

YEARS III & IV –Preparation for Preliminary Examination & Dissertation Research

► **JOINT MSW/PHD PROGRAM SEQUENCE**

We do not require a BSW or an MSW for entry into the doctoral program. However, all students are required to have completed a statistics course and 30 semester credits of social science courses. Students who wish to obtain an MSW degree will enter the Joint MSW/PHD program. The joint program sequence and course work requirements vary depending upon whether or not the student possesses a BSW degree from an accredited institution upon admission.

It is important to be aware that MSW course work and field work requirements of the joint program, require a full time commitment. As such, funding for students who enter the joint program in the form of teaching and project assistantships is generally not available until the MSW requirements have been completed.

Please note that although an MSW is not universally required for faculty hires across schools of social work, the MSW is required to teach social work practice courses. In addition, the Council on Social Work Education requires educators to have at least two years of post-BSW or post-MSW social work degree practice experience to teach practice courses. Students are advised that the post MSW practice experience requirement is not built into our joint program curriculum.
JOINT PROGRAM FOR STUDENTS WITHOUT A BSW

The master’s degree is awarded after completing two years of MSW course work and field placements that are taken concurrently with PhD program courses. The course work for students electing this option generally takes an additional year. The proposed order of courses for this track is shown below (Note: The course offerings may vary from year to year; the proposed order is offered as a guideline).

**SUGGESTED PLAN OF STUDY**
**JOINT MSW/PHD PROGRAM FOR THOSE WITHOUT A BSW**

<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></td>
<td>SW 400 Field &amp; Integrative Seminar I</td>
<td>4</td>
<td>SW 401 Field &amp; Integrative Seminar II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>SW 711 Human Behavior &amp; Environment</td>
<td>2</td>
<td>Stats II (Soc 362 or Ed Psych 761)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Stats I (Soc 361 or Ed Psych 760)</td>
<td>3</td>
<td>SW 947 Student Research Seminar I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>SW 946 Faculty Research Seminar</td>
<td>1</td>
<td>Total credits</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total credits</td>
<td>15</td>
<td>Total credits</td>
<td>12</td>
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</table>

<table>
<thead>
<tr>
<th>YEAR II</th>
<th>Semester III</th>
<th>Credits</th>
<th>Semester IV</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SW 800 Field &amp; Integrative Seminar III</td>
<td>5</td>
<td>SW 801 Field &amp; Integrative Seminar IV</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SW 941 History and Philosophy of Social Welfare &amp; Social Work Profession</td>
<td>3</td>
<td>SW 947 Student Research Seminar II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Concentration Policies &amp; Services</td>
<td>2</td>
<td>SW 943 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Concentration Advanced Practice</td>
<td>2</td>
<td>SW 944 Social Policy</td>
<td>3</td>
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<tr>
<td></td>
<td>Macro Practice Elective</td>
<td>2</td>
<td>Concentration Elective</td>
<td>2</td>
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<tr>
<td></td>
<td>Total credits</td>
<td>14</td>
<td>Total credits</td>
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<td></td>
<td>MSW Awarded</td>
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<table>
<thead>
<tr>
<th>YEAR III</th>
<th>Semester V</th>
<th>Credits</th>
<th>Semester VI</th>
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<tbody>
<tr>
<td></td>
<td>Substantive Course/Elective</td>
<td>3</td>
<td>Substantive Course/Elective</td>
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<tr>
<td></td>
<td>Statistics/Methods Elective</td>
<td>3</td>
<td>Statistics/Methods Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SW 942 Philosophy of Science &amp; Theory of Applied Research</td>
<td>3</td>
<td>Topics in Research Methods Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Science Theory</td>
<td>3</td>
<td>SW 945, SW 948 or SW 949</td>
<td></td>
</tr>
<tr>
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<td>Total credits</td>
<td>12</td>
<td>Total credits</td>
<td>9</td>
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</table>

YEARS IV & V –Preparation for Preliminary Examination & Dissertation Research
JOINT PROGRAM FOR STUDENTS WITH A BSW

A BSW from an accredited school of social work, full advanced standing and a completed course in statistics is required for this option. The student completes the equivalent of the one-year master's program in a concentration area. The proposed order of courses for this track is shown below (Note: The course offerings may vary from year to year; the proposed order is offered as a guideline).

**SUGGESTED PLAN OF STUDY**
**JOINT MSW/PHD FOR THOSE WITH A BSW**

<table>
<thead>
<tr>
<th></th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Credits</td>
<td>Spring Semester</td>
<td>Credits</td>
</tr>
<tr>
<td>SW 800 Field &amp; Integrative Seminar III</td>
<td>5</td>
<td>SW 801 Field &amp; Integrative Seminar IV</td>
<td>5</td>
</tr>
<tr>
<td>Concentration Advanced Practice</td>
<td>2</td>
<td>SW 943 Research Methods in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Policies &amp; Services</td>
<td>2</td>
<td>SW 947 Student Research Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>Statistics I (Soc 361 or Ed Psych 760)</td>
<td>3</td>
<td>Statistics II (Soc 362 or Ed Psych 761)</td>
<td>3</td>
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<tr>
<td>SW 946 Faculty Research Seminar</td>
<td>1</td>
<td>Total credits</td>
<td>12</td>
</tr>
<tr>
<td>Total credits</td>
<td>13</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Credits</td>
<td>Spring Semester</td>
<td>Credits</td>
</tr>
<tr>
<td>Concentration Elective</td>
<td>3</td>
<td>SW 944 Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Theory (see Options)</td>
<td>3</td>
<td>Topics in Research Methods Course</td>
<td>3</td>
</tr>
<tr>
<td>SW 941 History &amp; Philosophy of Social Welfare &amp; Social Work</td>
<td>3</td>
<td>SW 947 Student Research Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>SW 942 Philosophy of Science/Theory of Applied Research</td>
<td>3</td>
<td>Statistics/Methods Elective</td>
<td>3</td>
</tr>
<tr>
<td>Macro Practice Elective</td>
<td>2</td>
<td>Total credits</td>
<td>10</td>
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<tr>
<td>Total credits</td>
<td>14</td>
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<table>
<thead>
<tr>
<th></th>
<th>FALL SEMESTER</th>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
<td><strong>YEAR III</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Credits</td>
<td></td>
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<tr>
<td>Substantive Course/Elective</td>
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<tr>
<td>Substantive Course/Elective</td>
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<tr>
<td>Statistics/Methods Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total credits</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

YEARS III & IV –Preparation for Preliminary Examination & Dissertation Research
PHD ONLY PROGRAM SEQUENCE FOR STUDENTS WITHOUT A BSW OR MSW

In addition to the prerequisite that students have completed a statistics course and 30 semester credits of social science courses upon admission, students choosing this option are then required to complete two courses from the Professional Foundation sequence of the MSW program (i.e., SW 440: Practice 1: Foundations of Generalist Practice, and SW 711: Human Behavior and the Environment), and a social work internship (SW 950). These requirements provide doctoral students without a social work degree an understanding of the basic knowledge, values and skill base of the social work profession. The proposed order of courses for students without the BSW or MSW who do not want the joint program is shown below (Note: The course offerings may vary from year to year; the proposed order is offered as a guideline).

<table>
<thead>
<tr>
<th>SUGGESTED PLAN OF STUDY</th>
<th>FOR STUDENTS WITHOUT A BSW OR MSW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>YEAR I</strong></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>SW 440 Practice I: Foundations of Generalist Practice</td>
<td>2</td>
</tr>
<tr>
<td>SW 950 Social Work Internship</td>
<td>2</td>
</tr>
<tr>
<td>SW 711 Human Behavior &amp; Environment</td>
<td>2</td>
</tr>
<tr>
<td>SW 941 History &amp; Philosophy of Social Welfare and Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 942 Philosophy of Science and Theories of Applied Research</td>
<td>3</td>
</tr>
<tr>
<td>SW 946 Faculty Research Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

YEAR II

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics/Methods Elective</td>
<td>3</td>
<td>Substantive Course/Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Theory (see Options)</td>
<td>3</td>
<td>Statistics/Methods Elective</td>
<td>3</td>
</tr>
<tr>
<td>Statistics I (Soc 361 or Ed Psych 760)</td>
<td>3</td>
<td>Statistics II (Soc 362 or Ed Psych 761)</td>
<td>3</td>
</tr>
<tr>
<td>Substantive Course/Elective</td>
<td>3</td>
<td>SW 947 Student Research Seminar II</td>
<td>1</td>
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<td></td>
<td>12</td>
<td></td>
<td>10</td>
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YEARS III & IV PREPARATION FOR PRELIMINARY EXAMINATION & DISSERTATION RESEARCH
Description of Courses and Seminars Offered by the School of Social Work

**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 philosophical foundations of science, social science, and social work, and their implications for the design, conduct, and improvement of social research. The course will address some of the major philosophical debates about epistemology, ontology, and methodology as they relate to social science research in general, and to social work specifically. Students will identify and critically examine different ways of knowing, different methods used in knowing, and the strengths and weaknesses of different ways of knowing. Key topics will include the historical context of social work research, philosophy of science debates, realism vs. relativism, and feminist, critical, and multicultural theory and research. Students will begin developing a personal position on the generation and purpose of social science and social work knowledge.

**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. It is designed to develop students’ understanding and skills in the methods, techniques, and problems encountered in conducting behavioral and social research, and to enable students to become critical analysts of empirical studies. The course covers theory development, research methods, and the processes of accumulation of knowledge. Topics include: common types of quantitative and qualitative research; reviewing the research literature; human subjects research ethics and requirements; research proposal development; problem and hypothesis formulation; research design; data-gathering techniques; measurement; sampling; and general approaches to data analysis. 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.
SW 946 Faculty Research Seminar: This one-credit seminar for first year students, socializes students into the aims and objectives of the Ph.D program and familiarizes them with faculty research interests. Faculty provides presentations that describe their programs of research and discuss critical issues for future research in their areas of expertise. Students establish learning goals and a learning plan for their first year in the program and begin to formulate their substantive areas of interest.

SW 947 Student Research Seminar I and II: This one-credit seminar for first and second year students further socializes students to the Ph.D. curriculum by providing a format to discuss their research interests. Second year students present their research and prelim ideas and obtain feedback from faculty and fellow students. Senior students are invited to prepare and deliver presentations that have been accepted for presentation at future conferences or job talks and are given constructive feedback. Students prepare a mock prelim outline to gain familiarity with the prelim process. Professional development skills are integrated to address various topics of interest (e.g., writing Graduate Research proposals, completing Institutional Review Board training, surviving and thriving the prelim process, preparing predoc grant applications).

SW 948 Applied Data Analysis for Social Policy: This course provides students with basic quantitative data analysis skills relevant to social welfare policy contexts (e.g., public assistance, child welfare). An emphasis is placed on how to use and present data to support decision making in social policy arenas. Students will receive hands-on training in statistical techniques for needs assessment, performance monitoring, and policy evaluation using existing data. Students are expected to complete a series of exercises related to a social policy case study, using statistical software programs such as Excel and SPSS. This course is appropriate for graduate-level students interested in working in social welfare policy settings.

SW 949 Qualitative Methods for Social Science Research: This course introduces students to the principles and methods of qualitative methods and research. The course will cover the theoretical and disciplinary origins as well as applications of qualitative methods relevant to social work practice, programs, and policy. Students are introduced to the basic methods of qualitative research including data collection, data analysis and interpretation of findings, and the researcher's unique role as the instrument of qualitative research. Diverse qualitative approaches including case study, ethnography, grounded theory, and narrative analysis as well as qualitative evaluations of practice and programs will be covered. The course will enable students to knowledgeably critique strategies for ensuring rigor in qualitative methods, to understand ethical issues, and learn how to integrate qualitative and quantitative methods.

SW 950 Proseminar: Writing Federal and Foundation Predoctoral Grants. This seminar provides a broad overview on the grant writing process. Topics covered include the fundamentals of good grant proposal writing, grant resources to support doctoral research, the general preparation of a grant application (i.e., specific aims, research design, analysis, development of a training plan, budgets, the grant peer review process, and how to analyze reviews and strategies for rebuttal and re-application). The course provides an overview of the various available governmental and foundation funding mechanisms to support doctoral dissertation research in the social science (i.e. information about NIH dissertation awards and individual predoctoral training grants, Hartford foundation dissertation awards etc). In addition, the course addresses strategies for handling major methodological issues for successful grant applications (e.g., power analysis, strategies for handling of missing data). Students prepare an NIH or foundation dissertation grant application. Though the course focuses on writing grants to
seek external funding for dissertation research, the seminar covers the basic steps in developing a dissertation research proposal.

**SW 951 Teaching Practicum:** The teaching practicum is designed to individualize learning needs and goals of students interested in gaining teaching experiences. Students identify and work with a particular faculty member, design their learning goals, and determine learning activities that they would engage in. Students may elect to complete readings on teaching methods and philosophies, and undertake various teaching projects depending upon their learning goals. Activities may include developing lectures, leading class discussions, facilitating group activities, or preparing teaching modules. They may wish to design special classroom projects for students or help to design particular types of learning experiences (e.g., experiential, peer, collaborative, teaching with cases, instructional games). The specific nature of the practicum is to be worked out between the faculty member and the student.

Students seek permission to complete a practicum under the supervision of a faculty member. The student and faculty member meet to develop a learning contract that specifies the goals, learning activities and outcomes that will be evaluated. Students could register for 1 to 3 credits.

**SW 952 Social Work Internship:** This two-credit internship is designed to provide exposure to social work practice experiences for students seeking the PhD, who do not have a BSW or MSW. Students are placed in one of several social work agencies to gain exposure to the social work profession and professional experience. Students participate in agency training required for staff, volunteers or students, and spend eight hours per week over the course of the semester in the agency under supervision of a qualified social work practitioner. The Field Director assists in the identification of a suitable agency and the Chair of the PhD program works with the agency supervisor to assess internship performance.
EXAMPLES OF OTHER COURSE OPTIONS AND ELECTIVES

STATISTICS:
First Semester Options:
SOC 361  Statistics for Sociologists II
EPSY 760  Statistical Methods Applied to Education I

Second Semester Options:
SOC 362  Statistics for Sociologists III
EPSY 761  Statistical Methods Applied to Education II

SOCIAL SCIENCE THEORIES:
HDFS 725  Theory & Issues in Human Development
HDFS 766  Issues: Attachment Theory & Relationships: Life Span Perspective
HDFS 865  Family Theory I
SOC 773  Intermediate Sociological Theory
SOC 633  Social Stratification
ELPA 860  Organizational Theory and Behavior in Education
EPSY 946  Advanced Intervention Techniques

STATISTICS/METHODS ELECTIVE:
EPSY 862  Multivariate Analysis
PSY 610  Statistical Analysis of Psychological Experiments
SOC 952  Math/statistics Applications: Categorical & Limited Dependent Variables

OTHER RECOMMENDED ELECTIVE COURSES:
EPSY 720  Proseminar in Social Sciences and Educational Policy Studies
EPSY 762  Intro. to The Design of Educational Experiments
EPSY 763  The Design and Analysis of Research in Educational Psychology
EPSY 773  Factor Analysis, Multidimensional Scaling, & Cluster Analysis
EPSY 946  Advanced Intervention Techniques
EPSY 961  Seminar: Statistics & Research Design
HDFS 766  Current Issues in Family Living (when topic is appropriate)
PHIL 521  Philosophy of the Social Sciences
SOC 750  Research Methods in Sociology (e.g., Survey Methods for Social Research)
SOC 751  Methods of Survey Research: Design and Measurement
SOC 752  Methods of Survey Research: Applications
SOC 754  Qualitative Research Methods In Sociology
SOC 755  Methods of Qualitative Research
SOC 960  Current Methodological Issues in Social Psychology (e.g., Structural Equation Modeling)
SOC 964  Hierarchical Linear Modeling
PA 818  Quantitative Tools for Public Policy Analysis
PA 819  Quantitative Methods for Public Policy

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
End of Life Care
Caregiving
**MINORS**

There is no minor requirement for the doctoral program. However, for those who wish to pursue a minor to add breadth to their Ph.D. major, there are several options available. The Graduate School offers an Option A Minor (10 credits in a single department/field of study) or an Option B Minor (10 credits distributed across departments—may include social welfare courses—in a field of study).

Social Welfare students may be particularly interested in the PhD Minor program (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) may 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.

A Ph.D. minor (10 credits) or Certificate (15 credits) in Women’s Studies may be obtained through the Women’s Studies Department. Students build this minor around the requirements of the Graduate School’s Option A or Option B Minors.

Other minors may also be available. Please note that an approval form from the minor department must be filled out and copied for the student’s file. Students must submit paperwork confirming the completion of their course work for the minor and submit these to the Program Coordinator to verify that all the requirements have been met before a preliminary warrant is requested.

**TEMPORARY ADVISORS AND MAJOR PROFESSORS**

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**ROLE OF TEMPORARY ADVISORS**

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.

**SELECTION OF A MAJOR PROFESSOR**

Students are required to select a major professor by the end of the fall semester of the second year. The Major Professor becomes a more permanent advisor to the student, and will serve as chair to the prelim and doctoral committee. Hereafter, it is the responsibility of the major professor to assist students with academic matters, such as: helping the student select appropriate elective and required courses to move the student toward preparation for his/her prelims and 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 prelim and doctoral committee.
Careful thought should be given to the identification and selection of the major professor. Major Professors make important contributions to the learning process and make critical decisions about the acceptability of the student’s proposed research and the quality of his/her work. Other graduate students are a valuable resource in helping choose a major professor. Getting to know faculty members through course work and independent studies may help students determine the fit of the faculty member’s research interests and their approach to learning with their own interests and learning styles.

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 form and return it to the PhD Program Coordinator who files it with the Graduate School and makes the necessary notations in the student’s record.

The faculty strongly recommends 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) use their course work to begin the preparation for their prelims and the oral defense; and, 3) 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 (i.e., s/he receives dissertator status), the major professor then serves as the chairperson of the dissertation committee. Please note that students are allowed to change major professors if they change their substantive area or if they have other important reasons for doing so.

CREDIT LOAD REQUIREMENTS THROUGH THE PROGRAM

The Ph.D. program is a full time program; there is no part-time option. Students generally progress through the doctoral program in three stages: completing program course work, preliminary preparation and exams, and dissertator. Each stage dictates the minimum and maximum graduate level credit load requirements. Courses taken pass/fail, for audit, or below 300 do not count toward these minimums or maximums. The credit load requirements of the program are detailed on the following page.

As you will see from the chart below, there is not a requirement for summer enrollment at any stage of the program, with the exception of assistantship positions or fellowship awards indicating a student must be enrolled for funding purposes or certain facility access. Students who hold graduate assistantship positions (teaching, research, project assistant), traineeships or fellowships must follow the credit load requirements established by their appointment, which take precedence over general program requirements.

For international students, the F-1 and J-1 student visa regulations require students to be enrolled for 8 credits during the Fall and Spring semesters, unless the student holds an approved assistantship position. International students who do not maintain full-time status can lose F-1/J-1 student benefits including on-campus employment and practical/academic training options. A reduced course load for international students (for the preliminary stage, or for medical/academic difficulties) must be approved by International Student Services (ISS) in order to be compliant with INS regulations. Forms and information regarding approval can be found at www.intstudnets.wisc.edu, or by calling 608-262-2044.
### CREDIT LOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>TYPE OF APPOINTMENT</th>
<th>PROGRAM STAGE</th>
<th>CREDIT REQUIREMENT FALL &amp; SPRING / SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>No appointment</td>
<td>Program course work</td>
<td>8 - 12 / no summer requirement</td>
</tr>
<tr>
<td></td>
<td>Joint program course work</td>
<td>8 - 15 / no summer requirement</td>
</tr>
<tr>
<td></td>
<td>Preliminary prep and exams</td>
<td>2 - 12 ** / no summer requirement</td>
</tr>
<tr>
<td></td>
<td>Dissertator</td>
<td>3 credits *</td>
</tr>
<tr>
<td>Teaching and Project Assistant</td>
<td>Course work with 33.33% appt</td>
<td>6 / 2 for summer facility access</td>
</tr>
<tr>
<td></td>
<td>Course work with 50% appt</td>
<td>4 / 2 for summer facility access</td>
</tr>
<tr>
<td></td>
<td>Preliminary prep and exams</td>
<td>2 / 2 for summer facility access</td>
</tr>
<tr>
<td></td>
<td>Dissertator</td>
<td>3</td>
</tr>
<tr>
<td>Research Assistant And Trainees</td>
<td>Course work AND Preliminary</td>
<td>8 - 12 / 2 credits in summer</td>
</tr>
<tr>
<td></td>
<td>Dissertator</td>
<td>3 / 3 credits in summer</td>
</tr>
<tr>
<td>Fellowship</td>
<td>Course work AND Preliminary</td>
<td>8 - 12 / 4-8 credits in summer</td>
</tr>
<tr>
<td></td>
<td>Dissertator</td>
<td>3 / 3 credits in summer</td>
</tr>
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</table>

*Note for Dissertators: A dissertator who enrolls for more than three credits will be removed from dissertator status for the fall or spring terms that exceed the three-credit maximum. Dissertators will need to enroll in summer only if they are defending their dissertation during the summer session.

#### ASSISTANTSHIP APPOINTMENTS AND LIMITS

Teaching Assistantships (TA), Project/Program Assistantships (PA), and Research Assistantships (RA) 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 employed to assist with teaching or research, training, or other academic programs or projects respectively. Students holding either of these positions 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 the Program Coordinator and the Payroll/Benefits Specialist.)

► RESEARCH ASSISTANTS (RA). An RA must be a graduate student working toward an MSW or PhD who is hired to perform research tasks that are relevant to his/her education and training. RA's 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.

PRELIMINARY EXAMINATION POLICIES AND PROCEDURES

THE PURPOSE OF THE PRELIMINARY EXAM

The purpose of the preliminary examination is for students to demonstrate mastery of knowledge in a given substantive area relevant to social work or social welfare. The exam is intended to demonstrate the student’s ability to concisely communicate an integration and synthesis of empirical and theoretical knowledge, a critical analysis of prior research, and implications for future scholarly work. The preliminary exam is viewed as the passageway to the dissertation and is intended to demonstrate the student’s competence in bridging or linking his/her course work (i.e., related to studies in his/her substantive area, theory and methods), and his/her eventual dissertation research. The nature and purpose of the preliminary exam is briefly reviewed in the Graduate School Academic Guidelines found at http://www.wisc.edu/grad/guidelines/.
THE STRUCTURE AND CONTENT OF THE PRELIMINARY EXAM

The preliminary exam typically consists of a written paper approximately 50 pages in length (double spaced, excluding references) that consists 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. Within the purpose defined above, students should demonstrate the following as they address these three sections of their prelim exam:

- 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 one or more essential theoretical frameworks that have been used to study their problem area with attention to the strengths and weaknesses, demonstrate how their conceptual or theoretical approach to 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 research design or other methods they chose among the alternatives.

Historically in our department, there has been considerable flexibility in the breadth, length, and content, of prelim proposals and 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 proposal and paper.

THE PRELIMINARY EXAMINATION COMMITTEE

During the spring and summer semester of the second year, the student will work with his/her Chairperson (the Major Professor) to form a preliminary examination committee. Committee members are chosen for their substantive knowledge in the content area(s) of the prelim exam. Students have the opportunity to hear faculty members talk about their research interests in the Faculty Research Seminar (SW 946) in the fall of their first year and are encouraged to identify faculty with similar interests in and outside of the department early in the program. Students may find it helpful to enroll in Independent Readings (SW 999) with faculty members during their second year to get to know faculty and further develop their knowledge around their substantive interest area, theory and/or methods to prepare for the prelim process.

The composition of the Prelim Committee consists of a minimum of three faculty members. The committee Chairperson and at least one other member of the committee must be members of the School of Social Work Ph.D. faculty. The committee members are responsible for determining readiness of the student to initiate the prelim process, approving the prelim proposal and evaluating and grading the preliminary exam. It is the student’s responsibility to contract with faculty to sit on this committee.

The student is responsible to meet with each member of the committee to review course work and allow the committee member an opportunity to assess the student’s knowledge and readiness for prelims. A committee member may request that the student provide copies of papers from her/his course work in an effort to make this determination. 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.

**GUIDELINES FOR WRITING THE PRELIM PROPOSAL**

The prelim proposal is developed by the student in consultation with the Chair (or other committee members as appropriate) to clearly articulate the format, content and bibliography for the prelim exam. At a minimum the proposal consists of a detailed outline that is consistent with the prelim exam purpose, structure and content (previously described), and that specifies the organization of the paper, major topics and issues to be covered, approximate page length, and reading list. The student is free to consult and dialogue with any member of the faculty while s/he is developing their prelim proposal.

Once the prelim proposal is written and reviewed by the committee Chair, copies are submitted to the prelim exam committee and a prelim proposal meeting is scheduled. At this meeting the committee will determine whether to approve the prelim proposal and bibliography. 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. The student should make every effort to make revisions in a timely manner (to be agreed upon by the committee) and resubmit the draft to committee members. Once approved, the prelim proposal serves as an agreement for the structure of the prelim exam. Sample copies of prelim proposals are available (for review only) in the Program Coordinator’s office (room 325). Please note that all incompletes must be resolved before the Grad School will issue a warrant for the prelim defense.

Typically, the Chair of the prelim committee assumes the bulk of the responsibility to assist the student in preparing his/her prelim examination proposal. As needed, committee members and other the student assistance in helping to define the subject matter for the examination in their areas of expertise.

**DEADLINES FOR SUBMITTING AND COMPLETING THE PRELIM PROPOSAL**

Please note that an important consideration in developing and approving the prelim proposal is the feasibility of completing the paper within the expected timeline given the proposed format and subject matter. All students are expected and required to complete the prelim proposal, paper and oral examination in a timely fashion. Students in the traditional PhD program should have their prelim proposal submitted and approved by October 15th in the fall of their third year. If they do not have their proposal defended by this date, they must have written approval for an extension from their committee Chair. If they do not have their proposal defended by January 31st of the third year, they will need to obtain the written approval of the PhD Committee for an extension. If they do not defend their proposal by May 30th of their third year, they will no longer be in “good standing.” Students who are no longer in good standing, will not be eligible for departmental funding. All approved extensions must be documented in writing and given to the Program Coordinator to place in the student’s records.

Students in the joint PhD/MSW program who come in with a BSW at enrollment, should have their prelim proposal submitted and approved by May 15th in the spring of third year, and those without the BSW should have their prelim proposal submitted and approved by October 15th in the fall of their fourth year. If these deadlines are not met, written approval for extensions will be required from the committee Chair. If after 3.5 months the proposal is not accepted, written approval will be required from the entire committee. If the proposal is still not accepted after 7.5 months from the initial deadline, the student will no longer be in “good standing.”
Process and Timelines for the Preliminary Exam (Paper and Oral)

▶ Checklist for Beginning the Preliminary Exam
Before students begin writing their preliminary exam they must:

- verify with the Program Coordinator that all the Graduate School and program course work requirements have been completed; and
- provide evidence to the Program Coordinator that the preliminary exam proposal is accepted by the prelim committee

▶ Deadlines for Submitting and Completing the Written Prelim Exam
Although Graduate School guidelines require that students complete the prelim process within 2 years from the date that the prelim proposal is submitted to the prelim committee, our exam structure and expectations are set so that students complete the process within one year from the Prelim Proposal defense meeting. Students must submit the first draft of their prelim exam within 6 months after the date that the prelim proposal was approved. If they do not have it completed by this date, they will need the committee Chair’s written consent for a three month extension. If it is not completed after nine months they will need the PhD Committee’s consent for an extension, and if it is not completed after 12 months they will no longer be in “good standing.” Students who are no longer in good standing will not be eligible for departmental funding.

Progress Sequence for Those with an MSW *

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Course work</td>
<td>Course work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Become familiar with the research interests of PhD faculty in SW 946, Faculty Research Seminar</td>
<td>Begin to formulate ideas about prelim topic; discuss research interests and learn from senior students in SW 947 Student Research Seminar I</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td>Course work</td>
<td>Complete course work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select Major Professor</td>
<td>Begin to outline prelim proposal in SW 947 Student Research Seminar II.</td>
<td></td>
</tr>
<tr>
<td>Third Year</td>
<td>Complete proposal &amp; hold prelim proposal meeting. Note: Prelim proposal should be submitted and approved by October 15th.</td>
<td>Submit prelim exam by April 15th. Receive written feedback from committee members; develop plan to address feedback; Once plan is approved students has one month to revise and submit prelim for grade. If grade is “revise and resubmit”, revisions must be done in within one month.</td>
<td>Once the paper is graded, the oral defense is scheduled within the next eight weeks.. Notify the PhD Program Coordinator at least three weeks prior to oral defense to request the prelim warrant.</td>
</tr>
</tbody>
</table>

* Joint Program students will take, on average, an extra year to move through the sequence.
GUIDELINES FOR WRITING THE PRELIM PAPER

In keeping with the purpose of the examination as a method for students to demonstrate their mastery of knowledge in a given substantive area, certain restrictions are naturally placed on the communication and feedback process with faculty during the writing process. However, there may be circumstances in which brief consultation with the Chair or other committee members may be helpful to prevent students from becoming stuck. The following restrictions are placed on these consultations. Student may seek *verbal* consultation from committee members that is restricted to the discussion of ideas or clarifying procedural issues related to the prelim. For example, a student may talk with a faculty member about an aspect of the prelim that he/she is uncertain about. The faculty member may share various considerations or ideas for thinking about the issue and the student will be left to determine how to resolve the matter. Alternatively, a student may find that his/her estimated page length for various sections of the prelim was under- or over-estimated, he/she may consult with faculty to explore options/preferences for addressing this. Faculty members are permitted to look over and comment on a proposed outline of the working paper, but not draft versions 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 committee Chair is permitted to read a draft of the paper prior to it being circulated to other committee members, but is not permitted to give editorial assistance (e.g., no line editing).

The paper will be read by each committee member who 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. The first draft should be submitted within 6 months of the proposal’s approval, as specified above under “Prelim Deadlines.”

**REVISING THE PRELIM PAPER**

The Chair and student will meet to review the committee’s feedback and develop a plan to revise the paper. The student will 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 will be circulated to each committee member. During this period in which the plan is being circulated, the student could revise 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 as well.

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 s/he 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 paper is given a “revise and resubmit,” the Chair and student meet to devise a plan for revisions. The student is required to draft a plan for the revisions (which may take the form of an outline or more detailed document as determined by the Chair) 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

Once the student passes the written exam, an oral exam is scheduled. The oral defense should occur within 8 weeks of the student completing the written phase of the prelim process. Students must notify the PhD Program Coordinator at least three weeks prior to the oral defense to request the prelim warrant (see below).
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.

**THE PRELIM WARRANT**

Once the student has notified the Ph.D. Program Coordinator the date of the oral exam (i.e., at least three weeks prior to the date), the Program Coordinator 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 obtained before the oral exam is taken. The Graduate School must certify that the student has completed all necessary requirements, maintained a cumulative GPA of 3.00 or higher, and removed all incomplete grades (P’s in SW 990 Thesis Research are acceptable) before issuing the warrant. Once the oral examination is passed, the warrant serves as a formal record with faculty signatures certifying that the student has completed the exam.

**SUMMARY OF STUDENT AND FACULTY 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>
</tbody>
</table>
- begin writing first draft of prelim exam; have 6 months to complete from prelim proposal meeting
- turn in “draft”

- meet with MP to discuss feedback and revisions, writes up plan for addressing proposed changes/feedback

- student has one month to revise paper

- when receive “pass”, schedule Oral Exam with your committee within 8 weeks;

- notify Program Coordinator of “pass” and submit request for Preliminary Exam Warrant from Graduate School

- along with PC, approve prelim proposal & bibliography to allow student to proceed with writing process
- set deadline, give student 6 months maximum to complete writing

- PC gives feedback on “draft”
- MP meets with student to discuss feedback and make plan of action for responding to feedback
- MP responsible for clarifying contradictory feedback from PC

- PC evaluates revised paper and issues a “pass” or “revise and resubmit”

- schedule Oral Exam within eight weeks of “pass”

- PC gives overall grade of “pass with distinction,” “pass,” or “non-pass”

Congratulations! Upon passing the oral exam, you are now a dissertator effective the next academic semester.

### DISSERTATION POLICIES AND PROCEDURES

#### DISSERTATOR STATUS

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 REQUIREMENTS

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 at least 5 current UW-Madison Graduate Faculty members. The committee includes the three primary readers from the preliminary examination and at least two and no more than three additional members. The additional members may serve as readers or non-readers at the discretion of the Committee Chairperson. The Chairperson and at least one other member of the committee must be members of the School of Social Work Ph.D. faculty, and at least one member must be from another department. The committee is 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. (NOTE: 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.)

**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.

GUIDELINES FOR WRITING THE DISSERTATION PROPOSAL

The dissertation proposal provides a blueprint for the dissertation and once approved, constitutes a contract between the student and the committee. Proposals vary by topic, methods and committee preferences however they should be clearly written descriptions of a proposed original research study addressing a significant substantive area relevant to social welfare and the field of social work. Dissertation proposals include standard elements of research proposals such as: 1) a succinct problem statement and significant aims of the study; 2) a concise review of the theories relevant to the study and the theoretical or conceptual framework; 3) a review of significant literature pertaining to the proposed study; 4) the primary research questions or hypotheses; 5) a description of the significance of the study; 6) a thorough description of the research methods including design, sampling, data collection, measures, methods of analysis, and statement of human subjects protection; 7) the potential implications for social work or social welfare practice or policy; and 8) references. Other elements may be requested by your committee such as the proposed timeline and schedule for completion, and your tentative dissertation outline.

Students will work with the dissertation committee Chair to develop the proposal and then disseminate it to the committee for review. The length and format of the proposal is negotiated with the Chair and committee members. A dissertation proposal meeting is scheduled three to four weeks after the proposal is disseminated to committee members and must be approved by the examination committee as a whole. A copy of the dissertation proposal must also be filed with the PhD Program Coordinator, and the committee Chair must certify that the proposal has been approved.

GUIDELINES FOR WRITING THE DISSERTATION

Two documents are available online or from the PhD Program Coordinator that students should obtain when they begin their dissertation: 1) “A Guide to Preparing Your Doctoral Dissertation” (found at http://info.gradsch.wisc.edu/admin/academicservices/pguide.html) and 2) “The Three D’s” (Deadlines, Defending, and Depositing Your Doctoral Dissertation (found at http://info.gradsch.wisc.edu/admin/academicservices/ddd.html). 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.

Increasingly, dissertation committees are encouraging students to consider drafting two or more manuscripts in publication ready format rather than the traditional dissertation format. Bibliographies and references throughout the dissertation should be formatted according to the
THE FINAL ORAL EXAMINATION

A completed draft of the dissertation should be in the hands of committee members at least 3-4 weeks in advance of the final oral examination date to provide ample time for review. At this time, students must obtain the Ph.D. Final Oral Exam Committee Form from the PhD Program Coordinator (in room 325). This form must 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. Deadlines for filing the form are given in the Timetable for the semester in which the student takes the final oral. Please note that along with the Warrant, the Graduate School 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.

Students should ask their committee Chair how to prepare for the final oral exam. Generally students are asked to prepare a brief presentation of their proposed research and are engaged in a question and answer discussion session. Students may be asked to leave the room so that committee members can discuss the dissertation at any point during the final oral examination.

Sometimes, at the final oral 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 at the final oral exam meeting.

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 (signed by the Major Professor), 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 DEADLINES

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!

▶ 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. Students who are absent for five or more years must file a new Graduate School application for admission and submit it with a new application fee. For further information, see Reentry Procedures, info.gradsch.wisc.edu/admin/admissions/reentry.html.

○ NASW Social Work Abstracts Submission

Each year the National Association of Social Workers solicits Ph.D. dissertation abstracts for publication in Social Work Research and Abstracts. All students are encouraged to have their abstracts submitted. The dissertation abstract may be sent to the journal as soon as a dissertation has been completed and approved and is submitted by the PhD Program Coordinator. Students will receive the "Permission Form for Abstract of Dissertations" with the dissertation packet from the Program Coordinator. Upon completion, student's should deliver one original and two copies of the abstract (See Appendix A) and the signed permission form (see Appendix B) to the PhD Program Coordinator. Please note that abstracts received after July 15th will be published the following year.

○ Alumni Record

Before leaving the campus, please fill out and return to the PhD Program Coordinator the Ph.D. Alumni Record form (See Appendix C). This is also included with the final defense packet.

○ 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 PhD Program Coordinator 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 and 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.
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 typically meets as a “Committee of the Whole” twice an academic year. 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 sent to all PhD faculty.

PH.D. PROGRAM COORDINATOR

The chair of the Ph.D. program is assisted by the Ph.D. Program Coordinator. Two of the primary functions of the Coordinator 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 Coordinator also assists the program chair and the Ph.D. Admissions Committee with the yearly admissions process.

IMPORTANT POLICIES

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 in the joint MSW/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 the Chair of the program in the form of a letter during the summer.

GRADES & 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 listed on page 4.

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.” All incompletes must be resolved before the Grad School will issue a warrant for the prelim defense.

► 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.

► ACADEMIC MISCONDUCT AND PLAGIARISM POLICY
The School of Social Work takes violations concerning academic misconduct very seriously. All students should be well aware of the forms and consequences of academic misconduct. Chapter 14 of the University of Wisconsin Administrative Code defines academic misconduct as any act in which a student:

1. seeks to claim credit for the work or efforts of another without authorization or citation;
2. uses unauthorized materials or fabricated data in any academic exercise;
3. forges or falsifies academic documents or records;
4. intentionally impedes or damages the academic work of others;
5. engages in conduct aimed at making false representation of a student's academic performance; or
6. assists other students in any of these acts. UWS 14.03(1) (http://www.wisc.edu/grad/guidelines/gloss.html#misconductacademic; accessed 7/18/06)

Many forms of academic misconduct involve plagiarism, defined as the appropriation of passages or complete works of another person, from any source (e.g., web, books, journal articles) and submitting them as one's own work--either in written materials or speeches, and/or the presentation of the ideas of others as one's own ideas without giving credit.

Plagiarism takes two major forms:
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 web site, 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.

Penalties for academic misconduct range from an oral reprimand to suspension or expulsion from the university. The full text of the state statute governing academic misconduct, UWS 14, **Student Academic Disciplinary Procedures**, as well as the UW-ca The UW-campus procedures for implementing the provisions of UWS 14 and general information about academic misconduct, are available at [www.wisc.edu/students/conduct.htm](http://www.wisc.edu/students/conduct.htm) or from the Offices of the Dean of Students, 75 Bascom Hall, 263-5700. See [Dean of Students](http://www.wisc.edu/students/conduct.htm).
GRIEVANCE AND APPEAL PROCEDURES

The Graduate School policies on Grievance and Appeals are detailed in the Graduate School Handbook. http://www.wisc.edu/grad/guidelines/gloss.html#grievances

SEXUAL HARASSMENT POLICY

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

LEAVE OF ABSENCE

Any student requesting a one-year leave of absence from the program must submit a request in writing to the Chair of the Ph.D. Program who will bring the request to the Ph.D. Committee for approval. The request should detail the reason(s) for the leave and the duration. Students should consult with their Major Professor and inform them of their intentions. To return to the program, students must apply for reentry by sending a letter of intent to the Chair of the PhD program, and contacting the Graduate School Office of Admissions, 228 Bascom Hall, 262-2433 (gradadmiss@bascom.wisc.edu). Note: Students, who are not continuously enrolled during a fall or spring semester, must apply for reentry to the Graduate School. Students should consult the Graduate School Academic Guidelines (www.wisc.edu/grad/guidelines/index.html) for further information.
APPENDIX A

NASW 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.

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