Sandra Rosenbaum
School of Social Work
UNIVERSITY OF WISCONSIN–MADISON

Social Welfare PhD

Program Handbook

2022-2023

Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for PhD students in the Social Welfare Program.



Welcome

Welcome to the Social Welfare PhD Program at the UW-Madison Sandra Rosenbaum School of Social Work! We are delighted for you to join us. Our doctoral program strives to develop scholars, leaders, and social work educators who will advance knowledge about social work, social welfare policy, and intervention strategies to enhance human well-being and promote human rights and social and economic justice. As a doctoral student in our department, you can expect rigorous interdisciplinary research training, strong faculty mentoring, and a vibrant graduate student community. We are looking forward to getting to know and work with you!



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Navigating Policy and Resources at UW-Madison

This handbook is one of many sources to consult as you become familiar with the policies, procedures, requirements, resources, and norms of graduate education at UW-Madison:



How to Use This Handbook

This handbook is intended for graduate students who are pursuing a PhD in Social Welfare from the Sandra Rosenbaum School of Social work and is meant to be a comprehensive resource of departmental policies, procedures, as well as values. The Handbook also contains information regarding where students can turn to for assistance, support, or to voice concerns.

The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The School of Social Work administers the Social Welfare PhD program under the authority of the Graduate School. The Graduate School's Academic Policies and Procedures webpage provide essential information regarding general University and/or Graduate School requirements. The Graduate *Guide* references program-specific policies, rules and regulations as well as Graduate School-level policies regarding admission, coursework, the awarding of degrees and certificates, and the general criteria governing satisfactory progress in a degree program. Program authority to set degree requirements beyond the minimum required by the Graduate School lies with the Social Welfare PhD Program faculty.

The program policies described in this handbook have been approved by the program faculty as a whole. Degrees and course requirements may change over time. However, students must meet the degree and course requirements in effect when they entered the program. In addition, administrative procedures and processes can change over time. Students are required to follow the procedures and processes listed in the current Program Handbook, as well as those listed in the Graduate *Guide*. The information in this handbook should also be supplemented by individual consultation with your advisor and committee so that individual needs/interests and all degree requirements are met. Additional information is available via the School of Social Work website. Students may also wish to consult the Graduate School's website.

Who to Contact with Questions

Many of your questions about how to meet expectations and thrive as a graduate student will be answered by the various sources of policies, procedures, requirements, resources, and norms listed above. Several key positions in the School of Social Work and on campus are ready to answer your remaining questions:

PhD Program Chair
The PhD 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 PhD faculty

(i.e., those tenured or on the tenure track). The PhD Chair supervises and coordinates the administration of the PhD Program and leads the PhD Committee.

Among the domains of responsibility of the PhD Chair and PhD Committee are recruitment efforts and the PhD admissions process, PhD student awards, planning professional development and social activities for PhD students. The PhD Chair orients students to the PhD program and oversees the maintenance of graduate student records and the annual student evaluation process. The PhD Chair provides periodic reports on the program and data to the Director of the School of Social Work and Dean of the Graduate School. When students have questions about their course of study, they should first consult with their Temporary Advisor/Major Professor and then reach out to the PhD Chair if additional guidance is needed. The PhD Chair is available as a point of contact for PhD students and advisors when questions or concerns arise or resources are needed.

PhD Program Coordinator

The Chair of the PhD Program is assisted by the PhD Program Coordinator. The Coordinator plays a role with issues and support including satisfactory academic progress, academic deadlines, graduation completion, admissions, program-related forms, advising/course holds and permissions, and course offerings. In addition, the Coordinator provides direct assistance to faculty advisors, students, and the PhD Committee.

Students should always reference the program's website, this Program Handbook, the Graduate School's website (grad.wisc.edu), and the Graduate School's Academic Policies and Procedures (https://grad.wisc.edu/academic-policies/) for answers on various program-related questions. However, when students need further clarification on any of these policies or procedures, they should contact the Coordinator.

PhD Program Faculty

The PhD Program Faculty includes tenured and tenure track faculty, as well as faculty affiliates from outside of the School of Social Work. The PhD faculty act as Temporary Advisors and Major Professors for PhD students. The PhD faculty typically meets as a "committee of the whole" twice an academic year to discuss matters relevant to the PhD Program. The ongoing activities of the PhD Program are relegated to the PhD Committee.

PhD Committee

This committee, under the direction of the PhD Chair, functions as an advisory committee to the PhD faculty and implements the policies and procedures for the

doctoral program that have been ratified by the PhD faculty. In addition to the PhD Chair, two faculty members sit on the PhD Committee. One to two students sit on the PhD Committee with one student vote. Student representatives are elected by the PhD students or appointed by the PhD Committee Chair early in the fall semester. PhD faculty meetings are open to all doctoral students except for closed portions where the progress of individual students is discussed. A draft agenda is distributed prior to each committee of the whole and subcommittee meeting. Minutes of the meetings are sent to all PhD faculty members.

Graduate School Services
For general inquiries and graduate student services from the Graduate School, see the operations and front desk contact information on this contact page: grad.wisc.edu/contacts.

Department & Program Overview

Program Description

Our 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, the program 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 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.

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, quantitative and qualitative data analysis).

The doctoral 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 not only in social work, but in departments throughout the campus, such as: Sociology, Economics, Educational Psychology, Human Development and Family Studies, the La Follette Institute for Public Affairs, Psychology, Women's Studies, Population Health Sciences, Nursing, and others.

The development of expertise in qualitative and quantitative research design, measurement, 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.

Students entering the program under the Standard Track, or with an MSW, can expect two years of academic coursework. Students entering under the Joint 1, Joint 2, or PhD Only Track can expect two to three years of academic coursework. Once academic course work is completed, students must pass a written and oral preliminary exam (prelim) to demonstrate their knowledge of their fields of study. After passing the preliminary exam, students advance to candidacy (dissertator status) 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.

Mission

The mission of the University of Wisconsin-Madison Doctoral Program in Social Welfare is to develop scholars, leaders, and social work educators who advance knowledge about social work, social welfare policy, and intervention strategies from a behavioral and social science perspective to improve the quality of life for individuals and families.

Training Philosophy

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 matches the student's interests or may carry out their own projects under faculty supervision. Our PhD faculty conduct research on a wide range of social issues across the life course. Examples of faculty research areas includes child welfare, families of children and adults with disabilities, gerontology, health disparities, LGBT youth and families, mental health and illness, organizations and management, palliative and end-of-life care, racial and ethnic

diversity and communities of color, social policy, poverty, and program development and evaluation.

The School of Social Work faculty brings diverse disciplinary backgrounds and 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 Waisman Center on Human Development, Developmental Disabilities, and Neurogenerative Disease, the Institute on Aging, the Wisconsin Center for Educational Research, the Women's Studies Research Center, the Center for Demography and Ecology, the Collaborative Center for Health Equity, and the Center for the Demography of Health and Aging.

Knowledge and Skills Learning Goals

- Demonstrate understanding of knowledge of social welfare problems, theories, policies, and programs.
- Conceptualize and analyze approaches to improving social welfare problems, theories, policies, and programs.
- Apply advanced quantitative and/or qualitative methodology for social welfare scholarship.
- Develop knowledge and skills to teach and/or present in professional contexts social welfare-related material.
- Demonstrate professional and ethical conduct.
- Create research, scholarship, or programing that enhances social welfare.

Expected Competencies of our Graduates

Upon completion of the doctoral program, students are expected to:

- Understand demographic, social, economic, and social welfare policy landscapes and trends in the United States.
- Identify the causes and consequences of significant individual, family, and community social problems and outcomes.
- Using a social justice lens, conceptualize, develop, and analyze innovative approaches to ameliorating or reducing social problems.
- Apply advanced quantitative and/or qualitative methodology to produce rigorous social welfare research with the potential to improve social work and social welfare policies and/or practices.

- Demonstrate excellence in communication and research translation skills through teaching, training, and/or presenting in academic and professional contexts.
- Demonstrate professional and ethical conduct and a commitment to social justice.
- Translate research findings to inform policy and practice.

Diversity, Equity, and Inclusion

The Sandra Rosenbaum School of Social Work prioritizes equity and inclusion work in all areas. Cultural humility, anti-oppressive practice, and social justice are values central to the profession of social work and our school. We seek to enhance human well-being and promote human rights as well as social and economic justice to achieve an equitable, healthy, and productive society. To do so requires understanding and dismantling personal biases (unconscious and conscious) and systemic injustices within our society and school.

Our Strategic Plan for Diversity, Equity, and Inclusion is supported by student, faculty, and staff efforts to meet the following priority goals:

- Goal 1: Increase the diversity of our students, staff, faculty, and other governing bodies.
- Goal 2: Improve a sense of inclusion for our students, staff, and faculty.
- Goal 3: Equip our students, staff, faculty, alumni, and social work community partners to be social justice leaders who can address diversity, equity, and inclusion in their lives and careers.

Updates, events, and news can be seen on our Striving for Equity page at: https://socwork.wisc.edu/striving-for-equity/

How to Get Involved

As a graduate student at UW-Madison, you have a multitude of opportunities to become involved on campus and in your academic discipline. This involvement often enhances your academic, professional, and personal growth through developing advanced leadership, communication, and collaboration skills. It also provides opportunity for professional networking.

In Our Discipline

For students, the following involvement opportunities exist:

- **Associated Students of Madison (ASM)** - The Associated Students of Madison (ASM) is composed of roughly 50 elected or appointed students, 50 student employees, 12 professional staff members, and 200 student appointees on committees that hold legal rights to recommend university policies, budgets, and candidates for UW employment. ASM allocates approximately $51 million in segregated university fees each year and is responsible for management of the Student Activity Center, distribution of the student bus pass, and the day-to-day operations of StudentPrint. ASM is not a Registered Student Organization. The roles of ASM can be divided into three categories: direct action, governance, and service. Learn more here: asm.wisc.edu/
- **Society for Social Work and Research (SSWR)-** Full-time students in bachelor's, master's or doctoral programs in social work or social welfare are eligible for a student membership to SSWR. Along with resources provided through the Doctoral Student Center, SSWR membership includes reduced conference registration fees, job posting service, access to the SWRNet, and more. Learn more about SSWR here: https://secure.sswr.org/
- **Teaching Assistants' Association (TAA)** - The Teaching Assistants' Association is the labor union representing all graduate student workers at UW–Madison (TAs, PAs, RAs, GAs, and Fellows). They are the oldest graduate employee union in the world. Organizing began in 1966 and the first contract with the university was completed in 1970. Learn more here: taa-madison.org/

In Our Program/Department

Students are invited to join social work organizations, organize their own student organizations (visit the Center for Leadership and Involvement for more information), and to join standing committees of the Sandra Rosenbaum School of Social Work.

School of Social Work Student Organizations includes:

- LGBTA+ Allies
- Radical Social Work
- Social Work Christian Fellowship
- Social Work Student Union
- Social Workers of Color Student Coalition
- Students for Social Welfare

For more details, visit: https://socwork.wisc.edu/students/student-involvement/

On Campus & In the Community
The Wisconsin Idea is the principle that education should influence and improve people's lives beyond the university classroom. For more than 100 years, this idea has guided the university's work.

You will find a list of ways to engage in campus and local community life at:

The Graduate School's Current Student Page
grad.wisc.edu/current-students

If you are a student actively involved in leadership and service activities, consider nominating yourself for membership in the following honor society:

Edward Alexander Bouchet Graduate Honor Society
grad.wisc.edu/diversity/bouchet

Getting Started as a Graduate Student

This section guides you through important steps to take as you begin your journey as a graduate student at UW-Madison.

New Graduate Student Checklist
Be sure to review all steps listed on this webpage for new graduate students:
The Graduate School's New Student Page
grad.wisc.edu/new-students

In addition to a checklist for all new graduate students, that webpage includes sections with additional steps to take if you are a new international student, student with a disability, student veteran, student with children, or student with funding.

In Our Program
Incoming students to the Social Welfare Program should refer to their Welcome Letter (sent mid-late summer) for steps to take as a new student.

Additional Information for International Students

International Student Services (ISS)
International Student Services (ISS) is your main resource on campus and has advisors who can assist you with visa, social and employment issues. Visit their website for more information at iss.wisc.edu or to schedule an appointment.

Mandatory Orientation
The U.S. Department of Homeland Security requires you to register with UW-Madison prior to starting your program of study in the United States. By completing the Immigration Check and attending International Student Orientation (a mandatory orientation program for new students), you will fulfill this obligation. Visit https://iss.wisc.edu/orientation/#iso-steps for more information, including orientation dates and registration steps.

Student Visas
Graduate Admissions issues the federal I-20 form for initial F-1 Visa procurement. Initial J-1 Visa document (DS-2019) is handled by International Student Services (ISS). The Graduate Admissions office sometimes must collect financial information for the DS-2019, which is then forwarded to ISS. After the student is enrolled, all Visa matters are handled by ISS.

Documents required of new international students
Many students are admitted with a condition that they submit their final academic documents after arrival on campus. Please submit your documents to the admissions office at 232 Bascom Hall. Or departments may collect the documents and send them to the admissions office via campus mail. The admissions requirements page https://grad.wisc.edu/apply/requirements/ lists the documents required for each country.

Students with ESL Requirements
Any student who was admitted with a TOEFL score below 92, or an IELTS score below 6.5 will be required to take the English as a Second Language Assessment Test (ESLAT) https://esl.wisc.edu/international-students/placement/ and any required English course during their first semester.

Funding for International Students
International students are eligible for Teaching, Project, and Research Assistantships on campus as well as university fellowships through the Graduate School. They may not be employed more than 20 hours per week on campus while enrolled full-time.

New international students with assistantships should work with International Students Services to obtain a social security number (iss.wisc.edu/employment/social-security). New students with fellowships and no other appointment types are not considered employees and are not eligible for social security numbers. These students should work with ISS to obtain an International Taxpayer Identification Number (ITIN, https://iss.wisc.edu/employment/individual-taxpayer-identification-number-itin/).

Advising & Mentoring

Advising relationships are a central part of academia, important to both the experience and development of students and faculty members alike.

The Graduate School's definition of an advisor can be found here: policy.wisc.edu/library/UW-1232. Your advisor has two main roles: 1) To assist you in acquiring the highest possible level of knowledge and competence in the field, and 2) to chair the committee that will determine whether you have performed at an acceptable level in each of your degree milestones (see "Degree Requirements" section below for further information on building your committee). Other roles of your advisor may include tracking your progress in completing your degree (note: this may include use of the Graduate Student Tracking System at gsts.grad.wisc.edu), assisting with course selection and planning your academic path, and helping you identify possible research mentors, committee members, and research opportunities.

Selecting a Major Professor (Permanent Advisor)

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 mentor students in the beginning of their program, assist students in the selection of required and elective courses for the first year of the program, and advise students on research and curricular issues as they explore and refine their research area and choose a major professor. Many times, the temporary advisor becomes the Major Professor, but this is not necessarily the case.

Your Major Professor should be a faculty member in the program whose expertise and project/research interests match closely with those that you intend to acquire. To learn more about the faculty in your program, consider consulting the following sources:

- Courses and seminars you attend
- Our program website (https://socwork.wisc.edu/directory-faculty/)
- Faculty publications
- Students currently in a prospective advisor's group/lab

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 of the student's preliminary exam committee 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 their prelim and dissertation research; identifying appropriate courses that the student should take outside the School; helping the student refine their preliminary exam and dissertation topics, and identifying appropriate faculty from within and outside the School of Social Work to serve on the student's preliminary exam and dissertation committees.

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 their work. Getting to know faculty members through course work and independent studies may help students determine the fit between faculty members and their own research interests and approach to learning.

Once the decision for a Major Professor has been finalized, the student must notify the PhD Program Coordinator who makes the necessary notations in the student's record.

As the advisor-student relationship is one of mutual agreement, it may be terminated by either party. If you decide that you would prefer working with a different advisor, discuss this with the PhD Chair to seek the change.

Every graduate student must have an advisor or else they may be suspended from graduate study at UW-Madison by the Graduate School. You can confirm that the name of your advisor has been updated in the official record by looking in your Student Center on MyUW (my.wisc.edu) under "Academic Progress" and then "Advisors."

Mentoring Networks

In addition to your Temporary Advisor or Major Professor, you are encouraged to develop a broad network of individuals who can provide academic and professional mentorship during and beyond your time as a graduate student.

Collective Mentoring

The PhD Program Collective Mentoring initiative connects faculty and students through shared interests. Faculty and student responses to questions regarding research, topic and teaching interest areas, and career development opportunities are shared, encouraging opportunities, and supporting mentoring needs.

Student Collective Mentoring Responses:

https://uwmadison.app.box.com/folder/138832817088

Faculty Collective Mentoring Responses:
https://uwmadison.app.box.com/folder/59798879984

Peer Mentoring
The purpose of the peer mentor program is to offer support to first year Social Welfare PhD students. Mentors aid their mentees in adjusting and transitioning into the program, connect mentees to resources, and provide emotional and logistical support during their first year. Description: PhD students in social welfare are assigned a mentor. Mentors are students who have completed at least two years in the program and volunteer to be mentors. The PhD director along with the graduate coordinator match mentees and mentors based on advisor, interest area, availability, and program type.

Social Welfare PhD Program Peer Mentoring Guidelines:
https://uwmadison.app.box.com/folder/59798879984

Degree Requirements

Doctoral Degree Requirements

All students in the Social Welfare Program are responsible for keeping aware of the following requirements to complete the degree.

For all current requirements to complete your degree (e.g., credits, courses, milestones, and learning outcomes/goals) see your program's page in the *Graduate Guide*. Navigate to guide.wisc.edu/graduate, then select "Degrees/Majors," your program's name, the "Named Option" of your program (if applicable; found near the bottom of the Requirements tab), and then "Requirements" from the navigation bar on the right side. You will be taken to a subsection of your program's *Guide* page that contains all official requirements for your degree. Similarly, see "Policies" from the navigation bar of your program's page to learn about policies affecting these requirements (e.g., prior coursework, probation, credits per term allowed, time constraints, grievances and appeals, etc.).

For prior year policies that may be applicable to you, see guide.wisc.edu/archive.

Preliminary Exam

The preliminary exam allows students to demonstrate mastery of knowledge in each 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 their course work (i.e., related to studies in their substantive area, theory and methods), and their eventual dissertation research. For more information, visit Preliminary Examinations found within the Graduate School's Academic Policies and Procedures. See Preliminary Exam and Prelim Proposal Examples in the PhD Student Resource Center in Box.

Preliminary Committee

Doctoral committees advise and evaluate satisfactory progress, administer preliminary and final oral examinations, evaluate a thesis or dissertation, and/or sign a degree warrant. For general guidance from The Graduate School on the role and composition of committees as well as an online tool to determine if your committee meets minimum requirements, see this policy page: policy.wisc.edu/library/UW-1201.

During the spring and summer semester of the second year, the student will work with their Major Professor to form a preliminary exam committee. Committee members are chosen for their substantive knowledge in the content area(s) of the preliminary exam. Students can 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 to further develop knowledge around their substantive interest area, theory and/or methods to prepare for the preliminary exam process.

The composition of the Preliminary Exam Committee consists of a minimum of three faculty members. The committee Chairperson (student's Major Professor) and at least one other member of the committee must be a member of the School of Social Work PhD faculty. The committee members are responsible for determining readiness of the student to initiate the preliminary exam process, approving the preliminary exam 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 for meeting with each member of the committee, as deemed necessary by committee members, to review course work and allow the committee member an opportunity to assess the student's knowledge and readiness for the preliminary exam. A committee member may request that the student provide copies of papers from their coursework to make this determination. The Chair will be responsible for contacting each committee member for feedback on the student's readiness for

taking the preliminary exam. If committee members believe the student needs additional course work, the Chair will convey this information to the student, along with a proposed plan for additional course work.

Preliminary Exam Proposal

The preliminary exam proposal is developed by the student in consultation with the Chair (and other committee members as appropriate) to clearly articulate the format, content, and bibliography for the preliminary exam. The proposal must summarize the preliminary exam purpose, structure, and content (previously described), and should specify the organization of the paper, major topics, and issues to be covered, approximate page length, and reading list. See examples: https://uwmadison.app.box.com/folder/52555609188 The student is free to consult and dialogue with any member of the faculty while they are developing their preliminary exam proposal.

Once the preliminary exam proposal is written and reviewed by the committee Chair, copies are submitted to the preliminary exam committee and a preliminary exam proposal meeting is scheduled. At this meeting, the committee will determine whether to approve the preliminary exam proposal and bibliography. The committee may request that the student further revise the proposal and bibliography and could 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 preliminary exam proposal serves as an agreement for the structure of the preliminary exam. Sample copies of proposals are available in the SSW PhD Student Resource Center Box folder.

Deadlines for Submitting and Completing the Preliminary Exam Proposal

An important consideration in developing and approving the preliminary exam 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 preliminary exam proposal, paper, and oral exam in a timely fashion. Students following the Standard Program sequence should have their preliminary exam 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 PhD 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 preliminary exam proposal submitted and approved by May 15th in the spring of the third year, and those without the BSW should have their preliminary exam 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 PhD 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."

The Written Preliminary Exam

The preliminary exam consists of a written paper 30-50 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. Students should demonstrate the following as they address these three sections of their preliminary exam:

- A thorough and well-defined review, integrative synthesis, and critical analysis of literature that demonstrates an ability to identify issues requiring scholarly attention in their substantive area;
- 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 recommend specific research designs or other methods among the various alternatives.

Deadlines for Submitting and Completing the Written Preliminary Exam

Students are expected to complete the preliminary exam process within one year from the date of the preliminary exam proposal defense meeting. See the Steps to Complete your Preliminary Examinations for more information. Students must submit the first draft of their preliminary exam within three months after the date that the preliminary exam 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.

Guidelines for the Written Preliminary Exam

In keeping with the purpose of the exam 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 consultations with the Chair or other committee members may be helpful to prevent students from becoming stuck. The following restrictions are placed on these consultations:

- Students may seek verbal or written consultations from committee members that are restricted to clarifying questions or procedural issues related to the prelim. For example, a student may talk with a faculty member about an aspect of the preliminary exam that they are 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 their estimated page length for various sections of the preliminary exam was under- or over-estimated. They may consult with faculty to explore options/preferences for addressing this.

The first draft of the prelim should be submitted within three months of the proposal's approval to the Preliminary Exam Committee Chair, who will then disseminate the written exam to all committee members. The Chair should not provide feedback on the prelim prior to disseminating it to the committee.

The paper will be read by each committee member who will provide written feedback to the student and the Chair of the committee. Each member of the committee will also submit a grade of either "pass" or "revise and resubmit" to the Committee Chair. Students should receive written feedback from the committee within approximately 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 for a full 3 weeks following paper submission, the feedback should be given within five weeks. The Chair is responsible for circulating each committee member's feedback to others on the committee.

If the first submission receives a unanimous "pass", an oral exam is scheduled (see oral exam section below). Students may be given a "pass" but still be required to make

minor revisions on the paper before holding the oral preliminary exam. If the first submission receives a “revise and resubmit”, students will follow the procedure below for revising the paper.

Revising the Preliminary Exam

After the student receives the committee’s feedback, the Chair and student have the option to meet to and develop a plan to revise the paper or may decide that the feedback is clear and manageable enough for the student to implement the revisions without such a meeting. 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).

At the Chair’s discretion, the student may be asked to write up a plan for revisions, obtain the approval of the Chair, and/or meet with and obtain the approval of other committee members. 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, as well as whether the plan will be circulated to each committee member. During the period in which the plan is being circulated, the student can work on revising 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.

The student has up to one month to revise the paper from the date the Chair and/or the committee members provide their feedback or approve the plan for revisions (if applicable). The student will hand in the revised paper accompanied by a memo (like that which accompanies a revised manuscript for peer-review) specifying how they responded to (or did not respond to and why) each issue raised by the committee members.

The Revised Preliminary Exam and Grading

The revised written preliminary exam is read by the committee, with each committee member evaluating the paper in writing and grading it as (1) pass or (2) fail. Again, students should receive written feedback from the committee within approximately three weeks of the completion of the paper but, 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. Students may be given a “pass” but still be required to make minor revisions on the paper before or after holding the oral

preliminary exam. Students who fail the preliminary exam will be dropped from the program.

The Oral Preliminary Exam

Once the student receives a “pass” on the written preliminary exam, an oral defense is scheduled. The oral defense should occur within eight weeks of the student completing the written phase of the preliminary exam process. Students must notify the PhD Program Coordinator at least three weeks prior to the oral defense to request the preliminary exam warrant (see below).

The broad objectives of the oral exam are: (a) to provide students with an opportunity to demonstrate their general knowledge about the body of literature covered in the preliminary exam; and (b) to provide a forum for students to articulate the implications of the literature they reviewed in their preliminary exam 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 preliminary exam might inform the student’s dissertation work.

The committee will evaluate the student’s performance on the oral exam 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., considering 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, they may retake the exam once.

The Preliminary Exam Warrant

Three weeks prior to the date of the oral exam, students must submit the Prelim Warrant Request Form and completed Course Progress Form to the PhD Program Coordinator. The Program Coordinator will confirm the student has completed all coursework and removed all incomplete grades before formally requesting that a preliminary exam warrant be issued by the Graduate School.

Before issuing the warrant, the Graduate School will certify that the student has satisfied the doctoral minimum graduate residence credit requirement (32 credits), maintained a

cumulative GPA of 3.00 or higher, and removed all incomplete and unreported. Once the oral exam is passed, the warrant with faculty signatures serves as a formal record certifying that the student has completed the exam and met all program requirements except the dissertation. Upon passing the oral exam, the student returns the completed (signed) form to the PhD Program Coordinator for submission to the Graduate School for approval.

Once the signed warrant has been approved, the student is now a dissertator, effective the next academic semester. See the Graduate School policy on dissertator status.

Dissertation & Final Oral Exam/Defense

Dissertation and Oral Defense

After successfully passing the preliminary exam, and the signed preliminary exam warrant has been approved by the Graduate School, the student is formally a doctoral degree candidate with dissertator status. A dissertator is a unique fee status for students who have completed all requirements for a PhD degree except for the dissertation. These requirements must be met before the first day of classes to be a dissertator for any given semester.

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 the committee, such as the proposed timeline and schedule for completion, and the 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.

The Chair and a minimum of two additional readers are required to approve the dissertation proposal; however given the advantages of ensuring committee member review and support of the proposal, we encourage students to invite and involve all committee members as early as possible. 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.

For dissertation resources, including examples, visit the PhD Student Resource Center in Box.

Guidelines for Writing the Dissertation

Students are advised to review the Graduate School's Guide to Preparing Your Doctoral Dissertation. This guide helps 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 they are meeting the standards and requirements of the University regarding format requirements and deadlines.

Increasingly, dissertation committees are encouraging students to consider drafting two or more manuscripts in publication-ready format rather than the traditional dissertation format. This format usually includes a broader introduction or background chapter, as well as an integrative discussion chapter, in addition to the standalone manuscripts. Bibliographies and references throughout the dissertation should be formatted according to the Publication Manual of the American Psychological Association. A reference copy is available in the School of Social Work's library.

Dissertation Committee

The chair or co-chair of the Dissertation Committee must be Graduate Faculty from the student's program. The UW–Madison Policies and Procedures & Faculty Legislation 3.05B stipulates that "the faculty of the Graduate School includes all university faculty defined in 1.02 holding professional rank (professor, associate professor, assistant professor or instructor) in any department with graduate program authority, including those with zero-time appointments in such departments." UW-Madison retired or resigned committee members automatically retain Graduate Faculty status for one year; after one year they are permitted to serve as co-chair or other non-Graduate Faculty committee member. The co-advisor/co-chair will be designated on dissertation documentation.

The composition of the dissertation committee must have at least four members representing more than one UW-Madison degree-granting graduate program, three of whom must be UW-Madison graduate faculty or former UW-Madison graduate faculty up to one year after resignation or retirement.

The Graduate School website has an online committee requirement tool to assist students, staff, and faculty, when forming committees. Students should use this tool to determine whether the proposed committee meets the Graduate School's minimum requirements for committee members.

The committee must have at least four members and must have members from at least two University of Wisconsin—Madison degree-granting graduate programs. The required fourth member of a doctoral dissertation committee, as well as any additional members, retains voting rights. They may be from any of the following categories, as approved by the program executive committee (or its equivalent): graduate faculty, faculty from a department without a graduate program, academic staff (including emeritus faculty), visiting faculty, faculty from other institutions, scientists, research associates, and other individuals deemed qualified by the executive committee (or its equivalent).

The committee usually includes the three primary readers from the preliminary exam and at least one to two additional members. The additional members may serve as readers or non-readers at the discretion of the Committee Chairperson. At least three committee members must be designated as readers. The Chairperson and at least one other member of the committee must be members of the School of Social Work PhD faculty. The committee is responsible for approving the dissertation proposal, supervising the doctoral dissertation, and approving the dissertation oral exam. 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 PhD Committee approval.

Final Dissertation Oral Exam and Warrant

At least three to four weeks before the final oral exam date, provide a completed dissertation draft to committee. Additionally, three weeks prior to the final oral exam date, a Final Warrant Request Form must be completed and submitted to the PhD Program Coordinator. The PhD Program Coordinator submits the request to the Graduate School and once approved, the student requests Committee signatures, and collects the final copy.

Students should ask their Committee Chair how to prepare for the final oral exam. Commonly, students are asked to prepare a brief presentation of their dissertation research followed by a question-and-answer discussion. Students may be asked to leave the room so that committee members can discuss the dissertation at any point during the final oral exam.

At the final oral exam, Committee Members may decide additional work or corrections are needed. If this can be within a month, all 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, they sign the Final Warrant without another oral exam. This procedure is meant only for thesis's minor changes. Other change types will lead to a new final oral exam.

Refer to the Preparing to Graduate checklist and the Graduate School's Completing Your Doctoral Degree webpage for details that need to be completed prior to graduation. It is the student's responsibility to complete all required documents, including the submission of the Final Warrant to the Graduate School. Students cannot receive certification of degree completion from the Registrar's Office until all grades are posted.

Minors

There is no minor or certificate requirement for the PhD Program in Social Welfare. However, for those who wish to pursue either a minor or certificate to add breadth to their PhD major, there are several options listed below. Students must contact the minor department for approval. Usually, this requires the student to fill out a form and obtain signatures from their major professor and the Chair of the minor department. After the student defends their prelim, they must submit paperwork with the PhD Program Coordinator to verify all their major *and* minor requirements have been met before dissertator status is approved by the Graduate School.

- **Clinical & Community Outcomes Research (CCOR):** The Certificate in CCOR addresses the gap between basic research discoveries and their application in clinical and public health practice. Such research requires engagement among community members, organizations, clinicians, and researchers and draws on distinct skills.
- **Gender and Women's Studies:** The doctoral minor in Gender and Woman's Studies offers substantial and systematic training in the field of gender and women's studies. A doctoral minor in Gender and Women's Studies is an

excellent way to gain training in feminist analysis and research methods as well as in substantive topical areas related to women and gender that can be applied to one's research field and to one's teaching.

- **Human Development and Family Studies (HDFS):** The graduate program in HDFS, located within the School of Human Ecology, offers courses on individual and family development throughout the lifespan and across ecological settings. The program explicitly values both qualitative and quantitative methods.
- **Population Health:** The doctoral minor in Population Health provides the methodological foundations for understanding how health is evaluated, how to assess influences on health and how to critically evaluate health related research. In addition, students completing the minor enhance their general understanding of research design and statistical interpretation.
- **Prevention and Intervention Science:** Students may earn a doctoral minor OR graduate/professional certificate in Prevention and Intervention Science. This multidisciplinary program addresses contemporary health and social issues facing at-risk and vulnerable groups across the life course.
- **Public Affairs:** The doctoral minor in Public Affairs offers training in the field of public affairs and can be tailored to a student's specific interests. A doctoral minor in Public Affairs provides breadth and skills in public policy analysis, program evaluation, and public management.

Doctoral Degree Checklist: Timeline & Deadlines

The PhD program is a full-time program, **with no part-time option.** Students generally progress through the doctoral program in three stages: program course work, writing and defending the preliminary exam, and conducting and defending a dissertation. 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 Graduate School maintains a list of steps to complete your master's degree, including deadlines and important things to know as you progress toward graduation: grad.wisc.edu/current-students/doctoral-guide.

Degree Deadlines

Generally, the Friday before commencement is the deadline for the Graduate School to receive final deposits. The current deadline is found on the Graduate School website. If

the dissertation is completed during a “registration window”, or after the last day of classes but before the end of registration week of the next semester, the degree will be issued for the following semester; you will not need to register or pay additional fees for that following semester. Completing the dissertation during this “registration window” removes the requirement to register or pay fees for the next semester.

Commencement

Approximately 6-8 weeks before commencement, doctoral candidates should complete the "Apply to Graduate" application in their Student Center (via my.wisc.edu). Additionally, in this location, students can indicate whether their name should appear in the commencement program.

It is traditional for the Major Professor to escort graduates, but students may ask another faculty member to escort them at graduation. One faculty member may escort multiple students (after crossing the stage with one student, the faculty escort returns to escort the next student).

Before commencement, escorts and candidates will receive 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. Diplomas are mailed approximately three months after the graduation date.

See the most up-to-date information on commencement on the UW-Madison Commencement website.

Five-Year Rule

A candidate for the PhD degree who fails to defend their dissertation within five years after passing the preliminary exam may be required to take another preliminary exam and be admitted to candidacy a second time.

Enrollment Requirements

You are responsible for following Graduate School policies related to course enrollment requirements and limitations:

Adding / Dropping Courses
grad.wisc.edu/documents/add-drop

Auditing Courses
policy.wisc.edu/library/UW-1224

Canceling Enrollment
grad.wisc.edu/documents/canceling-enrollment

Continuous Enrollment Requirement for Dissertators
policy.wisc.edu/library/UW-1204

Enrollment Accountability
grad.wisc.edu/documents/enrollment-accountability

Minimum Enrollment Requirements
policy.wisc.edu/library/UW-1208

Summer Enrollment
Summer enrollment is not a requirement, except for facility use, or assistantship positions or fellowship awards, which specify students must be enrolled. Students who hold graduate assistantship positions, traineeships or fellowships must follow the enrollment requirements established by their appointment, which take precedence over general program requirements.

Non-Dissertator Enrollment
Students who have completed their coursework and are working on or toward their preliminary exam should register for SW 999, Independent Reading, under their major professor for 4-8 credits depending on the enrollment requirements of an assistantship position. It is not required that a student register during summer even if the prelim defense is scheduled during the summer, unless an appointment (RA, trainee, or fellowship) requires enrollment.

Dissertator Enrollment
With dissertator status, students are expected to maintain continuous fall and spring enrollment until completion of the doctoral degree. Students with dissertator status must register for 3 credits (full-time) each fall and spring semester. SW 990, Thesis Research, under their Major Professor, meets this requirement. **Registering for more than 3 credits will result in the loss of dissertator status for tuition and fee purposes.** See the Continuous Enrollment Requirement for Dissertators policy for more details.

Dissertators who do not maintain continuous registration will be assessed a Degree Completion Fee equal to twelve times the current per-credit dissertator rate. The fee is assessed at the time students bring their dissertation to the Graduate School for final review and is based on the resident or non-resident status students had at their last term of registration.

If defending during the summer, and not during the Spring-Summer registration window, enrollment is required. If the dissertation is completed during a "registration window", or after the last day of classes but before the end of registration week of the next semester, registration and fees are not required for the next semester.

Academic Exception Petitions

Academic exceptions are considered on an individual case by case basis and should not be considered a precedent. Deviations from normal progress are highly discouraged, but the program recognizes that there are in some cases extenuating academic and personal circumstances. Petitions for course exceptions/substitutions or exceptions to the Satisfactory Progress Expectations (academic or conduct) shall be directed to the Director of Graduate Studies or relevant committee chair (example Curriculum Chair). The following procedures apply to all petitions:

- The specific requirement/rule/expectation pertinent to the petition must be identified.
- The student's academic advisor must provide written support for the petition.
- All course work substitutions and equivalencies will be decided by appropriate area-group faculty or curriculum chair.

More generally, the Director of Graduate Studies, in consultation with the student's advisor, may grant extensions to normal progress requirements for students who face circumstances (similar to tenure extensions) as noted in university regulations, this includes childbirth, adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond one's personal control. Where warranted, the petition should provide good evidence of plans and ability to return to conformance with the standard and to acceptably complete the program. The normal extension will be one semester; anything beyond this will be granted *only in the event of highly extraordinary circumstances.* Extensions will be granted formally with a note of explanation to be placed in the student's file.

Leave of Absence

Any student requesting a leave of absence from the program, or do not continuously enroll during a fall or spring semester, must submit a request in writing to the Chair of

the PhD program who will bring the request to the PhD Committee for approval. The request should detail the reason(s) for the leave or gap in enrollment, and the duration. Students should consult with their Major Professor and inform them of their intentions. To return to the program, students must reapply for admission by sending a letter of intent to the Chair of the PhD program and filing a new Graduate School application. Students should consult the Program Coordinator on Readmission procedures.

Satisfactory Academic Progress

Your continuation as a graduate student at UW-Madison is at the discretion of your program, the Graduate School, and your faculty advisor. Any student may be placed on probation or dismissed from the Graduate School for not maintaining satisfactory academic progress, and this can impact your academic standing (detailed below), financial aid (see this policy page: policy.wisc.edu/library/UW-1040), or funding (consult your sources of funding, as applicable). Our program has its own definition of satisfactory academic progress and related procedures that supplement Graduate School policy, as described in this section.

Definition
Information about how the Graduate School determines satisfactory academic progress can be found at this policy page: policy.wisc.edu/library/UW-1218. In addition to the Graduate School's monitoring of satisfactory academic progress, this program regularly reviews the satisfactory academic progress of its students, defined as the following:

Students must pass all courses with a grade of B or better. A student must retake any required 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.

If a required course needs to be taken again, the credits accumulated when the grade was below a B will not count towards the social welfare doctoral degree credit requirements. When a student needs to retake a required 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 PhD 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 such input is warranted. Failure to achieve the satisfactory grade when a course is repeated (or when a comparable course is taken) 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 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 PhD Program Coordinator will ask students and major professors to update the annual "Feedback Form" at the end of each academic year to evaluate whether a student's progress is satisfactory.

In determining satisfactory academic progress, the Graduate School monitors the following: cumulative grade point average, incomplete grades, completion of English as a second language requirements for some international students, the grades of students admitted on probationary status, enrollment in minimum required credits (underload), and unsatisfactory (U) grades. For more information, see guide.wisc.edu/graduate/#policiesandrequirementstext.

Students are also responsible for keeping to any satisfactory progress policies that their funding sources may outline for them.

Yearly Review of Student Progress

Each spring, the PhD faculty, in consultation with the PhD Program Chair and the Major Professor (or temporary advisor for first year students), conduct a yearly review of the progress of all PhD students, including those in the Joint MSW/PhD 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. Students in the joint program are expected to move at a slower pace in the program than students who entered the program with an MSW. Students will receive feedback from the Chair of the Program in the form of a letter during the summer.

Not Meeting Academic Expectations

The following conditions will result in termination from the program:

- Receipt of ""failure"" on a revised and resubmitted preliminary exam paper.
- Failure to complete the preliminary exam process in a timely manner (see pages 22-26).
- Failure to complete the dissertation and take the oral exam five years after taking the preliminary exam (and failing to retake the prelim).

- Failure to maintain satisfactory progress in the program such as failing to remove incompletes in the required period or remaining on leave of absence beyond the time limit approved by the faculty.

Personal Conduct Expectations

Professional Conduct
The Office of Student Conduct and Community Standards maintains detailed guidance on student rights and responsibilities related to learning in a community that is safe and fosters integrity and accountability. You are responsible for keeping aware of their policies and procedures, found at the following page: conduct.students.wisc.edu

All students are expected to adhere to the highest standards of professional behavior and ethics. Students should conduct themselves according to the standards expected of members of the profession to which the student aspires. Concerns about infractions of Professional Conduct may be effectively handled informally between the instructor/advisor and the student. If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in Chapter 14 of the University of Wisconsin Administrative Code (UWS 14).

Misconduct sanctions can include:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student's Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student's Office when imposing any of these sanctions. This action is taken so the Dean of Student's Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion. For more details, review the Dean of Students Office's webpage on Academic Misconduct.

Note: Students can appeal any sanctions.

Separate and apart from a violation of Professional Conduct, a student may face a formal University disciplinary investigation for behaviors that may violate non-academic or academic misconduct policies as described below. Students are responsible for

reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

1. Professional Ethics: Students shall show respect for a diversity of opinions, perspectives, and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the program; and strive to incorporate and practice disciplinary ideals in their daily lives. Resumes/CVs must reflect accurate information.
2. Honesty and Integrity: Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect subject/client confidentiality, and follow HIPAA regulations. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession.
    a. With regard to plagiarism, The School of Social Work defines it as: 1. The appropriation of passages or complete works of another person and submitting them as one's own work – in either written materials or speeches. 2. The presentation of ideas of others as one's own without giving credit.
    b. Additionally, the Graduate School Office of Professional Development and Communications has partnered with the Libraries to develop an online micro-course about cultural, legal, and policy perspectives on intellectual property available at https://lo.library.wisc.edu/intellectual_property/.
3. Interpersonal and Workplace Relationships: Students shall interact with peers, faculty, staff, and those they encounter in their professional capacity in a manner that is respectful, considerate, and professional. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to the team, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available

equipment/technology/resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for termination or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.

4. Commitment to Learning: Students are expected to always meet their educational responsibilities. Be actively prepared for class and be ready for questions and answers. Be on time for every class and always show courtesy during class or if you must leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge to understand and respect the community in which they work.

This graduate program, the Graduate School, and the Division of Student Life all uphold the UW-System policies and procedures in place for academic and non-academic misconduct. In addition, graduate students are held to the same standards of responsible conduct of research as faculty and staff. Furthermore, unprofessional behavior towards clients/subjects, faculty, staff, peers, and public are significant issues in the evaluation and promotion of students. In turn, we hold expectations for the highest level of academic integrity and expect professional, ethical, and respectful conduct in all interactions. Students may be disciplined or dismissed from the graduate program for misconduct or disregard for professional conduct expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action.

Academic Misconduct

Academic misconduct is governed by state law, UW System Administration Code Chapter 14. For further information on this law, what constitutes academic misconduct, and procedures related to academic misconduct, see:

The Graduate School

Academic Policies & Procedures: Misconduct, Academic
grad.wisc.edu/documents/misconduct-academic

Office of Student Conduct and Community Standards

Academic Misconduct Website
conduct.students.wisc.edu/academic-misconduct

Academic Misconduct Flowchart
conduct.students.wisc.edu/documents/academic-misconduct-flow-chart

Non-Academic Misconduct
Non-academic misconduct is governed by state law, UW System Administration Code Chapters 17 and 18. For further information on these laws, what constitutes non-academic misconduct, and procedures related to non-academic misconduct, see:

The Graduate School

Academic Policies & Procedures: Misconduct, Non-Academic
grad.wisc.edu/documents/misconduct-nonacademic

Office for Student Conduct and Community Standards

Non-Academic Misconduct Website
conduct.students.wisc.edu/nonacademic-misconduct

University of Wisconsin System (UWS)

Chapter 17: Student Non-Academic Disciplinary Procedures
docs.legis.wisconsin.gov/code/admin_code/uws/17

Chapter 18: Conduct on University Lands
docs.legis.wisconsin.gov/code/admin_code/uws/18

The University strives to uphold high standards of personal conduct. Students who violate UW System Policies regarding non-academic misconduct are subject to disciplinary action as outlined in UWS Chapter 17, Student Non-academic Disciplinary Procedures.

The university may discipline a student when their behavior violates a policy in UWS Ch. 17, for on or off campus behavior; and/or UWS Ch 18, Conduct on University Lands.

Some examples of UWS Ch. 17 violations include, but are not limited to:
for conduct that endangers or threatens the health or safety of oneself or another person.

- for sexual assault, stalking, dating/domestic violence, or sexual harassment;
- for conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
- for conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;
- for unauthorized possession of university property or property of another member of the university community or guest;
- for acts which violate the provisions of UWS 18, Conduct on University Lands;
- for knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
- for violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.
- for the illegal use, possession, manufacture, or distribution of controlled substances
- for violating criminal law
- for harassment as defined in State Law

Examples of non-academic misconduct on University lands under UWS Ch 18 include but are not limited to:

- improper use of UW ID card;
- use of alcohol on campus unless where authorized;
- possession of a dangerous weapon;
- assaultive behavior;
- resisting or obstructing police officers;
- disorderly conduct;
- harassment via computer or other electronic means;

- violating of policies regarding protest, rallies, demonstrations and other assemblies

Research Misconduct
Graduate students are held to the same standards of responsible conduct of research as faculty and staff. Further information about these standards and related policies and procedures can be found at:

The Graduate School

Academic Policies & Procedures: Responsible Conduct of Research
grad.wisc.edu/documents/responsible-conduct-of-research

Office of the Vice Chancellor for Research and Graduate Education

Research Policies
research.wisc.edu/compliance-policy

Hostile and Intimidating Behavior (Bullying)
Hostile and intimidating behavior (HIB), sometimes referred to as "bullying," is prohibited by university policy applicable to faculty, academic staff, and university staff. For further definition, policy, and procedures related to HIB see: hr.wisc.edu/hib. Students who feel they have been subject to HIB are encouraged to review the informal and formal options on the "Addressing HIB" tab of this website.

Grievance Process
Each college or program on campus has a grievance process that students can use to address other concerns regarding their experience in the program. This program's grievance process can be found detailed at: https://guide.wisc.edu/graduate/social-work/social-welfare-phd/#policiestext

Process and Sanctions for Violations of Conduct Standards
Violations of Conduct Standards could result in a review by the Dean of Students Office. The Dean of Students Office may have grounds to issue one or more of the following:

- Reprimand
- Probation
- Suspension
- Expulsion
- Restitution

- A zero or failing grade on an assignment/exam
- A lower grade or failure in the course
- Removal from course
- Enrollment restrictions in a course/program
- Conditions/terms of continuing as a student

Incident Reporting (Hate, Bias, Sexual Assault, Hazing, Students of Concern, Bullying)

The Dean of Students Office maintains a portal to report incidents of hate, bias, sexual assault, hazing, dating/domestic violence, stalking, missing students, and students displaying other concerning behaviors at UW-Madison:

Dean of Students Incident Reporting
doso.students.wisc.edu/report-an-issue

As noted above in "Personal Conduct Expectations," students who feel they have been subject to hostile and/or intimidating behavior (i.e., bullying) are encouraged to review the informal and formal options for addressing this behavior (including filing complaints when desired) at:

Human Resources Hostile and Intimidating Behavior Website
hr.wisc.edu/hib

Funding, Employment, and Finances

Social Welfare PhD students are generally guaranteed a minimum funding package consisting of a 33.4% appointment for a minimum of five years, if they are in good academic standing, make satisfactory progress in their coursework, perform acceptably in their appointed position, and remain in residence. Typically, students do not receive funding after their 5th year in the program, though some exceptions may be made on a case-by-case basis depending on funding availability and the fit between a student's skills and faculty/departmental needs with regards to TA, PA, RA, and teaching appointments.

Refer to the Graduate School Explorer data tools, available at grad.wisc.edu (click "Data" in the upper right), for historical information on how the Program's students have been funded. Or, click here: https://grad.wisc.edu/data/graduate-student-funding-data/

Funding information will be provided through guarantee letters sent bi-yearly.
If a student does not have a (guaranteed) appointment and is looking for funding to support graduate studies, the Graduate School provides a list of steps to follow, at https://grad.wisc.edu/funding/. They may also search for graduate student appointments through the UW-Madison Student Job Center. Students are always welcome to consider available appointments (as TAs, PAs, RAs) in other departments or at interdisciplinary centers on campus.

Graduate Assistantships (TAs, PAs, RAs, Lecturer [SA] positions)

Teaching Assistantships (TA), Project Assistantships (PA), and Research Assistantships (RA) are the three types of graduate assistantship appointments available to PhD students within the School. In addition, PhD students may also apply to be course instructors as lecturer student assistants (LSA). 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), health insurance, and a monthly stipend. Appointments that are less than 33.4% time will not generate the benefits of tuition remission or health insurance.

Students holding TA or PA positions are permitted appointment levels of up to 75% time. However, appointments over 50% time should be discussed with the graduate student's advisor and the PhD Chair should be informed. The student's academic advisor should discuss with the student their progress toward completion of the degree and make sure that such progress will not be seriously delayed by the increase in appointment level. Students who have a PA appointment may be employed 100% during summer term, semester breaks, and spring vacation.

An RA must be a graduate student working toward an MSW or PhD who is hired to perform research tasks that are relevant to their education and training. RA appointments exceeding 50% will not be allowed. Domestic students may have a combination of appointments up to 75% with no more than 50% being the RA appointment.

Maximum Levels of Appointments
grad.wisc.edu/documents/maximum-levels-of-appointments

Concurrent Appointments for Fellows/Trainees
grad.wisc.edu/documents/concurrent-appointments

Enrollment Requirements for Graduate Assistants
policy.wisc.edu/library/UW-1208
Eligibility for Summer RA, TA, PA, and LSA Appointments
policy.wisc.edu/library/UW-5089

Fellows with Concurrent Appointments

Students with fellowships payrolled through the university may hold concurrent graduate assistantships and/or student hourly appointments up to a total maximum combined annual stipend of $49,632 (2019-2020 maximum). Concurrent appointment policies will vary across external agencies, so please be sure to review the terms and conditions for your award. The full campus policy may be found at https://grad.wisc.edu/documents/concurrent-appointments/, with information on requesting an exception to the maximum appointment level available at https://kb.wisc.edu/gsadminkb/page.php?id=33322. If you have any questions about concurrent work along with your fellowship, please feel free to contact the Graduate School's Fellowship Director, (offr@grad.wisc.edu).

Finding Funding Without a Guaranteed Appointment

Campus-Wide and External Sources

To help you find resources to pay for costs related to graduate education, the Graduate School provides a comprehensive overview of the funding process on campus as well as descriptions of the types of funding available, sources of funding, minimum stipend rates and benefits, and links to applicable human resources policies (e.g. GAPP) at:

Graduate School: Funding and Financial Aid
grad.wisc.edu/funding

External Fellowship Database
grad.wisc.edu/funding/external-fellowship-database

UW-Madison Libraries Grants Information Collection
library.wisc.edu/memorial/collections/grants-information-collection

In Our Program

In addition to campus-wide and external sources of funding, the Social Welfare PhD program / the School of Work offer sources of funding that are awarded on a competitive or need-basis.

School of Social Work PhD Awards:

- Alfred Kadushin Dissertation Research Award
- Arthur P. Miles School of Social Work Scholarship
- Irving Piliavin Award
- Doctoral Research Paper Award
- Dorothy M. Pearson Graduate Fellowship
- Sheldon D. Rose Memorial Scholarship
- Teaching Excellence Award

PhD Award nominations are announced in the early spring and awarded at the yearly PhD Luncheon.

Funding for Conference/Research Travel or Program Resources
For funding consideration, current PhD students seeking PhD Program funding for conferences or other Program related resources should begin by submitting a Funding Request form to the PhD Coordinator. If approved funding is received as a reimbursement, students must comply with the UW-Madison Expense Reimbursement Policy #320. Note, for travel requests, students are not allowed to use third party booking sites (Expedia, Hotels.com, etc.) and cannot use AirBnB. For questions, refer to the Expense Reimbursement Policy, or contact the School's Event Coordinator.

Due to a limited budget, students are asked to explore other funding options as a first step. If traveling to present research conducted for a PA or RA position, students should inquire with their faculty supervisor regarding project funds for travel. In addition, students should inquire with the Graduate School and entities on campus with which students may be affiliated (e.g., the Institute for Research on Poverty). For more information about this funding, including current policies and details on eligibility, visit the Student Research Grants Competition webpage.

Emergency Funds
See Graduate Coordinator for information on emergency funds.

Additional Policies & Resources

Graduate School Policy: Residence for Tuition Purposes
grad.wisc.edu/documents/residence-for-tuition-purposes

Employee Disability Resources

employeedisabilities.wisc.edu

Graduate Assistantship Policies and Procedures (GAPP)
hr.wisc.edu/policies/gapp

Loans

The Office of Student Financial Aid (OSFA) (https://financialaid.wisc.edu/) assists graduate students whose personal and family resources are not adequate to cover the expenses involved in attending the University of Wisconsin-Madison. The office also provides counseling to help students manage their money effectively, information on other potential sources of financial assistance (such as employment), debt management counseling, and small short-term loans for emergency situations.
The Dean of Students Office additionally provides short term loans through its Crisis Loan initiative (https://doso.students.wisc.edu/services/crisis-loan/).

Professional Development

When you participate in professional development, you build skills needed to succeed academically and thrive in your career. The following are professional development activities that we recommend for your consideration. Required professional development will be detailed in “Degree Requirements” above.

On Campus

The Graduate School develops and curates a wide variety of resources for professional development, including a tool to assess your skills, set goals, and create a plan with recommended activities on campus (e.g., the popular “Individual Development Plan” or IDP) as well as programming to help you explore careers, prepare for a job search, build your network and learn from alumni, manage projects, communicate about your research, and much more.

DiscoverPD helps master’s and doctoral students at UW-Madison advance their academic and professional goals with customized recommendations based on a skills self-assessment. The 400+ professional development recommendations available in the DiscoverPD database are available in a range of formats to best meet your diverse needs, including in-person, virtual, asynchronous, and synchronous opportunities. All of this can be found at:

Professional Development from the Graduate School
grad.wisc.edu/professional-development

The Graduate School communicates professional development opportunities through an e-newsletter, *GradConnections*, that all graduate students receive at their wisc.edu email. Graduate students in traditional graduate degree programs receive the newsletter weekly during the academic year and every other week in the summer. Graduate students in online degree programs receive the newsletter every other week during the academic year and monthly during the summer.