School of Social Work

PhD Handbook

2014 - 2015
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The PhD Handbook

Faculty members and students should use the most recent version of the PhD Handbook, unless the student believes a policy or procedure in the most recent version is different than a policy or procedure in the version they received when admitted into the program and the newer policy or procedure disadvantages the student in some way.

Plan of Study and Academic Advisor

A. Plan of Study

During their first semester, students work with their academic advisors to develop a Plan of Study form (see appendices for all forms) that will satisfy their individual goals and degree requirements. Students should keep a copy of their plan. This form is designed to help students plan their program and to document special arrangements made with their advisors and/or approved by the director of the PhD program.

The School of Social Work Plan of Study is used to complete the Graduate College Doctoral Plan of Study Summary Sheet and, therefore, must be accurate. The Doctoral Plan of Study Summary Sheet must accompany the School’s request to the Graduate College for permission to take the comprehensive examination. The Doctoral Plan of Study Summary Sheet includes a list of all graduate courses taken that apply toward the degree and a list of additional courses that are currently in progress or that the student plans to take after the comprehensive examination.

The School evaluates courses taken 10 or more years prior to the comprehensive examination to determine the amount of credit, if any, that may be applied to the 86 s.h. degree requirement. The evaluation must provide a rationale for why each course should be approved by the Graduate College.

B. Residence and Continuous Registration Requirements

The School of Social Work requires students be working toward degree requirements full-time throughout the duration of their studies. In addition, they must be enrolled 9 s.h. hours or more for the first two years of their program and for at least 2 s.h. for all subsequent semesters until graduation. Students cannot register for more than 15 s.h. per semester.

Students are required to register each fall and spring session after satisfactorily completing the comprehensive examination until the degree is awarded. Students who have completed the required 12 s.h. of dissertation credit hours continue to register for 2 s.h. per semester of Dissertation Hours until they graduate. There is no restriction on the number of Dissertation Hours that students can register for.

Students are expected to complete at least three years of residence in the Graduate College.
A doctoral student may satisfy his/her academic residency requirement in the Graduate College either by (1) enrollment as a full-time student (9 s.h. minimum) in each of two semesters or (2) enrollment for a minimum of six s.h. in each of three semesters during which the student holds at least a one quarter-time assistantship certified by the department as contributing to the student's doctoral program.

If a student’s enrollment is interrupted for any reason so that s/he is not enrolled for three consecutive academic sessions, including the summer session but excluding inter-sessions, the student must apply for readmission to the Graduate College. See Changes to the Student’s Plan of Study section for details.

C. Changes to the Plan of Study

The School of Social Work recognizes that students, for a variety of reasons, are unable to complete degree requirements within the time requirements specified in the students’ Plan of Study. Accordingly, a student may request in writing a delay in starting or completing an exam, a leave of absence, or a reduction in s.h. due to an emergency by writing a letter and filling out the form, “Request for a Delay in Starting or Completing an Exam, Reduction in Hours, or Leave of Absence.”

1. Student Letter to the Doctoral Studies Committee

The letter should (a) be addressed to the Doctoral Studies Committee (DSC), (b) state the period of time that the student will require a delay in starting or completing an exam, be registering for fewer hours, or not be registered; and (c) state the emergency. An emergency may, but need not, involve the student’s physical or mental health; family, such as caring for a parent or child with a health condition; maternity; finances; and military or religious service. The student should append documentation, if available, of the emergency to the form.

2. Changes to the Student’s Plan of Study

When students request a delay in starting or completing an exam, a reduction in semester hours, or a leave of absence is approved, the DSC and the student’s advisor will review and approve the student’s Plan of Study.

When a reduction in hours or leave of absence is approved, the DSC will extend the period of time a student has to complete degree requirements. When a delay in starting or completing the comprehensive exam is approved, the DSC may extend the period of time a student has to complete degree requirements.

The Plan of Study includes remaining degree requirements and revised deadline dates. The DSC reserves the right, in consultation with the student's advisor, to add intermediate deadline dates and/or requirements to insure timely completion of degree requirements.
3. Roles and Responsibilities Related to Changes in the Plan of Study

The student is responsible for (a) setting up a meeting with his or her advisor to discuss the proposed revised Plan of Study, (b) signing the final approved plan, (c) resuming work toward degree requirements as stated in the Plan of Study, (d) consulting with the Graduate College to determine whether the School of Social Work needs to write a letter to the Graduate College to waive a collegiate rule, and, if applicable, (e) notifying the chair of the DSC that a letter is required.

The advisor is responsible for (a) meeting with the student to discuss and approve the proposed revised Plan of Study; (b) monitoring the student’s progress and, if on a leave of absence, monitoring his or her return and registration; and (c) signing the final approved plan.

The chair of the DSC is responsible for (a) notifying the student and the student’s advisor of the DSC’s decision, (b) signing the approved plan on behalf of the DSC, (c) placing the plan in the student’s file, (d) monitoring the student’s progress, and, if applicable, (e) requesting the DEO write a letter to the Graduate College, if needed. The request should include a rationale for the request and, if applicable, a timetable to complete degree requirements.

The DEO is responsible for writing a letter to the Graduate College for a waiver of any collegiate rule.

4. Time Extension and Graduate College Rule

The DSC approves a reduction in hours or a leave, typically, for one semester. The DSC will only approve a request when there is serious intent to finish degree requirements and when the student’s adviser supports it. A student requesting a change in his or her Plan of Study must still meet Graduate College rules, such as the academic residency requirements and continuous enrollment. Students who do not enroll for three consecutive semesters, including summer session, are dismissed from the program by the Graduate College and must reapply to the Graduate College and to the School of Social Work for readmission before reenrolling.

5. Procedure for Readmission after Dismissal

The Graduate College readmission application form must be used. The Graduate College will not require new letters of recommendation, a new personal statement section, a written explanation of the reasons for the absence, or a plan for degree completion. The student must also reapply for readmission to the SSW Doctoral Studies Committee (DSC). The SSW requires a written explanation of the reasons for the absence (1 p., single-spaced), the student’s Plan of Study, and a month-by-month plan for degree completion (1 p., single-spaced). The DSC may request an interview with the student to discuss his or her plan. The student must use the SSW Application for Readmission to the Social Work Program form, obtain approval from the student’s advisor, and submit the form to the director of the doctoral program six-weeks prior to the readmission semester. The Graduate College decision supersedes the School of Social Work decision to readmit.
D. Academic Advising

1. Assignment and Selection of Advisors

Students will be assigned an academic advisor by the director of the doctoral program, in consultation with the DSC, at the time they are admitted into the program. The assignment will be based on the students’ interests and faculty availability. The prospective adviser must approve the assignment. Students may select a different academic advisor after the initial assignment from the list of eligible advisors (see TABLE 1). All students changing advisors must submit a Change of Advisor form to the director of the doctoral program who approves the change and files it in the student’s file.

2. Advising Activities

Students are required to meet with their faculty advisors shortly before the early registration period each semester. To prepare for that meeting, students should review the Student Advising Guide, their CV and their timeline. Students who are registering for dissertation hours also complete the Dissertation Hours Contract.

Advisors will authorize students to register at their meeting and discuss with them their plan of study, educational and career goals, CV and timeline. Advisors and students are required to keep their Plan of Study up to date.

Although assistance and support from faculty advisors and staff should be readily available, the responsibility to search out opportunities and information and to initiate collaborative relationships with faculty rests primarily with each student. This requires that students be proactive in defining their learning objectives that build upon available resources early in their program.

TABLE 1. PhD Faculty and Research Interests

PhD advisors, research practica instructors, and comprehensive and dissertation chairs must be a tenured or tenure-track faculty with primary or secondary appointment in Social Work.

Mercedes Bern-Klug (MSW, University of Iowa; PhD, University of Kansas). Gerontology, global aging, long-term care, end-of-life and palliative care issues, funeral arrangements, creative writing for social workers, aging in Mexico

Amy Butler (AM, Sociology; MSW, PhD-Social Work & Sociology, University of Michigan). Effects of social policy, economic conditions and culture on family structure and well-being and children’s mental health
Carol Coohey (MSW, University of Michigan; PhD, University of Chicago). Domestic violence; child abuse and neglect; the relationship between trauma an mental health and substance use; child welfare practice and decision-making

Lorraine T. Dorfman, Emerita (AM, University of Michigan; PhD-Education, University of Iowa). Gerontology focusing on work and retirement, rural aging, family care-giving, gerontology education

May Guo (MA, University of Hong Kong; PhD, University of Southern California). Family gerontology; mental health in later life, intergenerational relations, health disparities, (im)migration, gender differences in later life, cross-cultural research

Megan Gilster (MSW, PhD, University of Michigan). Urban sociology, demography of inequality, race and racism, health and mental health disparities, community practice, and program evaluation.

Carolyn Hartley (AM, PhD, University of Chicago). Child maltreatment and interpersonal violence, child sexual abuse, therapeutic jurisprudence

Motier Haskins (MSW, Syracuse University). Culturally competency, prevention of domestic violence in the Muslim Community

Miriam Landsman (MSW, PhD, University of Iowa-Sociology). Child welfare organizations and workforce; permanency for children and youth; family centered practice

Susan A. Murty, Emerita (MSW, University of California-Berkeley; PhD, Washington University). Regional and rural service delivery, aging, domestic violence, social networks, inter-organizational networks, Latino immigrants, elders in Mexico, intergenerational service learning

Sara Sanders (MSW, Washington University; PhD, University of Maryland). Care-giving for aging individuals, Alzheimer’s disease, mental health, grief and loss, death and dying, social work education, poverty

Edward J. Saunders (MPH, University of Pittsburgh; MSW, St. Louis University; PhD, University of Pittsburgh). Adolescent health, program evaluation, public health social work, disabilities, human sexuality

Jeanne Saunders (MSW, PhD, Washington University). Adolescence, teen parenting, school completion and mental health among African American youth, research methods, cultural diversity, program evaluation
Degree and Residence Requirements

A. Competencies

Core competencies for newly graduated PhD students include:

- the ability to independently conduct research that addresses theoretically grounded questions or hypotheses that have a direct impact on the lives vulnerable people
- the ability to understand, synthesize and organize abstract ideas
- the ability to integrate social work knowledge with one or more disciplines as a means to improve policy and practice (e.g., raise new questions, explain phenomena holistically, craft novel solutions)
- advanced knowledge in a clearly defined research area
- the ability to think, write and speak clearly and critically about ideas
- the ability to teach effectively
- advanced knowledge of and commitment to challenging social injustice and respecting individual, cultural and ethnic diversity

These competencies are met through

- courses, including a research and a teaching practicum
- a comprehensive examination paper and oral defense
- research and teaching assistantships
- a dissertation and oral defense

B. Time Limits

To obtain the PhD degree, students must successfully complete the following course and exam requirements within the time limits specified by the SSW and the Graduate College:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>SSW Time Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A minimum of 86 s.h. of coursework, including a research and teaching practicum</td>
<td>Successfully complete all required courses in the Plan of Study, except the Thesis Seminar, by the end of the spring semester of the second year unless the student has an approved revised Plan of Study that extends</td>
</tr>
</tbody>
</table>
2. A comprehensive examination

Successfully complete the comprehensive exam proposal meeting by the end of spring semester of the second year, submit the written comprehensive exam by the end of the summer of the second year, and successfully defend the comprehensive exam by the end of the fall semester of the third year unless the student has an approved revised Plan of Study that extends these deadlines. The written exam must be submitted to committee members and the director of the PhD program on or before August 15.

3. A dissertation proposal hearing

Successfully defend the dissertation proposal within six months after submitting the written comprehensive exam paper unless the student has an approved revised Plan of Study that extends this deadline.

4. A dissertation and defense

Successfully defend the dissertation (final examination) by the end of the spring semester of the fifth year unless the student has an approved revised Plan of Study that extends this deadline.

C. Credits and Coursework

1. 86-Hour Credit Requirement

Students complete a minimum of 56 hours of PhD level approved credit. In addition, students, with approval, may apply up to 30 hours of credit from their master’s degree for a total of 86 hours (minimum). TABLE 2 shows how PhD credit hours are distributed across curricular areas.

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core curriculum in social work</td>
<td>17</td>
</tr>
<tr>
<td>Outside discipline theory, research and electives</td>
<td>18</td>
</tr>
<tr>
<td>Research methods, statistics and data analysis</td>
<td>9</td>
</tr>
<tr>
<td>Dissertation</td>
<td>12</td>
</tr>
<tr>
<td>Subtotal</td>
<td>56</td>
</tr>
<tr>
<td>With approval, hours from the master’s degree</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
</tr>
</tbody>
</table>

a. For Students with an MSW

We will apply 30 s.h. from an MSW degree toward the 86-semester hour requirement, leaving 56 additional hours needed for the PhD degree. The 56 s.h. are earned through coursework,
including a research and teaching practicum and dissertation credits. TABLE 3 provides a summary of the curriculum.

b. For Students in the Combined MSW/PhD Program

The director of the PhD program works with each combined degree student to develop a Plan of Study. TABLE 4 provides an example of the courses that a student interested in family-centered practice, and who does not have the BSW, would take over five years. Students with a BSW and/or who have taken extensive coursework in research and statistics can expect to complete the combined program in fewer semesters than students who do not have this background.

Students in the combined program take doctoral-level courses when appropriate. For example, students may be able to use 12 hours of 200 or higher level courses toward both the MSW elective requirement and toward the PhD course requirement. Students should work closely with their advisors, the director of the doctoral program, and the program administrator to insure that all of their courses can be applied to the MSW and/or PhD requirements.

c. For Students with a Master’s Degree in a Related Discipline

Students with a master’s degree in a related discipline, such as sociology or psychology, who do not want a MSW have the option of obtaining the PhD without obtaining a MSW. Transfer credit from their master’s degree in a related discipline will be determined on a case-by-case basis. Students without a MSW will need to take the following foundation courses during their graduate study: Human Behavior in the Social Environment, Social Welfare Policy and Practice, Discrimination, Oppression, and Diversity, and Social Work Research. Students have the opportunity to waive out of one or more of these foundation courses if they can demonstrate they have completed comparable coursework and if they pass applicable waive-out examinations.
### TABLE 3. Plan of Study (Example)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
</table>
| 1    | ● Social Work Proseminar (1)  
      |      | ● Teaching practicum (2) | ● Social Work Research Practicum (4) | 23 |
|      | ● Knowledge building (3)  
      |      | ● Teaching seminar (1) |  | |
|      | ●Elective (3) | ● Arrange research practicum |  | |
|      | ● Statistics (3) | ● Outside discipline theory (3) |  | |
|      | ● Arrange teaching practicum | ● Statistics (3) |  | |
| 2    | ● Knowledge building (3)  
      |      | ● Write comprehensive exam proposal and receive approval | Write and submit comprehensive exam by August 15 (0) | 18 |
|      | ● Outside discipline research method (3)  
      |      | ● Elective (3) |  | |
|      | ● Elective (3) | ● Elective (3) |  | |
|      |      | ● Methods/statistics/data analysis (3) |  | |
| 3    | ● Defend the comprehensive exam (August)  
      |      | ● Dissertation proposal hearing (February) | 9 |
|      | ● Thesis Proposal Seminar (3)  
      |      | ● Dissertation credit (3) |  | |
|      | ● Dissertation credit (3) |  |  | |
| 4    | ● Dissertation credit (3) | ● Dissertation credit (3) | 6 |
|      |      | ● Dissertation defense |  | |
|      |      |                      | 56 | |

*Comprehensive examination registration.* Students must be registered for at least 2 s. h. in the session they defend the exam.
### TABLE 4. Plan of Study for Combined MSW/PhD Students without a BA in Social Work (Example)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>● Social Work Proseminar (1)</td>
<td>● Social Work Practice with Individuals, Families, Groups (3)</td>
<td>● MSW/PhD electives (9)</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>● Human Behavior in the Social Environment (3)</td>
<td>● Organization and Community Practice (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Discrimination Oppression Diversity (3)</td>
<td>● Foundation Practicum (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Social Welfare Policy and Practice (3)</td>
<td>● Foundation Practicum Seminar (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● SW Research and Microcomputer Laboratory or substitute PhD course (3-4)</td>
<td>● Advanced SW Research or substitute PhD course (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● SW Practice Skills Laboratory (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>● Family Centered Theory and Practice I (3)</td>
<td>● Family Centered Theory and Practice II (3)</td>
<td>Research practicum (4)</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>● Advanced Practicum in Family Centered Practice (5)</td>
<td>● Family Policy (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Advanced Practicum Seminar (1)</td>
<td>● Advanced Practicum in Family Centered Practice (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● PhD elective (3)</td>
<td>● Advanced Practicum Seminar (1)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>● Arrange research practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>● Knowledge building (3)</td>
<td>● Write comprehensive exam proposal and receive approval</td>
<td>Write and submit comprehensive exam by August 15 (0)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>● Outside discipline research method (3)</td>
<td>● Teaching practicum (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Statistics (3)</td>
<td>● Teaching seminar (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Arrange teaching practicum</td>
<td>● Outside discipline theory (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Statistics (3)</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>● Defend comprehensive exam (August)</td>
<td>● Dissertation (3)</td>
<td>Dissertation (3)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>● Thesis Proposal Seminar (3)</td>
<td>● Methods/statistics/data analysis (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Knowledge building (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dissertation (3)</td>
<td>● Dissertation (3)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Dissertation defense</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who are interested in teaching in a school of social work in the United States should know that two years of social work employment completed post BSW or post-MSW is a requirement to teach social work practice courses in CSWE accredited programs, and many U.S. schools of social work require the MSW for all members of their faculty. Thus, students may be disadvantaged on the job market if they do not obtain these credentials.
2. Courses

a. Core Curriculum in Social Work (17 s. h.)

Students are required to take the Social Work Proseminar, two courses which cover the epistemology of practice and policy, Social Work Teaching Practicum, the Teaching Seminar, Social Work Research Practicum, and Thesis Proposal Seminar. Students may not waive or substitute core social work courses.

SSW:7800 (42:300): Social Work Proseminar (1 s. h.)
The proseminar orients new PhD students to the program and curriculum, and examines faculty research and interests. Students and faculty may discuss their research interests, theory, methodology, grant writing or dissemination of findings.
Pre-requisite: Admission into the social work doctoral program
Co-requisite: None

SSW:7801 (42:301): Knowledge Building in Social Work Practice (3 s. h.)
Through this interactive, advanced graduate level seminar, students will develop critical thinking skills necessary to evaluate the use of theory in practice and in research. This semester, the course will focus on theory related to psychological trauma, trauma-informed practice, and trauma research. Students will consider the origins of psychological trauma, explore the history and development of trauma theories, trauma-related mental health disorders, and trauma-sensitive/trauma-informed practice. Students will also investigate the challenges associated with applying and testing theory in direct practice and in research.
Pre-requisite: Admission into the social work doctoral program or consent of instructor
Co-requisite: None

SSW:7802 (42:302): Social Policy and Poverty in the US (3 s. h.)
This course examines the strengths and weaknesses of the major theoretical models addressing social policy formulation, implementation, and analysis. The course also explores selected fields of social policy in depth.
Pre-requisites: Admission into the social work doctoral program and an introductory social policy course, or consent of instructor
Co-requisite: None

SSW:7803 (42:303): Research Practicum (1-4 s. h.)
Students work with faculty on various phases of the research process, including research design, measurement, sampling, data collection, data analysis, human subjects review and writing for publication.
Pre-requisite: Admission into the social work doctoral program or consent of instructor
Co-requisite: None

SSW:7804 (42:304): Thesis Seminar (1-3 s. h.)
The purpose of this seminar is to help students develop their thesis proposals, including literature synthesis and research methodology, and to help students develop their scientific communication
skills, including defending their ideas at the proposal hearing, at the thesis defense, and at conferences. Assignments are linked to the development of the thesis proposal.

Pre-requisite: Admission into the social work doctoral program or consent of instructor
For social work doctoral students, successful completion of all coursework, except SSW: 4330, and submission of the comprehensive exam
Co-requisite: For students admitted into the social work PhD program, SSW: 4330:

**42:306: (SSW:7806): Teaching Practicum (2 s. h.)**
This course prepares students to develop the knowledge, skills, and values needed to become effective, culturally competent educators through an applied teaching experience. Faculty mentors provide student-teachers ongoing instruction on how to teach and to assess their students’ learning.

Pre-requisite: Admission into the social work doctoral program or consent of instructor
Co-requisite: Teaching Seminar

**SSW:7807: Teaching Seminar (1 s. h.)**
This seminar provides a supportive environment for students to discuss their teaching and development. Seminar topics may include how to engage and motivate students, assess their students’ learning, address diversity in the classroom, use of technology to enhance learning or address student challenges.

Pre-requisite: Admission into the social work doctoral program or consent of instructor
Co-requisite: None

**SSW:7810 (042:310): Developing Knowledge in Human Service Organizations 3 s.h.**
This course focuses on evaluating theories of organizations and applying theory in developing knowledge within and about human services organizations. From Max Weber’s *bureaucracy* to the contemporary *learning organization* popularized by Peter Senge, the course will critically examine a range of theories and their application to the problems of conducting organizational research. We will examine concepts such as organizational culture and climate, organizational stigma, and inter-organizational networks in relation to the problems of knowledge building. As a higher level graduate seminar, the course is highly interactive and students are expected to lead sessions and facilitate discussion of critical concepts and readings. As the major product for the course, each student will develop a research proposal that applies organizational theory to a specific research problem. Although a social work course, the content is applicable to students from other disciplines, particularly those interested in conducting graduate level research in human service organizational contexts.

Pre-requisite: Admission into the social work doctoral program or consent of instructor
Co-requisite: None

**SSW:7830 (42:330): Dissertation (12 s. h.)**
This course includes ongoing and substantial feedback to doctoral candidates on the development of their dissertation by their examination chair.
Students take 3 s. h. of Dissertation per semester during Year 3 and Year 4. After completing 12 s. h. of Dissertation, students must register for a minimum of 2 s. h. of Dissertation Hours until they graduate. Students complete the Dissertation Hours Contract for every semester they are
registered for Dissertation Hours. **Dissertation hours may NOT be used to complete the comprehensive exam.**

Pre-requisite: Admission into the social work doctoral program. Submission of comprehensive exam

Co-requisite: None

**b. Courses Outside Social Work (18 s. h.)**

At the beginning of their first semester of study in the doctoral program, students and their advisors should carefully investigate whether courses outside the department will be offered, when they will be offered and whether they have pre-requisites. Many 200 or higher-level (cf. 5000 and higher) courses are listed in the *General Catalog* but may be offered only every other year or not at all. Moreover, students and their advisors should identify faculty members—in and outside the School—who possess expertise in their research area.

Students work with their advisors to select electives related to their research interest and comprehensive examination topic. Advisors must approve all electives. Electives help students further develop specialized knowledge and expertise in a research area (e.g., substance abuse, child welfare, domestic violence). Consequently, practice and policy courses that focus on social work practice skill development, such as individual or group counseling or therapy courses, may NOT be applied toward the PhD degree.

**i. Theory, Research Methods and Elective Courses in the Outside Discipline (12 s. h.)**

Students are required to take one research methods course (3 s. h.), one theory course (3 s. h.) and two 200 level or higher electives (6 s. h.) in one outside discipline: psychology, sociology or public health. These four courses (12 s. h.) fulfill the outside discipline requirement.

**Selective Research Design Courses by Outside Discipline**

**Psychology**
PSQF:6246 (7P:246): Design of Experiments (Recommended for students conducting experiments for the dissertation research)

**Sociology**

**Public Health**
CBH:6335 (172:285 Research Methods in Community and Behavioral Health
HMP:7950 (174:259): Design Issues in Health Services Research
HMP:7960 (174:261): Analytic Issues in Health Services Research I

**Selective Theory Courses by Outside Discipline**

Students should investigate potential theory courses by obtaining course descriptions, course outlines, and/or contacting instructors for more information, and share this information with their
advisors.

**Psychology**
Selected with approval of the student’s advisor

**Sociology**
Selected with approval of the student’s advisor

Consider:
SOC:5110 (34:201): History of Sociological Theory
SOC:6110 (34:202): Theory Construction and Analysis - Recommended

**Public Health**
Selected with approval of the student’s advisor

**Electives in Psychology, Sociology and Public Health: Examples**

**Psychology**
PSY:6520 (31:202) Attitudes and Persuasion
PSY:5710 (31:250) Introduction to Health and Behavioral Science
PSY:6050 (31:252) Clinical Behavioral Medicine
PSY:5320 (31:260) Descriptive Psychopathology
PSY:5330 (31:263/264) Psychological Appraisal I and II
PSY:7150 (31:280) Current Topics in Psychology
PSY:7510 (31:302) Seminar: Social Psychology (1 s. h.)
PSY:7030 (31:370) Seminar: Health Psychology

**Sociology**
SOC:6210 (34:220) Contemporary Approaches to Social Psychology
SOC:6220 (34:221) Course titles change: Examples
  - Power, Status and Trust
  - Life Course
  - Sociology of Morality
  - Sociology of Emotion
SOC:6810 (34:253) Social Stratification
SOC:7820 (34:254) Course titles change: Examples
  - Social Networks
  - Social Capitol
  - Race and Ethnicity

**Public Health**
CBH:6220 (172:246) Health Communication Campaigns [theory]
EPID:6600 (173:260) Epidemiology of Chronic Diseases
EPID:6630 (173:263) Epidemiology of Reproductive Diseases
EPID:6670 (173:267) Psychiatric Epidemiology
HMP:5005 (174:200) Introduction to Health Care Organization
HMP:5200 (174:201) Health Care Management
HMP:6150 (174:205) Issues in Health Management and Policy
ii. Additional Electives (6 s. h.)

In addition to the 6 s. h. of 200 level or higher (cf. 5000 or higher) elective coursework in the outside discipline, students take two electives (6 s. h.) in any department except social work. See below for exception.

**Aging and End of Life Care**
LAW:9681 (91:622) Elder Law
NURS:7400 (96:410) Nursing Research of Biological Phenomena and Interventions for the Elderly

**Child Welfare, Domestic Violence and Gender**
PSQF:7245 (7P:207) Evaluation of Children with Disabilities
PSQF:7373 (7P:313) Psychopathology in Childhood
*OEH:4510 (175:170) Injury and Violence Prevention
OEH:6520 (175:251) Injury Epidemiology. Pre-requisite: 173:140 or consent of instructor.
*SOC:4430 (034:142) Interpersonal Violence in Society
SOC:6140 (034:203) Gender Research Workshop

**Diversity, Inequality and Social Justice**
SOC:6810 (34:253) Social Stratification
LAW:8577 (91:280) Immigration
AFAM:6635 (129:231) Crossing Borders Seminar (cross listed with several departments)
AFAM:7900 (129:312) Advanced Research in African American Culture

**Health and (Dis-) Ability**
PSQF:7245 (7P:207) Evaluation of Children with Disabilities
RCE:6342 (7C:342) Psychosocial and Development Aspects [Chronic Illness/Disability]
RCE:5247 (7C:247) Medical Aspects of Disability
GHS:6550 (152:25) Epidemiology of Infectious Diseases

**Organizations/Systems**
PSQF:7347 (7P:347) Home/School/Community: System Interventions
PSQF:7367 (7P:367) Organizations as Social Systems
SOC:6220 (34:221) Power, Status and Leadership in Diverse Organizations
SOC:6410 (34:240) Judgment and Decision Making
### Substance Abuse and Mental Health
- PSY:5320 (31:260) Descriptive Psychopathology
- PSY:7210 (31:338) The Psychobiology of Addiction
- PSQF:7313 (7P:313) Psychopathology in Childhood

*Requires advisor approval.

#### iii. Course Substitutions, Exceptions and Independent Study

1. **Course substitutions.** Under unusual circumstances, students may petition to take fewer than 12 s. h. in their outside discipline. Students must complete the course substitution form (Appendix) and submit it to the director of the doctoral program by November 1 for a spring course and April 1 for a fall course. All course substitutions must be approved by the DSC.

Students who choose psychology as their outside discipline may use the following courses in the College of Education, with advisor approval, toward their outside discipline elective requirement. A course substitution form is not required for these courses.

**RCE:7353 (7C:353) Advanced Counseling and Psychotherapy**
The class will focus on therapeutic change: common factors to changes as well as unique variables. Some theories of counseling and psychotherapy are covered with an emphasis on concepts of mental health and role of the therapist. The process of counseling and psychotherapy will be analyzed as well as research in counseling and psychotherapy. Important goals in this course are to have students understand the nature and function of theory and to critically analyze leading theories in counseling and psychotherapy.
Prerequisite: consent of instructor.

**PSQF:7356 (7P:356) Processes and Outcomes in Counseling and Psychotherapy**
Advanced knowledge of the state of process and outcome research on psychotherapeutic procedures. Prerequisites: Ph.D. candidacy in appropriate field and consent of instructor.

**PSQF:7365 (7P:365) Psychotherapy II: Cognitive and Behavioral Approaches**
Major cognitive and behavioral theories of personality and psychotherapy; emphasis on implications for clinical practice. Prerequisite: consent of instructor.

2. **4000-level course rule (previously 100-level rule).** Occasionally, students are not able to identify a sufficient number of courses in their research area at the 5000-level or higher (e.g., substance abuse). If this occurs, then students may apply one 4000-level course toward the 56-credit hour requirement for the PhD degree. The course must be approved by the student’s advisor and noted on the student’s Course Plan.

3. **Courses within the School.** Occasionally, MSW-level graduate courses within the School of Social Work meet the criteria for a PhD-level course. Talk to the director of the PhD program about this possibility. These courses do not fulfill the elective requirement in the outside
discipline but could be applied to an additional elective requirement.

4. **Independent study.** Occasionally, doctoral students are unable to enroll in coursework that is related to their area of research. In these cases, an independent study is appropriate. Therefore, students may take one 200-level or higher (cf. 5000 or higher), graded independent study course (e.g., formerly numbered 34:383: Readings and Research Tutorial, 31:297: Research Projects) for 3 s. h. under the supervision of a UI tenured/tenure-track faculty member and apply it to an elective requirement.

An independent study in the students’ outside discipline can be used toward the elective requirement in their outside discipline. An independent study course that is not in their outside discipline, including social work, can be used toward their 6 s. h. additional elective hours. Students taking an independent study within social work will register for SSW:7271:0IND. All students completing an independent study regardless of department must complete a learning contract (see appendices for the PhD-level independent study contract template).

The contract must be completed and signed within one week of the beginning of the semester in which the student is registered for the independent study.

The independent study contract will specify

1. The specific question or problem that you will address.
2. Your rationale for taking the independent study. How will the independent study advance your doctoral studies? For example, how does it relate to your comprehensive examination?
3. The number of times you will meet with the instructor (e.g., weekly).
4. The type of work that will be completed (e.g., paper(s), conduct interviews, develop an instrument, submit grant application, submit journal article).

The contract for the independent study will be approved and signed by the student and the student’s adviser. If the independent study is taken in the School of Social Work, then the contract must be signed by the faculty member supervising the independent study.

**INSTRUCTORS IN OTHER DEPARTMENTS DO NOT SIGN THIS FORM.** The student is responsible for obtaining signatures and submitting the Independent Study Contract to the School of Social Work main office where it will be placed in the student’s file.

c. **Research Methods, Statistics and Data Analysis (9 additional s.h. for a total 21 s. h.)**

12 s.h. of research methods, statistics and/or data analysis were previously counted (see above). In addition, students must take a sequence of 9 additional s.h. in statistical methods and data analysis: select one course from Level 2, Level 3, and Level 4 (below). This includes six s.h. in the first year and three s.h. in the second year. Students complete an introductory (Level 1) statistics course prior to entering the PhD program.
Level 1
PSQF:4143 (7P:143): Introduction to Statistical Methods (or equivalent)

Level 2: Select One
SOC:6170 (34:214): Introduction to Sociological Data Analysis
BIOS:5110 (171:161): Introduction to Biostatistics (BIOS:5110)
BIOS:5710 (171:201): Biostatistics Method I

Level 3: Select One
SOC:6180 (34:216): Linear Models in Sociological Research
PSQF:6244 (7P:244): Correlation and Regression
BIOS:5120 (171:162): Design & Analysis of Biomedical Studies (BIOS:5120) Prerequisite:
BIOS:5110 (171:161) Introduction to Biostatistics or equivalent.

Level 4: Select One
SOC:6175 (34:213): Qualitative Methods
SOC:7170 (34:218): Advanced Statistic Modeling of Data
SOC:7180 (34:219): Selected Topics in Research Methods and Data Analysis
EPLS:7373 (7B:373): Qualitative Research Design and Methods
PSQF:6245 (7P:245): Applied Multivariate Analysis
PSQF:6246 (7P:246): Design of Experiments
PSQF:6249 (7P:249): Factor Analysis and Structural Equation Modeling
PSQF:6255 (7P:255): Construction and Use of Evaluation Instruments
PSQF:6265 (7P:265): Program Evaluation
RCE:7338 (7C:338): Essentials of Qualitative Inquiry
EPLS:7373 (7B:373): Qualitative Research Design and Methods
NURS:7001 (96:342): Qualitative Research
ANTH:6115 (113:202): Ethnographic Field Methods
BIOS:5120 (171:162): Design and Analysis of Experiments in the Biomedical Sciences
BIOS:6310 (171:174): Longitudinal Data Analysis
CBH:6115 (172:202): Ethnographic Field Methods
CBH:5310 (172:183): Qualitative Research for Public Health

D. The Research Practicum

The research practicum is a four-semester hour mentored experience designed to expose students
to a faculty member’s program of research. Faculty mentors must be a member of the Graduate
College, have earned the PhD, and hold a regular primary or secondary appointment in the SSW.
However, under unusual circumstances, a faculty member outside the School may be approved
by the director of the doctoral program.

The student is responsible for identifying a faculty mentor and for completing the Social Work Research Practicum Learning Contract. The contract must be completed within the first week of the semester and given to the director of the doctoral program who signs the contract to verify that the stated activities are likely to meet the course objectives. The student, in consultation with his or her mentor, is responsible for updating the contract and monitoring whether each activity is completed, is in progress, or is not completed.

The mentor is responsible for instructing the student, providing opportunities for the student to obtain the course objectives (see below), and completing the evaluation tool. The mentor rates each learning objective in the learning contract at the end of each session and submits the final grade to the director of the PhD program.

The student is responsible for sending this form to the director of the doctoral program at the beginning (first week of the semester) and at the end (last week of the semester) of the practicum.

1. Research Practicum Activities

This course (a) builds on the methodological knowledge and skills acquired through the students’ research and statistical courses, (b) increases students’ understanding of various aspects of the research process from conceptualization of the research questions to dissemination of the findings, and (c) increases the students’ ability to conduct research relevant to social work. When appropriate and feasible, instructors and students are encouraged to collaborate on jointly authored reports and manuscripts for publication.

The learning contract must include the following knowledge and skill objectives:

Is able to conceptualize research questions/state hypotheses
Is able to review, critically evaluate and synthesize relevant literature
Is able to apply theory
Is able to describe the logic of at least one research design
Is able to construct instruments/operationalize concepts
Is able to select a sample using a sampling method
Is able to collect data
Is able to analyze data
Is able to write a research report or prepare a manuscript for publication
Is able to understand the grant writing process
Is able to discuss ethical conduct of research. The ethical conduct of research includes the following areas:

Understands academic dishonesty in writing (e.g., improper citation)
Understands bias in subject selection, measurement and interpretation of data
Understands risk and benefits to research subjects
Understands informed consent
Understands voluntary participation
Understands confidentiality or anonymity
Understands limitations of the research in reporting results
Understands the IRB process

2. Length and Number of Clock Hours

For four s. h., students are required to complete 256 clock hours (e.g., 16 clock hours/week for 16 weeks; 21.3 clock hour/week for 12 weeks; 32 clock hours/week for 8 weeks).

3. Evaluation of the Research Practicum

Students are evaluated by their mentors using the Satisfactory/Unsatisfactory grading system.

E. The Teaching Practicum and Seminar

1. The Teaching Practicum

This course prepares students to develop the knowledge, skills, and values needed to become effective, culturally competent educators through an applied teaching experience. Faculty mentors provide student-teachers ongoing instruction on how to teach and to assess their students’ learning.

Eligible faculty members typically hold regular, clinical or tenure-track, primary or secondary appointments in the SSW. However, under unusual circumstances, a faculty member outside the School may be approved by the director of the doctoral program.

The student is responsible for completing the Teaching Practicum Agreement form and sending it to the director of the doctoral program at least two weeks before the practicum begins. In the Agreement, the faculty member agrees to instruct the student and provide opportunities for the student to obtain the course objectives.

The faculty mentor and student teacher determine, in consultation with the director of the doctoral program, which activities will be used to meet each course objective (see Appendix for Research Practicum Learning Contract and Evaluation form). The learning contract must be completed within the first week of the semester and given to the director of the doctoral program who signs the contract to verify that the stated activities are likely to meet the course objectives.

2. The Teaching Seminar

This seminar provides a supportive environment for students to discuss their teaching and development. Seminar topics may include how to engage and motivate students, assess their students’ learning, address diversity in the classroom, and use of technology to enhance learning
or address student challenges.

3. Clock Hours

The seminar and applied teaching experience consists of approximately 192 clock hours.

a. The seminar portion of the course should not exceed 36 hours (14-16 clock hours in seminar and up to 22 clock hours outside of seminar).

b. The practicum portion of the course should not exceed 156 clock hours.

c. At least 100 of the 192 clock hours should be devoted to planning, teaching and evaluating a specific course.

d. At least 16 hours out of the 100 hours must include in classroom lecturing or facilitating discussion with a minimum of 3 hours of teaching allocated to lecturing.

e. No more than 24 hours should be allocated to meeting with students taking the course and grading assignments.

Distribution of Clock Hours by Activities

TABLE 5 provides an example of how the clock hours may be distributed across course activities.

**TABLE 5. Activities by approximate number of hours (Example)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Approximate Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Activities</strong></td>
<td></td>
</tr>
<tr>
<td>Attend and participate in seminar</td>
<td>14</td>
</tr>
<tr>
<td>Prepare for seminar (e.g., complete readings)</td>
<td>22</td>
</tr>
<tr>
<td>Plan course with faculty mentor</td>
<td>6</td>
</tr>
<tr>
<td>Lecture and facilitate discussions, with a minimum of 3 hours of lecturing</td>
<td>16</td>
</tr>
<tr>
<td>Prepare for class (e.g., write lecture notes, prepare PowerPoint presentations and handouts)</td>
<td>48^a</td>
</tr>
<tr>
<td>Meet weekly with faculty mentor to receive feedback on teaching</td>
<td>15-20</td>
</tr>
<tr>
<td>Assess whether students taking the course are learning</td>
<td>6</td>
</tr>
<tr>
<td><strong>Optional Activities (Examples)</strong></td>
<td></td>
</tr>
<tr>
<td>Assist with in class exercises</td>
<td>10</td>
</tr>
<tr>
<td>Attend workshops at the Center on Teaching</td>
<td>6</td>
</tr>
<tr>
<td>Meet with students</td>
<td>12</td>
</tr>
<tr>
<td>Assist with grading</td>
<td>12</td>
</tr>
<tr>
<td>Observe other faculty members teaching</td>
<td>10</td>
</tr>
</tbody>
</table>
Calculate at 3 hours of preparation for every 1 hour of lecture or discussion planned.

4. Evaluation of the Teaching Practicum

Students are evaluated by their faculty mentors using the Satisfactory/Unsatisfactory grading system. The student, in consultation with the mentor, is responsible for updating the contract and monitoring whether each activity is completed, is in progress, or is not completed. The mentor is responsible for rating each learning objective in the learning contract at the end of each session and submitting the final grade. The faculty mentor should establish and discuss with the student teacher his or her attendance policy for the teaching portion of the practicum experience. The student is responsible for sending this form to the director of the doctoral program by the **end of finals week**. The director of the doctoral program submits the grade to the registrar.

F. The Comprehensive Examination

1. Introduction

The primary goal of the comprehensive exam is to demonstrate mastery of knowledge in a research area. Mastery is demonstrated by the integration, synthesis and application of research, theory, policy and practice. The comprehensive examination should help students develop their dissertation research questions.

The examination process requires a proposal, an examination paper, and a defense of the examination paper.

The comprehensive exam proposal consists of a detailed outline of the content that will be included in the exam (discussed below) and should be about 5-6 pages in length excluding the bibliography.

Committee members may provide substantial feedback on the proposal. The comprehensive paper must be independently written without consultation on its specific content and without writing or editorial assistance from anyone.

The written exam is typically between 65-75 pages in length (double spaced, 12 point font with one inch margins), excluding references, tables, and figures. The exam, excluding references, tables, and figures, may NOT exceed 80 pages.

The content of the comprehensive examination paper may be related to papers and other written documents used to fulfill degree requirements; however, the student cannot cut and paste text from these documents into the exam paper.

Students cannot earn course credit (e.g., Dissertation hours) to complete the comprehensive
2. Criteria for Evaluating the Proposal and Exam

The proposal and exam is evaluated using the following criteria:

It includes . . .

___a. A review of research, theory, policy, and practice. Theory and research should be covered in depth (e.g., the estimated number of pages allocated to these areas substantially exceeds the estimated number of pages allocated to practice and policy).

___b. An evaluation of the adequacy of research, theory, policy, and practice

___c. An application of research, theory, policy, and practice to diverse social work populations.

___d. An identification of critical issues and research questions that may be addressed in the dissertation and other research. This discussion should be based on the student’s identification of gaps in the theoretical, conceptual, and empirical literatures.

___It is relevant to social work. It gives explicit attention to the relevance of the topic to social work.

___It is analytical. It includes the empirical and theoretical literatures that will be critically reviewed. The proposal must demonstrate the exam will involve analysis, synthesis, conceptualization, and integration of major viewpoints and research evidence. It should include a section on critical research questions that are derived from this analysis and that may be investigated in the dissertation and other research.

___It is interdisciplinary. It includes literature from social work and from related professional fields and the social sciences.

___It is comprehensive. The review of the literature is comprehensive and state-of-the-art. It includes the most recent scholarship and classic work.

___There is a logical sequence of ideas. There is a logical sequence of ideas within and between sections. The exam is one fully integrated, coherent paper, not a series of unrelated entries on the topic.

___It is well written and adheres to APA style guidelines. It demonstrates the ability to communicate effectively and reflects careful attention to scholarly style, clarity, and organization and logic, as well as to matters of spelling and grammar. The proper citation and reference form is specified in the Publication Manual of the American Psychological Association.

3. Committee Composition
a. Chair

Students select their doctoral committee chairs by the end of the first semester of their second year of doctoral study. The chair of the committee then becomes the students’ advisor. Students must notify the director of the doctoral program of this change. The remaining members of the doctoral committee are selected in consultation with their chair.

The chair is expected to work with the student to assist him or her in the preparation of the comprehensive examination timeline and proposal. This process typically takes several meetings over 2–3 months. Assistance from the chair should include help in defining the focus of the examination, identifying the relevant theoretical and empirical literatures, sequencing topics in the proposal and ensuring the content of the exam is substantially greater in breath than the dissertation research.

The chair is responsible for making sure that the proposal appears to meet the evaluation criteria for the exam and that the scope is such that under ordinary circumstances, (i.e., where the student devotes approximately 20 hours/week to complete the exam over several months), the exam could be completed within the time period between the acceptance and submission of the proposal.

b. Committee Members

The student's doctoral committee consists of five members of the graduate faculty. Graduate faculty consists of all tenured and tenure-track faculty members at the University of Iowa in the ranks of assistant, associate, or full professor. At least three members of the committee must hold regular primary or secondary appointments in the SSW. At least one member must be a faculty member from the student's outside discipline. Students typically meet with all members individually prior to the meeting to develop the proposal and to obtain signatures on the Agreement to Serve on the Comprehensive Examination Committee form.

To insure the committee composition and its members meet applicable SSW and Graduate College rules, the student gives this form to the director of the doctoral program one month before the proposal meeting.

Members should be selected based on their ability to assist students develop their knowledge in a substantive area or areas and/or who have methodological, statistical, or data analysis skills consistent with the students’ dissertation research.

c. Director of the Doctoral Program

The student recommends the selection of the chair and committee members to the director of the doctoral program (see form in Appendix). The director of the doctoral program then approves the composition of the comprehensive examination committee, using the guidelines (below) and selection criteria discussed (above), and makes a recommendation to the dean for final approval.
Emeritus faculty. One recently retired emeritus faculty can serve as a fifth member on the student’s doctoral committee if the Graduate College is notified prior to submitting the Agreement to Serve on the Comprehensive Examination form (discussed below). Departments must request the Graduate College dean’s permission to include an emeritus faculty who is not recently retired.

Non-UI scholars. Departments must request the Graduate College dean’s permission to replace one of the five members of the graduate faculty by a recognized scholar (including former UI faculty) of professional rank from another academic institution.

Sixth member. Departments must request the Graduate College dean’s permission to add a sixth voting member.

4. Length of Time to Complete the Comprehensive Examination

The comprehensive exam proposal meeting must occur between March 15 and May 15 of the semester before the summer in which the exam is written. Students may begin writing the exam after it is approved. Students devote approximately a half-time effort (20 hours/week) to completing the exam.

The student must submit the written comprehensive exam electronically to the director of the doctoral studies program and a paper copy of the comprehensive examination to each of their committee members on or before August 15. If the exam is not turned in at all or it is late, an unsatisfactory will be entered into the Report of Doctoral Comprehensive Examination form by each member of the examination committee.

The examination defense must occur on or before September 15.

A letter of concern will be written by the director of the doctoral program if the proposal is not approved by May 15 or submitted electronically to the director of the doctoral program by August 15. In extenuating circumstances (e.g., hospitalization, death of a family member), the student may petition for an extension. See appendix for form and the section “Changes to the Plan of Study.”

TABLE 6 provides an example of a timeline for the completion of the exam process. The development of the proposal may begin at any time; however, students often work more intensely on the proposal the semester prior to the exam. Typically, students begin meeting with their examination chair in January.

<table>
<thead>
<tr>
<th>Due</th>
<th>Activity</th>
<th>Student’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1</td>
<td>Ask faculty member to chair exam committee</td>
<td>Make a plan for spring semester with chair</td>
</tr>
<tr>
<td>February 12</td>
<td>Meet with chair to brainstorm</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>February 26</td>
<td>First draft due to chair Finalize committee members</td>
<td>I give chair four page outline of content and partial bibliography</td>
</tr>
<tr>
<td>March 12</td>
<td>Chair returns draft with detailed comments</td>
<td>I discuss content of comps with members; all sign SSW “Agreement to Serve” form and I give to director of PhD program to approve; Kate and director of the PhD program write Graduate College Plan of Study; Kate submits to College</td>
</tr>
<tr>
<td>March 26</td>
<td>Second draft due to chair</td>
<td>I finish 5 - 6 page detailed outline of content and bibliography; add number of pages to each section</td>
</tr>
<tr>
<td>April 9</td>
<td>Chair returns draft with detailed comments</td>
<td>I set proposal meeting time and location; contact members regarding availability.</td>
</tr>
<tr>
<td>April 23</td>
<td>Final proposal to committee members</td>
<td>Chair sends comprehensive exam guidelines to members and explains process to members.</td>
</tr>
<tr>
<td>May 4</td>
<td>Present proposal to committee to get approval</td>
<td>I bring SSW form “Approval of the Comprehensive Exam” to meeting; all members sign; set date of exam. I give to Kate.</td>
</tr>
<tr>
<td>Weeks left</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>12</td>
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<td>9</td>
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<td></td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>7 I take a break. Whew!</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3 I confirm date and location of exam; ask members if it is okay to send via email.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>August 15</td>
<td>Turn in examination</td>
<td>I must submit the exam electronically to PhD director and give paper copy to each committee member</td>
</tr>
<tr>
<td>August 2?</td>
<td>Fall classes begin Thesis seminar begins</td>
<td>Register for Thesis Hours (3 s. h.) and Thesis Seminar (3 s. h.) Need to have list of research questions and hypotheses, if applicable, for Thesis Seminar</td>
</tr>
<tr>
<td>On or before Sept. 15</td>
<td>Defend exam</td>
<td>I get Graduate College form out of my file in NH; All members sign; I give form to Kate within 24</td>
</tr>
</tbody>
</table>
5. Comprehensive Exam Proposal Meeting and Examination Defense Process

a. Before the Proposal Meeting

The student’s chair completes the Comprehensive Exam Checklist (Appendix) prior to the student distributing his or her final proposal. After the chair approves the proposal and completes the checklist, the student gives members a paper copy of his or her proposal and bibliography. Students must give members two weeks to read the proposal. The chair is responsible for sharing information with the committee members prior to the meeting on the examination process and criteria for evaluating the proposal and exam.

b. Proposal Meeting

We expect all members to be present at the proposal meeting. If there is an emergency and a member cannot be present, then the student will determine whether the proposal meeting will occur. If a member cannot be present physically, the chair of the examination committee will contact the director of the PhD program and request the member be permitted to attend the proposal meeting electronically. The final version of the proposal must be approved by all of the committee members. Approval is based on the criteria listed above.

There are three possible outcomes of the meeting:

Satisfactory. The proposal is approved, and the student writes the exam.

Unsatisfactory with option to re-present proposal once. Two unsatisfactory votes will make the committee report unsatisfactory. The presentation may be repeated once. If the student has an advancement contract, the examination chair will contact the director of the PhD program to determine whether the contract provides sufficient time to re-present the proposal. If there is insufficient time to re-present the proposal, the director of the PhD program writes a Letter of Dismissal.

Unsatisfactory without the option to re-present the proposal. Two unsatisfactory votes will make the committee report unsatisfactory. The committee chair notifies the director of the PhD program who writes a Letter of Dismissal.

At the comprehensive exam proposal meeting, the chair obtains signatures of committee members on the Approval of the Comprehensive Examination Proposal form. The student and the committee schedule the date of the examination defense. The chair gives this form to the director of the PhD program immediately following the proposal meeting.

c. Post Proposal Meeting
After the student’s proposal is approved by his or her committee, the program administrator completes the student’s Graduate College Doctoral Plan of Study Summary Sheet and the Graduate College Request for Doctoral Comprehensive Examination forms, and submits them to the Graduate College for permission to take the comprehensive examination. After the Graduate College approves the doctoral committee members and composition, the program administrator fills out the Report on Doctoral Comprehensive Examination form and places it in the student’s file.

d. Before the Comprehensive Exam Defense

Students must be registered for at least 2 s. h. in the semester in which they defend the comprehensive exam.

The oral defense will ordinarily be scheduled for a one-hour block of time. A paper copy of the written exam must be submitted to committee members at least two weeks prior to the oral defense.

The chair is responsible for sharing information with the committee members prior to the exam on the examination process, criteria for evaluating the exam, and examples of typical exam defense questions. Each member should prepare at least two questions.

Before the meeting the student needs to get The Report on Doctoral Comprehensive Examination form out of his or her file and bring it to the comprehensive examination. This form is signed by all of the committee members at the examination.

e. Evaluation of the Written Exam and Oral Defense

All members must be physically present at the examination. Under usual circumstances, the Dean for Academic Affairs will approve an exception. To request an exception, the chair should “petition for an exception to the Graduate College rule that all members must be physically present.” To increase the likelihood that the Dean will approve the exception, in the petition state that the member will participate remotely through video conferencing. The Dean will not approve remote participation by two members.

The comprehensive exam includes a written exam and an oral defense. The committee evaluates the written exam and the oral defense independently. The criteria for evaluating the comprehensive exam are listed above (“Criteria for Evaluating the Proposal and Exam”). If the members agree the written exam is satisfactory, then the committee moves to the oral defense. The defense includes an intensive and critical inquiry by members of the doctoral committee about theory, research and policy/practice.

There are four possible outcomes of the comprehensive examination:

Satisfactory. If four members vote the written exam and the oral defense of the written exam are satisfactory, then the student passes and will be permitted to continue work toward the PhD.
Unlike the dissertation, members cannot require revisions unless the student receives a Reservation.

**Reservation.** A vote of Reservations should only be used when a faculty member believes that the deficiencies displayed in the student’s written exam, oral defense, or both were modest, and can be readily rectified. In the event of a report with two or more votes of Reservation, the actions required of the student by the committee that are necessary to correct the deficiencies must be recorded and submitted to the Graduate College with the examination report form.

The language describing the actions must be specific. The committee must, when summarizing deficiencies, refer to the “Criteria for Evaluating the Proposal and Exam”. When an item includes more than one competency (e.g., evaluate the adequacy of research, theory, policy and practice), the committee must specify which competency was not met. For example, the committee could write, “Research was not adequately reviewed.” The committee cannot provide feedback beyond stating which criteria were not met.

Copies of the written statement of necessary actions will be kept by the director of the PhD program, the chair of the examination committee, and the student.

According to the Graduate College rules, the statement must specify the time allowed for completion of the aforementioned actions. In the School of Social Work, the student will be given an opportunity to eliminate the reservation within four months of the scheduled oral examination defense.

**Unsatisfactory with and without the option to retake.** Two unsatisfactory votes will make the committee report unsatisfactory.

If the committee does not permit the student to retake the exam, the director of the PhD program writes a Letter of Dismissal.

If the committee does permit the student to retake the exam, the student may not retake the exam sooner than four months after the first examination and no later than one year after the examination. The examination may be repeated only once.

If the paper was turned in on time (by August 15), the examination chair must record the actions required of the student that are necessary to correct the deficiencies in the written or oral exam.

The language describing the actions must be specific. The committee must, when summarizing deficiencies, refer to the “Criteria for Evaluating the Proposal and Exam”. When an item includes more than one competency (e.g., evaluate the adequacy of research, theory, policy and practice), the committee must specify which competency was not met. For example, the committee could write, “Research was not adequately reviewed.” The committee cannot provide feedback beyond stating which criteria were not met.
If the paper was NOT turned in on time (by August 15), the examination chair will decide, in consultation with the examination committee, whether the student will be permitted to retake the exam and whether the student will receive a written statement from the chair to correct the deficiencies in the written exam. If the student receives a written statement, see previous paragraph for rules for summarizing deficiencies.

Copies of the written statement of necessary actions will be kept by the director of the PhD program, the chair of the examination committee, and the student.

For further details about the comprehensive exam, see the Manual of Rules and Regulations of the Graduate College.

f. Post-Exam

The chair gives the Report on Doctoral Comprehensive Examination to the program administrator immediately following the exam. The program administrator sends the form to the Graduate College within 14 days of the exam.

G. The PhD Dissertation and Final Examination

The dissertation allows students to demonstrate their conceptual and methodological ability and to make a significant contribution to the social work knowledge base. A broad range of contributions to knowledge are permitted and may include survey, experimental, ethnographic, and historical methods.

The dissertation process typically begins after students complete their comprehensive examination. At that time, the student and his or her doctoral committee chair complete the Dissertation Hours (SSW:7830) Contract during the first week of each semester. A timetable must be updated every session in which the student is working toward completion of the dissertation. It is the responsibility of the student to set up an appointment with their chair to create a plan. It is the responsibility of the students’ chair to (a) insure the plan includes the amount and type of work that will be completed toward the dissertation and (b) to submit a grade of Satisfactory only when students complete the work outlined in the contract.

The TABLE (below) provides an example of a timeline for completion of the dissertation.

<table>
<thead>
<tr>
<th>TABLE 7. Dissertation Timeline: Four-year Plan (EXAMPLE)</th>
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<tbody>
<tr>
<td><strong>Due</strong></td>
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<tr>
<td><strong>Fall</strong></td>
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<td>August</td>
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<td>September 5</td>
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<td>September</td>
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<td>September</td>
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<td>October - November</td>
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<td>November</td>
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<tr>
<td>Early November</td>
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<tr>
<td>December 5</td>
</tr>
<tr>
<td>December 15</td>
</tr>
</tbody>
</table>

**Space**

| January | Confirm data source | |
| January | Apply for dissertation support | |
| February | Dissertation proposal meeting | I give Kate form |
| February | Submit human subjects application (expect 2-months minimum review time) | |
| March | Planned break | |
| March | Finalize data collection procedures | |
| April | Begin data collection | |

**Summer**

| June | Complete data collection | |
| July 1 | Begin analysis | |

**Fall**

| September | Complete analysis and draft of Chapter 4 | |
| October | Complete Chapter 4: Submit draft to chair | |
| November | Send out all job applications | |
| December | Complete Chapter 5: Discussion | |
| December | Submit draft to chair | |

**Spring**

| January | Interview for jobs | |
| February | Submit final dissertation to chair | |
| February | Turn in all forms | Complete online “Application for Graduate Degree” and talk to Kate about the “Final Examination” forms. |
| February | Schedule final examination | |
1. The Dissertation Proposal

a. Content of the Dissertation Proposal

The proposal must include the title page, abstract, first three chapters of the dissertation, references, and, if applicable, appendices. A typical proposal may include the subheadings listed below. Additional or different subheadings may be warranted to help the reader quickly locate specific information. The chair and student use their judgment as a guide to the number and type of subheadings to use.

Abstract
• The abstract is required and should be bound with the dissertation. The Graduate College also requires a separate abstract, not bound with the dissertation.

Chapter 1: Introduction
• Statement of the problem
• Purpose of the study
• Questions, hypotheses, or both
• Importance of the study to knowledge development. How does this study break new ground?
• Importance of the study to social work practice or policy
• Brief summary of each chapter

Chapter 2: Literature
• A theory, rationale or argument for each hypothesis. This item applies to both qualitative and quantitative studies that include hypotheses.
• Critical review of the empirical literature related to the students’ research question(s) and/or hypotheses (if applicable)
• A clear statement on how the study will fill gaps in the theoretical, empirical and/or methodological literatures. This statement should go beyond the statement made in the Introduction on the importance of the study to knowledge development.
• Questions, hypotheses, or both. Discuss this item with your chair to determine where your research questions and hypotheses should be included. For example, some authors include their research questions in the Introduction and include detailed hypotheses at the end of Literature section. Alternatively, hypotheses may be summarized in the Introduction and then further explicated in the literature review.

Chapter 3: Methods
• Design, sample, data collection procedures, measures, and data analysis. If applicable, the
  statistics that will be used to analyze these data
• Potential limitations using these methods
• If applicable, the procedures for the protection of human subjects. If human subjects are used
  in the study, guidelines for the University’s protection of human subjects must be followed and
  appropriate forms filed and approved before collecting data. These can be found on the web at
  http://research.uiowa.edu/hso/. If data are being collected from an organization other than The
  University of Iowa, written permission from the agency is needed as part of the University’s
  human subjects review process.

References

Appendices
• Draft of correspondence with respondents, consent form, instrument, etc.

b. Format of the Dissertation

The format and style of the dissertation must conform to guidelines provided in the Graduate
College’s Thesis Manual. The manual can be downloaded from the Graduate College’s web site.
To avoid unnecessary revisions, it is important to understand the College’s formatting rules prior
 to writing the proposal. The College provides an electronic template to format the dissertation.
Students should carefully review the Graduate Thesis Manual and download the Thesis and
Dissertation Template before beginning the dissertation proposal. When Graduate College style
rules do not apply, the dissertation must follow the style guidelines presented in the Publication

c. Length

Dissertations vary considerably in length but typically range between 100 – 200 pages, without
references, appendices, tables and figures.

d. Costs

Dissertation expenses related to, for example, data collection and photocopying are the
responsibility of the student. However, the School may be able to provide some financial
support. Queries should be directed to the director of the doctoral program. Requests for support
are more likely to be approved in the fall than in the spring. Nonrefundable fees are charged each
doctoral candidate to cover processing and publication costs of the dissertation and abstract.

e. Time to Complete

The final oral examination may not be held until the next session after passing the
comprehensive examination and until the dissertation is accepted for FIRST DEPOSIT by the
Graduate College. The Graduate College states that students must pass the final examination no
later than five years after passing the comprehensive examination. The SSW expects students to
complete the dissertation within 18 months of completing the proposal meeting.

2. Guidelines for the Dissertation

Prior to the final exam, students revise the chapters that were included in their proposal and write the Results and Discussion chapters. Although the number and types of chapters vary among dissertations, a typical dissertation includes two additional chapters and the following subheadings:

Chapter 4: Results

Chapter 5: Discussion
- Summary
- Interpretation – May be included in the Results, Discussion, or both chapters
- Strengths and Limitations
- Recommendation for Future Research
- Recommendations – Policy, practice, and/or social work education
- Conclusions

References

Appendices
- Correspondence with participants
- Consent form(s)
- Instrument

Tables may be included in the text or placed after the appendices

3. The Final Examination Process

a. Committee Membership

For most students, members of their doctoral committee will be responsible for both the evaluation of the comprehensive examination and the final examination (dissertation and defense). However, under several circumstances, the committee may be reconstituted. For example, if the committee does not include a person who has the methodological expertise to assist the student, a member may be added and/or dropped. Therefore, students must meet with all members individually prior to the meeting to discuss the proposal and to obtain signatures on the Agreement to Serve on the Final Examination Committee form. Students are strongly encouraged to meet with all of their members prior to the proposal meeting to discuss their research questions, theory, data source, data collection plan and data analysis.

b. The Proposal Meeting

Students are responsible for scheduling the proposal meeting after their chair has approved the
proposal. The meeting should be scheduled at least **four weeks** prior to the meeting, and the members should receive a paper copy of the proposal at least **two weeks** prior to the meeting. Unlike the comprehensive examination, committee members often provide feedback on the proposal prior to and after the proposal meeting.

Sometimes students choose to convene a pre-proposal meeting to get direction and feedback from all members at one point in time. At a pre-proposal meeting, students typically provide an outline of the proposal that summarizes the purpose of the research, including research questions and/or hypotheses and the methods section, including design, data collection procedures, and measures.

Students present the proposed research orally at the dissertation proposal meeting to members of the doctoral committee. The proposal must be approved by all of the committee members at the proposal meeting.

There are three possible outcomes of the meeting:

Satisfactory. The proposal is approved, and the student submits the proposal for human subjects review.

Unsatisfactory with option to re-present proposal once. Two unsatisfactory votes will make the committee report unsatisfactory. The presentation may be repeated once. If the student has an advancement contract, the examination chair will contact the director of the PhD program to determine whether the contract provides sufficient time to re-present the proposal. If there is insufficient time to re-present the proposal, the director of the PhD program writes a Letter of Dismissal.

Unsatisfactory without the option to re-present the proposal. Two unsatisfactory votes will make the committee report unsatisfactory. The committee chair notifies the director of the PhD program who writes a Letter of Dismissal.

The chair obtains signatures of committee members on the Approval of the Dissertation Proposal form and gives it to the director of the PhD program immediately following the proposal meeting.

c. **The Final Examination (Dissertation Defense)**

Because there is likely to be a substantial amount of time between the proposal meeting and the final examination (also referred to as the dissertation defense), the student and/or chair must notify the program administrator at the beginning of the session that the student intends to graduate. The program administrator will assist the student in filling out the Final Examination forms. To submit this form, the program administrator must have the date of the final oral examination defense early in the semester. Students are responsible for scheduling the final oral examination and for applying for their degree through ISIS.
After the Graduate College approves the student’s request to take the final exam, they send the Report of Final Examination form to the program administrator who places it in the student’s file.

At the beginning of the session in which the final exam is completed, students must also set a timetable with their committee chair that includes necessary working meetings prior to the FIRST DEPOSIT deadline date and the date of the oral final examination, which occurs AFTER THE FIRST DEPOSIT. The timetable should include all of the deadlines described below.

Students should give their chair a complete draft of the dissertation at least two months prior to the FIRST DEPOSIT deadline date for review. After receiving approval from the chair, the dissertation may be distributed to the committee members for review and comments.

One copy of the dissertation—complete, accurate and in final form, as judged by the chair—must be presented to the Graduate College with the First Deposit Checklist (download form) for a check of formal characteristics by the FIRST DEPOSIT deadline date in the session in which the degree is to be conferred.

The College strongly advises students to turn in the dissertation at least 10 working days before the FIRST DEPOSIT. If the FIRST DEPOSIT is turned in shortly before the deadline, and it is incomplete, students may not be allowed to graduate that session. Student initiated changes in the dissertation may not be made by the students after the FIRST DEPOSIT.

The defense of the final examination for the doctorate is open to the public. Members of the faculty of the Graduate College are especially invited to attend and, subject to the approval of the chair, to participate in the examination. At least two weeks before the final exam, the student invites the public to attend the defense by publishing the student’s name, title of dissertation, and date and location of the exam in the Graduate College examination calendar and/or The Record.

A paper copy of the dissertation is given to the committee members at the time of the FIRST DEPOSIT or at least two weeks prior to the date of the final exam.

Enough time should be allowed between the FIRST DEPOSIT and the oral final exam for corrections required by the Graduate College. This requires that students obtain the Graduate College Checker’s comments as soon as available. The FIRST DEPOSIT must be made 3 – 5 working days before the actual final examination date if this date occurs before the Graduate College FIRST DEPOSIT deadline date.

The Doctoral Committee hears the student’s defense of the dissertation at the final examination, which must be administered on campus. All members must be physically present at the examination. Under usual circumstances, the Dean for Academic Affairs will approve an exception. To request an exception, the chair should “petition for an exception to the Graduate College rule that all members must be physically present.” To increase the likelihood that the Dean will approve the exception, in the petition state that the member will participate remotely through video conferencing. The Dean will not approve remote participation by two members.
At the exam, the chair obtains signatures from all of the committee members on the Report of Final Examination form, which will be in the student’s file. The chair submits this form to the program administrator immediately following the final oral examination. The report of the final examination is due in the Graduate College office not later than 48 hours after the examination.

Provided the exam is satisfactory, students make all corrections required by their committee. After final approval from the Graduate College and their committee, two final corrected copies of the dissertation must be deposited with the Graduate College by the FINAL DEPOSIT deadline.

In addition to the copies required by the Graduate College, the student will present one final electronic copy of the dissertation to the SSW for the permanent library file, and a copy to the chair and members.

4. Evaluation and Outcomes of the Final Examination

a. Evaluation of the Oral Final Examination

The defense includes an intensive and critical inquiry by members of the doctoral committee about the purposes, methods, results and implications of the dissertation research that is open to the public. Students are expected to respond to each question and are evaluated on their ability to defend their dissertation. Editorial comments or suggestions about how to improve, for example, the organization or the clarity of the dissertation content should be written on the dissertation manuscript and addressed at the defense only after members have queried the student about the methods, results and implications of the research. Typically, but subject to the chair’s approval, the chair may invite non-committee members to ask the student questions after committee members have concluded their inquiry.

b. Outcome of the Final Exam

The exam will be evaluated by the committee in private (without the student and non-committee members). The committee may go to another room or ask the student and non-committee members to leave the room. The final examination will be evaluated as satisfactory or unsatisfactory. Two unsatisfactory votes will make the committee report unsatisfactory.

c. Unsatisfactory Final Exam

In the event two or more votes are unsatisfactory, the chair will notify the student, the director of the doctoral program and the program administrator in writing no later than 24 hours after the exam. The notification will include whether the student is eligible for reexamination. The report of the final examination is due in the Graduate College office not later than 48 hours after the examination.

If the committee recommends reexamination, the chair must record the actions required of the student that are necessary to correct the deficiencies in the exam. Copies of the written statement
of necessary actions will be kept by the director of the PhD program, the chair of the examination committee, and the student. The language describing the actions must be specific.

In case of a report of unsatisfactory in the final examination, the candidate may not present himself or herself for reexamination until the next session. The examination may be repeated only once. Within 12 months following the date in which the original final examination defense was scheduled, the student must submit a written request, signed by the chair, to the director of the SSW to be reexamined. Reexamination must occur within 24 months following the date in which the original final examination occurred. The examination may be repeated only once.

Rights and Responsibilities of Doctoral Students

All University policies related to students’ rights and responsibilities are available at http://dos.uiowa.edu/current-policies-and-regulations-affecting-students-2010-2011-academic-year/index. Student rights and responsibilities, including the University’s policies on human rights, nonviolence, sexual harassment, sexual misconduct, and consensual relationships, are described at this site. Information on campus security and regulations governing student organizations are also described.

A. Advancement Standards

Advancement of students from one semester to the next is contingent upon satisfactory progress each semester. Student progress is formally reviewed in the spring and in fall to determine whether students are making adequate progress in the program. If students meet program standards for the semester, they are automatically advanced to the next semester by the director of their program are advanced unless they are notified by the director of the program to the contrary. Evaluation of student progress is based on successful completion of and progress toward degree requirements and on demonstration of skills, competencies, and behaviors expected of a professional in the field of social work.

Students must meet nine academic standards and standards of conduct to advance in the program.

Academic Standards

1. Maintain a 3.0 GPA for courses included in the PhD Course Plan, an overall 3.0 GPA for graduate-level courses, and satisfactory performance for non-letter graded courses

Graduate College. A doctoral student on regular status will be placed on probation by the Graduate College if, after completing eight hours of graduate work, the student’s cumulative GPA on graduate work completed at the UI falls below 3.0. If after completing eight more s.h. of graduate work at the UI, the student’s cumulative GPA is at least 3.0, the student is returned to good standing in the Graduate College but if it remains below the required level, the student will be dismissed from the program and the Graduate College, and denied permission to reregister at
the University of Iowa unless the student applies and is accepted for a non-doctoral degree or certificate program.

School of Social Work. If after eight hours of graduate work, the student’s GPA for the required courses listed on the Plan of Study (excludes courses taken to fulfill MSW requirements only and other non-required UI graduate level courses) falls below 3.0, the student will be placed on probation. If after completing eight more s.h. of graduate work on the student’s plan of study, the student’s GPA is 3.0 or above, the student will no longer be on probation. If after completing eight more s.h. of graduate work on the student’s Plan of Study, the student’s GPA remains below 3.0, the student will be dismissed from the program and denied permission to reregister. If the student has fewer than eight hours of coursework left in his or her Plan of Study, then he or she may be dismissed from the program without a probationary period.

2. Be registered full-time (a minimum of 9 s.h.) during the first two years of their program (fall and spring semesters) and be registered for fall and for spring semesters for every year after the first two years until graduation.

3. Successfully complete all required courses in the Plan of Study, except the Thesis Seminar, by the end of the spring semester of the second year unless the student has an approved revised Plan of Study that extends this deadline.

4. Successfully complete the comprehensive exam proposal meeting by the end of spring semester of the second year, submit the written comprehensive exam by August 15, and successfully defend the comprehensive exam by the end of the fall semester of the third year unless the student has an approved revised Plan of Study that extends these deadlines. The written exam must be submitted to committee members and the director of the PhD program on or before the last Friday before fall semester begins. See TABLE (below) for additional information.

5. Successfully defend the dissertation proposal within six months after submitting the written comprehensive exam paper unless the student has an approved revised Plan of Study that extends this deadline.

6. Successfully defend the dissertation (final examination) by the end of the spring semester of the fifth year unless the student has an approved revised Plan of Study that extends this deadline.

7. Demonstrate effective oral and written communication skills in English.

Standards of Conduct

8. Demonstrate the skills, competencies, and behaviors expected of a professional in the field of social work. Exhibit honesty and integrity in all aspects of the academic program. This includes, but is not limited to, a prohibition on plagiarism. In cases of plagiarism, the Graduate College Plagiarism policy and procedures will be followed. Plagiarism is defined as “to take and use as one's own (the thoughts, writings, or inventions of another person); to copy (literary work or
ideas) improperly or without acknowledgement; (occas.) to pass off as one’s own the thoughts or work of (another)” (Oxford English Dictionary Online). Plagiarism is avoided by using proper bibliographic citation (See APA Publication Manual).

9. Adhere to the Code of Ethics of the National Association of Social Workers and to all University of Iowa policies and procedures, including, but not limited to, the Code of Student Life, the Anti-Harassment Policy, the Sexual Misconduct Involving Students policy, and the Sexual Harassment Policy.
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<tr>
<td>Deadline for Standard</td>
<td>All semesters</td>
<td>-registered full-time every fall and spring semester for the first two years of the program</td>
<td>End of second year</td>
<td>Proposal: End of spring semester of the second year</td>
<td>Written exam: August 15.</td>
<td>Defense: First three weeks of the fall semester of the third year</td>
<td>If unsatisfactory: End of the fall semester of the third year</td>
<td>March of the third year</td>
<td>First Deposit of spring semester of the fifth year</td>
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<td>Action Taken if Unmet and No Modification of Plan of Study</td>
<td>For GPA: Notification of probation for U grade: Advancement Contract and Probation</td>
<td>Notification of dismissal first day of classes</td>
<td>Notification of dismissal</td>
<td>Advancement Contract and Probation</td>
<td>Progression Contract and Probation</td>
<td>Progression Contract and Probation</td>
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<td>Progression Contract and Probation. See Graduate College Policy and Procedures on plagiarism.</td>
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<tr>
<td>By</td>
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<td>Director of PhD Program</td>
<td>Director of PhD Program</td>
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<td>Faculty Member</td>
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<tr>
<td>Advance-ment Contract Required</td>
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<td>Not applicable</td>
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<td>Proposal: End of May</td>
<td>Written exam: First week of fall semester of the</td>
<td>Yes, March</td>
<td>Yes</td>
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<td>Dismissal Decision</td>
<td>After eight additional hours</td>
<td>Two weeks after the semester begins</td>
<td>Variable</td>
<td>End of fall semester of the third year</td>
<td>End of the spring semester of the third year</td>
<td>End of spring semester of the fifth year</td>
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<td>third year</td>
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<td>Defense: Fourth week of fall semester of the third year</td>
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Variable
B. Advancement, Probation and Dismissal

When students have not met or are unlikely to meet program standards, faculty members are required to write a letter of concern during the semester in which the faculty member believes that the student has not met or is unlikely to meet the standard.

Submitting a letter of concern is the first step of the process of addressing concerns relating to student advancement. The next step is the development of the advancement contract (described below). When students do not meet all action steps in their advancement contracts by stated deadlines, the director of the PhD program will begin the dismissal process. There are three exceptions to this rule:

(a) If the student renegotiated the advancement contract PRIOR to deadlines. Renegotiation includes meeting with members of the advancement committee, rewriting the advancement contract and obtaining signatures;

(b) If the student can document an emergency that prevented him or her from renegotiating the advancement contract before deadlines stated in the contract or that prevented him or her from completing an action in the contract before its’ deadline; and/or

(c) If the student believes someone violated, misinterpreted or improperly applied a University, Graduate College, or School procedure, rule, regulation, or policy during the advancement process that prevented him or her from meeting the advancement contract action steps and/or from renegotiating a new contract before the deadlines stated in the contract.

An emergency may, but need not, involve the student’s physical or mental health; family, such as caring for a parent or child with a health condition; maternity; finances; and military or religious service. Students must speak with the director of the PhD program and their advisor to discuss how to document the emergency.

1. Faculty Letter of Concern, Probation and the Advancement Meeting

A letter of concern is a formal process whereby the director of the PhD program or another faculty member notifies a student that he or she believes the student is not meeting a standard for advancement. If the director of the PhD program has a conflict of interest, then the director of the School will appoint another faculty member to serve as acting director of the PhD program. The acting director of the PhD program will serve throughout the advancement process.

The purpose of this process is to address academic performance or student conduct before the concern results in dismissal.

a. Letter of Concern. When a faculty member has a concern regarding a student’s academic performance or conduct, he or she will write a letter of concern to the student and copy it to the student’s advisor and the director of the PhD program. The letter will specify in what way(s) the author of the letter believes that the student is not meeting the School’s standards. The letter will be sent to the student by email (UI account) and by mail, with restricted delivery (requires a signature).

If a faculty member has a concern about a student’s conduct that he or she believes is so egregious as to be
grounds for immediate dismissal, the faculty member will immediately write a letter of dismissal and send it to
the director of the PhD program and to the director of the School.

b. Advancement Meeting and Contract. The faculty member with the concern will then meet with the student
and the student’s advisor, and the three of them will develop and agree to a plan to address the concern. The
advisor will write a contract, obtain signatures and place the contract in the student’s file. The contract will state

i. the concern(s) of the faculty member in as much detail as possible

ii. the actions to be taken by the student and, if applicable, others

iii. the dates that each action must be completed. See TABLE (above) for concerns about standards 2–6

iv. the date when the student’s advisor and the faculty member with the concern will review the contract to
determine whether all actions were completed on time

v. the consequences of not completing all items on time

vi. the student is on probation until the terms of the contract are met

The contract must be signed by the student, the student’s advisor, and the faculty member with the concern. The
contract must be sent to the student by email (UI account).

c. Refusal to Meet or to Sign the Contract. By signing the contract, all of the signatories agree to the terms of
the contract. If a student is unwilling to meet to develop an advancement contract or is unwilling to sign the
contract, the School may conclude the student has not demonstrated sufficient commitment to progress in the
program and may be dismissed.

d. Probation and Letter of Advancement with Probation. Students who have an advancement contract are on
probation. When a student has an approved advancement contract that extends past the current semester, the
director of the PhD program will write a letter of advancement with probation, stating the student is advanced to
the next semester on a probationary basis. A student on probation will not be permitted to take the final
examination or receive his or her degree.

e. Faculty Report. The student’s advisor will, on or before the date specified in the contract, meet with the
faculty member who wrote the letter of concern. After meeting with the student’s advisor, the faculty member
who wrote the letter of concern writes the faculty report, which states whether the student has completed all
action in the plan by the agreed on dates. The report states which actions were met and unmet. If the faculty
member who wrote the letter of concern is not the director of the PhD program, the faculty report is sent to the
director of the PhD program.

If the director of the PhD program, after receiving a faculty report, concludes the student should be dismissed from the program, the director of the program will send an email to the student’s University of Iowa email account informing the student he or she can meet with the program director prior to the director of the PhD program writing the letter of dismissal. If the student does not contact the director of the program to schedule an appointment within one week of the email, the director of the program will write and send the letter of dismissal.

At the meeting with the student, the director of the program will discuss the faculty report and hear any evidence that the student may offer relating to why the student believes he or she should be permitted to remain in the program. Following this meeting, the director of the program will take one of three actions:

a. Advance. The faculty report concluded the student completed all actions on time. The director of the program writes a letter of advancement to the student and the student’s advisor stating the student is no longer on probation and is advanced to the next semester.

b. Dismiss. The faculty report concluded the student did NOT complete all actions on time, and the director of the program does not believe that the evidence proffered by the student at the meeting warrants the student’s continuation in the program. The director of the program writes a letter of dismissal to the student stating the student has not met all conditions of the program and/or advancement contract, is not advanced to the next semester, and will not be permitted to re-register.

The letter includes a copy of the faculty report and will be sent to the student by email (UI account) and by mail, with restricted delivery (requires a signature). The letter states the student has two weeks to discuss dismissal with the director of the School. At this meeting the student will need to state which University, Graduate College, or School procedure, rule, regulation, or policy was violated, misinterpreted or improperly applied in the dismissal process. See School of Social Work Problem Resolution Policy and Procedures (below) for additional details.

A copy of the letter is sent to the student, the director of the School, the faculty member with the concern, the advisor, and the Graduate College.

c. Alternative Action. The faculty report concluded the student did NOT complete all actions on time, but the director of the program concludes that good cause exists for the student to remain in the program. The director of the program will prescribe any additional conditions required for the student to remain in the program through alternative action, and the timeframe by which those conditions will be met. The director of the program will also clarify whether the student remains on probation while an alternative action is being taken.

C. Dismissal, Confidentiality and Letters of Recommendation

1. Faculty and staff will not tell anyone verbally or in writing that a student was dismissed from a social work program.

2. When writing a letter of recommendation, however, faculty and staff members may state whether the student was dismissed. The student has the right to know whether information on dismissal will be included in the
letter. If the letter will include information on dismissal, the student has the right to withdraw his or her request for a letter.

Students requesting a letter of recommendation or a reference, will
a. ask for it in writing,
b. state whether he or she waives the right to read the letter prior to the staff or faculty member submitting it, and
and
c. state he or she does not want the recipient to know he or she was dismissed from the program.

When students ask for letters of recommendation, staff or faculty members will
a. ask for the request in writing,
b. ask the student to state whether the student waives the right to read the letter prior to the staff or faculty member submitting it, and
and
c. notify the student, in writing, on his or her decision to include information about dismissal in the letter.

Figure 1. School of Social Work Advancement and Grievance Outcomes
TABLE 9. Documents Used in the Advancement Process

<table>
<thead>
<tr>
<th>Name of Document</th>
<th>Written by . . .</th>
<th>Sent to . . .</th>
<th>Includes</th>
</tr>
</thead>
</table>
| Letter of Concern                                            | Director of PhD Program or other faculty member                                | ● Student  
● Copy to director of PhD Program, advisor student, student’s file  
● If plagiarism is alleged, the Graduate College must receive the letter | ● Concern  
● Request for advancement meeting                                        |
| Advancement Contract                                         | Advisor                                                                       | Copy to director of PhD Program, advisor, student, student’s file                                                                    | See narrative                                                             |
| Letter of Advancement with Probation                         | Director of PhD Program if the advancement contract exceeds one semester      | ● Student  
● Copy to advisor, student, student’s file                                                                                         | Decision to advance on probation                                          |
| Faculty Report                                               | Faculty member who wrote the letter of concern                                 | ● Director of PhD Program  
● Copy to advisor, student, student’s file                                                                                       | ● Concern  
● Request for dismissal                                                   |
| Letter of Advancement, Letter of Dismissal, or Alternative Action | Director of PhD Program                                                        | ● Student  
● Copy to director of the School, faculty member with concern, advisor, program administrator, student’s file  
● Graduate College                                                            | Decision to advance, dismiss or alternative action                           |

D. Problem Resolution within the School of Social Work  
Policy and Procedures for Graduate Students

Types of Problems

The problem resolution process in the School of Social Work is used to address problems involving dismissal and problems not involving dismissal. (For problem resolution at the Graduate College level, go to their website.)

1. Problem Resolution involving Dismissal

Advancement of students from one semester to the next is contingent upon satisfactory progress. If students meet program standards for the semester, they will be advanced to the next semester. Evaluation of student progress is based on successful completion of and progress toward degree requirements and on demonstration of
skills, competencies, and behaviors expected of a professional in the field of social work as listed in the student advancement policy. Faculty members are required to write a letter of concern during the semester in which the student has not met or is unlikely to meet a program standard. Submitting a letter of concern is the first step of the advancement process. The next step is the development of the advancement contract. Students who do not meet all action steps in their advancement contract by stated deadlines are dismissed from the program.

Students who believe there was a procedural irregularity concerning dismissal or a violation of University policy must schedule an appointment with the director of the School to discuss their concern within two weeks of receiving the letter of dismissal from the director of the PhD program. Students who do not contact the director of the School within two weeks of receiving the dismissal letter will forfeit their opportunity to resolve the problem at the departmental level. The Graduate College Academic Grievance Procedure is available to students for problem resolution regarding any academic matter, including advancement and dismissal for two years after the event that gave rise to the problem (e.g., dismissal).

If the director of the School of the School has a conflict of interest, the director will appoint an acting director of the School.

2. Problem Resolution NOT involving Dismissal

For problem resolution not involving dismissal, students, faculty and staff consult with the appropriate program director (MSW, PhD). The director of the program consults University, Graduate College, College of Liberal Arts & Sciences, and School policies to understand how the problem can be resolved.

If, after consultation with the director of a program, the director of the program is unable to resolve the problem and the student believes that a grievance is appropriate, the student will meet with the director of the School. The director of the School will then determine whether the problem can be resolved at the departmental level. If contacting the director of a program is inappropriate or uncomfortable, the student may contact the director of the School only. For grievances NOT involving advancement and dismissal, no grievance may be filed later than two years after the event that gave rise to the concern.

Grievance Policy and Procedures

Concerns that may be appropriate for a grievance at the School level include a violation, misinterpretation, or improper application of University, Graduate College, or School procedures, rules, regulations, or policies governing the MSW or PhD programs, including dismissal from the program when there may have been a procedural error in the advancement process or a violation of University policy.

Depending on the nature of the concern, the director of the School will

(a) take action within his or her authority to resolve the concern,

(b) refer the student to the Graduate College or to another office (e.g., Office of the Ombudsperson), or
(c) determine that the concern is grievable at the School level and provide information on the procedure to file a grievance (below).

To determine whether the concern is grievable at the School level, the student will describe the (a) procedure, rule, regulation, or policy governing the program that was allegedly violated, (b) by whom, (c) when, and (d) the preferred remedy sought by the student.

If the director of the School determines that the concern is grievable at the School level, the student MUST document in writing his or her grievance and submit it to the director of the School within two weeks following his or her meeting with the director of the School. The statement must be signed and clearly and completely state

(a) the alleged violation, misinterpretation, or improper application of University, Graduate College, or School procedure, rules, regulations, or policy governing the MSW or PhD programs,

(b) by whom (the person or persons who allegedly violated),

(c) on what dates, and

(d) the preferred remedy sought by the student.

The written statement will form the basis for an investigation of the violation, misinterpretation or application of a policy.

When a written statement is submitted to the director of the School, the director of the School will appoint a committee of three faculty members and appoint one to be the moderator within two weeks of the receipt of the student’s written grievance or, in the case of a written grievance as soon as possible. Every attempt will be made to appoint members who were not directly involved in the student’s allegation. The director of the School will send an email to the student’s University of Iowa email account informing the student of the committee’s membership.

Anyone named in the written grievance will receive a copy of the written grievance from the director of the School as soon as possible. Anyone named in the written grievance will respond to the allegation in writing to the Director of the School within two weeks of receiving the written grievance.

The committee will receive the written grievance and the written response(s) from the people named in the grievance statement. The committee will conduct an initial meeting within two weeks of receiving the written grievance and the written responses. Based on the committee’s review of these documents, the moderator may request additional written information about the concern and schedule a second meeting within two weeks of the committee’s initial meeting. If no additional information is needed, the committee may deliberate and reach a decision at the initial meeting.

The committee reviews and discusses the documents, led by the moderator, and votes whether there was a violation, misinterpretation, or improper application of University, Graduate College, or School procedures,
rules, regulations, or policies. The moderator, in consultation with the committee members, writes the Grievance Report. In the Grievance Report, the moderator reports the vote. Two votes are needed to substantiate or reject the allegation. The Grievance Report describes the basis for the committee’s recommendation. The Grievance Report will be signed by the committee members and be submitted to the director of the School.

The director of the School will either accept or reject the committee’s recommendation or direct the committee to clarify their decision within one week of receiving the initial Grievance Report.

The director of the School will provide a copy of the Grievance Report and his or her decision to the student by email (UI account) and by mail, with restricted delivery (requires a signature). If the allegation is rejected, the letter will describe additional actions the student can take to address his or her concern.

If the problem leading to the grievance was dismissal, the letter will state whether the student is advanced, dismissed or on probation. If the student is placed on probation, then an advancement meeting will be scheduled with the student.

**Guidelines for Developing a Timetable for Grievance Process**

In the TABLE, below, we list the steps in the grievance process and when each step in the process will be completed. The time periods listed in Column 2 are the anticipated maximum lengths of time to complete the step. The Director of the School and Grievance Committee may complete their steps in less time. Because of breaks during the academic year, this timetable may be adjusted. See “Adjustments to the Timetable” subsection (below). Normally the grievance process, beginning with the submission of the student’s written grievance, will take two to three months (excluding breaks); however, in the event of an emergency, the process may take longer than three months.

**TABLE 10. Timetable**

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student submits a written grievance to the Director of the School</td>
<td>Within 2 weeks of meeting with the Director of the School</td>
</tr>
<tr>
<td>2</td>
<td>Those people named in the written grievance receive the written grievance. The Director of the School appoints faculty members to the Grievance Committee. The Director of the School notifies the student of the members of the Grievance Committee.</td>
<td>As soon as possible</td>
</tr>
<tr>
<td>3</td>
<td>Those people named in the written grievance submit a written response to the Director of the School</td>
<td>Within 2 weeks of receiving the written grievance from the Director of the School</td>
</tr>
<tr>
<td>4</td>
<td>The Director of the School gives all documents to the Grievance Committee</td>
<td>As soon as possible</td>
</tr>
<tr>
<td>5</td>
<td>The Grievance Committee meets. If sufficient information is available to make a recommendation, the</td>
<td>Within 2 weeks of receiving documents from the Director of</td>
</tr>
</tbody>
</table>
members of the Grievance Committee write and submit the Grievance Report to the Director of the School.

If the Grievance Committee needs additional information, they will meet again. The Grievance Report is written and submitted to the Director of the School.

The Director of the School may request clarification from the Grievance Committee.

The Director of the School either accepts or rejects the Committee’s recommendation. The Director of the School sends the final Grievance Report and his/her decision to the student by email (UI account) and by mail with restricted delivery which requires signature of receipt.

### Adjustments to the Timetable

Grievances that are submitted within two weeks of the end of fall semester, within two months of the end of spring semester, and during the summer may require a different timetable for resolution. If a grievance is submitted within the last two weeks of the fall semester, the process will begin two weeks after the beginning of the spring semester. If a grievance is submitted within the last two months of the spring semester, the process will begin two weeks after the beginning of the fall semester unless faculty members agree to serve in the summer. If a grievance is submitted in the summer, the process will begin two weeks after the beginning of the fall semester. If the grievance process is underway but is interrupted by a break (i.e., Thanksgiving, spring break, or by December and August interim periods or by the summer session), the timetable may be adjusted.

### Policy Regarding Expunging Documentation Related to Advancement and Dismissal

All records pertaining to the advancement process are placed in the student’s file and are expunged upon graduation. All records pertaining to dismissal are placed in the student’s file and expunged 10 years after the student is dismissed.

### E. Policy on Authorship of Articles

Authorship is reserved for persons who make a primary contribution to and hold primary responsibility for the data, concepts, and interpretation of results for a published work (Huth, 1987). Authorship encompasses not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper. Lesser contributions, which do not constitute authorship, may be acknowledged in a note. These contributions may include such supportive functions as designing or building the apparatus, suggesting or advising about the statistical analysis, collecting or entering the data, modifying or structuring a
computer program, and recruiting participants or obtaining animals. Conducting routine observations or diagnoses for use in studies does not constitute authorship. Combinations of these (and other) tasks, however, may justify authorship.

As early as practicable in a research project, the collaborators should decide on which tasks are necessary for the project’s completion, how the work will be divided, which tasks or combinations of tasks merits authorship credit, and on what level credit should be given (first author, second author, etc.; Fine & Kurdek, 1993). This is especially appropriate if one of the collaborators is new to the publishing process. To prevent misunderstanding and to preserve professional reputations and relationships, it is best to establish as early as possible in a research project who will be listed as an author, what the order of authorship will be, and who will receive an alternative form of recognition (p. 4).

Collaborators may need to reassess authorship credit and order if major changes are necessary in the course of the project (and its publication). This is especially true in faculty-student collaborations, when students may need intensive supervision or additional analyses may need to be conducted beyond the scope of a student’s thesis or dissertation (Fine & Kurdek, 1993).

The corresponding author (the author who serves as the main contact) should always obtain a person’s consent before including that person’s name in a byline or in a note. Each author listed in the byline of an article should review the entire manuscript before it is submitted. Authors are responsible for determining authorship and for specifying the order in which two or more authors’ names appear in the byline. The general rule is that the name of the principal contributor should appear first, with subsequent names in order of decreasing contribution. If authors played equal roles in the research and publication of their study, they may wish to note this in the second paragraph of the author note.

References:


F. Accommodations for Disabilities

A student seeking academic accommodations for degree requirements, including the comprehensive and final examinations, must first register with Student Disability Services and then meet privately with the course instructor or examination chair to make arrangements. Go to the Student Disability Services web site for more information.
F. Policy on Communication Among Students, Faculty and Staff

Increasingly, University administrative offices, social work faculty, staff and students use email to communicate. You are expected to check your UI email account, even if you have a private email provider. It is important to check both your UI email account and your School of Social Work mailbox on a regular basis, because they are used to alert students to, for example, policies and procedures, courses, and upcoming events.

*The Record* is the School’s weekly newsletter. Anyone, students, staff, or faculty may include items in the *The Record*.

Administrative Structure of the School and Governance

A. School of Social Work Committee Structure

The SSW is governed by a committee structure that manages the undergraduate and graduate educational programs and operations of the School. The major decision-making body is the Faculty Committee of the Whole, which is advised by its Executive Committee and the Professional Advisory Committee.

B. Doctoral Studies Committee

The DSC oversees the operation of the doctoral program, including curriculum, policy and procedure, admission of students, and distribution of travel and dissertation funding. This committee is comprised of at least three faculty members, the director of the doctoral program, one doctoral student, and the program administrator. The director of the School will appoint a director of doctoral studies who will provide administrative direction to the program. The term of appointment will be three years. The director may serve consecutive terms. The DSC recommends to the director of the School new faculty members, and the director of the School appoints the new member. In making the recommendation to appoint a member, the DSC should consider the proportion of senior to junior faculty members, the proportion of new to continuing faculty members, and faculty members who may eventually serve as director of the doctoral program. Faculty members serve a two-year renewable term. The program administrator serves ad-hoc. Doctoral students nominate and appoint a doctoral student representative who may be elected to a second one year term. The doctoral student representative is a voting member and oversees the election of a new student representative.

C. Doctoral Admissions Committee

This committee is comprised of at least two faculty members and the director of the doctoral program. The doctoral student representative may choose to serve on the committee and is a voting member. The faculty members, typically, will include members of the Doctoral Studies Committee.
D. PhD Student Participation on School Committees

There are a number of opportunities for doctoral student participation and involvement in important committees in the School. These include serving on the DSC, Curriculum Committee, Appeals Committee, and Search Committee. Doctoral students are encouraged to attend the DSC monthly meetings and may elect a representative to the DSC Committee. The student representative will announce the monthly meeting and distribute the agenda to doctoral students. Students who wish to add an item to the agenda should notify the director of the doctoral program (or the student representative) in writing at least one week before the meeting.

E. Staff Roles

At the SSW, students will come in contact with four important staff members.

1. Operations Administrator

Chuck Wieland administers the operations of the School including budget preparation and overseeing of financial accounts. She oversees research assistantship and teaching assistantship appointments, other departmental financial aid and award processes, and can provide information regarding funding for student research projects.

2. Operations Coordinator

Bev Sweet provides support to the director and faculty. She coordinates the School’s physical operations, including the PhD office, TA offices, and computer equipment.

3. Program Administrator

Kate Kemp administers the educational programs of the School, including the scheduling of PhD courses, advising, registration, and completion of the Graduate College comprehensive and final exam forms. She enforces and interprets University, College, School, CSWE policies and procedures, and is frequently consulted by faculty in advising students. Feedback on the PhD Program may be addressed to the director of the doctoral program or the program administrator. Faculty complaints should be directed to the faculty member first.

4. Admissions/Program Coordinator

Susan Dirks coordinates and manages the registration, course enrollment and course evaluation process. She staffs the PhD admissions panel and maintains the PhD applicant and student databases and files. She provides general secretarial support to the director of the doctoral program and School as assigned by the program administrator. If you need to reserve a room in North Hall or place an item in the Record, contact Susan.
Financial Assistance

A. School of Social Work Support

1. Assistantships, Fellowships, Tuition Scholarships, and Health Care

We provide students with a competitive, multi-year financial package (full tuition, an assistantship, a health and dental insurance allowance) at the time of admission. Financial support consists of research assistantships, teaching assistantships, and/or fellowships. To obtain a teaching assistantship, students whose first language is not English are required to take the SPEAK test. Graduate assistants who hold at least a quarter-time appointment receive tuition scholarships, waived computer fees, and health care insurance for each academic year semester they are appointed. The School awards quarter-time and one-half time assistantships that require an average of 10 or 20 hours of service per week. Appointments are ordinarily made for the nine-month academic year but may be made for other periods of time by special appointment. Graduate assistants who hold at least a quarter-time appointment are classified as Iowa residents for purposes of calculating tuition.

2. Students from Under-represented Groups

Students from under-represented groups are eligible for Dean’s Graduate Fellowships, which include substantial financial support for four years. The SSW applies to the Graduate College to secure these awards at the time applicants are selected into the program. For a description of the award, go to the Graduate College’s web site.

For under represented students not receiving Dean’s Graduate Fellowships, the Graduate College (Office of the Dean, Human Resources & Finance) awards Graduate Diversity Scholarships to cover tuition for students from under-represented groups. Direct inquiries to Donna Welter, Director (donna-welter@uiowa.edu).

3. Dissertation and Travel Grants

The School of Social Work recognizes that students who undertake the PhD may incur expenses related to attending conferences and conducting their dissertation research. Consequently, a small fund has been developed to support travel to conferences and dissertation related expenses.

**Amount of award:** Varies depending on number of submissions. Average award for travel: $500. Average award for research: $250.

**Eligibility for award:** All students who are currently registered and making satisfactory progress in the Program may apply for a travel grant to present at a conference. All first and second year students may apply to attend a national social work conference or conference in their focal area of study. All students who are currently registered, making satisfactory progress in the Program and have an approved dissertation proposal may apply for a dissertation grant. Students who are applying for travel support from the School of Social Work to present at a conference must apply to Executive Council on Graduate and Professional Students (ECGPS): http://ecgps.uiowa.edu/ for support.

**Proposal Guidelines and Review Process:** Students must complete a budget form for travel and for research
support. Students should estimate the cost of each item and provide a rationale for each item. Budgets for dissertation related expenses must include items that the School of Social Work can provide, such as photocopying, postage, long-distance telephone charges, and travel reimbursement. Requests may not include salary and fringe benefits, research assistants, or equipment. Proposals will be evaluated by the director of the PhD Program or the Doctoral Studies Committee who may consult with the student’s advisor/chair. Dissertation grants require a signature from a student’s chairperson, indicating the student has completed his or her dissertation proposal, the proposal requires no or minor revisions to the Methods section and the instrument, and the proposed budget is reasonable and appropriate for the project. Because of limited funding, students presenting at conferences will be given preference over students attending conferences, and students who have not received awards will be given preference over students who have received awards in the past. Students who are completing a dissertation on children or their families may also submit a proposal to the John Craft Research Award competition. Students will be notified about the outcome of their grant request within four to six weeks of their submission.

**Reimbursement Rules: Talk to the Operations Director**

- Travel for conferences and meetings: submit a schedule for the meeting and registration materials
- If driving long distances instead of flying for travel, need an airline quote to show that driving is cheaper

**Deadline: Ongoing**

**Direct inquiries and submit applications to:** Director of the PhD Program.

### 4. John Craft Research Award

This research award is made to honor the memory of John Craft, former Professor of Research at the SSW. One undergraduate and one graduate student is eligible to receive this cash award to carry out a research project on children or families. Recipients of the award will be recognized at a SSW graduation ceremony.

**Amount of award:** $300.00 to cover tuition and fees, expenses related to data collection, or expenses related to the dissemination of the research.

**Eligibility for award:** All students who are currently enrolled in the BSW, MSW or PhD Program and who are making adequate progress in the Program.

**Review Process:** Proposals are evaluated by members of the Research Sequence Committee on (a) the quality of a proposed research project and (b) the feasibility of carrying out the research within the proposed timeline.

**Due:** Announced in the fall. Typically due the first week of February.

**To obtain proposal guidelines and for inquiries, contact:** Chair of the SSW Research Sequence.

### B. The University of Iowa Support

The Graduate College awards fellowships for incoming students, dissertation-year fellowships, summer fellowships, and travel awards. A complete list of awards can be located at the Graduate College’s web site.

The Graduate Student Senate also awards travel and research grants. Go to [http://gss.grad.uiowa.edu/funding](http://gss.grad.uiowa.edu/funding)

International travel awards are available from the Office for Study Abroad.

Student who are differently-abled (disabled) are eligible for the Braverman Award:

Additional grants and scholarships are available through the Office of Student Financial Aid:
http://www.uiowa.edu/financial-aid/

C. External Pre and Post Doctoral Support

Information about funding for social work doctoral education, including dissertation support, from outside the University of Iowa can be obtained by going to:

The Institute for the Advancement of Social Work Research’s website (IASWR). Subscribe to the listserv at http://www.bu.edu/swrnet/

The Council on Social Work Education’s website (CSWE): http://www.cswe.org/
http://www.cswe.org/17500.aspx Click on quick links.

National Association of Social Workers http://www.socialworkers.org/
http://www.naswfoundation.org/fellowships.asp

The Group for the Advancement of Doctoral Education’s website (GADE): http://www.gadephd.org/
http://www.gadephd.org/DoctoralStudents/Funding.aspx

The Society for Social Work Research’s (SSWR) website: http://www.sswr.org/studentcenter_funding.php

The Fahs-Beck Fund for Research and Experimentation, a donor-advisory fund was established with The New York Community Trust to provide grants of up to $5,000 are available to help support doctoral dissertation expenses of students in the United States or Canada. Proposals must have clear relevance to major social problems affecting families or individuals or to interventions designed to assist individuals, couples, or families in their functioning and well-being. Deadlines: Twice annually - May 1 and November 1. To obtain an application, go to http://www.fahsbeckfund.org/
Appendix: Forms

DOCTORAL PROGRAM IN SOCIAL WORK

Change of Advisor Form

Student: Give to program secretary in 308 NH for copies and departmental processing.

Student Name-Please Print

ID #

Phone number

Email address

I wish to change my advisor:

From: ____________________________

Previous Advisor

To: ____________________________

New Advisor

Signature: New Advisor

Date

Approved ☐  Denied ☐

Signature: Director of the doctoral program

Date

Approved ☐  Denied ☐

cc: ☐ Previous Advisor  ☐ Program Administrator  original: ☐ Database  ☐ Student file

cc-3/07
## DOCTORAL PROGRAM IN SOCIAL WORK

### List of Courses in Plan of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester, Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSW:7800</td>
<td>Proseminar in Social Work</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SSW:7801</td>
<td>Knowledge Building in Social Work Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SSW 7810</td>
<td>Developing Knowledge in Human Service Organizations</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SSW:7803</td>
<td>Research Practicum</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SSW:7804</td>
<td>Thesis Seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SSW:7806</td>
<td>Teaching Practicum</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SSW:7807</td>
<td>Teaching Seminar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SOC:6170</td>
<td>Introduction to Sociological Data Analysis (Level 2)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC:6171</td>
<td>Linear Models in Sociological Research (Level 3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSQF:6243</td>
<td>Intermediate Statistical Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSQF:6244</td>
<td>Correlation and Regression</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOS:5710</td>
<td>Design Issues in Health Service Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOS:5110</td>
<td>History of Sociological Theory OR Theory Construction and Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMP:7950</td>
<td>Design Issues in Health Services Research I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC:5160</td>
<td>Sampling, Measurement and Observation Techniques</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSQF:6246</td>
<td>Design of Experiments or course substitution</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HMP:7960</td>
<td>Analytic Issues in Health Services Research I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC:5110</td>
<td>History of Sociological Theory OR Theory Construction and Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC:6110</td>
<td>Theory Construction and Analysis</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Dissertation hours (SSW:7830): 12

Total: 86 hours
School of Social Work

Student Advising Guide

Although graduate students have the primary responsibility for understanding degree requirements, they do not always know what questions they should ask or when they should ask them. This guide, which is organized by degree requirement and by semester, should help students develop an agenda for their advisor-advisee meetings. Please note that many of the activities are ongoing throughout the course of the Ph.D. program. Students are also expected to review the Student Handbook for policy information and degree requirements. These guidelines were developed by the DSC and doctoral students under the direction of student representative Amanda Reedy (PhD, ’10).

<table>
<thead>
<tr>
<th>Semester</th>
<th>Summer/Early Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Schedule an initial meeting with your advisor.</td>
</tr>
<tr>
<td></td>
<td>• Discuss your research interests and career goals.</td>
</tr>
<tr>
<td></td>
<td>• Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics</td>
</tr>
<tr>
<td>Year 1</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>General</td>
</tr>
<tr>
<td></td>
<td>• Create an agenda for your first meeting with your advisor.</td>
</tr>
<tr>
<td></td>
<td>• Discuss how frequently you will meet.</td>
</tr>
<tr>
<td></td>
<td>Courses</td>
</tr>
<tr>
<td></td>
<td>• Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics.</td>
</tr>
<tr>
<td></td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>• Discuss your research interests.</td>
</tr>
<tr>
<td></td>
<td>• Discuss opportunities to become involved in research (e.g. how to find, time commitments, how opportunities fit with your interests).</td>
</tr>
<tr>
<td></td>
<td>• Discuss your research practicum: Who would you like to work with? What type of research skills do you need to develop?</td>
</tr>
<tr>
<td></td>
<td>Publishing</td>
</tr>
<tr>
<td></td>
<td>• Discuss writing for publication.</td>
</tr>
<tr>
<td></td>
<td>• Discuss how to turn a course paper or other document into a publication.</td>
</tr>
<tr>
<td></td>
<td>• Discuss the peer-reviewed publication process and differences among journals (e.g., audience, type of scholarship accepted, acceptance rates, impact).</td>
</tr>
<tr>
<td></td>
<td>Presenting</td>
</tr>
<tr>
<td></td>
<td>• Discuss opportunities to present or co-present within the school and university, and at state, regional, and national conferences and meetings.</td>
</tr>
<tr>
<td></td>
<td>• Discuss opportunities that you read on listservs and emails. Discuss presenting at these conferences the following year.</td>
</tr>
<tr>
<td></td>
<td>Career</td>
</tr>
<tr>
<td></td>
<td>• Discuss your career goals.</td>
</tr>
<tr>
<td></td>
<td>• Discuss how to develop your CV during the program (including presenting at conferences, writing for publication, and applying for funding).</td>
</tr>
</tbody>
</table>
- Discuss how to report your accomplishments in your CV.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td>• Create an agenda prior to your meeting.</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>• Continue thinking about possible dissertation research questions and discuss them with your advisor.</td>
<td></td>
</tr>
<tr>
<td>• Discuss your research practicum: Who would you like to work with? What type of research skills do you need to develop?</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensive Exam</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss possible topics for your comprehensive exam.</td>
<td></td>
</tr>
<tr>
<td>• Discuss who you want to chair your comprehensive examination committee. (Your chair becomes your academic advisor).</td>
<td></td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics.</td>
<td></td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss additional sources of funding, including type of funding (e.g., assistantships, scholarships, travel awards).</td>
<td></td>
</tr>
<tr>
<td><strong>Publishing</strong></td>
<td></td>
</tr>
<tr>
<td>• If you co-author manuscripts, discuss with your co-authors how the order of names on manuscripts are determined.</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>• Attend workshops on publishing, presenting, and securing funding</td>
<td></td>
</tr>
<tr>
<td>• Discuss available graduate assistantships.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>• Complete research practicum. Refer to <em>Student Handbook</em> for policy and procedures.</td>
<td></td>
</tr>
<tr>
<td>• Discuss publications that might be based on your practicum research.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss your highlighted CV and timeline.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss teaching practicum: Who would you like to work with? What type of teaching skills do you need to develop or strengthen? Refer to <em>Student Handbook</em> for policy and procedures.</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensive Exam</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss who you would like to chair your comprehensive and final exams.</td>
<td></td>
</tr>
<tr>
<td>• If you change advisor (chair) complete the change of advisor form.</td>
<td></td>
</tr>
<tr>
<td>• Discuss possible comprehensive exam topics with your chair.</td>
<td></td>
</tr>
<tr>
<td>• Review and discuss the document “Comprehensive Exam Timeline.”</td>
<td></td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss which courses you plan to take and whether they relate to your comprehensive exam or dissertation topics.</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Spring</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Discuss your highlighted CV and timeline.  
| • If you have changed advisors, discuss how frequently you will meet.  |
| **Comprehensive Exam** |  
| • Discuss having regular meetings with your advisor to develop your comprehensive exam proposal outline.  
| • Discuss the document “Comprehensive Exam Timeline” early in February.  
| • Discuss potential members for the comprehensive exam and dissertation (final exam) committees.  
| • Discuss how often you should meet with your committee members.  |
| **Career** |  
| • Discuss expectations of faculty members at different types of universities and colleges (e.g., ratio of teaching to scholarship to service; tenure-track versus lecturer).  |
| **Presenting** |  
| • Discuss opportunities to present research.  
| • Discuss sending abstracts to state and national conferences.  |
| **Teaching** |  
| • Discuss opportunities to teach independently.  |
| **Funding** |  
| • Discuss sources of financial support for your dissertation and submission due dates.  
| • Discuss additional assistantship appointments, if applicable.  |
| **Dissertation** |  
| • Discuss dissertation research questions.  
| • Discuss dissertation research samples/methods.  
| • Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.  |

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Exam</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Complete comprehensive exam and submit to committee members. See Handbook for due date.  
| • Schedule your examination hearing.  |

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Discuss your highlighted CV and timeline.  
| • Continue discussing career goals, presenting at conferences, writing for publication and applying for funding.  
| • Discuss whether it would be desirable for you to review manuscripts for publication or write a book review.  
| • Discuss available graduate assistantships for Year 4, if applicable.  |
| **Dissertation** |  
| • Discuss how frequently you and your chair will meet to discuss your dissertation (e.g., every week, every other week).  
| • Discuss whether your chair will be available over winter break.  
<p>| • Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.  |</p>
<table>
<thead>
<tr>
<th>Year 3</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss your highlighted CV and timeline.</td>
<td></td>
</tr>
<tr>
<td>• Discuss whether your dissertation chair will be available during the summer to meet.</td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td></td>
</tr>
<tr>
<td>• Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.</td>
<td></td>
</tr>
<tr>
<td>• Discuss whether your chair believes you are making adequate progress to meet program benchmarks and whether you timeline is realistic.</td>
<td></td>
</tr>
<tr>
<td>• Discuss how often you are interacting with your committee members.</td>
<td></td>
</tr>
<tr>
<td><strong>Presenting</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss presenting preliminary dissertation results or other research at CSWE and SSWR before April.</td>
<td></td>
</tr>
<tr>
<td>• Prepare an abstract for presentation submissions and get feedback from your advisor on it.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss your highlighted CV and timeline.</td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td></td>
</tr>
<tr>
<td>• Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss your highlighted CV and timeline.</td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td></td>
</tr>
<tr>
<td>• Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract. Turn it in.</td>
<td></td>
</tr>
<tr>
<td><strong>Career</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss your job search or post doc search strategy.</td>
<td></td>
</tr>
<tr>
<td>• Discuss where academic job ads are posted, the hiring process, criteria, etiquette, and deadlines.</td>
<td></td>
</tr>
<tr>
<td>• Discuss from whom you are going to request letters of reference.</td>
<td></td>
</tr>
<tr>
<td>• Discuss your cover letter, CV, teaching portfolio, description of your program of research, and other documents (e.g., evidence of effective teaching).</td>
<td></td>
</tr>
<tr>
<td><strong>Presenting</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss the job talk and interviewing at CSWE and SSWR.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss your highlighted CV and timeline.</td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td></td>
</tr>
<tr>
<td>• Complete the “Dissertation Timeline” and “Dissertation Hours Contract” and have your advisor sign the contract if you are not graduating this semester.</td>
<td></td>
</tr>
</tbody>
</table>
DOCTORAL PROGRAM IN SOCIAL WORK

Independent Study Contract

PhD-level individual study courses must be 3 s.h., letter graded and supervised by a University of Iowa tenured or tenure-track faculty member. The contract must be completed by the end of the first week of the beginning of the semester. The student is responsible for obtaining signatures and submitting the independent study contract to the School of Social Work main office where it will be placed in the student’s file.

Student Information: Please fill out completely

____________________________________ ______________________________
Student’s Name Student ID #

_________________________ ______________________________
Phone number Email address

I am requesting permission to register for: ______________________________
Dept. Course Section Course Title

1. Briefly describe the specific question or problem that you will address.

2. Describe how the independent study will advance your doctoral studies? For example, how does it relate to your comprehensive examination?

3. Indicate the number of times you will meet with the instructor (e.g., weekly). To insure instructors and students have a mutual understanding of what will occur during these meetings, students are encouraged to discuss with their instructors the general format and purpose of the meetings (e.g., summarize progress, discuss problems, clarify next steps).

4. List the type of activities that will be completed (e.g., write paper(s), conduct interviews, develop an instrument, submit a grant application, submit a journal article) and when the work will be completed.

Continued on back of form
I agree to complete the Individual Study contract as described above.

_________________________  ___________________________
Student’s signature  Date

I approve the Individual Study as described above.

_________________________  ___________________________
Advisor’s signature  Date

NOT REQUIRED FOR FACULTY MEMBERS IN OTHER DEPARTMENTS:
I have agreed to direct the Individual Study as described above.

_________________________  ___________________________
Instructor’s signature  Date

original: Student file cc:  [ ] Student  [ ] Advisor  [ ] Instructor  cac—08/14
DOCTORAL PROGRAM IN SOCIAL WORK

Course Substitution

Student Name-Please Print ___________________________ ID # ___________________________

Phone number ___________________________ Email address ___________________________

**Student:** After your advisor signs this form, give it to the director of the doctoral program by November 1 or by April 1.

Course you wish to replace:

Dept., Course, and Sect. numbers ___________________________ Name of Course ___________________________

Course you wish to substitute as an alternate course:

Dept., Course, and Sect. numbers ___________________________ Name of Course ___________________________

Provide a justification for the substitution.

Advisor: _____________________________________________________________ Signature ___________________________ Date ____________ □Approved □Denied

DSC Committee: ___________________________________________________________ Chair’s Signature ___________________________ Date ____________ □Approved □Denied

Director of doctoral program gives to program secretary for copies and departmental processing:

cc: □Student □Advisor, if different than PhD Director original: □Student file 03/07-cc
DOCTORAL PROGRAM IN SOCIAL WORK

Application for Readmission to the Social Work Program

Today’s Date

Re-enrollment Semester

Student Name-Please Print

ID #

Student: If a student’s enrollment is interrupted for any reason so that s/he is not enrolled for three consecutive academic sessions, including the summer session but excluding inter-sessions, the student must apply for readmission to the Graduate College. The Graduate College “Application for Readmission to a Graduate Program” form must be used. The Graduate College will not require new letters of recommendation, a new personal statement section, a written explanation of the reasons for the absence, or a plan for degree completion.

The student must also apply for readmission to the SSW Doctoral Studies Committee (DSC). This application must be signed by the student’s advisor and be submitted to the director of the doctoral program 6-weeks prior to the readmission semester. The Graduate College decision supersedes the School of Social Work decision to readmit.

The following documents are required.

☐ 1. An explanation of the reasons for the absence (1page single-spaced). Please describe the circumstances that led to not registering. State how your circumstances have changed or been resolved, and whether you believe readmission would result in meeting all degree requirements. In circumstances where the reason can be readily documented (e.g., a letter), the student should append the document.

☐ 2. Student’s revised Plan of Study.

☐ 3. A detailed, month-by-month plan for degree completion (1 p., single-spaced). List all degree requirements that have not been met. Refer to the PhD Handbook for a timeline to complete the comprehensive and final exams.

Signature of Advisor: I have reviewed the student’s explanation for the reasons for the absence, his or her revised Plan of Study, and the month-by-month plan for degree completion. By signing this form, I recommend to the DSC the student be readmitted to the SSW doctoral program.

Print name

Sign

Signature of the Chair of the DSC: On behalf of the DSC, I recommend to the DEO that the student be re-admitted to the SSW doctoral program.

Print name

Sign

cc: Program secretary/Student File Student

Student’s Advisor File cc-4/08
DOCTORAL PROGRAM IN SOCIAL WORK

Social Work Research Practicum (SSW:7803) Learning Contract and Evaluation Tool

☐ Summer 20____

________________________________________________________     ______________________________
Student Name—Please Print     ID #

________________________________________________________     _____________________________________________
Phone number     Email address

Student: Send this form to the director of the doctoral program within the first week of the semester and by the close of summer classes.

Instructor: Please evaluate the student on the following research competencies at the end of practicum.

1. Conceptualize research questions/write hypotheses
   Activities:

2. Review, critically evaluate and synthesize literature
   Activities:

3. Apply theory
   Activities:

4. Select a research design
   Activities:

5. Construct an instrument/operationalize concepts
   Activities:

6. Select a sample using a sampling method
   Activities:

7. Collect data
   Activities:

8. Analyze data
   Activities:

9. Write a research report or manuscript for publication
   Activities:
Activities:

10. Understand the grant writing process
   S U

Activities:

11. Discuss ethical conduct of research.
   S U
   Understands academic dishonesty in writing (e.g., improper citation)
   Understands bias in subject selection, measurement and interpretation of data
   Understands risk and benefits to research subjects
   Understands informed consent
   Understands voluntary participation
   Understands confidentiality or anonymity
   Understands limitations of the research in reporting results
   Understands the IRB process

Activities:

Final grade: S U

Include signature lines and approval boxes for your mentor, yourself and the director of the doctoral program on the first draft of the contract. Include signature lines only on the final contract.

Mentor: ___________________________ S U
Signature Date

Student: ___________________________ S U
Signature Date

Director of PhD Program: ___________________________ S U
Signature Date

Director of the PhD Program gives to the Program Secretary in 308 NH for copies and departmental processing:
cc: Student Mentor original: Student file
DOCTORAL PROGRAM IN SOCIAL WORK

Teaching Practicum (SSW:7806) Agreement

Student Name-Please Print ___________________________ ID # ______________________________

Phone number ___________________________ Email addresses ___________________________

Faculty Mentor: I have read the course syllabus and understand (a) mentor responsibilities, which are listed under B. Mentored Teaching Experience and (b) the distribution of clock hours. I agree to provide mentoring to the above named student:

______________________________________________ ______________________________
Signature: Faculty Mentor Date

Student: Send this form to the director of the PhD program for approval at least two weeks before the practicum begins.

Director of the PhD program: I approve the teaching practicum:

______________________________________________ ______________________________
Signature Date Received

Director gives to program secretary for copies and departmental processing:

cc: original: □ Student file
**DOCTORAL PROGRAM IN SOCIAL WORK**

**Teaching Practicum (SSW:7806) Learning Contract and Evaluation**

<table>
<thead>
<tr>
<th>Student Name-Please Print</th>
<th>ID #</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
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<th>Email address</th>
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**Student:** Complete and send this form to the director of the doctoral program before or during the first week of the semester and, after the faculty member has rated your performance, send it one week before the end of the semester. The director of the doctoral program submits the mentors S/U grade to the registrar.

**Faculty Mentor:** With the student teacher, develop activities to meet each objective before or during the first week of the semester. At the end of the semester, evaluate the student teacher on each course objective. Determine whether the student teacher met each course objective and his or her final grade. The student teacher will submit this form to the director of the doctoral program who will submit the grade to the registrar.

By the end of the seminar, students will be able to

1. Apply teaching/learning theories and research to course planning, teaching, and evaluation

   Activities:

   - Unmet
   - Met

2. Apply teaching/learning theories and research to diverse students, including, for example, students’ national origin, ethnicity, gender, age, and learning (dis)ability

   Activities:

   - Unmet
   - Met

3. Identify one’s own and students’ learning style(s) and be able to adapt one’s teaching to accommodate different styles

   Activities:

   - Unmet
   - Met

4. Understand how the course syllabus was used to develop the course outline

   Activities:

   - Unmet
   - Met

5. Develop a lesson plan that meets EPAS competencies and practice behaviors

   Activities:

   - Unmet
   - Met

6. Develop and use assessment strategies to evaluate whether students met EPAS competencies and practice behaviors
Activities:

7. Use several methods of instruction effectively, including (a) lecture, (b) instructor led discussion, and (c) collaborative activities and small groups (i.e., instruction that focuses the responsibility of learning on learners)

Activities:

8. Manage challenging classroom dynamics and students (e.g., students who are disruptive, disrespectful or experiencing personal challenges)

Activities:

9. Engage in an ongoing process of self-assessment and professional growth as a social work educator

Activities:

Faculty Mentor Comments:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Student Teacher Comments:

___________________________________________________________________________

___________________________________________________________________________

Final grade: S U

Include signature lines and approval boxes for your mentor, yourself and the director of the doctoral program on the first draft of the contract. Include signature lines only on the final contract.

Mentor: _____________________________ 

Signature 

Date 

Approved

Student: _____________________________ 

Signature 

Date 

Approved

Director of PhD Program: _____________________________ 

Approved

Director gives to the program coordinator for departmental processing.

cc: Student Mentor 

original: Student file
Agreement to Serve on the Comprehensive Examination Committee

Student: This form must be sent to the director of the doctoral program one month before the comprehensive exam proposal meeting. The director of the doctoral program will sign the form and give it to the program administrator. The program administrator will then complete the Request for Doctoral Comprehensive Examination form and send it to the Graduate College for approval.

Working Title of the Exam: ____________________________________________________________________

Expected Date of the Comprehensive Exam:____________________________

I agree to serve on _____________________________________________’s Comprehensive Exam Committee

CHAIRPERSON:

1. ___________________________________    ______________________________
   Type name                                      Signature                       Date

MEMBERS:

2. ___________________________________    ______________________________
   Type                                      Signature                       Date

3. ___________________________________    ______________________________
   Type                                      Signature                       Date

4. ___________________________________    ______________________________
   Type                                      Signature                       Date

5. ___________________________________    ______________________________
   Type                                      Signature                       Date

(OPTIONAL)

6. ___________________________________    ______________________________
   Type                                      Signature                       Date

I recommend to the Graduate College that the above named faculty members be appointed to the student’s comprehensive examination committee:

Director of PhD Program _____________________________________________    Date Received
   Signature

cc: □ Student □ Program Administrator original: □ Student file   cc-5/06
Chair: It is the responsibility of the chair of the Doctoral Committee to review whether the proposal appears to address the
criteria for the exam (below) before the proposal hearing is scheduled. See PhD Handbook for additional guidance on the
content and length of the exam and the exam process. After reviewing the proposal, complete and sign the checklist.

☐ It includes theory, research, practice, and policy. The exam emphasizes research and theory (e.g., the estimated
number of pages allocated to these areas substantially exceeds the estimated number of pages allocated to practice and policy).

☐ It is relevant to social work. The proposal gives explicit attention to the relevance of the topic to social work.

☐ It is analytical. The proposal outlines the empirical and theoretical literatures that will be critically reviewed. The
proposal must demonstrate the exam will involve analysis, synthesis, conceptualization, and integration of major
viewpoints and research evidence. It should include a section on critical research questions that may be investigated in the
dissertation and other research based on the analysis.

☐ It is interdisciplinary. The proposal includes literature from social work and from related professional fields, if
applicable, and the social sciences.

☐ It is comprehensive. The bibliography demonstrates that the review of the literature on the topic will be
comprehensive and state-of-the-art. It includes the most recent scholarship on the student’s topic and classic works.

☐ There is a logical sequence of ideas. There is a logical sequence of ideas within and between sections of the proposal.

☐ It is well-written and adheres to APA style guidelines. The proposal should demonstrate the ability to communicate
effectively and reflect careful attention to scholarly style, clarity, and organization and logic, as well as to matters of
spelling and grammar. The proper citation and reference form is specified in the Publication Manual of the American
Psychological Association.

☐ Independence of the Written Product from Other Requirements. The student understands that the content of the
exam can be related to papers and other written documents used to fulfill degree requirements, however, he or she cannot
cut and paste text from these documents into the exam.

☐ Sole Authorship of the Comprehensive Exam. The student understands that the comprehensive paper is an exam and
should be independently written without consultation on its specific content or editorial assistance from others.

Based on my review of the student’s outline, the proposal appears to address all of the criteria.

Chair: _____________________________________________________________  □ Approved

Signature ___________________________ Date ___________________________

Student: Send this form to the director of the PhD Program two weeks before the exam proposal meeting.
Director of PhD program gives to Program Secretary in 308 NH for copies and departmental processing:
cc: ☐ Student original: ☐ Student file

cc-5/06
DOCTORAL PROGRAM IN SOCIAL WORK

Approval of the Comprehensive Examination Proposal

________________________________________________________     _______________________________
Student Name-Please Print

__________________________________________     ______
Phone number     Email address

Title: __________________________________________

Chair: Give this form to the director of the PhD program immediately after the comprehensive exam proposal meeting.

Exact Date of Comprehensive Exam Hearing:_______________

CHAIRPERSON:

1. ___________________________________    ___________________________________    _______________
   Type name                           Signature                  Date

MEMBERS:

2. ___________________________________    ___________________________________    _______________
   Type                           Signature                  Date

3. ___________________________________    ___________________________________    _______________
   Type                           Signature                  Date

4. ___________________________________    ___________________________________    _______________
   Type                           Signature                  Date

5. ___________________________________    ___________________________________    _______________
   Type                           Signature                  Date

(OPTIONAL)

6. ___________________________________    ___________________________________    _______________
   Type                           Signature                  Date

☐ Turned in to director of PhD program

__________________________________________     ______
Signed     Date Received

cc: ☐ Student    ☐ Program Administrator
original: ☐ student file

cc-12/10
## Dissertation Hours (SSW:7830) Contract

### Session:
- Fall 20___
- Spring 20___
- Summer 20___

---

**Student Name**
- Please Print

---

**ID #**

---

### Student and Chair:
Students must be registered for Dissertation Hour credit each fall and spring semester until the degree is awarded. This contract specifies the work that will be completed during each semester.

**Chair:** Authorize students for registration after you have signed the contract.

**Student:** Fill in the activities and dates below OR attached a more detailed outline of activities and dates. Submit this form and attachment, if applicable, to the director of the PhD program by the first week of each semester.

### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deadline or Dates</th>
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<tbody>
<tr>
<td>Meet with chair</td>
<td></td>
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<tr>
<td>Conceptualize research questions/hypotheses</td>
<td></td>
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<tr>
<td>Review, assess and synthesize the literature</td>
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<tr>
<td>Apply theory</td>
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<tr>
<td>Develop research design</td>
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<tr>
<td>Construct instrument/operationalize concepts</td>
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<tr>
<td>Pilot instrument</td>
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<tr>
<td>Proposal hearing</td>
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<tr>
<td>Receive human subjects approval</td>
<td></td>
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<tr>
<td>Collect and, if applicable, enter data</td>
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<tr>
<td>Analyze data</td>
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<tr>
<td>Report and discuss results</td>
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<tr>
<td>Discuss results</td>
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<tr>
<td>First deposit</td>
<td></td>
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<tr>
<td>Final examination</td>
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</table>

I have agreed to complete the work listed above.

---

**Signature:** Student  
**Date**

I have agreed to supervise the work listed above:

---

**Signature:** Dissertation Chair  
**Date**

I received the contract:

---

**Signature:** Director of the PhD Program  
**Date**

---

**cc:**  
- Student  
- Dissertation chair  
- original: Student file  
**cc-8/13**
DOCTORAL PROGRAM IN SOCIAL WORK

Agreement to Serve on the Final Examination (Dissertation) Committee

Student: This form must be sent to the director of the doctoral program two weeks before the final exam proposal meeting. The director of the doctoral program will sign the form and give it to the program administrator. The program administrator will then complete the Request for the Final Examination form and send it to the Graduate College for approval.

Working Title of the Dissertation: __________________________________________________________
________________________________________________________________________________________

Expected Month and Year of the Final Exam Defense: ________________

I agree to serve on ___________________________’s Final Exam Committee

CHAIRPERSON:

1. ___________________________________    ___________________    __________________    _______________
   Type name                             Signature                               Date

MEMBERS:

2. ___________________________________    ___________________________________    _______________
   Type                             Signature                                Date

3. ___________________________________    ___________________________________    _______________
   Type                             Signature                                Date

4. ___________________________________    ___________________________________    _______________
   Type                             Signature                                Date

5. ___________________________________    ___________________________________    _______________
   Type                             Signature                                Date

(OPTIONAL)

6. ___________________________________    ___________________________________    _______________
   Type                             Signature                                Date

I recommend to the Graduate College that the above named faculty members be appointed to the student’s final examination committee:

☐ Turned in to director of PhD program

Signature                                                                                     Date Received

cc: ☐ Student     ☐ Program Administrator       original: ☐ Student file

cc-12/10
DOCTORAL PROGRAM IN SOCIAL WORK

Approval of the Dissertation Proposal

Student Name-Please Print________________________________________________________ ID # _______________________________

Chair: Give this form to the director of the PhD program immediately after the dissertation proposal meeting.

Expected Month and Year of the Final Exam Defense:__________________________

Title: ____________________________________________________________

_______________________________________________________________________

CHAIRPERSON:

1. ___________________________________    ___________________________________    _______________
   Type name                           Signature                           Date

MEMBERS:

2. ___________________________________    ___________________________________    _______________
   Type name                           Signature                           Date

3. ___________________________________    ___________________________________    _______________
   Type                                 Signature                           Date

4. ___________________________________    ___________________________________    _______________
   Type                                 Signature                           Date

5. ___________________________________    ___________________________________    _______________
   Type                                 Signature                           Date

(OPTIONAL)

6. ___________________________________    ___________________________________    _______________
   Type                                 Signature                           Date

☐ Turned in to director of PhD program

Signature                           Date Received

original: ☐ Student file  cc: ☐ Student  ☐ Program Administrator  cc—03/07
DOCTORAL PROGRAM IN SOCIAL WORK
Student Dissertation Grant Proposal

<table>
<thead>
<tr>
<th>Student Name - Please Print</th>
<th>ID #</th>
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<td>Phone number</td>
<td></td>
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<tr>
<td>Email address</td>
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</tbody>
</table>

**Student:** Submit to PhD Director.

**Title of Dissertation:**

I received dissertation grant(s) in the past:  No ☐ Yes ☐ How much: __________________________

**Requests Submitted to or Received from Other Sources:**

☐ ECGPS ☐ Other: __________________________________________________________

Have you received an award?  No ☐ Yes ☐ How much and from what source: $________________________

If no, when do expect to hear back from each source? __________________________________________

**Budget:**

- Photocopying ($0.03 per copy)
  - $________
  - Rationale: __________________________________________________________

- Postage and Envelopes ($0.36 per 1 oz. envelope; standard business envelopes: $.08)
  - $________
  - Rationale: __________________________________________________________

- Long-distance telephone ($0.05 per minute)
  - $________
  - Rationale: __________________________________________________________

- Travel (See “PhD Student Travel Grants Proposal” budget form for per diem rates)
  - $________
  - Rationale: __________________________________________________________

- Other: ______________________________________________________________
  - $________
  - Rationale: __________________________________________________________

**Total Request** $________

**Signature of Dissertation Chair:** This student has completed his or her proposal, and it requires no or minor revisions to the Methods section and instrument. The proposed budget is reasonable and appropriate for the project.

**Chair’s Signature** ___________________________ **Date** ____________  Approved  Not Approved

**PhD Director’s Signature** ___________________________ **Date** ____________  Approved: $________ Not Approved

cc: ☐ Program secretary/Student File

cac-08/14
DOCTORAL PROGRAM IN SOCIAL WORK

Student Travel Grant Proposal

Student Name-Please Print __________________________________________ ID #

Phone number __________________________________________ Email address __________________________________________

Student: Submit to PhD.

I am: □ Not presenting a paper □ Presenting a paper. Title of paper __________________________________________

Co-presenter, if applicable: __________________________________________

Name, location and date of conference: __________________________________________

I received travel grant(s) in the past: □ No □ Yes □: Total amount: $ __________________________________________

Requests Submitted to or Received from Other Sources: Students presenting at conferences must apply to the Executive Council on Graduate and Professional Students (ECGPS): http://ecgps.uiowa.edu/ For students traveling abroad, you must apply to the Office for Study Abroad.

□ ECGPS □ Office for Study Abroad □ Other: __________________________________________

Have you received an award □ No □ Yes □: How much: $ __________________________________________

If no, When do expect to hear back from each source? __________________________________________

Budget:

Hotel (go to http://www.uiowa.edu/~purchase/travel/dom_intl.htm) $________

Rationale: __________________________________________

Conference Fees: $________

Rationale: __________________________________________

Meals (http://www.uiowa.edu/~purchase/travel/dom_intl.htm) $________

Rationale: __________________________________________

Transportation (http://www.uiowa.edu/~purchase/travel/dom_intl.htm) $________

Rationale: __________________________________________

Other: $________

Rationale: __________________________________________

Total Request $________

PhD Director’s Signature __________________________ Date __________

Approved: $________ Not Approved

cc: □ Program secretary/Student File cc-08/14
DOCTORAL PROGRAM IN SOCIAL WORK

Request for a Delay in Starting or Completing an Exam, Reduction in Hours, or Leave of Absence

Student’s Name: __________________________ ID#: __________________________

Address: __________________________________________

Street City State Zip

Phone: __________________________

Home Cell E-mail

Type of Request: Check One (Student completes)

- Delay in starting or completing an exam: Number of weeks__________________
- Reduction in hours: Number of hours______________________ Number of semesters:____
- Leave of absence: Number of semesters____

Reason for Request: Check All that Apply (Student Completes)

- Health
- Religious Service
- Military Service
- Financial
- Family
- Other

Comments: __________________________

Disposition: Check All that are Applicable (PhD Director completes)

Delay in starting or completing an examination:

- Date of completion___________________________

Reduction in hours:

- Semester(s) effective: Semester:__________________ Year:____________

Leave of absence:

- Date of leave: Semester: _____ Year: _____  Date of return: Semester:_____ Year: _____

Conditions:

- Student required to reapply for delay, reduction or leave, if additional time is needed: When________________________
- __________________________________________________________

I agree to the attached plan of study and revised deadlines:

Student’s Signature __________________________ Date

Advisor’s Signature __________________________ Date Approved Not Approved

PhD Director’s Signature __________________________ Date Approved Not Approved

☐ Plan of study  ☐ Letter to the DSC  ☐ Other documentation:_____________________________________________________

cc: Student file, advisor, student
cac-08/13