



UNIVERSITY OF
DENVER

Graduate School
of Social Work

**University of Denver
Graduate School of Social Work
Ph.D. Program**

**Ph.D. Program Handbook
2011-2012**

Table of Contents

Preface	3
Ph.D. Director Welcome Message	4
General Information	5
Ph.D. Program Steps	6
Program Description	7
Ph.D. Program Core Courses	10
Elective Courses	13
Academic Advising	14
Student and Academic Performance.....	16
Comprehensive Exam Requirement	20
Dissertation Requirements	24
Continuous Enrollment Requirements.....	29
Preparing for Graduation	29
Compliance with the Ph.D. Program Handbook and Guidelines	31
Appendix A: Links to important University policies, calendars, and deadlines	32
Appendix B: Ph.D. Educational Plan	33
Appendix C: Teaching Practicum Registration Form and Syllabus.....	36
Appendix D: Ph.D. Program Committee and Ph.D. Advisory Council descriptions	40
Appendix E: Ph.D. Graduation Check	42

Preface

The Ph.D. Student Handbook is designed to provide important program information to Ph.D. students in the Graduate School of Social Work. It is not intended to be a complete statement of all School and University policies. In addition, note that the policies and procedures described in the Handbook are subject to change at the discretion of the Graduate School of Social Work, the Office of the Associate Provost for Graduate Studies, the Office of the Provost, and the University Trustees. They are not to be considered or otherwise relied upon as a complete statement of the legal terms and conditions of student enrollment and status. Instead, this Handbook has been designed to provide, in summary form, important information regarding Ph.D. studies at the Graduate School of Social Work in particular and the University of Denver in general. Students must also consult Graduate Policy Manual available at <http://www.du.edu/media/documents/graduates/10-11policy.pdf> and remember that students are responsible to comply with those graduate policies, forms, and procedures. Further information is available from the Ph.D. Program Director.

Students need to also note that the regulations of the University and of the Associate Provost for Graduate Studies are the prerogative of bodies outside the School. With regard to the regulations they set, those bodies have authority. The regulations of the School are designed to operate within the context of those bodies, but in the case of a discrepancy, the general regulations have priority. In other words, where there is a conflict between this Handbook and the Graduate Policy Manual, the Graduate Policy Manual takes precedence. Although this handbook aims to give as accurate and complete information as possible from year to year, changes to policy and program requirements do occur so students should also check with their student advisor, their Chair, the Ph.D. Program Director, or the Office of the Associate Provost for Graduate Studies on any matters of which they are unsure.

Welcome Message from the Ph.D. Program Director

On behalf of the administration, faculty, staff, current students, and Ph.D. program alumni, I welcome you to the School of Social Work and to your doctoral education. I am pleased to have you here with us and look forward to working with you over the coming years while you complete your degree.

Founded in 1968, the University of Denver School of Social Work Ph.D. Program has produced 176 graduates, most of whom have gone on to assume leadership positions in academia, in government, and in research institutions. I believe that your years with our program will probably be the most intellectually challenging years of your life so far, and for most of us doctoral education has proven to be a powerful educational experience that lasts a lifetime.

The faculty who will mentor you are examining research questions that relate to communities and neighborhoods, women in poverty, mental health consumers, families experiencing difficulties in everyday life, and questions that deal with youth and adults across the array of social and human services - including the technologies that we use to organize and provide services and to inform and communicate with each other.

This past year we completed a Program Review that was inspired by the Carnegie Foundation Initiative on the Doctorate -a project that examined doctoral education in the United States. The Carnegie Project led to creative program changes and a variety of approaches that are transforming doctoral education in the United States. Our review was guided by Dr. George Walker, who was the lead scholar in the Carnegie effort. As a community, we are looking forward with you to examining how our commitments as scholars to difficult questions and to evidence translate into a pedagogy that develops stewards of our discipline. Our review has engaged all of us in an exploration of the scholarship of our profession, asking questions of purpose and direction.

| Currently, we have 33 active students in our doctoral program. Six students enter each year, and they consistently report experiencing a faculty and staff committed to their success and graduation. I hope this Handbook provides you with information pertaining to the steps that lead to successful completion of your program and the array of policies and procedures related to those steps, but if you have any questions that remain unanswered, please let me know.

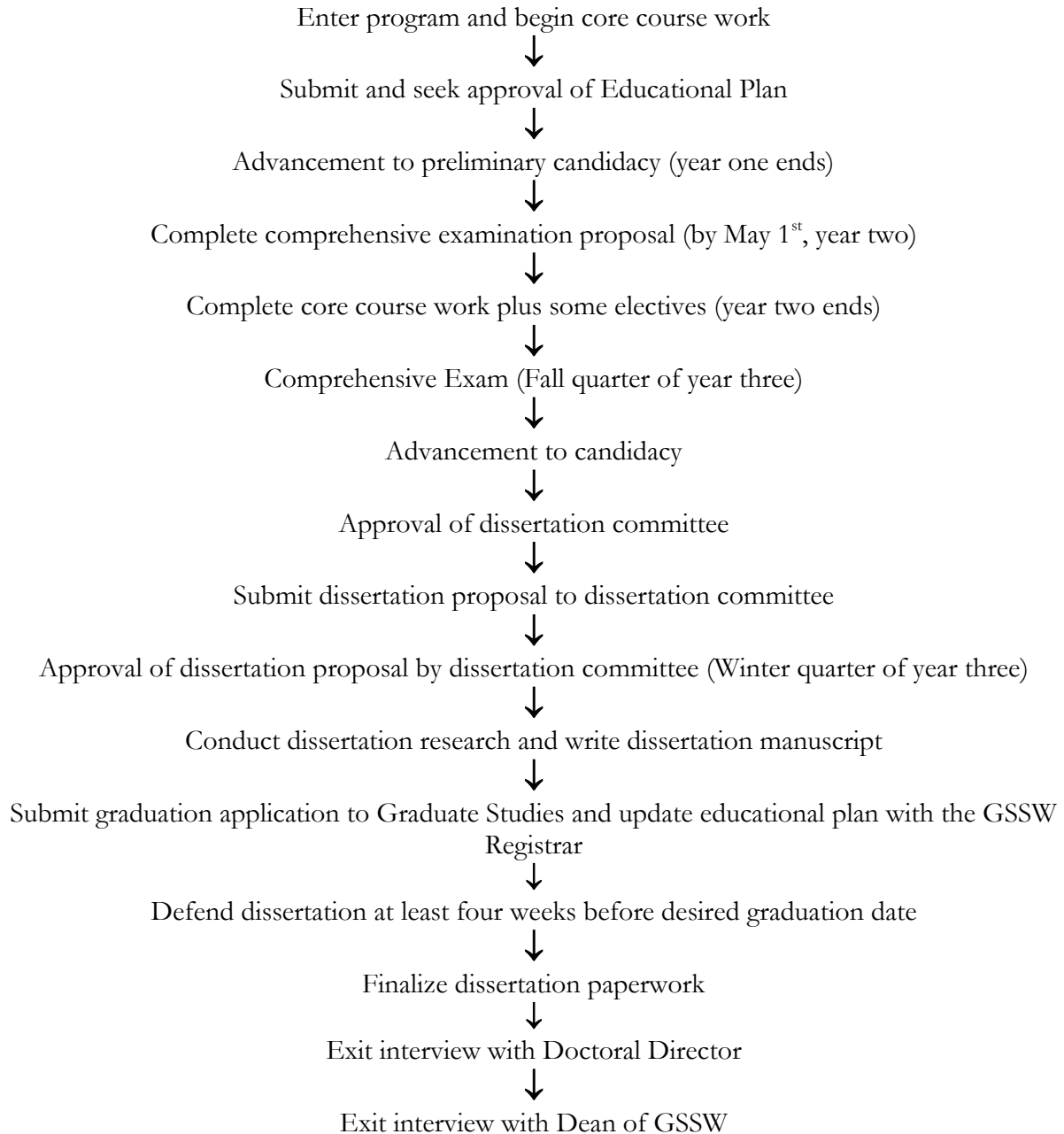
Sincerely,

Walter LaMendola, Ph.D.
Professor & Doctoral Program Director

General Information

<u>Address:</u>	University of Denver Graduate School of Social Work Craig Hall, 2148 South High Street Denver, CO 80208
<u>Phone Numbers:</u>	Walter LaMendola, Ph.D., Professor & Doctoral Chair: 303-871-2796 Mandy Jameson, M.S.W. and Ph.D. Program Support: 303-871-2140 Sarah Sweetman, GSSW Registrar: 303-871-2843 GSSW reception desk: 303-871-2886
<u>Mailboxes:</u>	Ph.D. student mail folders are in the Student Lounge of Craig Hall.
<u>Computing:</u>	Ph.D. students are expected to provide their own mobile computers and software. DU PC support for student owned machines is available at 303-871-4700. GSSW also provides desktop computing resources in the Ph.D. offices with Microsoft Office software suites and access to statistical and qualitative data analysis packages. GSSW has technology operations staff that provide internal support for instructional purposes. GSSW instructional technology support can be reached at 303-871-4680.
<u>WebCentral:</u>	The Ph.D. program maintains a group presence on the University of Denver website where students will receive registration and course information from the Registrar as well as Ph.D. information notices from the Ph.D. office.
<u>Portfolio program:</u>	Students are required to participate in the DU e-portfolio community.
<u>Copy Resources:</u>	The GSSW copy machines are available for assigned GTA work. In general, GSSW supports paperless approaches and copy machines can digitize and be used to e-mail digital documents.
<u>Dissertations:</u>	Dissertations completed by prior Ph.D. students are available in Penrose Library. http://library.du.edu/goodanswers/where-are-the-university-of-denver-dissertations
<u>Program Committee for 2011-2012:</u>	Walter LaMendola, Professor and Chair Kim Bender, Assistant Professor Daniel Brisson, Associate Professor Jeff Jenson, Professor (Sabbatical) Susan Manning, Professor James Moran, Professor
<u>Ph.D. Program Assistant</u>	Mandy Jameson, M.A.
<u>Faculty Directory</u>	http://www.du.edu/socialwork/faculty/directory/appointed.html
<u>Staff Directory</u>	http://www.du.edu/socialwork/about/contact/dept.html

Steps in the Ph.D. Program



Program Description

The GSSW Ph.D. Program has as its purpose and commitment the production of social work scholars. The program provides students the opportunity to actively configure and plan their learning with faculty advising and collaborative mentorship. As students move through the many steps of achieving their Ph.D., GSSW affordances include a vibrant intellectual community committed to the ideals of the social work profession and the advancement of social work scholarship.

The Ph.D. Program emphasizes:

- knowledge development in social work science
- mastery of the conduct of scholarly inquiry
- development of teaching skills
- publication and presentation of scholarly work
- collaborative scholarship in substantive areas
- an intellectual culture that values new ideas and discovery

Graduates of the Ph.D. Program are expected to: 1) demonstrate the ability to think conceptually and critically about social work issues; 2) apply theoretical and practical reasoning to social work practices and social policy; and 3) conduct research that contributes to the social work knowledge base. Students are expected to enter the program with a basic proficiency in case study, qualitative analysis, and statistical reasoning.

When students arrive, they are assigned informally to a Mentor. A mentor is a faculty member who may have been identified by the student as a scholar with whom they might like to work and who usually shares the scholarship interests of the student. At the present time, mentors are assigned in the first year on an informal basis, as the PhD Director is the official Advisor for all first year students.

In the Winter quarter of their first year, students develop their Educational Plan in consultation with the Ph.D. Program Director. This plan includes required core courses in addition to elective courses chosen by students to help acquire a theory emphasis and the knowledge and the skills needed to conduct dissertation and independent research. At that time, students may also choose what is known as a “permanent” Advisor. The permanent advisor is a member of the social work faculty who remains in the role of advising the student throughout the comprehensive examination process and until the student is advanced to candidacy, or All But Dissertation status (ABD) status.

The Educational Plan, once approved by the doctoral director, is presented to the Doctoral Program Committee in their spring meeting for approval. The PhD Program Assistant forwards approved plans to the Registrar for a final review. Finally, the doctoral director sends a formal request to the Office of Graduate Studies to accept the Educational Plan and move the student to Preliminary Candidacy.

The Educational Plan is a formal, official document of the Office of Graduate Studies, a copy of which is kept in the Registrar's Office and in the PhD Program Office. The student's advisor must approve any minor changes to the document. The Doctoral Director must approve major changes to the document. In both cases, change documents are kept in the student's record. When the student is advanced to Candidacy, the Registrar - as a basis for certifying that the student has completed their coursework (excluding dissertation hours) - uses the Educational Plan.

University policy requires a minimum of 135 quarter hours beyond a baccalaureate for the doctor of philosophy degree in social work. Up to 60 quarter hours toward this requirement may be credited for "A" or "B" work completed as part of a master's degree conferred through an accredited school of social work. Transcripts of students with a master's degree in an academic discipline other than social work will be reviewed, and credit toward the Ph.D. degree will be granted for "A" or "B" work in courses that are sufficiently related to degree requirements.

In addition to the 60 credit hours granted for the master's degree, a typical program consists of 75 quarter-hour credits, distributed as follows: 49 hours of required course credits, 19 hours of elective course credits, and up to 7 dissertation credits. Students are required to take at least one policy course and one theory course as part of their 19 elective hours. All courses and independent studies must be consistent with the student's educational plan and approved by the student's academic advisor each quarter. Students without an MSW or BSW are required to take, or test out of, SOWK 4118 (History of Social Welfare and Social Work) and SOWK 4120 (Social Welfare Policy) in the MSW program.

Students transferring from other social work Ph.D. programs may transfer up to 30 quarter hours of doctoral work, in addition to 60 quarter credit hours from an MSW degree. All transfer students must take 45 or more credit hours at the University of Denver to qualify for graduation. The Ph.D. Director will individually determine each transfer student's status regarding which doctoral core courses need to be taken at DU.

Candidacy is achieved after completing course work (excluding dissertation hours) and successfully completing a comprehensive examination that demonstrates thorough knowledge of social work issues, theory, policy, research, and special populations. All students are required to complete the Comprehensive Examination. The Comprehensive Examination, described in detail on pages 20-24, is a paper on an approved topic followed by an oral examination.

Advancement usually occurs in the fall quarter of the third academic year. At that point, the student selects their Dissertation Committee members and Dissertation Chair/Advisor. Time required to complete dissertation requirements varies. Details regarding the dissertation are found on pages 24-29.

On average, students are completing the PhD program within five years of their date of enrollment. Students **must** complete the Ph.D. Program within seven (7) years of the date of first enrollment. Extensions are not granted for other than exceptional circumstances. Such requests (for a one-year program extension beyond the seven-year time period) must be approved by the Office of Graduate Studies. See <http://www.du.edu/media/documents/graduates/exceptions.pdf> for details about the process of making an extension request. In addition, medical stop out periods are available for

students who meet such criteria. Details about requesting a medical stop out are available at <http://www.du.edu/media/documents/graduates/medical.pdf>.

Ph.D. Program Core Course Requirements

All students must successfully complete the following core doctoral courses in the Ph.D. Program:

Year One

Fall Quarter:

- SOWK 5002: Social Work and Theory (4 credit hours)
- SOWK 5200: Introduction to Social Work Research (4 credit hours)
- SOWK 5400: Seminar in Professional Social Work Issues (2 credit hours)
- SOWK 5930: Statistical Methods in Education, Psychology, and Social Work (5 credit hours)

Winter Quarter:

- SOWK 5401: Quantitative Research Methods (4 credit hours)
- SOWK 5400: Seminar in Professional Social Work Issues (2 credit hours)
- SOWK 5402: Qualitative Research Methods (4 credit hours)
- SOWK 5911: Correlation and Regression (4 credit hours)

Spring Quarter:

- SOWK 5101: Social Welfare Policy Analysis and Development (4 credit hours)
- SOWK 5400: Seminar in Professional Social Work Issues (2 credit hours)
- SOWK 5405: Qualitative Data Analysis (4 credit hours)
- SOWK 5913: Multivariate Analysis (5 credit hours)

Year Two

- SOWK 5450: Knowledge Integration & Publication (2 credit hours)
- SOWK 5700 Teaching Practicum (3 credit hours)

Core Course Descriptions

SOWK 5002 Social Work and Theory

Establishes the foundation of doctoral study by exploring paradigms and the conduct and spirit of inquiry. Investigates the social- and behavioral-sciences foundations of social work knowledge, examines the array of social work theories, analyzes and critiques the state of the relationship of social work to theory. Required. *4 qtr. hrs.*

SOWK 5101 Social Welfare Policy Analysis and Development

Applies analytical techniques to development of social welfare policy stressing the ability to formulate a policy hypothesis (i.e., a statement, in testable form, of a basic premise undergirding a policy position) and to reach conclusions based on analysis of empirical evidence related to the policy hypothesis. Required. *4 qtr. hrs.*

SOWK 5200 Introduction to Social Work Research

Provides a forum for students to examine the philosophical assumptions of qualitative and quantitative approaches to social work research. Promotes students' development as social work scholars, emphasizing theories of knowledge, philosophies of science and a beginning understanding of the application of diverse research methods. Required. *4 qtr. hrs.*

SOWK 5400 Seminar in Professional Social Work Issues

Examines the dilemmas and challenges confronting the social work profession and social work education. Examines the nature of professional education, the nature of the profession itself and the forces internal and external to the profession that have an impact on education for social work. Among the topics addressed are history of social work education and the profession, current professional issues and the impact upon practice and education. Required. *2 qtr. hrs each quarter (Fall, Winter, Spring) of first year.*

SOWK 5401 Quantitative Research Methods

Focuses on basic elements of quantitative social research methods: measurement, sampling, research designs, data collection and data analysis. Emphasizes logic and underlying rationale, as well as technical issues. Prior understanding of computer-based statistical analysis is helpful. Required. *4 qtr. hrs.*

SOWK 5402 Qualitative Research Methods

Covers doctoral-level research methods focused on qualitative research methodology, based on subjective epistemology with a value-laden, inductive approach to data gathering, analysis and theory building. Focuses on the nature of the method, the epistemological implications and assumptions, and appropriate applications. Includes the experience of conducting a mini-research project or developing a research design based on qualitative methodology. Required. *4 qtr. hrs.*

SOWK 5405 Qualitative Data Analysis

Provides an understanding of analysis methods used to draw meaning from qualitative data, methods that must be practical, applicable and understandable to other observers. Prepares students to use a systematic, scientific process of analysis that captures the meaning of data while avoiding researcher self-delusion and unreliable or invalid conclusions. Topics include data collection, data reduction, data display, and conclusion drawing and verification. Methods include application of computer software. Prerequisite: SOWK 5402. Required. *4 qtr. hrs.*

SOWK 5450 Knowledge Integration & Publication

This required doctoral course introduces students to integrating knowledge for social work scholarship through the use of tools that support academic argumentation and exposition. It provides students with the skills, expertise, and readiness necessary to compose a number of

scholarly documents, including academic publications and the dissertation proposal. The course focuses on the preparation and writing of the comprehensive examination proposal as an example of such documents. The major product of the class is a paper designed to meet the requirements of the comprehensive examination proposal. Advisors and mentors participate in class presentations and critiques as a part of preparing the student for their ongoing scholarship. Required. *2 qtr. hrs.*

SOWK 5700 Teaching Practicum

Provides an opportunity to work with a faculty mentor on issues associated with course design, classroom instruction, and student evaluation. Students may register for two sections of 5700 during their program, but a minimum of one section is required. Required. *3 qtr. hrs.*

SOWK 5911 Correlation and Regression

Examines correlational and multiple regression research designs and their application to social work and social science problems. Prerequisite: SOWK 5930. Required. *4 qtr. hrs.*

SOWK 5913 Multivariate Analyses

Provides a conceptual understanding of common multivariate statistical techniques as applied to research in social work and the social sciences. Prerequisite: SOWK 5930. Required. *5 qtr. hrs.*

SOWK 5930 Statistical Methods in Education, Psychology, and Social Work

Examines the use and interpretation of statistics in educational and human services research, including descriptive and inferential statistics. Required. *5 qtr. hrs.*

SOWK 6991 Independent Study

Students undertake special study in a defined area of interest with faculty consultation. By arrangement. *8 qtr. hrs. maximum*

SOWK 6995 Dissertation Research

The formal mechanism for undertaking the dissertation, providing for faculty support through the appointment of a dissertation committee. By arrangement. *Up to 7 qtr. hrs.*

It is a policy of the Ph.D. Program that each student must have a research practice experience while they are enrolled in the program. This experience may be obtained through a paid research practicum, on the job experience, through independent study, or through a Graduate Research Assistantship.

Elective Courses

Electives to Support Student Educational Plans

In addition to the core courses, students must complete 19 elective hours in theory, policy, research methodology/analysis, and in a substantive area of study. Students work with their advisor and other faculty members to develop an Educational Plan that includes 19 elective hours. A copy of the Educational Plan is found in Appendix A.

Students are required to take one policy course and one theory course as part of the 19 elective hours. The remaining elective hours include courses in advanced research methodology/analysis and substantive area elective courses. Eight hours of independent study are allowed as part of a student's elective plan of study. Up to 8 credit hours reflecting work in other universities can be transferred and counted toward the total 19 elective hours.

Electives may be chosen from other University of Denver departments and/or other universities with approval of the advisor and Director. All courses taken outside GSSW must be designated as doctoral level by the departments offering them. Selected MSW courses that complement the student's course of study may be taken with the Director's approval. Students taking Master level courses for doctoral credit within GSSW are expected to perform at a level beyond that expected of Master students. A minimum of 12 of the total required elective credit hours (19) must be taken outside GSSW. University College classes cannot be counted for credit toward the Ph.D.

Independent Study Electives

Independent Study electives are arranged through a joint agreement between a faculty member and one or more students. All proposals must be approved by the Director of the Doctoral Program. The plan may be initiated by faculty or students to achieve a particular content objective. A student may acquire up to 8 hours of credit in Independent Study during the program. Units of Independent Study that substitute for a required course will count for that course rather than Independent Study/and are not counted toward the 8 hours limitation. Credit hours of more than 8 must have special permission from the student's advisor and Director of the Doctoral Program.

An Independent Study elective should:

- have a purposeful relationship to the student's Educational Plan;
- be taken either as an enrichment for the student's learning or because of a deficiency in a particular content area in the curriculum;
- not be considered if it is a duplication of course content offered during the year in the regularly scheduled classes (please see Directed Study option below);
- be taught by a qualified, full-time faculty member; and
- be guided by a written contractual agreement (Independent Study Form) between the faculty member and student.

A copy of the Independent Study Form is available from the Ph.D. Office. This form must be approved by the student's advisor and the Director of the Ph.D. Program and submitted to the GSSW Registrar prior to the first day of the quarter in which it will be registered.

Directed Study

Under special circumstances only, a student may be allowed to register for a DU course as a **directed study**, in the event that the course is not offered during the quarter in which it must be taken. Students pursuing a course as directed study must follow the syllabus for the catalog course to the extent that the individualized study format permits. For more information about directed studies, please contact the GSSW Registrar. Directed studies require the same approvals as independent study, and may be denied at the discretion of the Director of the Doctoral Program. Courses taken as directed study will not be counted towards the 8 credit hour limitation on independent study.

Electives from Outside the University of Denver

Students may take up to 8-quarter hour (Ph.D. level) graduate credits at institutions other than the University of Denver. The procedures for taking courses in other institutions are as follows:

- The student shall make a written request to the Ph.D. Director describing the course and including detailed official information as to the course content (e.g., bulletin descriptions or course syllabus). The relevance of the course to the student's program of study should be rationalized and demonstrated in the written request. The student's advisor shall approve this/these course(s) and so note by signing the student's Educational Plan (a copy of this plan should be attached to the request).
- A minimum grade of B must be earned in order for the outside course to be transferred and credited to the DU degree. An official transcript record shall be sent, at the student's request, to the Ph.D. office upon completion of the study.
- Regulations applying to independent study within DU shall also apply with respect to independent study at institutions other than DU.

Exceptions to this policy and/or procedures and regulations must be forwarded in writing to the Ph.D. Director. A rationale statement signed by the student's advisor setting forth the basis for the request of exception should be attached to the student's request.

Academic Advising

The Ph.D. Program Director advises all first year students. The Educational Plan is to be developed with the Ph.D. Director for review and approval, and finally reviewed and approved by the Ph.D. Committee by the middle of the student's third quarter of course work (see Appendix B).

By the end of the first year students should consult with the Ph.D. Director regarding their preferences for a permanent advisor. A key role of the advisor is to assist students after they have achieved preliminary candidacy at the end of the first year. The permanent advisor can be chosen

from among faculty serving on the Doctoral Committee or any tenure line faculty member. The choice of the advisor must be approved by the Ph.D. Director. Normally, this faculty member will remain as the advisor through the comprehensive examination. However, as described below, the advisor can be changed at the request of either the student or the faculty member.

1. Request for change initiated by student. The student shall discuss the desire to change advisors with her or his assigned advisor. The student should provide the advisor with a memo stating the student's intent to change advisors. The student shall then locate a faculty member to succeed the previous person, discuss her or his willingness to assume the role of advisor and obtain from that person a memo to that effect. The student then shall forward the memo(s) and a statement requesting the change to the Director of the Ph.D. Program who will send an official notice of the change to all involved parties and the GSSW Registrar.
2. Request for change initiated by faculty member. The faculty member wishing to cease being a student's advisor shall discuss this change with the student and forward a memo to that effect to the Director of the Ph.D. Program. The Director of the Ph.D. Program shall consult with the student to identify possible replacements. The student may then approach other faculty to discuss their willingness to take up the responsibility. When a successor has been found, that faculty member will forward a memo to that effect to the Director of the Ph.D. Program, who will follow through with an official notice of the change to all involved parties and the GSSW Registrar. Normal administrative changes are not covered by these policies.
3. Appeals. The Office of the Dean is the final point of appeal.

Student and Academic Performance

The Ph.D. Program of the Graduate School of Social Work has established the following grading policies.

General

The policies of the University of Denver Graduate Council, under which the GSSW operates, provide that advanced degrees are not awarded automatically upon the completion of any required number of courses or hours of credit. Student status is subject to continuing review, and if she or he makes unsatisfactory progress, the student may be terminated from the program.

The doctorate is the highest degree offered by the University. It is conferred upon students who successfully complete those requirements that the faculty have prescribed. Total achievement within the framework of accepted standards and course requirements constitute the major consideration in awarding the doctorate.

Grading

The University of Denver uses a letter grading system based on value points associated with each letter. The following sets forth the letter grades and their value points.

<u>Grade</u>	<u>Value</u>	<u>Points</u>
A	94-100	4.0
A-	91- 93	3.7
B+	88- 90	3.3
B	84- 87	3.0
B-	81- 83	2.7
C+	78- 80	2.3
C	74- 77	2.0
C-	71- 73	1.7
F	70 or below	0
I	Incomplete; no value until removed	

The "I" grade cannot be used to extend the opportunity for improving performance or raising the grade achieved within the usual quarter time lines. An Incomplete is to be used only under exceptional circumstances, such as illness, family emergency, etc. The "I" must have a grade value within one year or it will automatically become an "F". Please see <http://www.du.edu/registrar/records/incompletepolicy.html> for specific policies and procedures related to incomplete grades.

Required Grade Levels

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.0 at all times. GPAs will be computed regardless of outstanding Incompletes. All policies pertaining to the GPA will be implemented regardless of any outstanding Incompletes. If at the end of any quarter a student's cumulative GPA is less than a 3.0, the student will have one quarter to raise the cumulative GPA above 3.0. **If the student's cumulative GPA is less than 3.0 for two consecutive quarters, the student will be terminated from the Program.** In addition, students receiving grades of C or lower in a core (required) course are required to re-take the course.

The GSSW Registrar will notify students in writing at the end of any quarter in which their cumulative GPA falls below 3.0. The notification, with a copy to the student's advisor, will:

1. note the student's cumulative GPA;
2. indicate that if the student's cumulative GPA is not above 3.0 at the end of the next academic quarter in which the student is enrolled that the student will be terminated from the Program; and
3. require the student to contact his or her advisor immediately to develop a plan designed to remedy the academic deficits.

A student whose cumulative GPA is less than 3.0 for two consecutive terms will be notified in writing by the GSSW Registrar and Director of the Ph.D. Program of their termination from the program.¹ The notification, with a copy to the student's advisor, will state:

1. the basis for the termination from the program;
2. the fact that the student will not be allowed to enroll in additional courses at the University of Denver; and
3. the fact that the student has a right to appeal the termination to the Dean and that this appeal must be made in writing within two weeks of the date the student was notified of the termination.

Rights of Appeal for Academic Grades

Appeals are made to the Dean, who will determine a cause for appeal and appoint an ad hoc faculty appeal committee of three members to review the case and make recommendations. The Dean will designate the chair of the committee. This committee shall hear the appeal within three weeks of the time the appeal is made and will furnish a decision in writing to the student and the Dean within one week of its hearing. The chair of the appeal committee shall act as recorder. If the Dean does not determine just cause for appeal, the student will be terminated from the Program.

¹ Maintenance of a 3.0 grade point average, by itself, does not constitute sufficient evidence of acceptable academic performance in the Ph.D. Program. Other bases for termination from the Ph.D. Program due to academic difficulties include receiving grades of C (2.0) or below for nine or more hours of courses taken for Ph.D. Program credit (whether inside or outside the Graduate School of Social Work) and receiving a grade of less than C (2.0) in any core course at any time. The Director of the Ph.D. Program will notify the student in the event of any of these conditions.

Evaluation of Progress for First Year Students and Advancement to Preliminary Candidacy

The Ph.D. Director will evaluate student progress during the third quarter of the first year for full-time students (or its equivalent for part-time students). The evaluation will involve a review of the student's Educational Plan and a discussion of the student's performance in courses taken during the first two quarters. To be considered as having made satisfactory progress, a student must have completed all first-year courses and present a minimum of 3.0 grade point average. The Ph.D. Director, after approving the plan, will facilitate the Ph.D. Committee process by presenting the Educational Plan and leading the discussion of the student's performance.

Based on satisfactory progress in all course work and approval of the Educational Plan by the Ph.D. Director and by a majority vote of the committee, the student will be advanced to the status of preliminary candidacy.

If the committee judges that a student is not making satisfactory progress or does not have an adequate Educational Plan, the Ph.D. Director will address the appropriate issues with the student. The Ph.D. Director is empowered to develop and approve a revised plan to remedy the situation and move the student to preliminary candidacy.

Evaluation of Continuing Students

The academic performance of continuing students will be reviewed annually by the Ph.D. Director with the student and their advisor at the end of Fall Quarter.

Academic Dishonesty

Academic dishonesty, commonly known as plagiarism, occurs when someone takes credit for work produced by another. Academic dishonesty and the appearance of dishonesty are avoided if proper bibliographic citations are included whenever the work of another is used. Proper bibliographic citations are described in the *APA Publication Manual* (5th edition). Students are expected to purchase the APA Manual for use during their doctoral studies. The APA manual is available in the DU Bookstore or in most major bookstores.

Academic dishonesty includes, but is not limited to:

1. Representing any work of another person, including materials from the professional literature, as one's own product and achievement.
2. Quoting from another work without indicating the fact by quotation marks or indentation and acknowledging the source.
3. Paraphrasing without proper acknowledgment of the source.
4. Giving or receiving unauthorized aid in any assignment or examination.
5. Submitting a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.

6. Representing interaction of clients in written case materials that did not in fact happen or presenting untrue statements in such material.
7. Fabrication of data sets or the editing or otherwise changing of existing data sets.

Sanctions, Corrective Actions, and Termination due to Academic Dishonesty

Academic dishonesty may occur in the context of a core or elective course. In such cases, a course instructor has the right to levy appropriate sanctions and/or require specific corrective actions that must be followed by the student. In some circumstances, instructors may find it necessary to inform the Ph.D. Program Committee that academic dishonesty has occurred and request that the Committee complete a review of the alleged dishonesty. Academic dishonesty may also occur in assignments or work completed outside formal classroom settings (e.g., comprehensive exams, dissertations, independent studies). Faculty discovering academic dishonesty that occurs outside the classroom will refer such cases to the Ph.D. Program Committee for review.

Upon receipt of a case involving academic dishonesty, the Committee will review the incident and recommend sanctions and/or corrective actions. A student who has violated principles of academic dishonesty may be terminated from the program. A termination decision for reasons of academic dishonesty is made by a majority vote of the Ph.D. Program Committee membership. Notification, with a copy to the student's advisor, will state:

1. the nature of the academic dishonesty and basis for the termination from the Program;
2. the fact that the student will not be allowed to enroll in additional courses at the University of Denver; and
3. the fact that the student has a right to appeal the termination to the Dean and that this appeal must be made in writing within two weeks of the date the student was notified of the termination.

Rights of Appeal for Academic Dishonesty

Appeals are made to the Dean, who will determine a cause for appeal and appoint an ad hoc faculty appeal committee of three members to review the case and make recommendations. The Dean will designate the chair of the committee. This committee shall hear the appeal within three weeks of the time the appeal is made and will furnish a decision in writing to the student and the Dean within one week of its hearing. The chair of the appeal committee shall act as recorder. If the Dean does not determine just cause for appeal, the student will be terminated from the program.

If the student believes that the process of appeal and resolution have not been satisfactory, the student may appeal in writing to the Provost. The Provost may refer appeals to appropriate bodies or personnel for their recommendation on specific issues. In some cases, the Provost may refer an appeal to the Graduate Council for its recommendation. The Provost is the final authority in the appeal process; final action by the Provost should, when possible, take place within four weeks after the receipt of appropriate recommendations.

GSSW Ph.D. Program appeal procedures are based on processes outlined in the University of Denver *Graduate Policy Manual*. Additional details regarding the appeal process outside of GSSW are described in this manual. The manual is available on-line at <http://www.du.edu/media/documents/graduates/10-11policy.pdf>.

Comprehensive Examination Requirement

The Graduate Council of the University of Denver determines general policies governing the conduct of graduate study. Among the requirements established by the Graduate Council is the successful completion of a comprehensive examination, a written and oral exam designed to evaluate the student's work at the University of Denver. University regulations provide that the comprehensive examination is a separate and independent requirement at the doctoral level. The purpose of the examination is to provide a means by which the student demonstrates capacities for independent and systematic scholarship in keeping with the educational objectives of the doctoral program of the Graduate School of Social Work. The examination serves also as a basis for determining the student's readiness for pursuit of the doctoral dissertation. While the objectives of the examination differ from those of the dissertation, it is recognized that in some situations interconnectedness may result in sharpening the student's understanding of issues bearing upon the dissertation research problem.

The comprehensive examination in the Ph.D. Program in the Graduate School of Social Work consists of a written paper that focuses on a selected problem of importance for social work. An oral examination, at which time the written paper is reviewed by a two person faculty committee, is also required. The student will submit a comprehensive examination proposal by May 1 of the second year of study and complete the examination process by the end of Fall Quarter of the third year of study.

The Written Comprehensive Examination

The purpose of the written comprehensive paper is for the student to demonstrate integration of social work knowledge and the capacity for independent and systematic scholarship consistent with the standards and expectations of Ph.D. education. In the paper, the student will identify an issue or problem of importance for social work and discuss significant historical, theoretical, policy, and research issues associated with the problem. This discussion and analysis should demonstrate readiness to begin work on the Ph.D. dissertation.

The student selects the comprehensive paper topic in consultation with their advisor and two faculty readers. The student prepares the comprehensive examination proposal with the advice and consultation of their advisor, the faculty readers, and any other interested parties. All proposals need to meet scholarly standards, such as APA format, scholarly language, and good grammar. After the proposal is formally submitted to the PhD Program Office, the readers review it. Their critiques are submitted to the PhD Program Office for distribution. The reviews will be given to the student with copies to the advisor. The student and the advisor should meet to discuss the reviews. The advisor then convenes a meeting of the readers and the student, an oral review, to establish common understanding of the feedback and to develop clear expectations for the comprehensive paper. At

the oral review of the proposal, the critiques are discussed and readers can formally require “qualifications” to be responded to in the examination paper based on their critiques.

Students are not expected to write the proposal or parts of it again for continued review unless it does not propose to meet one or another of the four required areas:

- A. Statement of the substantive/problem area
- B. Analysis of theoretical frameworks for examining the problem area
- C. Review of key policy approaches in the problem area
- D. Critical review of relevant research

The comprehensive examination proposal is a proposal for an examination. It is not the examination and it is not a dissertation proposal. The purpose of the readers in this phase is to ensure that the topic can be the subject of an examination (for example, that it is a significant problem of concern to social work). The readers guide the student in terms of the specifics of what the Readers expect to be covered in an examination paper on this topic (being mindful of the four required areas). The fifth required area (Conclusions & Implications) is not prescribed in the proposal, but emerges in the examination paper based on the investigation. The examination is intended to provide the student the opportunity to demonstrate integration of social work knowledge and the capacity for independent and systematic scholarship consistent with the standards and expectations of Ph.D. education. The oral review attached to the proposal phase is intended to ensure that the student knows clearly what the readers want included in the examination paper. It is not a defense.

The student’s advisor and two readers assigned by the Director of the Ph.D. Program constitute the Comprehensive Examination Committee. The role of the advisor is to advocate for the student and to lead them through the Comprehensive Examination process. The role of the readers is to read and formally review the comprehensive examination proposal, to critique the submitted examination paper, to participate in the oral examination, and to make a pass or fail judgment on the examination.

The topic must be of significance to social work or social welfare and be sufficiently established to allow the student the opportunity to examine and critically review a body of scholarly literature and research. The paper includes five sections. In the first section, the student defines and articulates an issue or problem of importance. Subsequent sections examine theory, policy, and research relevant to the identified problem. A recommended outline follows:

- A. Statement of the substantive/problem area
The student will define and demonstrate a familiarity with a substantive topic. Discussion should demonstrate an understanding of the prevalence, nature, historical antecedents, and recent trends associated with the problem area or topic. Biases, prejudices, and omissions, especially those relevant to vulnerable populations, should be explicated.
- B. Analysis of theoretical frameworks for examining the problem area

Two or more social theories that provide a context for understanding the onset and/or persistence of the identified social problem should be identified and critically reviewed. Discussion in this section should include an assessment of the utility of the selected theories for informing social interventions aimed at the problem.

C. Review of key policy approaches in the problem area

The student will identify the range of key policy approaches aimed at the preventing or ameliorating the problem area. One major policy approach should be selected and described in detail. Effects and limitations of this policy should be identified and discussed. Suggestions for policy reform should be noted.

D. Critical review of relevant research

In this section, the student discusses and critically analyzes relevant empirical evidence and research related to the problem area. This review should include a discussion of the dominant methodological approaches used to examine the problem. Important gaps in the knowledge base should then be identified. The section should conclude with the identification of two or more research questions that the student views as necessary to advance knowledge pertinent to the problem area.

E. Conclusions and implications

A brief section that summarizes the problem area and identifies next research steps should be included.

The Oral Comprehensive Examination

The purpose of the oral examination is to provide the student an opportunity to respond to the critiques and any other questions that the readers may raise in relation to the comprehensive paper and its discussion. The examination lasts approximately ninety minutes. A decision on the student's performance is determined by majority vote of the Comprehensive Examination Committee.

Evaluation Criteria for the Comprehensive Paper

The length of the paper should not exceed **60 double-spaced pages**, excluding references. Papers exceeding this page limit will not be accepted. Recognizing that space limitation creates the need for selectivity, the student must present a rationale for selection and exclusion of pertinent content. There is an expectation that the student will rely predominately on primary sources from the literature.

The selected topic should be pertinent to social welfare and/or the social work profession and should build on the content of the core and outside courses the student has completed. In addition, the paper should address the relevance of the topic to vulnerable populations. Critical analysis must be demonstrated throughout the paper. Critical analysis requires the student to evaluate the material presented and to provide a well-reasoned explanation for their conclusions.

Procedures

1. The student should prepare a double-spaced comprehensive examination proposal, no longer than 12 pages, that presents an argument for a substantive area of interest that is of central importance to social work. The proposal should “build a case” for the inclusion or exclusion of specific material in each section. For example, given the page limitation of the paper, it may not be possible to address all of the theories or policies that may be relevant to a particular topic. In such a case, the proposal needs to address which theories and policies will be covered in the paper and provide a rationale for the choices.
2. The student must email a digital copy of the proposal to the Ph.D. program assistant. The Ph.D. Director will then select two faculty readers and the Ph.D. assistant will distribute the proposal to the readers by email. Readers are drawn from all GSSW faculty members and are assigned on a rotating basis, taking into account the substantive interests and workload of each faculty member. A copy of the proposal will also be distributed to the student's advisor and placed in the student's electronic file.
3. Faculty readers must complete their reviews and email them to the Ph.D. assistant within two weeks of the proposal's submission. Readers can approve, disapprove, or approve with qualifications specifying what those qualifications are in writing. The student cannot proceed with writing the paper until all readers approve the proposal.

The reviews will be given to the student with copies to the advisor. The student and the advisor should meet to discuss the reviews. The advisor then convenes a meeting, called the oral review, of the readers and the student to establish common understanding of the feedback and to develop clear expectations for the comprehensive paper. Any qualifications should be forwarded to the Ph.D. assistant within two weeks of the oral review. A Notification to Proceed letter signed by the Ph.D. Director is digitally sent to the student and a copy is placed in the student's file.

4. Upon completion of the comprehensive examination paper, the student emails a copy to the Ph.D. assistant for distribution to all committee members. Within two weeks, the readers (excluding advisor) are to independently prepare their respective critiques of the paper and submit them by email to the Ph.D. assistant for forwarding to the student and to members of the examining committee. The advisor, with the student, arranges for the oral examination to take place, normally within two weeks of receiving the critiques.

The options for the vote on the student's written and oral presentation performance are pass or fail. The advisor should have the "Comprehensive Examination or Paper Orals Form" signed and forwarded to the Ph.D. Assistant within two days following date of oral examination.

5. In the event of failure, the student will be allowed to choose another topic and proceed through the examination (paper and oral) a second time. A student is allowed only two opportunities to complete the comprehensive examination process before being terminated from the Ph.D. Program.

Role of the Faculty in the Comprehensive Exam Process

Faculty readers function as reviewers and will read the comprehensive examination paper only at the time of final submission. Therefore, once the examination proposal is approved the role of the readers is evaluative, not consultative. The student's advisor also plays an active consulting role during preparation for the comprehensive paper proposal. However, after a paper proposal is accepted, the advisor's role is largely administrative. As chairperson and member of the comprehensive oral examination committee, the advisor's responsibility is to advise the student and to ensure a fair hearing for the student, consistent with the criteria established in this document. A student's advisor and other faculty may offer general consultation at any point during the comprehensive examination process. However, no faculty member will read all or a portion of a comprehensive proposal or paper prior to the time it is forwarded to the assigned readers for reading.

Dissertation Requirements

Introduction

Completion of a dissertation is a major requirement of the program leading to the Doctor of Philosophy degree. The Graduate School of Social Work requires the completion of a satisfactory dissertation in the field of social work. It should be noted that students may not register for dissertation credits before achieving final candidacy by successfully completing the comprehensive requirement.

The dissertation requirement is designed to afford students an opportunity to demonstrate their ability to (1) do competent research in social work, (2) organize materials logically, write clearly, and make sound interpretations and conclusions from the facts presented, and (3) make a contribution to the field.

The dissertation supervision process at the Graduate School of Social Work at DU is a committee-directed undertaking. While each candidate and committee will work out the methods and procedures somewhat differently, the basic principles require all committee members to be involved in decisions and checkpoints in a very active manner. Further, in the interest of assuring that policies are applied to all students in the same way and that workload is distributed equitably between faculty members, the Ph.D. Program Director serves a quality checkpoint/monitoring role by reviewing and signing off on decisions at various points in the process.

Selecting a Dissertation Committee

Students should consult with their advisor and the Ph.D. Program Director as they begin to consider selecting a dissertation committee. The choice of members for the committee should be guided by the candidate's need for consultation on substantive matters and research methods. It is common for a student to form a committee by choosing one person with whom they have an established working relationship, one person who has special substantive knowledge related to the research topic, and one person who has special research methods knowledge congruent with the proposed dissertation research. Clearly a particular faculty member can fulfill more than one of these roles.

Any faculty member who is asked to chair or be a member of a dissertation committee is free to accept or decline the student's request.

The chairperson, plus members, normally makes up a committee of three; however, if special expertise is needed, a 4th person may be added to the committee. In selecting committee members, GSSW faculty should be considered first. If needed expertise is not available within GSSW, one member of the committee may be from outside of the School. Further, in cases that are supported by a strong rationale, the Ph.D. Committee can add an extra outside person through petition and approval of the Ph.D. Committee. In all cases, the dissertation chairperson and at least one other member of the committee must be selected from GSSW faculty. The chair must hold an earned doctorate and have served on at least one dissertation committee through the dissertation proposal approval phase. Also, while not the norm; one person without a doctorate can serve on the committee if they possess special expertise that is relevant to the dissertation.

The student chooses members for the dissertation committee and completes the committee form with the required signatures. The form is then given to the Ph.D. Assistant to forward to the next Ph.D. Committee meeting for review of expertise contribution and final approval. The form is placed in the student's file. The chairperson of the dissertation committee becomes the student's formal advisor. No changes in committee membership may occur unless a written request signed by both the student and committee member and is approved by the Ph.D. Program Director.

In consultation with committee members the student prepares the dissertation proposal following the format presented in this section. In selecting a topic, the student should keep in mind that:

1. The subject should have significance for social work theory, knowledge, practice, or for social work research methodology; or for new syntheses or analyses of existing social work knowledge.
2. The problem may relate to the past or the present; may make use of library material or material obtained in the field and such material may be from primary or secondary sources.
3. The study should be feasible in terms of the time requirements of the program and available resources.

Structure of the Dissertation Proposal

The dissertation is an original scholarly work in which a student demonstrates her/his ability to conduct research pertaining to an important problem in social work or social welfare. The dissertation study should be conducted with the highest possible standards of rigor and scholarship. Students submit a written dissertation proposal following the successful completion of the comprehensive examination. The dissertation proposal is developed in consultation with a student's dissertation committee and is a required step before beginning dissertation research. The proposal is 15-20 pages in length and should provide sufficient detail about the proposed study's purpose, aims, and methodology. Issues of appropriateness and feasibility should also be addressed in the proposal. Dissertation proposals should be written with strict adherence to APA style. Proposals should follow the structural guidelines outlined below:

I. Cover Page

The cover page should include the title of the dissertation, the student's name, and the names and signatures of all dissertation committee members.

II. Statement of the Research Problem and Major Questions

This part of the proposal describes a research problem that is clearly relevant to social work. The research problem must be described in sufficient detail to ensure that any faculty member reading the proposal can become acquainted with the problem and its relevance to the field. After the introduction of the problem, a brief review of the state of theory and knowledge about the problem is provided, along with citations from the most pertinent literature. This section concludes with a small set of research questions and research aims that are clearly linked to the problem and the state of theory and knowledge in the field about the problem.

III. Methodology

This section explains how a student plans to produce original knowledge that is clearly responsive to the research questions posed. Although a variety of qualitative and quantitative methods may be appropriate, this section must provide a detailed and unambiguous description of the exact research methods to be used. The methods chosen must be of sufficient scope and rigor to clearly show strong potential for an important advancement in the state of knowledge relevant to the research questions. Whether primarily qualitative or quantitative methods are used, key concepts are to be clearly articulated and defined in operational terms. Sampling methods, measures, data collection, and data analysis techniques must be described in sufficient detail to allow assessment of their appropriateness, both to the questions and the overall approach. Sources of risk to subjects and the methods that will be used to ensure the participants are protected from harm and abrogation of basic rights should be identified.

IV. Timeline and Resources

This section provides a timeline for the completion of major phases of the dissertation (e.g., human subjects approval, data collection, data management, analysis, etc.) and the resource requirements of each phase. The timeline provides a series of benchmarks for both the candidate and her/his committee to assess the progress of the research. The timeline and resources required will vary by the type of dissertation research; however, students should be both thorough and realistic. In particular, some margin should be built in for the unanticipated difficulties that are common to this level of research. The resource requirements that should be identified at each stage of the dissertation include such items as the cooperation of outside agencies, research assistants, software and computer access beyond that routinely provided, consultation, and internal/external funding sought or received.

V. References

An APA style reference section should be included in the proposal.

Evaluating the Dissertation Proposal

Each student submits an electronic copy of the completed dissertation proposal to the Ph.D. Program Assistant prior to the sixth week of the academic quarter. The Assistant will forward the proposal to her/his dissertation committee, the group responsible for evaluating the proposal. An oral review of the proposal with all committee members present is held approximately two weeks following submission of the proposal. The oral dissertation proposal review is intended to address any shortcomings in the proposal. An approved proposal serves as a benchmark for evaluating the adequacy of a student's completed dissertation.

In assessing a student's proposal, the dissertation committee will consider the:

- relevance of the research for social work;
- clarity of the study's purpose, research questions, and specific aims;
- rigor of the proposed study;
- originality of the research; and
- feasibility of the overall proposal.

The chairperson and the student schedule a meeting of the dissertation committee to take place within two weeks of proposal submission to discuss the document, seek clarification, and assess the viability of the proposal as the basis of a dissertation. Approval of the proposal requires a unanimous decision by members of the committee. A student is given up to three hearings in order to obtain approval of the dissertation proposal. If the dissertation proposal has not been approved after three hearings, the student may dissolve or reconstitute her or his committee and begin the process again. This stage may be repeated as frequently as necessary or until the seven-year time line has been exhausted.

When the dissertation committee is satisfied with the formulation of the problem and the study design, the Dissertation Proposal Form, which provides for written approval of a student's dissertation proposal by all committee members, will be completed in duplicate. One copy will be given to the student and the other copy along with a copy of the approved proposal will be forwarded to the Ph.D. Program Director for review and placement in the student's file. The student is responsible for submitting the "Thesis/Dissertation Oral Defense Committee Recommendation Form" to the Office of Graduate Studies (please carbon copy the Ph.D. Program Assistant). The form can be found here:

<http://www.du.edu/media/documents/graduates/committee.pdf>.

Conducting Research and Writing the Dissertation

The chairperson of the committee takes the lead role in coordinating work with the student in completing the dissertation. However, all committee members are to be involved in decisions and checkpoints in a very active manner. For example, committee members shall be involved in the review and approval of the final design statement, data collection instruments, sampling plan, the final draft of the study, and other similar issues.

For all research involving the use of human subjects, students are required to complete the *Application to the Institutional Review Board (IRB) for Protection of Human Subjects*. A copy is available on the University of Denver website (<http://www.du.edu/osp/forms.html>). The approved application is to be completed and filed with the dissertation proposal prior to beginning any work with human subjects. Please note that proposals to conduct human subjects dissertation research should be submitted to the Institutional Review Board after the dissertation proposal is formally approved.

The form and other procedures to be followed in writing the dissertation should be in accordance with the instructions contained in the most current copy of the APA style handbook. Format, footnotes, etc., must be internally consistent. Specific instructions for final formatting and arrangement of the content of the dissertation are contained in the document. Dissertation Instructions are available on the Graduate Studies website <http://www.du.edu/media/documents/graduates/formatting.pdf>.

Oral Examination Committee

After a final review of a complete dissertation draft by all members of the dissertation committee, the chairperson in consultation with the student shall proceed to arrange for the dissertation defense by selecting the examining committee.

The examining committee shall consist of a minimum of four (4)-voting members plus an outside chairperson who does not vote. Members of the dissertation committee are required to be members of the examining committee with the remaining voting member being one (1) reader selected for his/her special expertise related to the dissertation topic or methodology.

The chairperson of the oral examination is chosen from outside the Graduate School of Social Work in consultation with the student and officially invited by the dissertation committee chair. This person must hold a doctorate and must be a tenured faculty member of the University of Denver. The examination chairperson does not vote on the dissertation oral exam, except in the case of a tie vote by the dissertation committee members and reader.

Dissertation Defense

The student is responsible for scheduling the oral examination, which must be conducted prior to the beginning of the third week before the quarter closes. Specific deadlines can be found on the Graduate Studies webpage: <http://www.du.edu/currentstudents/graduates/graduationinformation.html>. The dissertation should be in the hands of the examining committee at least two weeks prior to the scheduled examination. The dissertation chairperson will confirm in writing to each member of the examining committee the date, time, and place of the examination. The examination is open to individuals not on the examining committee; however, the examining committee chairperson will clarify the role of such individuals.

The chairperson of the oral examination represents the Graduate School of Social Work and Office of Graduate Studies, which has established the policy of having a tenured full-time faculty member from another department or school serve as chairperson of the examination committee. The chairperson has the responsibility for making certain that the examination is conducted in a professional manner and that the student has a fair opportunity to defend her/his dissertation. The

chairperson is expected to provide opportunities for each voting member of the examination committee to participate in the examination and to see that the examination is of high quality while staying within proper limits of inquiry. The chairperson is expected to have read the dissertation prior to the examination and to participate in the examination as her/his academic expertise permits, but the chairperson does not vote on the recommendation of the committee.

Continuous Enrollment Requirements

University of Denver Office of Graduate Studies policies require that all graduate degree-seeking students must be in active status and continuously enrolled Fall through Spring terms. Enrollment may consist of registration for courses, thesis or dissertation credits, or Continuous Enrollment registration. A graduate student who is not in active status and not continuously enrolled must apply for readmission.

Continuous Enrollment Guidelines

Continuous Enrollment (CE) is for students who have completed all their coursework. CE is only allowed when a student is pursuing academic work/research necessary to complete a degree and is designed primarily for students who are working on a dissertation, thesis or required internship. CE allows students to maintain active status with the University and to use university resources; including library, e-mail, lab access, student health insurance and reduced rates at the Coors Fitness Center. It is not to be used for enrollment purposes while making up an Incomplete. An exception is if all other course work is completed and the student is working on the thesis or dissertation while completing the work required for the incomplete.

Registration

CE requires annual approval by the student's faculty advisor and Dean. CE Approval Forms may be obtained from the GSSW Registrar or located on-line at <http://www.du.edu/media/documents/graduates/CE.pdf>. Permission to enroll for CE is granted on a quarter-by-quarter basis. Students requesting CE registration must complete and submit the required form prior to the beginning of the subsequent quarter (Fall, Winter, Spring, and Summer) in order to be enrolled. Students are responsible to register themselves online for CE each quarter. Registration for CE must follow the Registrar's deadlines. To avoid late registration charges, students must register for CE prior to the first day of classes. CE hours will not appear on student transcripts. Students must register and pay for CE on a term-by-term basis.

Preparing for Graduation

Students must apply to graduate in accordance with the University of Denver Graduate Studies Office deadlines available at <http://www.du.edu/currentstudents/graduates/graduationinformation.html>. The application for graduation instructions are found at <http://www.du.edu/registrar/graduation/index.html>. Students should also complete an internal checklist (Appendix E) and submit to the GSSW Registrar at this time. Students are responsible for submitting the "Oral Defense Schedule" to the Office of

Graduate Studies at least four weeks prior to the date of oral defense. This form is also available at <http://www.du.edu/currentstudents/graduates/graduationinformation.html>.

After final approval of the dissertation, students must officially submit their dissertation to an online submission site, ETD Administrator. Instructions are found here: <http://www.du.edu/media/documents/graduates/ETD.pdf>. Additional information about graduation instructions, deadlines, and required forms are available at the Office of Graduate Studies website <http://www.du.edu/currentstudents/graduates/graduationinformation.html>. This website also has forms for students to order bound copies of their dissertation (optional) and a request to participate in commencement.

Compliance with the Ph.D. Program Handbook and Guidelines

The Ph.D. Program Director, Ph.D. Program Assistant, and faculty advisors are available to clarify the policies and procedures contained herein and to provide related guidance. Please note however, that students are wholly responsible for knowing requirements and adhering to designated deadlines and time limits.

Policies Subject to Change

The Student Handbook will be revised from time to time. Students will be informed of these changes through written and web updates. It is the responsibility of the student to be aware that policies are subject to change.

Appendix A:
Links to important University policies, calendars, and deadlines

Office of Graduate Studies Policies

University of Denver Graduate Policies and Procedures:

<http://www.du.edu/media/documents/graduates/10-11policy.pdf>

Academic Grievances:

<http://www.du.edu/media/documents/graduates/grievance.pdf>

Extension of Doctoral Study Policy (see page 79):

<http://www.du.edu/media/documents/graduates/10-11policy.pdf>

GSSW Academic Calendar

<http://www.du.edu/socialwork/docs/academiccalendar1112.pdf>

Office of Graduate Studies Deadlines

<http://www.du.edu/currentstudents/graduates/ScheduleofDeadlines11-12.pdf>

Office of Graduate Studies Graduation Information

<http://www.du.edu/currentstudents/graduates/graduationinformation.html>

Appendix B
Graduate School of Social Work
Ph.D. Program

Ph.D. Student Educational Plan: 2011-2012

Student's Name _____

Banner I.D. Number _____

The purpose of developing an educational plan is to facilitate the design of a coherent program of study for the Ph.D. degree, taking into account core and elective courses within the School and outside and a projected timetable for completion of all of the requirements for the degree. This plan is to be developed by the first year doctoral student, in consultation with his or her advisor, at the end of the second quarter of full-time study in the doctoral program and then submitted to the Doctoral Program Office for processing. The Doctoral Committee will review plans during Spring Quarter. *An approved educational plan forms the basis for future course work. Each quarter the student must meet with their advisor to confirm the courses for which they are registering. The advisor must approve deviation from the approved educational plan by initializing any changes. If the direction of the plan changes substantially, the advisor must bring it back to the Doctoral Committee for approval.*

Credit Requirements

A total of 135-quarter hour graduate level credits are required for the Ph.D. degree. Students who have earned a MSW degree will have 60-quarter hour credits counted towards this total. Students without a MSW degree will have their master degree credits evaluated by the Doctoral Director to determine which can be counted towards the required total. In no case will more than 60 credits earned in a master's program count towards the Ph.D. requirement. Remaining credits are distributed between (a) core required courses, (b) research methods & analysis electives, (c) theory & policy electives, (d) general electives, and (e) dissertation. The number of credits assigned to the dissertation can vary from 0 to 7, depending on the number of elective courses completed.

Goal of Student's Doctoral Education

Please respond to the following questions and attach your responses to this form:

1. What are your career goals?
2. What problem area, theory base, policy, and methods do you plan to study in your Educational Plan?
3. What areas of course work will you need to concentrate on to reach your goals?
4. What is the relationship between your intended elective (and transfer) hours and your career and learning goals? (Provide a one-page statement that explains your choice of courses and provides a rationale for your choices.)

Required and Elective Course Work

Please provide a summary of your progress in completing required and elective courses on the following pages. List the elective courses you plan to take as part of your Educational Plan.

CORE REQUIRED COURSES (49 qtr hrs)		CR.	Quarter & Year
SOWK 5101	Social Welfare Policy Analysis & Development	4	_____
SOWK 5200	Introduction to Social Work Research	4	_____
SOWK 5400	Seminar in Professional Social Work Issues	6	_____
SOWK 5002	Social Work & Theory	4	_____
SOWK 5401	Quantitative Research Methods	4	_____
SOWK 5402	Qualitative Research Methods	4	_____
SOWK 5405	Qualitative Data Analysis	4	_____
SOWK5450	Knowledge Integration & Publication	2	_____
SOWK 5930	Statistical Methods in Education, Psychology, and Social Work	5	_____
SOWK 5950	Multivariate Analysis	5	_____
SOWK 5952	Correlation and Regression	4	_____
SOWK 5700	Teaching Practicum	3	_____

ELECTIVE COURSES (19 qtr hours)

A. THEORY & POLICY ELECTIVES (one of each is required)

_____	_____	_____	_____
_____	_____	_____	_____

B. SUBSTANTIVE AREA AND RESEARCH METHODOLOGY/ANALYSIS

ELECTIVES (A coherent course of study related to your goals; may include up to 8 quarter hours of Independent Studies)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

C. ELECTIVE HOURS FROM OTHER UNIVERSITIES (up to 8 qtr hours)

Crs. #	Crs. Name	CR.	Quarter & Year	University
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

PROPOSED NUMBER OF DISSERTATION HOURS (0–7 qtr hrs) _____

Projected date for completion of comprehensive examination _____

Projected date for submission of dissertation proposal _____

Projected date for completion of dissertation _____

Projected date of graduation _____

I hereby request that I be advanced to Preliminary Candidacy for the Ph.D. degree at the University of Denver Graduate School Of Social Work.

Student

Date

Advisor

Date

Appendix C: Teaching Practicum Form and Syllabus



Doctoral Program: Application for Teaching Practicum SOWK 5700

Instructions: Please complete form, print and obtain necessary signatures before submitting to GSSW Registrar for registration.

Name: _____ Quarter: _____ Year: _____

Faculty Instructor for
practicum _____ Course: _____

Please attach your course learning contract (attached to syllabus) and your individualized learning contract specifying the objectives of the practicum. The PhD Director will not sign the form unless both learning contracts are attached and signed.

_____ Student Signature	_____ Date	_____ Advisor Signature	_____ Date
_____ Faculty Instructor	_____ Date	_____ Doctoral Chair	_____ Date

Students are expected to devote 8 hours per week during the quarter in order to receive practicum hours. An individualized learning contract specifying the specific objectives of the practicum and a final paper are required. **The final paper must be submitted to the PhD Program Director as well as the Instructor.** The Teaching Practicum is graded on a pass/fail basis.

<h1 style="margin: 0;">THE UNIVERSITY OF DENVER</h1> <h2 style="margin: 0;">GRADUATE SCHOOL OF SOCIAL WORK</h2>	
<p>SOWK 5700: Teaching Practicum</p> <p>3-credit hours</p>	

Introduction and Rationale

A majority of social work doctoral students enter academic teaching positions following graduation. This 3-hour required course provides classroom instruction and teaching opportunities designed to prepare doctoral students for faculty positions in undergraduate and graduate level social work education. The purpose of the Teaching Practicum is to offer students a supervised learning experience where they work with a faculty member to acquire and practice the skills necessary for competent instructional delivery and effective teaching in social work education.

The Teaching Practicum provides students the opportunity to work closely with a faculty mentor. Students are encouraged to pursue practicum placements that match their substantive interests. Students are required to complete the online CTL new faculty coursework as part of their Teaching Practicum. When arranging placements, students should also consider areas of the curriculum (e.g., policy, practice, HBSE, research) in which they will likely teach following graduation. A course learning contract form is attached to the syllabus. This contract reviews the general objectives of the course and should be revised with the faculty member and signed prior to working on an Individualized Learning Contract. The Individualized Learning Contract specifies the details of the proposed work with the faculty members. The Teaching Practicum is graded on a pass/fail basis.

Student Responsibilities

The Director of the Ph.D. Program will survey the faculty each spring quarter to assess teaching practicum opportunities for the next academic year. The Director will in turn provide a description of teaching opportunities to students as a first step in informing students about potential classroom opportunities. In all cases, students should consult the Director of the Ph.D. Program during spring quarter of their first year of study to discuss practicum opportunities for year two.

Students are expected to arrange the practicum at least one quarter in advance of the academic quarter in which the practicum occurs. The practicum can be arranged with the support of the Ph.D. Program Director. Students may also seek practicum opportunities independently provided the Director is informed of their plans and arrangements. In either case, students are expected to approach faculty members to discuss their potential fit for a practicum in a specific course of interest.

Students are expected to devote approximately 8 hours to the practicum per week. These hours are intended to cover activities such as class preparation, classroom time, office hours, assignment grading, and meetings with the faculty supervisor. These activities are intended to promote students' learning and are not meant to be a substitute for duties performed by the supervising faculty member.

The Individualized Learning Contract

The Individualized Learning Contract is a signed agreement outlining the scope of work to be conducted in the Teaching Practicum. The contract should identify specific student learning objectives and describe the way in which these objectives will be met during the practicum experience. The contract must be signed by the student, faculty supervisor, and Ph.D. Program Director.

Learning objectives will vary by students' experiences. At the completion of the course, however, students should be able to:

1. demonstrate competency in the design, implementation, and grading of student work (e.g., papers, exams, presentations, etc.);
2. design a set of instructional activities (e.g., lectures, discussion groups, exercises, etc.) for implementation in a classroom setting;
3. implement instructional activities in a manner that amplifies students' learning and skill development; and
4. demonstrate the ability to assess and critique their teaching style, instructional methods, and general strengths and weaknesses in assuming the role of a social work educator.

Final Paper

Students must complete a final paper that summarizes the degree to which they have met their learning objectives. The paper should address the specific objectives identified in the Learning Contract. The final paper should be submitted to students' faculty supervisor and to the Ph.D. Program Director.

Faculty Responsibilities

The practicum is a mentorship model. Faculty supervisors serve in an advisory capacity during the practicum. As such, faculty members are expected to meet weekly with students to discuss class activities and review progress. The exact nature of the supervisory relationship will be negotiated between the student and instructor in a learning contract.

Suggested Readings

McKeachie, W. J. (2002). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. New York: Houghton Mifflin.

Appendix D

Ph.D. Program Committee

The Ph.D. Committee's area of responsibility includes development of the curriculum and courses taken to meet the requirements of the Ph.D. degree, and all policies and practices established to implement the Ph.D. Program.

Description

The Ph.D. Committee fulfills the following tasks:

- Conceptualizes the Ph.D. curriculum such that it fulfills the Ph.D. educational mission of producing graduates who are committed to furthering the social work/social welfare knowledge base through scholarly activity.
- Conducts ongoing evaluation of the Ph.D. curriculum design and content, and makes recommendations for action to the Faculty.
- Establish Ph.D. Program policies and procedures for faculty approval and evaluates them.
- Screens all applicants for doctoral study, and recommends to the PhD Director those qualified for admission.
- Serves as the major evaluative, advisory and decision making entity regarding students in the first two years of their PhD program.
- Monitors student academic and GTA performance, and, at the end of the first year, approves the Educational Plan of Study advancing successful students to preliminary candidacy.
- Reviews each student's annual progress report and makes recommendations and possible actionable items.
- Serves in a variety of roles such as making recruitment phone calls, reading Ph.D. admission files, advising students, and participating actively in an annual review of the Ph.D. Program.

Membership and Terms of Office

Membership of the Committee consists of four faculty members. The four members will be elected for a term of two years by the GSSW faculty of the whole: two Full Professors, one Associate Professor, and one Assistant Professor. The selection of these members involves the consideration of such criteria as faculty members who: currently chair committees; frequently conduct joint research with PhD students; have a successful track record of mentoring PhD students; teach in the program, or have an interest in becoming involved with the PhD program.

Operating Procedures

The Ph.D. Committee is chaired by the Ph.D. Director and will meet in October. The Ph.D. Director will identify program tasks for the year, review and assign tasks for compliance with the GSSW and University academic review process, and address issues brought forward by Committee members or the PhD Director. The Committee will meet as needed winter quarter during admissions. The Committee will hold a final meeting in April to review and approve educational plans and to evaluate progress of active PhD students. All decisions, initiatives, and plans adopted by the committee are forwarded immediately to the Dean for affirmation. Only *major* decisions, initiatives, and plans are forwarded to the Faculty Chair for a slot consideration at a Community of the Whole meeting.

In most cases, PhD Program operating procedures are prescribed by the regulations of the University and the office of the Associate Provost for Graduate Studies. Discipline specific coursework and certain policies and practices that are the prerogative of the local unit and not superseded by the Office of Graduate Studies are the responsibility of the Faculty of the Whole.

PhD Program Advisory Council

Description

The Advisory Council advises the PhD Program Director in regard to issues such as:

- sustainability,
- curriculum,
- program evaluation,
- research opportunity development,
- community involvement, and
- inter-disciplinary program development.

The PhD Program Director will be responsible to act upon or bring recommendations for action from the Advisory Council to the PhD program committee or the faculty of the whole or both, based on their own findings or those of a visiting committee, in regard to matters pertaining to the constitution, revision, and improvement of the doctoral program.

Membership and Terms of Office

The Council will have three members who are PhD students, one in their first year, one in their second year, and one from third year or more. The PhD first year student will be elected each year by the majority vote of the first year class in October, and by the second year class at the beginning of their second year. The remaining active students from other years will be solicited by the PhD Director for nominees and a vote conducted by electronic survey at the start of each academic year. The Advisory Council membership may vary from year to year depending on the needs of the program, but will usually consist of two doctoral program committee members, two community representatives, and two members of faculties from the DU campus and/or other campuses with a vested interest in the PhD program.

Operating Procedures

The PhD Program Director will act as chairperson. The PhD Director will be responsible to recommend membership of the Advisory Council for any particular year to the Dean. The Dean will then appoint members to the Council. The Dean and Faculty Chair are *ex officio* members of the Council.

Appendix E

Ph.D. Graduation Check

Student: _____. ID: 87

Completed Hours: _____

Transfer Hours: _____

In Progress Hours: _____

Total (135): _____

Admitted to Preliminary Candidacy:

☐ Yes ☐ No Date: _____

Admitted to Final Candidacy:

☐ Yes ☐ No Date: _____

Dissertation Hours (not to exceed 7):

IP _____ Complete _____

Year of Entry: _____

Is student within 7 year time limit? ☐ Yes ☐ No *

*If no, final date of approved extension: _____

Outstanding Incompletes?

Yes ☐ No ☐ If yes: Qtr _____ Course: _____

Qtr _____ Course: _____

Independent Study Hours (not to exceed 10 credit hours)

G.P.A. _____

Comments: _____

Complete: _____ Date: _____

PLEASE ATTACHED AN UNOFFICIAL TRANSCRIPT AND SUBMIT TO GSSW
REGISTRAR