Fall 2009

Guidelines

Requirements for Doctoral Study in Social Work and Social Science

FOR THE PhD DEGREE IN

Social Work and Anthropology
Social Work and Economics
Social Work and Political Science
Social Work and Psychology
Social Work and Sociology
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I. Introduction

The Supervising Committee for the Doctoral Program in Social Work and Social Science has established the following guidelines, policies, and procedures in addition to the general Graduate School requirements for the Ph.D. degree. Each student should also be familiar with the most current edition of the Horace H. Rackham School of Graduate Studies official guidelines. Students entering without an M.S.W. should also consult the School of Social Work’s official bulletin.

Students will plan their individual programs of study in consultation with faculty advisors in social work and their social science who will consider prior preparation as well as the student’s academic and professional objectives. The requirements set forth in this statement are designed to insure the opportunity to develop special competence in one social science discipline, in one or more areas of social work, and in their integration. Flexibility is achieved through specialized study in social work and in the social science discipline. Within each of the disciplines and within social work there are also specialized subjects. The supervised research internship may be tailored to the student’s particular interests and the dissertation may be directed to any number of particular issues germane to social science and social work. By carefully choosing from the options when planning a program of study, the student can obtain the specialized competence that is needed, while meeting requirements that are intended to provide breadth and integration.

It is the student’s responsibility to plan a program to fulfill stated requirements. Requirements are altered periodically as changes are made in the graduate programs of the associated departments and the School of Social Work. Requirements beyond those extant when the student is admitted to the Doctoral Program will not be increased. Students are advised to consult their advisor about options that may become available during the course of their studies. The Supervising Committee for the Doctoral Program makes the final determination that the student meets minimum requirements.

The student must maintain the quality of work required of all Ph.D. students by the Graduate School or of all M.S.W. students by the School of Social Work, if registered for that degree. In addition, the student’s record will be reviewed annually by the Supervising Committee to determine that there is appropriate progress toward the doctoral degree. Permission to continue in the Program is contingent on the recommendation of the Supervising Committee.

II. Choice of Social Science Department

Within the Doctoral Program in Social Work and Social Science, each student is required to pursue work toward the Ph.D. degree in social work and the social science discipline for which admission has been designated: Anthropology, Economics, Political Science, Psychology, or Sociology. The student’s required work will be taken in courses in the School of Social Work and in the designated social science department. In consultation with the primary advisor, the student may elect courses in other departments appropriate to educational objectives. The student may not change the designated social science discipline in the joint program without the permission of the supervisory committee. These requests should be directed to the director of the Joint Doctoral Program.

III. Requirements for the PhD Degree in the Doctoral Program

A. General Requirements

In addition to satisfying requirements for admission and continuation as established by the Graduate School, the School of Social Work, and the social science department of concentration, the student must fulfill specific requirements that fall into the following general areas:

1. Social Work

MSW Courses: Students not holding the professional social work degree when they enter the program must earn that degree during the course of their studies. This is usually accomplished during the first four semesters of study. Enrollment is jointly in the School of Social Work and in the Rackham Graduate School.
Doctoral Courses: Doctoral study in social work includes advanced courses in designated social work areas; a supervised research internship (which may be completed in social work or the student’s social science discipline); satisfactory performance on a preliminary examination; and demonstration of knowledge and skills in an individually defined area of specialization in social work.

2. Social Science

The student must complete selected courses in their chosen specialization in a social science, fulfill requirements in research methods, and satisfy preliminary examination requirements in a specialized field of the social science discipline. These requirements are included in these guidelines. In some disciplines, students in the Joint Program have slightly modified requirements; students should consult this document where there are differences.

3. Graduate School

All students in the doctoral program must meet the requirements outlined in the Rackham Graduate School Academic Policies. These requirements are published by Rackham Graduate School at http://www.rackham.umich.edu/policies/article/gsh/. All students in the program should review and familiarize themselves with these policies.

4. Time in the Program

The timing of courses and examinations, as well as the course requirements and amount of time required for completion of the program, will vary according to the previous preparation of the student, and their progress in the program. Important factors in the time required for the degree are the amount and recentness of the student’s study in the social science in which advanced work is planned and the clarity of the student’s objectives in entering and while completing doctoral studies.

Students entering the program without an MSW should plan to spend three to four years in completing course and other requirements prior to dissertation work. Two to three years of pre-dissertation work are normally required for students entering with a Master’s degree in social work. Students are expected to devote full time to their studies throughout the program. Under Rackham Graduate School rules, a student must complete doctoral work within seven consecutive years after the first enrollment in the Graduate School and five years after achieving candidacy. A provision is made for students with dependent care or other needs to apply for a 1 year extension on these timelines.

B. Masters in Social Work (MSW) Requirements

Students entering the Doctoral Program without the M.S.W. (professional degree) enroll simultaneously in the School of Social Work and the Graduate School and usually spend the first four semesters of study to complete the requirements for that degree. They must complete all MSW and Field requirements specified in the social work curriculum (see the Student Guide to the Master's In Social Work Degree Program, 2009-2010, http://ssw.umich.edu/studentGuide/2010/).

Students in the PhD program can substitute most of the required research, Human Behavior in the Social Environment, and Social Policy MSW foundation courses with doctoral social work and social science classes. A list of approved automatic substitutions for MSW foundation courses is in Appendix 2.
Doctoral courses in social work, social science or in other departments can substitute for other M.S.W. required courses upon recommendation of the faculty advisor and approval by the Associate Dean for Academic Programs in the School of Social Work. Students wishing to make these substitutions must complete the form, Request for Course Substitutions, available from the Social Work Registrar’s office or on the School of Social Work Website (http://www.ssw.umich.edu/programs/classes/forms.html). Courses taken in the social science department while the student is enrolled in the School can serve, when approved, to fulfill departmental requirements for the Ph.D. as well as to meet requirements for the MSW. The MSW degree is normally received at the end of the fourth full term of study, after 60 hours of course work that meet the distribution requirements are successfully completed. Each student must have registered for a minimum of 30 of these hours in the School of Social Work. This total can include both MSW and PhD level social work courses.

Doctoral students are advised to begin their social work field placements in the first or second terms in the program and to complete their placement by the beginning of their second year PhD students can, after consultation with the social work advisor, elect to substitute up to 8 credits of research internship (or departmental equivalent) credits toward the MSW Field Placement. (See Appendix 3: Pre-MSW/Doctoral Students: Field Placement Options).

Students should contact the Social Work registrar’s office when they have completed their MSW program requirements to apply for their MSW diploma. These students are encouraged to participate in the School of Social Work commencement.

C. Doctoral Social Work Curriculum

See Appendix 5 for course list and descriptions.

1. Curriculum Structure and Course Requirements

(A) Each student is required to take the following courses:
   (1) SW 800 Proseminar in Social Work and Social Science, Part I and Part II
   (2) SW 873 Theories of Change
   (3) SW 825 Historical and Contemporary Issues in Social Work and Social Welfare

(B) Three additional seminars to be selected from a list of doctoral social work courses from any of the four curricular areas: Practice Intervention and Policy (PIP); Social Service Systems (SSS); Research methods for Practice and Policy (RM); and Social Context for Practice and Policy (SC).

The four curricular areas are intended to cover the content distinctive to the social work component of the joint doctoral program. Two of the areas, Practice, Intervention, and Policy and Social Service Systems relate directly to the principal means by which social work and social welfare attain their objectives. The Research Methods for Practice and Policy area addresses the principles and methods by which knowledge of social work and social welfare is enhanced and the methods used to analyze, design, develop, and evaluate social work practice, social service systems, and social welfare policies. The Social Context for Practice and Policy area embraces the social context and conditions which affect the welfare and well being of individuals and social groups and which help shape the intervention methods, policies and social service systems evolved to meet human needs. More information regarding the logic and rationale for these curriculum areas can be read in Appendix 4.

Students can elect to take an independent study course on a specialized area of interest with any of the tenured or tenure track faculty in the school of social work. Students may elect up to three credits in independent study courses (SW 900, 971-978) to substitute for one social work...
doctoral seminar as long as the credits reflect one of the four curriculum areas and written approval is received from the Head of the Program. Information on requesting that an independent study course meet the 5 course requirement is in Appendix 11.

Students can also request that a social science course, or course in another school or department, count as one of the five required social work doctoral seminars. These requests should go to the director of the doctoral program with a copy of the course syllabus and a memo supporting this request.

2. The Social Work Specialization
See Appendix 6 for guidelines that further describe the goals, policies and procedures regarding specialization.

(A) Each student will have a specialization in social work that bears a significant and substantial relationship to the curriculum areas of either: Practice, Intervention and Policy (PIP) or Social Service Systems (SSS). Although specialization exclusively in the curriculum areas of Social Context and Conditions or Research Methods for Practice and Policy would not be possible, specialization involving some content from these areas would be appropriate if a substantial portion of the content also related to PIP and/or SSS.

(B) Explicit attention will be given to issues of race and gender, in relation to the area of the specialization, in identifying the knowledge and skills needed to develop expertise in the specialization. Knowledge and skills related to issues of race would typically focus on ethnic minorities of color.\(^2\)

(C) At least two of the social work doctoral courses would typically bear a significant relationship to the area of specialization.

(D) The social work preliminary examination will cover an individualized area of content, a substantial portion of which would typically consist of content relating to the student’s area of specialization. There are at least two ways in which the preliminary exam may be related to the specialization: (1) the subject matter of the preliminary exam is essentially the same as the area of the specialization or overlaps substantially with the area of specialization; (2) the area of the preliminary exam is a specialized topic falling within the area of specialization that is substantial, self-contained, and independently justifiable.

(E) Students are required to identify their social work specialization by the end of their first post-MSW year. They will submit a two-page description of their specialization with their annual progress report that spring.

3. The Research Internship
See Appendix 7 for further specification of policies and procedures and for the approval form for the Internship proposal.

A unique feature of the doctoral program has been to provide a knowledge development orientation to students early in their careers. This is enhanced by the research internship, which has these specific goals: (1) to provide a complete research experience through participation in a supervised research project prior to the dissertation; (2) to involve students in doing research early in their doctoral studies; (3) to increase students’ research skills; and (4) to develop skills in writing for publication.

\(^2\)This component of the Specialization requirement went into effect for students entering Fall 1988 and subsequently.
The principles and guidelines for the research internship are designed: (a) to ensure that all students have sufficient amounts of research experience in their internships; (b) to enhance the quality of all student research experiences; and (c) to reflect the doctoral program’s commitment to prepare students for scholarly writing.

(A) Each student should complete a research internship, either in social work or one of the social science disciplines.

(B) It is expected that each student will engage in some or all of the interrelated research activities listed below and that every student must be involved in a sustained way in activities (i), (ii), (v), and (vi):
   i. Formulation of a research problem;
   ii. Formulation of the research design and methods;
   iii. Development of research instruments;
   iv. Data collection;
   v. Data analysis and interpretation of findings;
   vi. Preparation of a research report.

(C) A final report on the research internship is required. The faculty instructor and a second reader will evaluate this report when the internship is completed in social work and determine whether it has adequately met the requirements. The faculty advisor then submits a copy of the report or paper with a cover memo to the doctoral chair, indicating that the research internship has been completed.

(D) When the research internship is completed in the social sciences, students must ensure that the professor with whom they complete this internship completes and gives to the SSW registrar a Supplementary Grade Report, otherwise credit will not be assigned.

4. The Social Work Preliminary Examination

*See Appendix 8 for further specification of the policies and procedures for the preliminary examination and for the approval form for the preliminary examination proposal.*

The purpose of the preliminary examination is to enable the student to demonstrate, to a faculty committee, mastery of knowledge in an individualized area of subject matter. Substantial portions of the exam cover content relating to PIP and/or SSS and are related to the student’s area of specialization in social work.

(A) Each student will complete a preliminary examination in an individualized area of subject matter in social work.

(B) A substantial portion of the preliminary examination should include content in PIP and/or SSS.

(C) The preliminary examination would typically be related to the student’s area of specialization in social work.

(D) The preliminary examination is expected to cover certain areas of content that are defined in the Guidelines.

(E) The preliminary examination committee must approve a preliminary examination proposal, in advance of the examination. The proposal should define the subject matter to be covered, including the relationship of the subject matter to the student’s area of specialization in social work and to PIP and/or SSS, the literature to be reviewed, and the format of the examination.
(F) The proposal and examination will be evaluated by a preliminary examination faculty committee that shall consist of at least three faculty persons holding regular (i.e., unmodified) appointments as Assistant, Associate, or Full Professors in the School of Social Work. The Chairperson of the Committee must have taught in the Doctoral Program or approved by the doctoral program director. Members should be chosen for their substantive knowledge, research, and scholarly work in the content area(s) of the preliminary examination. The student recommends the members to the Director of the Doctoral Program for approval.

(G) A student must be enrolled or otherwise be eligible for campus privileges, for a minimum of one credit, during the term in which preliminary exam is taken as stated in the Rackham Graduate School Academic Policies (http://www.rackham.umich.edu/policies/article/gsh/).

(H) For a social work preliminary exam for which a student receives a grade of “conditional pass”, once the condition has been met, the existing range of grading should be used by the committee in order to assign a final grade. (Adopted July 1997)

5. **Practicum on Teaching Social Work Methods**

*See Appendix 9 for details.*

To facilitate students’ preparation for careers involving the teaching of social work methods, procedures have been established whereby students can gain experience and improve their skills in teaching under the supervision of a social work faculty member. In accordance with the Graduate Employees Organization contract, students enrolled in this practicum can assist in course development, classroom teaching, class facilitation, and other instructional activities with the exception of grading.

Positions as Graduate Student Instructors, paid employment involving varying degrees of direct responsibility for student classroom instruction, are also available. Such assistantships occur in all areas of the Master’s social work curriculum and in the student’s social science department. Questions regarding teaching in the School of Social Work should be directed to the doctoral program director.

6. **Doctoral Social Work Practice Internship**

*See Appendix 10 for details.*

Experience in social work practice, at the micro and macro levels, is an important attribute for those seeking a career as a social work educator or researcher. Experience can be gained in during enrollment in the doctoral program through internships, employment and volunteer work. Students interested in an internship for credit can enroll in a Doctoral Social Work Practice internship with a social service organization.

D. **Social Science Requirements – Anthropology**

*Revised July 2003*

1. **Anthropology Course Requirements**

In order to be admitted to Candidacy, a student must have completed a minimum of 36 hours or a minimum of 12 courses in Anthropology. Of these 36 hours, credit for a maximum of 18 hours
is given for anthropology work taken elsewhere as an undergraduate or on the graduate level. Regardless of the subfield in Anthropology in which the student wishes to specialize, the 36 hours must include at least one course in three of the four subfields – ethnology, biological anthropology, archaeology, and linguistics. Joint students in Social Work and Anthropology may select any of the four subfields.

Anthropology pre-candidacy coursework must include courses from the following list, with at least one course in each subfield.

Archaeology 581, 582 Student specializing in Archaeology must take both 581 and 582. Students in other subfields must take either 581 or 582. Students in other subfields are encouraged also to take a course in the archaeology of their geographical area of specialization. Students specializing in Archaeology must take both 581 and 582, as well as 593.

Biological Anthropology 570 Students may petition the Executive Committee to use another graduate level course as fulfillment of this requirement. Biological Anthropology students may elect Anthropology 570 to fulfill the Biological Anthropology core course requirement for the master’s degree. Biological Anthropology students may also fulfill this requirement with any one of the following courses: 562, 563, 564, 565, 566, 567, 568, 661, 664, 668 or 670.

Linguistic Anthropology 576, 577, 578 Students in Archaeology, Biological Anthropology, and Sociocultural Anthropology must take 576. Students in Linguistic Anthropology are required to elect two of these courses, and are strongly encouraged to take all three. 7

Sociocultural Anthropology 526, 527 Students specializing in Sociocultural and Linguistic Anthropology must take both 526 and 527. Students in other subfields must take at least one of the courses. Students must also meet the prerequisites, if any, for each course elected from this list before being admitted to the course.

For a given course to satisfy a degree requirement, it must be taken for a letter grade (A-E). Departmental credit for any of the required courses may be granted by the Department’s Executive Committee if the student has taken course work of equivalent content and level elsewhere. Rackham Graduate School requirements for the master’s degree must be met in any case.

Students wishing to waive or substitute a required course must obtain the appropriate petition format from the Graduate Program Coordinator (GPC) in the department. The student’s advisor and the instructor of the core course must approve this petition. The petition is then returned to the GPC who will pass it on to the Executive Committee for action. The petition should set forth the reasons for the waiver or substitution in a clear and concise manner. In the case of a waiver, a course outline and syllabus from the course taken elsewhere must accompany the petition.

Sociocultural Anthropology Student Independent Study Sociocultural Anthropology students are entitled to one independent study course for the purposes of preparing for the prelim exam. Because an invaluable aspect of graduate training is the experience of seminars, any additional independent study courses must be formally requested and justified by a student and approved by the Department’s Executive Committee. The best use of such study courses is usually to prepare for the preliminary examination. Students should check with the Graduate Program Coordinator or the Chair’s Secretary for exact meeting dates and deadlines for additions to meeting agenda. The Executive Committee requires the following documentation: (1) a formal letter of application from the student; (2) the proposed syllabus; (3) an up-to-date transcript and; (4) a letter from the collaborating professor outlining the need for and general logic behind an independent study at this juncture in the student’s graduate training. The application materials

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7Note: The Rackham Graduate School minimum requirement of 24 hours of graduate level study for a Master’s degree must also be fulfilled.
should demonstrate that no graduate-level seminars offered during the semester in question would sufficiently address the student’s specific intellectual concerns at that point in the process.

Students may obtain the Master of Arts degree in Anthropology prior to being admitted to Candidacy for the Ph.D., but this is not a requirement. To meet the departmental requirements for the Master’s degree, a student must have completed either a minimum of 36 hours or a minimum of 12 courses in anthropology. A maximum of 6 credit hours of undergraduate level course work can be counted toward the 36-hour requirement. While some students may want to complete the master’s degree requirements within one academic year, it has been our experience that taking at least three terms to fulfill the requirements is more practical. Students are expected to consult with their advisors as to the best course of action for them. In addition, students who lack some undergraduate preparation in anthropology must expect to exceed the minimum period. For further information about Rackham requirements, see their website: http://www.rackham.umich.edu/policies/gsh/section2/#22.

2. Statistics Requirements

A one-semester statistics course (Statistics 500: Applied Statistics 1 or an equivalent course taught in one of the social science departments or the school of social work) is required for doctoral students in Social Work and Anthropology. The School of Social Work strongly encourages students to take an additional advanced statistics courses.

3. Subfields

All students are required to select a subfield in anthropology that will determine the course of study and preliminary examination requirements. Students can change subfields only through the approval of the subfield chair.

4. Preliminary Examination in Anthropology

Before qualifying for admission to candidacy for the Ph.D., the student must pass a preliminary examination in their subfield in Anthropology. Each subfield has its own process and content for the preliminary examination and students are referred to the Student Handbook for Graduate Study in Anthropology for a detailed description of the preliminary examination requirements (http://www.lsa.umich.edu/anthro/graduate_students/gradhandbook.pdf).

Doctoral students in Social Work and Anthropology who enter the program with an MSW degree will normally take the anthropology written prelim before the end of March in their sixth term but no later than the beginning of the seventh term. Students entering without an MSW would more likely be taking the prelim before the end of March in their eighth term and no later than the beginning of the ninth term. Completing the preliminary exams within this timetable is considered part of “satisfactory progress” and enters into Fellowship Committee considerations for allocation of financial aid. Students entering post-MSW who have not finished their exams by the middle of the fourth year will be disadvantaged in Fellowship Committee considerations, and the same will hold for students entering pre-MSW who have not finished by the middle of the fifth year. It is recognized that there are always exceptional cases. Explanations for delay of preliminary exams will be entertained when necessary. The program will recognize that Social Work and Anthropology students often have more requirements than straight Anthropology students and take these specifics into account in determining satisfactory progress.

A student must be enrolled for at least one credit hour the semester during which a preliminary examination is submitted. Registration may be under the 990 Dissertation/Pre-Candidacy course number or another number in Anthropology or Social Work.
5. **Language**

Students in the Doctoral Program in Social Work and Anthropology are exempt from the language requirement established by the Anthropology Department. Students are, however, encouraged to develop proficiency in another language as part of their course of study when appropriate.

If a student wishes to be awarded a Master’s in Anthropology and has not completed the statistics requirement (see 2 above), then the departmental language requirement as summarized here must be met. The departmental requirement is that before candidacy students should be able to read the publications of foreign anthropological scholars in another language. The basic language requirement can be completed through courses, examinations, or evidence of a substantial experience with the language:

1. Four semesters of passing grade college-level language instruction or its equivalent.
2. Examinations administered by University of Michigan language departments or other examinations of language competency (e.g., ECCB) with a score above the basic level of competence.
3. Completion of a 400-level graduate course in which the language is spoken.
4. Living in a country in which the language in question is spoken in everyday contacts for at least one year.

Certification of language requirement:

1. A student can have completion of the language requirement certified at the time of admission by the Admissions Committee.
2. Graduate advisors may certify completion of the language requirement by their advisees.
3. Students may submit requests for certification to the Department’s Executive Committee for persuasive reasons other than the above (1-4)

6. **Dissertation**

Most dissertations in Anthropology are based on primary field research. For students in the Social Work/Anthropology Ph.D. program, fieldwork is interpreted broadly as any situation that offered the opportunity to conduct primary research on an approved topic relevant to the student’s theoretical interests. In certain circumstances, a dissertation proposal based on library research or analysis of other data bases may be approved.

7. **Fieldwork Scheduling Suggestions**

During the academic year and through the summer, students are encouraged to work as research assistants in projects conducted by anthropology faculty and/or to make their own field contacts and conduct supervised fieldwork. Students should seek summer funding opportunities for preliminary fieldwork and language study.

8. **Time to Degree**

Students who take more than six years past prelims to complete their dissertation will be required to retake the preliminary examination in their major field. In rare cases, the Director of Graduate Studies may consider individual exceptions to waive this rule, but this will not be done routinely.

E. **Social Science Requirements – Economics**
1. **Economic Theory**

The student is required to take a core sequence of courses in economic theory, consisting of Economics 601, 602, 603, 604, and 605.

Preliminary exams are given in May and September in microeconomics and in January and September in macroeconomics. All students are required to pass each exam within a year of completing the respective course. An additional summer is allowed to pass the second exam. In addition, students who do not place out of the math and statistics courses must receive a least a B- in each of these courses. Satisfactory performance in these examinations is a prerequisite for continuation in the program.

2. **Economic Mathematics and Stat**

Students must demonstrate competence in mathematics, statistics, and econometrics by successful completion of Economics 600, 671, and 672, or by passing written equivalency examinations.

3. **Area of Specialization**

(A) Students must complete two courses in an area of specialization, usually Public Finance, Labor, or Industrial Organization

(B) Successful completion of a written preliminary examination in the area of specialization is required.

(C) A student must be enrolled for at least one credit hour the semester during which a preliminary examination is submitted. Registration may be under the 990, Candidacy Preparation, course number or another number in Economics or Social Work.

F. **Social Science Requirements – Psychology**

*Revised Winter 2009*

1. **Area of Specialization**

Upon admission, students are accepted by one of the established areas of the Department of Psychology, i.e., Bio-psychology, Cognition and Perception, Developmental, Personality in Social Context, or Social. Each area of psychology establishes its own course and prelim requirements. The student and her/his psychology advisor should review these requirements and to develop their educational and research plans. Within psychology, grade of less than “B–” is unacceptable in core courses.

2. **Courses Outside the Area (Breadth Requirement)**

To ensure a reasonable breadth and integration of knowledge, all students in the Joint Program in Social Work and Psychology are required to either be a GSI for Psych 111 or 112, OR take one core course from an area other than the student’s area of specialization. See the Psychology

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*Students can change their area of specialization within psychology with the approval of the department’s Chair for Academic Affairs. All requests for changes should go to the Chair for Academic Affairs in Psychology.*
3. Statistics

Students are required to complete successfully Psychology 613-614. A grade of B– or better is necessary to fulfill the statistics requirement. Some areas of Psychology also require an additional course in research methodology.

4. Psychology 619

A research project completed prior to candidacy is required of all students in Psychology; it is recommended that the project begin no later than the second semester of enrollment in the Doctoral Program following the awarding of an MSW. A finished written report on this research project must be read and evaluated by two readers, and a joint evaluation will be submitted to the Psychology Graduate Office. The research supervisor will assign a final grade to this project. The 619 project meets the Social Work Research requirement.

The Social Work Research Internship can replace a Psychology 619 project provided that the Research Internship report is read and approved by two faculty members, at least one of whom has a regular (unmodified) Psychology Department faculty appointment at a Professorial rank (Assistant, Associate, Full). The main supervisor of the research may be a Social Work faculty member. If the Social Work Research Internship is being used to meet the 619 requirement, both faculty members’ evaluations should be sent to the Graduate Chair in Psychology and to the Doctoral Office.

5. Student Evaluation

Each student’s progress is formally evaluated by a faculty in the student’s specialization area on an annual basis. Occasionally, performance is deemed to be so marginal that either interruption or termination of graduate study is recommended.

6. Preliminary Examination

Each area of psychology has its own course work, research, and preliminary examination requirements. A student must be enrolled for at least one credit hour the semester during which a preliminary examination is submitted.

G. Social Science Requirements – Political Science

Revised August 2007

1. First Year Evaluation

The student must complete a first evaluation toward the end of the second term of graduate study. This is not intended as an examination, but rather a comprehensive evaluation of work done up to that point. An evaluation committee consists of the student’s current advisor and one other faculty member chosen by the student. The committee considers the student’s graded record, proposed future courses, and a seminar paper or other piece of work (even if prepared prior to admission to the graduate program) selected by the student as their best work so far.

2. Follow-up Evaluation
A follow-up evaluation will be conducted toward the end of the student’s fourth term in residence. The committee for this evaluation consists of the student’s advisor and two faculty members chosen by the student (one from the student’s major field) and approved by the Director of Graduate Studies. The committee will review course work, a more recent piece of written work, and plans for achieving candidacy.

3. **Preliminary Exams, Fields, and Cognate Requirements**

At Michigan, the Department of Political Science recognizes the following major fields and modular sub-fields. Particular field programs are described in separate sets of guidelines, one for each major field. Each of the sub-fields has its own research methods requirements, and students are expected to meet the requirement of the sub-field in which they are studying.

**Major Fields:**
- American Government and Politics
- Comparative Government and Politics
- Research Methods
- World Politics
- Political Theory
- Public Law
- Public Policy and Administration (First or second minor only)

**Modular Sub-fields:**
- Gender and Politics
- Political Economy
- Organization Theory
- Race, Ethnicity, and Politics
- Political Development
- Urban Politics

The student must pass a preliminary major examination in a regular political science field and complete the requirements for a second minor in Political Science. For students in the Doctoral Program in Social Work and Political Science, the Political Science departmental requirement of a preliminary exam in the first minor sub-field is met by course work taken at the doctoral level in the School of Social Work. Similarly, completing doctoral course work in social work satisfies the Political Science requirement for a cognate field.

Preliminary exams are oral examinations conducted by faculty and are normally given only during September, January, and April/May. A student must be enrolled for at least one credit hour the semester during which the final preliminary examination is taken. Registration may be under the 990, Dissertation/Precandidate, course number or another number in Political Science or Social Work. Requirements for the second minor field in political science will be satisfied through either a preliminary examination in this field or the completion of three graduate-level courses with grades of B+ or better, except where separate field guidelines specify otherwise.

4. **Time to Degree**

Students who take more than six years past prelims to complete their dissertation will be required to retake the preliminary examination in their major field. In rare cases, the Director of Graduate Studies may consider individual exceptions to waive this rule, but this will not be done routinely.

**H. Social Science Requirements – Sociology**

*Revised August 2009*

1. **Sociological Theory**
Joint students must take an Orientation Seminar (SOC 500) their first term. Students fulfill a general theory requirement by taking Sociology 505 and 506. Sociology 505 and 506 are to be taken in sequence and provide a two-semester course.

2. **Logics of Sociological Research Inquiry**

Sociology 507 introduces students to the philosophy of science, methods of empirical research, and the nature of sociological interpretation.

3. **Statistics**

All students are required to take Sociology 510 and 610, which form the core statistics sequence in the Department of Sociology.

4. **Research Practicum**

Students must complete a one-semester research practicum and are encouraged to take an additional practicum in order to get a full range of research experience. The regular offerings include the Survey Methodology (Sociology 600 or 601, plus 672 and 673), Quantitative methods (Sociology 542, 543), Qualitative Research Methods (Sociology 522–523), and Comparative and Historical Methods (Sociology 532).

5. **Elective Courses**

Students must complete at least 2 additional one-semester courses in sociology. The selection of the courses should be made in consultation with the student’s Sociology advisor, guided by the objective of designing an intellectually broadening experience. Core courses are regularly offered surveys or overviews of a specific program area and are intended to provide a general introduction to an area and preparation for the preliminary examination. Field courses are more specialized courses that substantively engage one or more program areas. Research seminars are for more advanced students and lead to an original research paper.

6. **Workshops**

Students are encouraged to take one or more workshops in which they can present their work in progress and become involved in faculty directed research.

7. **Preliminary Examinations**

Students are required to take a four-hour written preliminary exam in two of the Sociology department’s eight major program areas. Preliminary examinations will be scheduled in late August on a date set by the graduate office. Students can take both four-hour prelims on the same date or on two separate dates.

The exam is closed book, with no use of sources or study aids unless specifically permitted by the exam committee. Examinees use an assigned identity number on their exam answers to insure anonymity when faculty read the exam. The exam will be graded: Honors, High Pass, Pass, Conditional Pass, and Fail. A Conditional Pass is assigned to an exam that is otherwise satisfactory except for a specific deficiency identified in one answer or one part of the exam. In such cases, the area exam committee will stipulate the conditions under which a passing grade can be assigned. Failing a preliminary exam for a second time is grounds for dismissal from the doctoral program.
A student must be enrolled for at least one credit hour the semester during which a preliminary examination is submitted. Registration may be under the 990, Dissertation/Pre-candidate, course number or another number in Sociology or Social Work.

7. Publishable Paper

All students will produce an original scholarly paper of publishable quality by the end of their 4th year. In the case of papers produced collaboratively with faculty, the student must be the senior author and must provide evidence of their intellectual leadership on the project. The final paper must be approved and orally defended before a three-person faculty committee. For joint students, one committee member must be a voting faculty member in sociology and the other two may come from social work. The publishable paper can substitute for the Research Internship requirement in the Joint Social Work-Sociology program.

I. Professional Work Experience

For students to apply what they learn, they are required to have supervised experience in teaching, research, or social work practice. Therefore, all students are expected to have the equivalent of four] months full-time work (700 hours) experience. That experience may be in teaching, research, or practice, or any combination. Students are expected to report this work experience activity on their annual progress report. Activities for which a student receives academic credit are not eligible to be counted as work experience. Work-Experience credits may be earned through professionally oriented activities at the University or elsewhere, carried out either during or prior to the student’s entry into the Graduate program.

Professional social work experience after receiving the MSW is recommended for any student planning to teach in a school of social work in the United States. The Council on Social Work Education requires that “Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.” Two years of full-time practice experience is equal to 4000 hours of work. This work can be paid or unpaid. The definition of “social work practice” is very broad. Many of the paid and unpaid activities that students engage in while in the PhD program, including work on committees and research, meet the criteria for social work practice. Students should keep track of their social work experience and include it in their CV.

J. Candidacy

1. Requirements

Recommendation for admission to Candidacy is made by the Director of the Doctoral Program when the student has completed all course requirements, both in social work and in the social science discipline; finished the research internship or the departmental equivalent and submitted a final report to the Doctoral Office; passed the preliminary examination in the social science discipline with a satisfactory grade; and satisfactorily defended their preliminary proposal in Social Work.

2. Deadlines

The Rackham Graduate School establishes deadline dates for admission to Candidacy prior to the beginning of each term. Students anticipating meeting the requirements for Candidacy in any

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5 Benchmark II Council on Social Work Education Commission on Accreditation: Accreditation Standard 3.3—Faculty: M3.3.3. pp. 2
given term should check the deadline dates on the Rackham webpage at http://www.rackham.umich.edu/doctoral_students/ at least two months before the beginning of the term in which they anticipate achieving Candidacy so that the Nomination for Candidacy form can be filed with Rackham. The Candidacy form is at http://www.rackham.umich.edu/downloads/oard/forms/advcandidacy.pdf. The doctoral program coordinator can provide assistance in completing this form.

3. Registration

When registering, a Candidate enrolls for eight (8) hours in the Fall, Winter or Spring/Summer full term. Since Candidacy tuition fees are considerably lower than Pre-Candidacy fees, it is to the student’s advantage to attain Candidacy as soon as possible.

Candidates may elect one course per term (and will automatically be registered for 995) without paying additional tuition beyond candidacy tuition. This course may be taken for credit or as a visit (audit), but does not count toward the Required Fee Total. A student who does not elect a course during a term of 995 enrolments may elect two courses in the next term of 995 enrollments; no more than one course may be deferred in this manner (an additional course may not be taken in anticipation of taking none in a future term of 995 enrollment). Candidates who choose to take more courses than those for which they are eligible with candidacy tuition will be assessed additional tuition per credit hour; such additional courses will be counted toward the Required Fee Total.

K. Dissertation

1. Goals

The dissertation, required of all students in the Program, is intended to demonstrate the Candidate’s ability to investigate a problem relevant to social work or social welfare utilizing, and hopefully, contributing to theory and research methods in the social science in which the student has specialized. Within the general definition and standards for the doctoral dissertation specified by the Graduate School topics shall be recognized as acceptable, subject to the approval of the Dissertation Committee selected by the student. It is customary that the dissertation topic deals with the problems of utilization of social science knowledge as well as topics involving empirical research.

2. Committee

The dissertation shall be prepared under a dissertation committee appointed by the Dean of the Graduate School on recommendation of the Director of the Doctoral Program, on behalf of the Supervising Committee for the Doctoral Program.

The dissertation committee shall have at least four members, three of whom are regular members of the Graduate Faculty (i.e., holding a regular or an “unmodified”, not visiting, adjunct, etc., appointment at the University of Michigan as Professor, Associate Professor, or as Assistant Professor with an earned doctorate from an accredited institution). Two of the members shall be from the social science department in which the student is specializing, and two members shall be from the doctoral candidate’s home program (School of Social Work). The committee will have two co-chairs, one holding a regular appointment in social work and one holding a regular appointment in the social science department in which the student is specializing. Joint appointments in Social Work and one of the allied five disciplines may serve as either the co-chair for the discipline or the co-chair for social work. See the Rackham Graduate Student

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6 This applies to all committees formed on or after September 1, 2003.

The dissertation committee is usually nominated after a student has attained candidacy. Faculty advisors can provide consultation about interests and availability of faculty to serve on your committee. Nomination, and approval, of the Committee can also occur before the student attains Candidacy; this action does not affect the requirements for attaining Candidacy. The student need not be enrolled at the time the Dissertation Committee Nomination form is submitted.

According to Rackham regulations, doctoral students must submit a "Dissertation Committee Form" to the program at least six months prior to the defense. This form requires the signature of the Doctoral Program Director. Therefore as soon as students have selected the members of their dissertation committee and obtained their agreement to serve, they must inform the Doctoral Office. The Office will complete the Rackham form and submit it to the proper office in Rackham. At that time, the student must also provide either a tentative title or topic for the dissertation to the Doctoral Office. If committee membership changes, the student must submit a revised form to Rackham OARD prior to the oral defense.

As the Rackham Graduate Student Academic Policies indicates, “The Dissertation Committee is a crucial component of your doctoral degree program, for it is this Committee that will supervise your dissertation activities and will serve as a resource on which you may draw throughout the period of research and writing.” The Dissertation Committee is responsible for approving the student’s dissertation topic, supervising research, conducting an oral examination on the dissertation, and recommending the student to the Graduate School for the Ph.D. degree.

Practice varies as to the specific roles of members and chairperson(s). Be sure to clarify early in the process how your committee wishes to function. Clarify with the committee the ways they expect the chair(s) and members to be involved in your dissertation (e.g., who is to see drafts of any data collection instruments before the data collection begins; who is to be consulted on data analysis strategies, on the organization of the written dissertation, etc.; who wants to see drafts of the individual chapters of your dissertation as they are produced; who wants to see a draft only when there is one for the entire dissertation; who wants to see a draft of your entire dissertation before you schedule your orals; how much time they typically need between receipt of your entire dissertation and scheduling of orals; are they expecting to be on leave or out-of-town for any extended period within your time frame for dissertation completion?).

Formulation of a dissertation proposal for submission to a dissertation committee should begin as early as feasible in the student’s study in consultation with faculty members. Students are requested to submit a copy of their approved dissertation proposal to the Doctoral Office. The student must be a Candidate at the time of the oral defense.

3. **Registration for Oral Defense**

The defense of the dissertation must be held under a full-term eight- (8) hour Candidacy enrollment. No part of the fee for that enrollment is refundable. This regulation applies whether or not the student has already reached the required fee total minimum.

If a Candidate enrolls for a term in which the oral defense is scheduled and does not meet the dissertation deadlines established for that particular term, the student must then register under a full-term Candidacy enrollment for the term in which all final degree requirements are met.

4. **Preparation and Distribution of Copies**
The Dissertation Handbook and a schedule of deadline dates for format checks are available to Candidates in the Dissertation Office, 0120 Rackham Building. An online version is at: http://www.rackham.umich.edu/student_life/publications/dissertation_handbook/. The student should submit the required number of copies of the dissertation to the Graduate School and one copy each to the Doctoral Program Office and the Dissertation Committee members. The student should consult the special statements with respect to the doctoral dissertation for the social science department as well as the Dissertation Handbook.

IV. Guidelines for Normal Progress through the Doctoral Program in Social Work and Social Science

A. Time Limits to Degree Policy for the Joint Doctoral Program in Social Work and Social Science

Generally students who enter the Joint Doctoral Program with an MSW should expect to earn the Ph.D. degree within five years. A student entering without an MSW may expect to add one year to that timetable.

Students are expected to have achieved candidacy by the end of their third year if they entered as a post-MSW student and by the end of the fourth year if they entered as a pre-MSW student. They are expected to have satisfied all degree requirements, including satisfactory completion of the social work preliminary examination not more than six months after achieving candidacy, and the dissertation, no more than five years after achieving candidacy. Failure to achieve candidacy in the required time will typically result in a designation of ‘not in good standing’, and will affect negatively the provision of and/or recommendations for continued financial support. Failure to complete the social work preliminary examination within the specified time period will typically result in a letter to the student and the student’s advisors/chairs advising that unless the examination is completed by the end of the next term, Rackham will be asked to discontinue enrollment. Failure to complete the dissertation in the five-year time frame will result in students being required to retake their preliminary examinations. Rackham also will be advised at this point to discontinue enrollment.

In the case of candidacy, social work preliminary examination and dissertation requirements, students may request additional time for reasons of child care, dependent care, and illness, academic or professional development by submitting a letter to the Director. The letter should explain the reason for the request, describe the work left to be done, and the month and year in which it will be completed. This request should be accompanied by letters from the social work advisor or the social science advisor indicating strong support for the extension. Requests will be reviewed by the Director in consultation with the Supervisory Committee, and the student and the student’s advisors notified of the outcome. These guidelines apply to all students who begin their Ph.D. work in the Fall term of 2003. Students currently in the program may elect to be governed by these guidelines or by those in effect at the time of their admission.

V. Academic Good Standing

Revised July 1997

Both the School of Social Work and the Graduate School require that students have a cumulative grade point average of at least a B (3.00) for good standing in the program. This is also the minimal performance level required of students. A student who fails to maintain this grade point average will have their record reviewed and action may be taken concerning the student’s future enrollment. (See the Rackham Graduate Student Academic Policies for further details on academic standing and academic discipline here: http://www.rackham.umich.edu/policies/gsh/.)

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7 Pre-MSW students enter as 16 month students and are provided with summer support in their first year to facilitate work on their MSW degree.
8 A student who is discontinued loses the right to use university resources and must re-apply for admission.
VI. Good Standing Status for Receiving Financial Aid through the Joint Program

In the context of receiving financial aid through the Joint Program, students must maintain good standing. Good standing, for the purposes of receiving financial aid through the Joint Program, is determined by progressing through the program in a timely fashion as per Doctoral Program guidelines; having no more than one incomplete course at any given time; and maintaining a GPA of 5.00 or above. Students who violate any of these criteria must consult with their faculty advisors and, if necessary, the Director of the Doctoral Program. If a student is not satisfied with the Director's decision, they have the right of appeal to Rackham Graduate School.

VII. General Enrollment Policies and Procedures

A. Academic Advising

Revised July 1997

The Doctoral Program Director designates a faculty member from the School of Social Work to serve as the student's social work advisor upon entering the program. Whenever possible, that advisor will be experienced in the student's field of specialization. Each student is required to consult with their advisor about course selections each term, and assist students to explore research possibilities within the department and be informed about courses and faculty interests. It is their advisors' role to help integrate students into the formal and cultural aspects of the school and department.

Students are free to change their initial advisor in social work at any time. To do so, students can fill out the Change of Advisor form in the Doctoral office. Students interested in changing their social science advisors should consult with the graduate chair in their department.

B. Course Options and Alternatives

Students can consult with advisors about course selections and alternative ways of fulfilling doctoral requirements. A request for waiver of a requirement must be initiated by the primary advisor and will be subject to final approval by the Director of the Doctoral Program, on behalf of the Supervising Committee.

At the discretion of the Doctoral Program Director and/or the Graduate Chair of the Social Science Department, course requirements may be considered as having been met by graduate courses taken at another university. A written petition must be submitted to the appropriate person and a copy of the decision will be kept in the student's academic records.

C. Registration and Enrollment

All students who are receiving University services are expected to be enrolled. For those registered in the School of Social Work, the usual course load is 11–14 credit hours. For Rackham students, 8–12 credit hours are the usual load. Students who have not completed all course work are required to register for an excess of credit hours in one term. Students must have permission from the Doctoral Program Director and their primary advisor. Students should register for their MSW courses through their SW registration appointment. All Rackham courses must be registered for under the Rackham course track and may not be registered for until that appointment time.

A comprehensive list of courses offered through the Doctoral Social Work Curriculum is included in Appendix 5, along with a list of faculty section numbers for the Research Internship, individualized courses or special studies in Appendix 6.
D. Grades

Letter grades A through E are used for course enrollment, special studies, etc. Grades of + or - may be given when such discrimination is appropriate. In enrollment for individualized courses, special studies, prelim study, internship or dissertation, a grade of Satisfactory (S) or Unsatisfactory (U) may be substituted when other letter grades would be inappropriate. An Incomplete is used in limited circumstances when the unfinished part of the work is small, the student’s standing in the course is “B” grade or higher, compelling reasons prevent course completion, and a plan for completion of outstanding work exists and is acceptable to the course instructor. Grades of Incomplete can be changed to letter grades only if the incomplete work is made up by the end of the second full term beyond the term for which the grade of “I” was given, regardless of enrollment status in subsequent terms and including the Spring/Summer term. The Graduate School establishes dates each semester by which a student must submit the missing work to the instructor and the instructor must submit the grade to the Registrar’s Office for a make-up grade to be posted automatically to the student’s record. (For further details, see “G,” which is Chapter III of the Student Guide to the Master’s in Social Work Degree Program, and the “General Academic Requirements and Regulations: Grades and Transcripts” in Rackham Graduate School Academic Policies, which can be found at http://www.rackham.umich.edu/policies/gsh/section1/#14.)

E. Residence

Residence requirements in the School of Social Work are a minimum of three terms of full-term enrollment, except that a student who transfers one year of credit from an accredited school of social work shall be required to spend two terms in full-time enrollment.

The student must be registered in the Graduate School to be awarded the Ph.D. degree. Students must fulfill the residence requirement by satisfactorily completing a minimum of 18 graduate credit hours registered on the campus at Ann Arbor. (For more specific information on Rackham Fee Requirements, see the Rackham Graduate School Academic Policies.)

VIII. Leaves of Absence/Re-Admissions

The Supervising Committee may grant leave of absence for one year at a time. Any student requesting a leave must do so in writing prior to the time period in which the student plans to be absent from the program. Such a request must outline the reason(s) for the leave and the time period involved. Students must be in good standing at the time of the request. Requests for extension of a leave of absence must also be submitted to the Supervising Committee, in writing. Students returning from leaves of absence should check with the Doctoral Office prior to enrollment to be placed on active status with the University. (See Rackham Graduate School Academic Policies, for Re-Admission procedures: http://www.rackham.umich.edu/policies/gsh/section1/#1310.)

A pre-candidate must apply for re-admission if the student has not been enrolled for more than 12 consecutive months, and did not request a leave of absence for that time period. An application for re-admission requires completion of the Rackham re-admission application, transcripts of any graduate work taken subsequent to enrollment in this university, and submission of new letters of reference. Applications for re-admission must be submitted during the regular admission period and will be considered in conjunction with new applicants for that academic year.

Students may apply for Detached Study status whether they in Ann Arbor or away from Ann Arbor. Students who have been on Detached Study do not have to seek re-admission when they return, providing they have been away no longer than 12 months. Requests to lenders for deferment of educational loan payments while a student is on Detached Study are normally approved providing they are submitted prior to the beginning of the Detached Study period. (See the Rackham Graduate School Academic Policies, for further information: http://www.rackham.umich.edu/policies/gsh/section1/#133.)

IX. Research with Human Subjects
The University of Michigan complies fully with the federal regulations regarding the protection of human subjects.

Students proposing to do research with human subjects are required to submit a proposal for IRB approval before any data collection is undertaken. Students may not collect data or may recruit subjects until their applications are reviewed and approved. All research internship and dissertation research involving human subjects are subject to these procedures. Complete information for submitting proposals can be found at the IRB Website: http://eresearch.umich.edu/. All proposals must be co-signed by a supervising faculty member.

All graduate students in the program also required to obtain PEERSS Certification. See the University of Michigan Research website for details: http://research.umich.edu/.

X. Ethical Standards and Grievances

Students and faculty are expected to maintain high ethical standards in their relationships with one another. The University has established policies and procedures to deal with those instances where either students or faculty believe there has been a breach of those standards.

The Graduate School Grievance and Academic Integrity Procedures provide access to informal and formal address of academically related grievances for Rackham students. Information about the procedures is available from at http://www.rackham.umich.edu/student_life/advice_support/grievance_academic_integrity/ . The Graduate School Grievance and Academic Integrity Procedures defines student offenses against standards of academic integrity, lists the range of responses that the Graduate School and its faculty may invoke, and sets out procedures for determining whether there has been an offense in a particular case.

The School of Social Work has also defined policies and procedures related to academic misconduct such as ethical misconduct, failure to conform to professional social work values and traditions, plagiarism, cheating and so forth. Students in our doctoral program who are enrolled in MSW coursework also have access to the grievance procedures of that School. Those procedures are described in The Student Guide to the Master’s in Social Work Degree Program, available in the at http://ssw.umich.edu/studentGuide/2010/.

The Doctoral Committee has recognized that joint authorship situations, especially those involving students and faculty, can be problematic. Although the Doctoral Program has not adopted specific standards of appropriate practice relating to joint authorship, the ethical standards of the American Psychological Association and the American Sociological Association appear germane. Relevant portions of these appear in Appendix 10.

Student records are regarded as confidential and are maintained by the School of Social Work and the Doctoral Program primarily to benefit students in their educational and professional advancement. Access by students to their educational records is controlled by the policies and procedures found in the School of Social Work’s Faculty Handbook.

Relations between faculty and students should be conducted in ways to avoid conflicts of interest. This is reflected in the School of Social Work’s Faculty Handbook, the section regarding Faculty Relations with Students, which states that, “Any financial transactions between faculty and students must be approved by the Dean. Faculty members shall not accept students in the School of Social Work as social work clients.”

XI. Discrimination and Discriminatory Harassment

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex\(^9\), color, religion, creed, national origin or ancestry, age, marital

\(^9\)Includes discrimination based on gender identity and gender expression.
status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions.

The Office of Intuitional Equity (http://www.hr.umich.edu/oie/index.html) is the university resources for instances of discrimination and harassment by faculty or staff. Policies concerning Discriminatory Harassment by Faculty and Staff are available on the website for the Office of Institutional Equity http://www.hr.umich.edu/oie/ndpolicy.html. Inquiries or complaints may be addressed to the Staff at the Office for Institutional Equity, 2072 Administrative Services, 1009 Greene Street, Ann Arbor, Michigan 48109-1432, 734-763-0235 (V), 734-647-1388 (TTY), and email institutional.equity@umich.edu.

Relations among students are governed by the University of Michigan Campus Commitment: “to sustaining a community in which the dignity of every individual is respected. Key to this value are efforts to foster and nurture an environment of civility and mutual respect by preventing discrimination and harassment on our campus” (http://www.hr.umich.edu/oie/cc/about.html). The Campus Commitment prohibits discrimination and discriminatory harassment based on race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap, or Vietnam-era veteran status. Students may discuss concerns of discrimination or discriminatory harassment by a faculty or staff member with staff from the Office of Institutional Equity. Students may also consult with the Academic and Staff HR Services Office. Students who experience discrimination, discriminatory harassment, or sexual harassment by students may consult with the Office of Student Conflict Resolution (http://www.oscr.umich.edu/).

The following examples of discriminatory harassment are taken from the OIE website:

- denying raises, benefits, promotions, leadership opportunities or performance evaluations on the basis of a person’s gender, gender identity or gender expression, pregnancy, race, color, national origin or ancestry, disability, sexual orientation, age, religion, veteran status, height, weight or marital status.
- Preventing any person from using University facilities or services because of that person’s gender, gender identity or gender expression, pregnancy, race, color, national origin or ancestry, disability, sexual orientation, age, religion, veteran status, height, weight or marital status.
- Making determinations regarding a person’s salary based on gender, gender identity, gender expression, pregnancy, race, color, national origin or ancestry, disability, sexual orientation, age, religion, veteran status, height, weight or marital status.
- Denying a person access to an educational program based on that person’s gender, gender identity or gender expression, pregnancy, race, color, national origin or ancestry, disability, sexual orientation, age, religion, veteran status, height, weight or marital status.
- instigating or allowing an environment that is unwelcoming or hostile based on a person’s gender, gender identity or gender expression, pregnancy, race, color, national origin or ancestry, disability, sexual orientation, age, religion, veteran status, height, weight or marital status.

Students who encounter any forms of discrimination or discriminatory harassment are encouraged to discuss the matter with their faculty advisor, the Director of the Doctoral Program, the School of Social Work’s Affirmative Action Officer, or one of several University offices, including the Office of Student Counseling Services, the Affirmative Action Office, the Office of the Ombudsman, the Sexual Assault Preventive and Awareness Center, and the Lesbian, Gay, Bisexual, and Transgender Affairs Office. A full list of resources is available at http://www.hr.umich.edu/oie/cc/resources.html#5.

**XII. Funding Opportunities**

**Scholarships and Fellowships**

**The Henry J. Meyer Scholarship:** The Henry J. Meyer scholarship award was established in 1987 to honor the original and long-time director of the doctoral program, Henry J. Meyer, under whose leadership the program was the first doctoral program in social work to integrate fully the intensive study of social work and a social science discipline. The major purposes of this award are (a) to help support and honor students in the Doctoral Program in Social Work and Social Science whose written work exemplifies the goals of the Program in relation to the integration of social work and social science, and (b) to encourage students to prepare such work for possible publication or conference presentation.
Normally this award will be made annually. Papers submitted by students will be judged by the Supervising Committee on the extent to which they make an original contribution to the empirical or theoretical literature in a manner that integrates social work and social science. Announcements of the policies and procedures for the competition for the awards will be made annually at the end of the winter term, with applications and papers due by the beginning of the following fall term.

**The Rosemary Sarri Scholarship Fund:** The Rosemary Sarri Scholarship Fund was established to honor Professor Emerita Rosemary Sarri and her longstanding commitment to social justice. The major purpose of this scholarship is to provide financial support for women enrolled at the School of Social Work, at either the doctoral or master’s level, whose past work, current studies, or future career goals are likely to contribute to the advancement of knowledge in social policy or community practice.

It is anticipated that this scholarship will be made annually based on students’ applications, vitae, and letters of recommendation. The recipient pool for the award will alternate every year between the doctoral and master’s program. Applications will be made available Fall Term, with a due date of December 1 for submission.

**The Judith and Howard Sims Medal:** This award will recognize an outstanding paper or project by a graduate student which illuminates or improves the interactive effects of three environments: home-neighborhood, school and workplace --- on the functioning of the family. It assumes that experience in one environment will affect behavior in the others, such as when stress in the workplace affects interactions at home, or when turbulence in the neighborhood causes conflict in school, or when discord in a marriage affects performance at work or upsets children as they leave for school. There is need for knowledge and action to improve these interrelated environments. This recognition of outstanding student work will include a monetary award of $5,000 made possible by an endowment established by Judith and Howard Sims, both graduates of the University of Michigan. A call for papers goes out to faculty during Winter Term, and submissions are due in the Doctoral Office, with their recommendations, April 20 of each year.

**The Davis Award:** This annual award is given to a PhD student whose research focuses on poverty and social justice. Submissions are due in the Doctoral Office by March 1 of each year.

**The Shapiro Award:** The purpose of this award is to recognize the distinguished achievement of a student in the MA and PhD program. This is awarded every other year to a doctoral student with submissions due to the Doctoral Office by February 1 of each year.

**The Gambrill Award:** This award is given to a student whose interest is on minority populations with low income and education, with a preference for research on integrating practice, research, and ethical issues. Submissions are due in the Doctoral Office by December 1 of each year.

**Scholarships and fellowships awarded by the offices at the University of Michigan**

The Rackham Graduate School Fellowships Office provides prospective and current graduate students and programs with information about fellowship opportunities and other available funding as one of the student service units of the Rackham Graduate School. This listing can be found at [http://www.rackham.umich.edu/funding_resources/](http://www.rackham.umich.edu/funding_resources/).

**Barbour Scholarship**

December 1 of each year

**Lipschutz, Susan and Margaret Ayers Host Awards**

December 15 of each year

**Lurcy Scholarship**

September 15 of each year

**Rackham Discretionary Funds**

Ongoing
Rackham Non-Traditional Fellowship
February 15 of each year

Rackham One-Term Dissertation Grants
*see note in following section

Rackham Predoctoral Fellowship
December 1 of each year

Radcliffe/Ramsdell Fellowships
February 1 of each year

Rackham Travel Grants
Ongoing

Rackham Debt Management Award
March 1 of each year

XIII. Funding Through the Joint Doctoral Program

Doctoral Fellowships: All admitted students are funded through Doctoral Fellowships, Rackham Merit Fellowships, or Rackham Regent’s Fellowships. While a student is receiving this funding, he/she will receive tuition, stipend and Gradcare as stated in his/her funding letter or agreement. A student may not work external to his/her Doctoral Fellowship more than 10 hours per week when receiving these fellowships.

Personal Debit Accounts: Each student upon admission receives funds in his/her personal debit account. The funds are to be used for travel and for dissertation and research expenses. Each student may use the money in their “account” during their tenure in the Joint Doctoral Program, as long as he/she is making good progress and is in good standing. No more than $400 per year may be used without special permission from the Director. Once your account balance has been depleted, your account will be considered “closed”. Full details can be found in Appendix 15.

Summer funding is available to students to enable them to carry forward their program of study. Students may request up to $4,000 in aid. These funds are intended to provide supplementary support for living expenses or payment for healthcare. They are available to students in good standing who are progressing through their program of study in a timely manner. The Director will assume that in applying for summer funds, students will have pursued other sources of funding. Funds will not be awarded for tuition payments. Students who have other sources of funding (min: 40% GSRA, 40% GSI, 20 hours of temp. work, grant funds, first year student with tuition support for SP/SUM MSW course work) for Spring and/or Summer Terms are not eligible. Application procedures for summer funding will be announced in March of each year.

Social Work Research Partnership: This fund promotes partnership arrangements between students and faculty in the School of Social Work to work on existing research projects or develop and implement new ones. The program funds up to 50% of a half time research partnership each summer for a maximum of four months. To receive research partnership funds, a student must identify a social work faculty member who can provide matching funds toward the award. Instructions for applying for these funds are in Appendix 19.

Social Work-Social Science Research Partnership: This fund promotes partnership arrangements between students and faculty in allied social sciences working on existing research projects or developing and implementing new ones. The program funds a limited number of doctoral students with research partnership funds annually for a maximum of one term (4 months). Students can receive these funds during any term, including spring/summer term. To receive research partnership funds, a student must identify a social science faculty member who can provide matching funds toward the award. Instructions for applying for these funds are in Appendix 18.
**Dissertation Social Work Thesis Grant:** The Joint Doctoral Program provides this grant to aid students with their dissertation research projects. Expenses such as travel, photocopying, subjects, coding, and other research-related expenses are to be covered by this grant. Students can receive a maximum amount of $1,000. The deadline to apply is April 30 of each year. Instructions for applying for this grant are in Appendix 17.

**Emergency Loan Funds:** Intended to help Joint Doctoral students in good standing deal with one-time, emergency expenses that are (1) unforeseen, (2) beyond the student’s control and (3) not covered by other funding programs. Please see Appendix 16.

**Rackham One-Term Dissertation Grants:** The Joint PhD Program in Social Work and Social Science is given six (6) Rackham One-Term Dissertation Grants per academic year. Students apply for the following academic year, and their applications will be adjudicated on a competitive basis. This is a one-time, one-term grant including candidate tuition, GradCare and stipend, and once you have received this grant, you will not be eligible for further dissertation funding. **We will be requiring the following materials from all applicants, submitted as a packet to the Doctoral Office no later than April 15 of each year (or closest working day) by 10:00 am.**

1. Rackham application, found at [http://www.rackham.umich.edu/funding_resources/guideln/](http://www.rackham.umich.edu/funding_resources/guideln/). Please make sure that your status is in compliance with the regulations stated on this webpage.

2. A two-page synthesis of your prospectus

3. An outline of your plan for finishing your dissertation, signed by you and one of your Dissertation Chairs

4. A statement or letter from your chair giving an assessment of your performance, including comments on whether your plan for finishing is realistic and what they see as the major contribution of your dissertation work. (Please see the website for more information.)

**Guidelines for Rackham Graduate Student Emergency Funds, 2008-09**

*Application is available online at [https://secure.rackham.umich.edu/Funding/emergency/](https://secure.rackham.umich.edu/Funding/emergency/).*

1. **Purpose:** The Rackham Graduate Student Emergency Fund is intended to help meet the financial needs of Rackham graduate students who encounter an emergency situation or one-time, unusual, or unforeseen expenses during their degree program. Situations eligible for funding include such events as:
   - Personal or family medical, dental or mental health emergencies
   - Major accidents and events such as fire and natural disasters
   - Expenses related to the illness or death of an immediate relative

   Normal living expenses such as rent, car repairs, child care, and utilities are generally not considered emergency situations. Exceptions may be made for extraordinary circumstances.

2. **Eligibility and Award:** Students must be in good academic standing in a Rackham degree program. Awards may be up to $2,500. Rackham graduate students will be limited to two emergency awards.

   For students who qualify for need-based financial aid, an emergency award may reduce original loan amounts. Please contact the Office of Financial Aid at financialaid@umich.edu or at 734-763-6600 for help in evaluating your individual circumstances.

3. **Deadline:** Applications will be reviewed on a rolling basis, but only after they are complete.

**Other sources for emergency assistance:**

- The Center for the Education of Women (CEW) awards small emergency grants to graduate students and nontraditional undergraduates, including parents and returning students, who face serious and unexpected financial problems. To apply for a “critical difference” grant, call (734) 998-7210 to make an appointment with a counselor.
The Office of Financial Aid (OFA) provides short-term emergency loans. Students may apply directly through Wolverine Access. After selecting “Student Business,” click on “Short Term University Loan” within the “Financial Information” section. Select “Apply for an eULoan” for a full description, including eligibility criteria.

XIV. Job Search Activities by Graduating Students

The Doctoral Program is committed to assisting its students in obtaining appropriate jobs upon graduation. Each year the doctoral director organizes a Job Club for students who plan to graduate within the next 18 months. The Job club consists of workshops to help students identify sources of information on job interviews, prepare a curriculum vitae, prepare for job interviews, use the faculty at the University of Michigan to assist in job search, etc.; The Doctoral Office keeps a file of job announcements received in the doctoral office; distributes brief summaries and CV’s describing the qualifications of students in the job market to all deans of graduate schools of social work; and organizes practice “job talks” as part of the School of Social Work Brown Bag Series. Each summer students can submit a copy of their CV and a 1-page research statement to be included in a CD-Rom that is sent to all deans and directors of social work programs and a number of social science departments in the US and Canada.

The job search is usually a time-consuming activity and is more successful when undertaken in a carefully considered manner. Students who expect to be in the job market are strongly encouraged to consult with their faculty advisors and the Doctoral Program Director well in advance of commencing such activities. The Career Center at the University of Michigan (http://www.careercenter.umich.edu/students/gradservices/index.html) provides excellent resources tailored for graduate student interested in both academic and non-academic careers. Students interested in non-academic careers are also encouraged to participate in programs and resources provided by the Career Center in the Office of Student Services at the School of Social Work.
# Appendix 1:

## JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

### 1. EXPECTED TIME OF COMPLETION OF DOCTORAL PROGRAM REQUIREMENTS

These tables provide information on expected time for completion of the various program requirements from the student’s first date of entry into the Program. The Doctoral Program strongly encourages the student to meet these requirements as expeditiously as possible. Experience has shown that many students are able to complete their requirements well within the expected time of completion. Yet, the Program recognizes that these guidelines may need to be adapted to the student’s academic background, particular circumstances, and special interests. The required program components overlap and are not intended to necessarily satisfy the stated sequence. Although courses are offered to meet most of the requirements, evaluation of successful completion is based on demonstrated competence.

These guidelines are used by the Supervising Committee to aid in assessing each student’s progress, and in determining whether the student is in good standing. In any such assessment, the report and evaluation of the student’s advisor and other faculty members who know the student’s work and situation are considered along with the student’s normal progress. The Supervising Committee reviews each entering cohort of students annually and provides feedback to students on these reviews.

The student and the advisor should develop plans for the completion of the program requirements within the framework of these guidelines. Therefore, it is highly advisable that at the beginning of every academic year the student and the faculty advisor review the student’s progress and define an academic plan for the coming year.

**Students without an MSW**

<table>
<thead>
<tr>
<th>Year One</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING/SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Science courses</td>
<td>Social Science courses</td>
<td>MSW Courses</td>
</tr>
<tr>
<td></td>
<td>Doctoral Social Work courses</td>
<td>Doctoral Social Work courses</td>
<td>MSW Field Placement</td>
</tr>
<tr>
<td></td>
<td>MSW Courses</td>
<td>MSW Courses</td>
<td>MSW Field Placement</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year Two</th>
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<th>WINTER</th>
<th>SPRING/SUMMER</th>
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<tbody>
<tr>
<td></td>
<td>MSW Courses</td>
<td>MSW Courses</td>
<td>Research internship</td>
</tr>
<tr>
<td></td>
<td>Social Science courses</td>
<td>Social Science courses</td>
<td>Social Science or Social Work Prelim</td>
</tr>
<tr>
<td></td>
<td>Doctoral Social Work courses</td>
<td>Doctoral Social Work courses</td>
<td>Post-MSW experience</td>
</tr>
<tr>
<td></td>
<td>Research Internship</td>
<td>Research Internship</td>
<td>Social Science or Social Work Prelim</td>
</tr>
<tr>
<td></td>
<td>Complete MSW program</td>
<td>Complete MSW program</td>
<td>Post-MSW experience</td>
</tr>
<tr>
<td></td>
<td>Social Work Specialization Statement</td>
<td>Social Work Specialization Statement</td>
<td>Post-MSW experience</td>
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<table>
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<td>Social Science or Social Work Prelim</td>
<td>Dissertation research and writing</td>
</tr>
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<td>Social Science or Social Work Prelim</td>
<td>Social Science or Social Work Prelim</td>
<td>Post-MSW experience</td>
</tr>
<tr>
<td></td>
<td>Post-MSW experience</td>
<td>Post-Work Social Prelim</td>
<td>Post-MSW experience</td>
</tr>
<tr>
<td></td>
<td>Post-MSW experience</td>
<td>Post-MSW experience</td>
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<table>
<thead>
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<th>Year Four</th>
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<th>WINTER</th>
<th>SPRING/SUMMER</th>
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<tbody>
<tr>
<td></td>
<td>Social Science or Social Work Prelim</td>
<td>Social Science or Social Work Prelim</td>
<td>Defend Dissertation</td>
</tr>
<tr>
<td></td>
<td>Post-MSW experience</td>
<td>Post-Work Social Prelim</td>
<td>Post-MSW experience</td>
</tr>
<tr>
<td></td>
<td>Post-MSW experience</td>
<td>Post-Work Social Prelim</td>
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<th>Year Five</th>
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<th>SPRING/SUMMER</th>
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<td>Dissertation research and writing</td>
<td>Dissertation research and writing</td>
<td>Defend Dissertation</td>
</tr>
<tr>
<td></td>
<td>Post-MSW experience</td>
<td>Post-Work Social Prelim</td>
<td>Post-MSW experience</td>
</tr>
<tr>
<td></td>
<td>Post-MSW experience</td>
<td>Post-Work Social Prelim</td>
<td>Post-MSW experience</td>
</tr>
</tbody>
</table>

26
<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
</tr>
</thead>
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<tr>
<td>One</td>
<td>Social Science courses</td>
<td>Social Science courses</td>
<td>MSW Courses</td>
</tr>
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<td>Doctoral Social Work courses</td>
<td>Doctoral Social Work courses</td>
<td>Post-MSW Experience</td>
</tr>
<tr>
<td></td>
<td>Post-MSW experience</td>
<td>Post-MSW Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Work Specialization Statement</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>Social Science courses</td>
<td>Social Science courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral Social Work courses</td>
<td>Doctoral Social Work courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Internship</td>
<td>Research Internship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-MSW experience</td>
<td>Post-MSW experience</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>Social Science or Social Work Prelim</td>
<td>Social Science or Social Work Prelim</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-MSW experience</td>
<td>Write dissertation prospectus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-MSW experience</td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td>Dissertation research and writing</td>
<td>Dissertation research and writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-MSW experience</td>
<td>Defend dissertation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-MSW experience</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Spring/Summer</td>
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<tr>
<td></td>
<td></td>
<td>Research internship</td>
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<tr>
<td></td>
<td></td>
<td>Social Science or Social Work Prelim</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-MSW experience</td>
<td></td>
</tr>
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</table>
## 2. Approved Substitutions for MSW Foundation Courses

<table>
<thead>
<tr>
<th><strong>Substitutions by Discipline</strong></th>
<th><strong>MSW Foundation</strong></th>
<th><strong>SW PhD</strong></th>
<th><strong>ANTHRO</strong></th>
<th><strong>ECON</strong></th>
<th><strong>POLSCI</strong></th>
<th><strong>PSYCH</strong></th>
<th><strong>SOC</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SW 500</td>
<td>SW 842</td>
<td>ANTHRBIO 467, 562, 570</td>
<td></td>
<td></td>
<td>PSYCH 654, 682, 751, 757, 785, 793, SW 877</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SW 502</td>
<td>SW 842, 858, 873</td>
<td>ANTHRCUL 422, 434, 438, 526, 527, 563, SW 871</td>
<td>SW 875</td>
<td>POLSCI 608, 633, 643, 665, 666, SW 876</td>
<td>SOC 505, 506, SW 874</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SW 511</td>
<td>SW 816, 817, 819*</td>
<td></td>
<td></td>
<td>PSYCH 675</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SW 522</td>
<td>SW 831, 832, 835, 836, 838*</td>
<td>ANTHRBIO 530, ANTHRCUL 543, 561, 629</td>
<td>ECON 605, 607, 671</td>
<td>POLSCI 636, 680, 694, 699, 787</td>
<td>PSYCH 613, 614, 786, 854</td>
<td>SOC 507, 510, 610</td>
</tr>
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<td></td>
<td>SW 530</td>
<td>SW 823, 825, 829*</td>
<td>ANTHRCUL 626</td>
<td></td>
<td>POLSCI 611, 621, 627, 664, 681, 730, 736</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SW 560</td>
<td>SW 813, 814, 815, 816, 819*</td>
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</tbody>
</table>

*Must be enrolled for at least three (3) credit hours
†Must be enrolled for at least three (3) credit hours; will substitute SW 521 if focus is micro intervention; will substitute SW 560 if focus is macro intervention.
## Appendix 3:

**3. Pre-MSW/Doctoral Students: Field Placement Options**

<table>
<thead>
<tr>
<th></th>
<th>FALL&lt;sup&gt;10&lt;/sup&gt; FIELD PLACEMENT START OPTION</th>
<th>WINTER&lt;sup&gt;10&lt;/sup&gt; FIELD PLACEMENT START OPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit of Foundation Field (SOCWK 515) = 114 clock hours in the agency</td>
<td>FALL: 515 = 2 credits 531 = 1 credit (Seminar/meets every other week for 2 hrs.)</td>
<td>WINTER: 515 = 2 credits 531 = 1 credits (Seminar/meets every other week for 2 hrs.)</td>
</tr>
<tr>
<td>1 credit of Advanced Field (SOCWK 691 57 clock hours in the agency)</td>
<td>WINTER: 691 = 4 credits</td>
<td>SPRING/SUMMER: 4 credits</td>
</tr>
<tr>
<td><strong>TOTAL = 7 credits (REQUIRED)</strong></td>
<td><strong>TOTAL = 7 credits (REQUIRED)</strong></td>
<td></td>
</tr>
<tr>
<td>Additional Elective Field Credits = (Up to 21 credits total allowed)&lt;sup&gt;11&lt;/sup&gt;</td>
<td>SPRING/SUMMER: 5+ credits</td>
<td>SPRING SUMMER: 5+ credits</td>
</tr>
<tr>
<td><strong>TOTAL = depends on # of credits registered for in SP/SU</strong></td>
<td><strong>TOTAL = depends on # of credits registered for</strong></td>
<td></td>
</tr>
<tr>
<td>Field Application Deadline</td>
<td>July 10</td>
<td>October 12</td>
</tr>
</tbody>
</table>

<sup>10</sup>Students can only start field placements in the Fall or Winter terms.

<sup>11</sup>Doctoral students can substitute up to 8 of the 15 required placement credits with their research practicum.
Appendix 4:

University of Michigan
School of Social Work
Joint Interdisciplinary Doctoral Program in Social Work and Social Science

4. Program Goals and Outcomes

Since its inception, the goal of the Doctoral Program has been to prepare students to contribute to the advancement of knowledge about social work practice and social welfare. As part of continuing efforts to evaluate how effective the Doctoral Program has been in achieving this overall goal, faculty members associated with this program were asked to rate a wide variety of possible criteria for their importance in judging the career success of Doctoral Program graduates. The seven criteria listed below were those deemed important by faculty consensus. They are listed in order of importance, with the most important listed first. They are presented here to make clear to applicants and students the kinds of outcomes the Program tries to prepare its graduates to attain.

A. Originality of contributions to knowledge, reflected in research at the cutting edge of the field and in originality in the problems tackled or in publications.

B. Social Work Relevance of contributions to knowledge, reflected in the conduct of research that integrates social work and social science and in the development and evaluation of new approaches or strategies for social work services.

C. Leadership in the profession, reflected in influences on social work education and on the profession of social work.

1. Intellectual leadership in the profession and social work education, reflected in influence through writings, presentations at professional meetings, such as the Council on Social Work Education (CSWE), Institute for the Advancement of Social Work Research (IASUR), the National Association of Social Workers (NASW), and the Accredited Board of Social Workers (ABSW), and in editorial activities for professional journals.

2. Organizational leadership in the profession and in social work education, reflected in leadership positions in academia, social work education organizations, and social work professional organizations.

D. Recognition of contributions to knowledge, reflected in frequent citations by other authors, in being well known by people, respected by peers, and perceived as an expert in an area by colleagues.

E. Initiative in research activities, reflected in the initiation of one’s own research activities and in receipt of grants from public or private sources.

F. Quantity of contributions to knowledge, reflected in the number of articles, chapters, books, etc., published or papers presented at national meetings.

G. Excellence in Teaching It is recognized that all of the students’ experiences in the Program, including formal and informal, have contributed and will continue to contribute significantly to their ability to achieve these career goals. A number of specific activities have also been identified that are intended primarily to highlight systematic efforts to relate these program goals to program experiences and requirements, to encourage individual faculty and student actions directed to enhancing this congruence. These activities are described in a memo available in the Doctoral Office. (Ask for the January 15, 1985, memo on Criteria for Success.)

ASSUMPTIONS, PRINCIPLES OF THE DOCTORAL PROGRAM CURRICULUM

Knowledge generation and knowledge transmission is a central focus for the Program and the major basis upon which the Doctoral Program Curriculum is organized. Related to this is a commitment to retain and enhance the unique character of the Doctoral Program, namely, its emphasis on the articulation of social work and social science. While the modes of articulation have changed over the years and will continue to change, this program remains the only social work program that is fully linked with the social science departments, and the implications of this arrangement are retained.

Within these general Program goals, the features of the social work component, which the curriculum addresses, include the following principles and assumptions.

A. **Articulation of social work and social science.**
   The primary emphasis is on the application of disciplinary methodology, theory, and evidence to analyze and understand social work and social welfare problems and issues, and the use of social science methodology to develop and test new modes of social work intervention and social welfare policies and services. Attention should also be given to fostering topics relevant to social work and social welfare within the disciplinary communities so that the topics are seen as relevant and worthy of study.

B. **Emphasis on knowledge development.**
   This includes a focus on training students in the conceptual and methodological skills necessary for the generation of knowledge. The emphasis is on knowledge that can enhance the development and evaluation of theories, intervention methods, social service systems, and policies relevant to social work and social welfare.

C. **The central role of knowledge development and research related to intervention methods and social service systems.**
   The intervention methods and social service systems are critical components of social work and social welfare. They most distinctively differentiate social work and social welfare from the social science disciplines and other professions. In keeping with principle b. (above), all students should be exposed to and develop expertise in relation to the advancement of knowledge and research relating to social service systems and/or intervention methods.

D. **Recognition of ethical and value issues and commitments relevant to social work and social welfare.**
   This involves careful consideration of ethics and values relevant to social work research, interventions, and policies. It also involves a commitment to enhancing the well being of underprivileged, under-served, and/or minority populations. It includes the identification of groups “at risk,” the specification of issues that are unique to specific subgroups, such as minorities, and concern for the adequacy of intervention methods and social service systems to meet the needs of these special groups.

E. **Flexibility in the curriculum to adapt to new developments.**
   This is intended to provide opportunities to develop new content, knowledge, and practical applications, and to examine and evaluate social changes that have implications for social work and social welfare. To some extent all of the doctoral seminars serve this purpose, since these seminars are intended to serve as vehicles for knowledge generation as well as knowledge transmission. In addition, such opportunities are increased through special seminars which reflect changing research priorities and faculty research interests.

F. **Opportunity for original, specialized study.**
   Such study would reflect the diverse interests and disciplinary orientations of students and faculty, while also providing means for organizing various program components into a cohesive whole. Specialized study is realized through formal courses, the research internship, work experience, special seminars, practica, prelims, and the dissertation.

These principles and assumptions have important implications for the social work component of the Doctoral Program that need to be highlighted. First, it is not a practice program. The teaching of conventional practice skills at the doctoral level would be inconsistent with the primary emphasis of the Program on knowledge generation and enhancement. In addition, the Program aims to provide in-depth, specialized content rather than comprehensive coverage at a more general level.
Accordingly, it is not an “advanced” program to extend the M.S.W. curriculum. It does not endeavor to mimic the coverage provided by a master’s program (e.g., coverage of fields of service) or to provide coverage of basic content. Finally, the articulation of social work and social science within the social work component of the Program does not involve duplication of offerings in the associated departments. Rather, the social work components of the Doctoral Program curriculum supplement those offerings, drawing from them and expanding upon them to meet the specific objectives of social work and social welfare.

The four curriculum areas are intended to cover the content distinctive to the social work component of the joint doctoral program. Two of the areas, Practice, Intervention, and Policy and Social Service Systems relate directly to the principal means by which social work and social welfare attain their objectives:. . The Research Methods for Practice and Policy area addresses the principles and methods by which knowledge of social work and social welfare is enhanced and the methods used to analyze, design, develop, and evaluate social work practice, social service systems, and social welfare policies. The Social Context for Practice and Policy area embraces the social context and conditions which affect the welfare and well being of individuals and social groups and which help shape the intervention methods, policies and social service systems evolved to meet human needs.

1. Practice, Intervention, and Policy (PIP)
Courses in this area critically analyze the conceptual bases and empirical evidence relating to the practice methods, interventions, and policies by which social work and social welfare achieve their objectives. Major focus is on careful review and appraisals of the theories, practice procedures and principles, assessment methods, relevant behavioral and social science foundation knowledge, and research relating to practice and intervention at the micro, mezzo, and macro levels of intervention. The objective is to prepare students to contribute to empirical research and theoretical developments on intervention methods and/or policies. This is accomplished by emphasis on contemporary and newly developed approaches, the adequacy of the intervention methods and policies, the relevant foundation knowledge from behavioral and social science, research on outcomes including their effectiveness and efficiency, and the critical issues needing further research and practice development. Thus, course work involves critical analysis, careful appraisal, and review of research rather than either practice skill training or the presentation of content for purposes of enhancing practice skills.

Most courses are organized around the individual, family, group, organizational, community, or societal levels of intervention. Although major emphasis in each course will be on a given level of intervention, some attention will also be paid to theoretical and empirical issues related to intervention methodologies of adjacent levels. Two courses cross intervention levels: one on racial, ethnic, and gender factors and one on prevention. All courses cover: (a) research and theoretical issues related to remediation, as well as prevention and competence enhancement; (b) issues of ethics and values relating to interventions with people in distress, including those who are poor or otherwise disadvantaged; and (c) ethnic, gender, minority, and social class factors and responsiveness to the needs of vulnerable populations.

2. Social Service Systems (SSS)
The curriculum on social service systems is concerned with the study and analysis of the structures and processes for the provision of social services to meet human and social needs of members of society. Structure refers to the organizational arrangements involving various social units, both formal and informal, designed to deliver services. These include interest groups, associations, families, formal public and private bureaucratic organizations, communities and governmental units at the local, state, national, and international levels. Processes refer to the actual behavior of these social units in the design, development, and implementation of various delivery systems (e.g., policies, intervention strategies, division of responsibilities) to achieve explicit or implicit goals, including mandated objectives. Emphasis throughout is on the theoretical, analytic, and empirical bases for studying and understanding social service systems.

Courses focus on the historical, contemporary, and future aspects of the social service systems in the United States and comparative cross-national analyses of social service systems. In addition to codified social welfare knowledge, the curriculum in this area includes contributions from various social science disciplines as well as knowledge from philosophy, history, law, public health, and public policy. The content in this area is inevitably time and culture-bound and the course structure is intended to facilitate on-going innovation and change of course content. Courses also are intended to provide instructors and students the opportunity to focus on a specific sector in the
social service system that pertains to their area of research and knowledge development. All courses are expected to include content on relevant value and ethical issues in social welfare and social work and to give special emphasis to ethnic, gender, race, and social class differentiation, and the needs of special minorities or people with disabilities, as they arise.

3. Research Methods for Practice and Policy
This area focuses on the particular research strategies, designs, techniques, and skills needed to develop knowledge of human services. These include research methods relevant to: the advancement of knowledge about practice interventions, the organization of service delivery, and social welfare policies; evaluation of practice, programs, and policies; the formulation and development of innovative practice interventions, service delivery systems, and social welfare policies (e.g., social research and development, developmental research methods).

The assumption underlying this curricular area is that the research methods needed to achieve the goals of social work and social welfare are not necessarily identical to those needed to achieve the goals of social science research. The goals of social work and social welfare research involve advancing our understanding of the social contexts, practice, programs, and policies and their consequences for human well-being. They also involve the design, development, and evaluation of improved interventions. Research methods from social science and other fields often need to be modified, adapted, and supplemented in order to achieve these goals. For example, in evaluating the treatment of a single family, the use of a single-case experimental design may be particularly useful. In addition, special criteria for evaluating the importance of variables may be appropriate. For example, our interest in intervention may lead us to focus on those variables with greatest malleability and those with the greatest likelihood of utilization. The research methods covered in this curricular area are viewed as extensions of the knowledge of research methods and statistics gained by students in their social science disciplines. This curricular area is designed to provide students with knowledge of these specialized research methods, and to provide a context within which faculty and students can develop research methods appropriate to our field’s goals.

Several courses deal with research methods relevant to particular loci for social work and social welfare instructions, including clinical settings, social programs and human service organizations, and social policy. All courses will address questions of ethics and values and methods to evaluate the impact of various practices and policies on particular subgroups.

4. The Social Context for Practice and Policy
This curriculum area addresses the social context for social work practice and social welfare. This context consists of the various human and social factors that affect the critical human conditions which social work and social welfare seek to enhance. These human conditions include the well being, social participation, equality and social justice of individuals and social groups, as well as the capability to respond to changing societal and environmental conditions as reflected, for example, in social trends. The social context is a critical element in shaping of the intervention methods, social service systems, and social policies designed to meet human needs.

Courses in this area embrace the influences on and consequences of variations in individual and family well being, social participation, and equality and social justice in social systems, and societal responses to social trends. For each of these subject areas, attention is given to the consequences of diverse values, perspectives, and ideologies for conceptualizing and operationalizing within the conditions in question, operational definitions of these conceptualizations, the relevant theoretical and empirical research relating to the antecedents and consequences of the conditions, and the implications for social work and social welfare.
Appendix 5:

UNIVERSITY OF MICHIGAN

SCHOOL OF SOCIAL WORK

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

5. DOCTORAL SEMINAR COURSE LIST AND DESCRIPTIONS

The courses are for 3 credits unless otherwise noted. Courses with asterisk (*) are special seminars that may not be given on a regular basis.

COURSE LIST
Useful tool: If viewing on a computer, CTRL+Click on the course to read description

PROSEMINAR
800 Proseminar in Social Work and Social Science

RESEARCH INTERNSHIP
801-803 Research Internship: Used as registration for research internships in the School of Social Work (1-8 credits)*

PRACTICE, INTERVENTION AND POLICY (PIP)
813 Intervention in Human Service Organizations and Social Service Networks
814 Community Intervention
815 Policy Development and Implementation
816 Racial, Ethnic, and Gender Factors in Intervention
818 Special Seminars in Practice, Intervention, and Policy (1-3 credits)*
819 Special Seminars in Evidence-Based Practice with Individuals, Families and Groups (1-3 credits)*
858 Special Seminar: Poverty and Inequality (PUBPOL 736)*

SOCIAL SERVICE SYSTEMS (SSS)
823 Comparative Cross-National Analysis of Social Service Systems
825 Historical and Contemporary Issues in Social Work and Social Welfare
829 Special Seminars in Social Service Systems (1-3 credits)*

RESEARCH METHODS FOR PRACTICE AND POLICY
831 Research Methods for Evaluating Social Programs and Human Service Organizations
832 Research Methods for Social Policy Analysis
835 Special Seminar: Applied Research in Aging I (1-3 credits)*
836 Special Seminar: Applied Research in Aging II (1-3 credits)*
838 Special Seminars in Research Methods for Social Practice and Policy (1-3 credits)*

SOCIAL CONTEXT FOR PRACTICE AND POLICY
842 Social Equality and Equity
849 Special Seminars in Social Context (1-3 credits)*
873 Theories of Change
871 Social Work and Anthropology
874 Social Work and Sociology
875 Social Work and Economics
876 Social Work and Political Science
877 Social Work and Psychology
### DOCTORAL SEMINAR COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 800</td>
<td>Proseminar in Social Work and Social Science</td>
<td>3</td>
<td>Open to students in the Doctoral Program in Social Work and Social Science; others by permission of instructor. Required two semester course, semester 1 is taken fall of the first year, semester 2 is taken while the student is completing their social work preliminary examination or dissertation proposal. This is a seminar about the nature of research and scholarship for the students in the joint program in Social Work and Social Science. The basic motivating question for the seminar is a daunting one. It concerns the nature, place and practice of scholarship in a complex multidisciplinary context that emphasizes learning about not only the requirements of developing basic knowledge as an end in itself but also the skills, processes, procedures and routines associated with the use of that knowledge to help solve problems that impinge on, or directly disrupt the quality of peoples lives. A central assumption is that similar to other forms of scholarship, expertise in scholarship in a combined professional/academic context is not automatic. Instead it involves the purposive acquisition of habits, skills and attitudes that enable people to contribute to professional and academic advances in their chosen field of inquiry. The first semester focuses on the early stages of this development. As such, it seeks to establish an orientation to the development of scholarship that will continue once the seminar is over. That is to say, it seeks to engage students in an examination of the practices, styles and domains of scholarship in the multidisciplinary contexts of social work, social welfare and social science so that they may begin to evolve an approach to scholarship suited to their own interests, inclinations and capabilities. Throughout the term, various topics pertinent to making explicit the requirements and practices of scholarship will be discussed based on focused readings on each topic. The second semester, taken at the end of coursework, is focused on identifying how the integration of social work and social science knowledge can be the basis of the social work prelim or dissertation project.</td>
</tr>
<tr>
<td>SW 801-803</td>
<td>Research Internship</td>
<td>1-8</td>
<td>Students enroll in this course, under their advisor’s section number, when working on their research internship in the School of Social Work.</td>
</tr>
<tr>
<td>SW 813</td>
<td>Intervention in Human Service Organizations and Social Service Networks</td>
<td>3</td>
<td>Doctoral standing and prior study in the organization area or permission of the instructor. Practice, Intervention, and Policy Area. This course provides a critical examination of strategies of change within human service organizations and in networks of organizations in terms of their effects on effectiveness, efficiency, and responsiveness to the needs of vulnerable populations. Theories and research on organizations—specifically organization-environment relations, organization-client relations, structure, organizational change and innovation, and inter-organizational analysis and change—will be applied to the formulation of intervention and change strategies. The effects of current structuring of service delivery systems on accessibility, comprehensiveness, continuity, fairness, quality, and effectiveness of care, with special emphasis on populations vulnerable through their gender or ethnicity, will be detailed. Models and empirical studies of change within organizations and in networks of organizations aimed at improving the delivery of services will be analyzed and research issues and knowledge gaps will be identified. Relevant ethical and value issues will be examined.</td>
</tr>
<tr>
<td>SW 814</td>
<td>Community Intervention</td>
<td>3</td>
<td>Doctoral standing or permission of the instructor. Practice, Intervention, and Policy Area. Community interventions are examined as methodologies of planned social change and community practice. The changing context of practice, major models, methods, and the uses of empirically based research to formulate and critically evaluate general practice propositions and action guidelines will be analyzed. Models of planned change to be discussed may include mass mobilization, social action, citizen participation, political advocacy, community education, and neighborhood development. Analysis will include methods of assessing community conditions, formulating strategies, building organizations, activating people, implementing plans, and monitoring and evaluating results. Research and case studies in public and private settings, in health, housing, and other human services, and in a variety of territories from neighborhood to nation will be included. Problems and issues of the economically disadvantaged, minorities, and women, and relevant ethical issues and values will be addressed.</td>
</tr>
</tbody>
</table>
| SW 815      | Policy Development, and Implementation                      | 3       | Doctoral standing or permission of the instructor. Practice, Intervention and Policy Area. Policy as an intervention process is critically examined by analyzing the phases of this process, various perspectives on policy analysis, the uses of empirical social science knowledge, the context of policy, policy’s latent functions, and social, organizational, and cultural factors that impact at each phase. Three types of substantive structures will be included: remediation, enhancement, and prevention. General and specific approaches to these goals will be compared in different content areas and auspices (public and private). Key research questions and gaps in knowledge will be identified as will...
roles, tasks, and tools of the researcher and policy developer. Ethical and value questions will be explored, with special attention to the effects of race, class, ethnicity, gender, and various types of social discrimination.

**SW 816  Racial, Ethnic, and Gender Issues in Intervention**

*3 credits. Doctoral standing in social work or permission of the instructor. Practice, Intervention and Policy Area.*

Intervention methods are critically examined as they relate to racial, gender, and ethnic statuses of clients. Social science theory and research relevant to the identification of problems experienced by target groups and to status effects on psychosocial interventions will be reviewed. Attention will be on the effects of status and power differentials linked to racial, ethnic, and gender statuses of clients on the development and implementation of interventions at various levels in the social system. Cultural assumptions and discrimination that influence the definition and nature of problems, health, and competence, and the nature of interventions will be analyzed. Although attention will be given primarily to ethnicity and gender, these issues will be explored in a way that extends their applicability to other status differences and to sexual orientation. Key literature from social work, epidemiology and the social sciences will be covered to prepare students to design, implement, and evaluate interventions which address the problems of high-risk or under-served groups. Throughout, ethical and value issues will be integrated into course content.

**SW 818  Special Seminars in Practice, Intervention, and Policy**

*1-3 credits. Doctoral standing or permission of the instructor. Practice, Intervention, and Policy Area.*

Content varies, in keeping with faculty and student interests in emerging issues relating to practice, intervention or policy, and covers theoretical and empirical underpinnings, key research questions and gaps in knowledge, ethical and value issues, and ethnic, gender, minority, and social-class factors. For example, the seminar may focus on a critical analysis of a developing intervention or of a new social welfare policy initiative.

**SW 819  Special Seminars in Evidence-Based Practice with Individuals, Families and Groups**

*1-3 credits. Doctoral standing or permission of the instructor. Practice, Intervention, and Policy Area.*

Content of these seminars vary, in keeping with faculty and student interests in emerging issues relating to evidence based practice with individuals, families, and groups on the macro or micro level of intervention. These seminars can cover theoretical and empirical underpinnings, key research questions and gaps in knowledge, ethical and value issues, and ethnic, gender, minority, and social-class factors.

**SW 823  Comparative Cross-National Analyses of Social Services Systems**

*3 credits. Doctoral standing or permission of instructor. Social Service Systems Area.*

Newly developed methodologies for cross-national comparative research, from political science, sociology, and economics are used to analyze the social services systems in other industrialized and developing countries with reference to the U.S. systems. Attention will be given to the application of this knowledge to effecting changes in the U.S. social services system. Particular social service sectors will be chosen to illustrate in depth the relevance of cross-national analysis. Students will become knowledgeable about and able to use at least one model of cross-national comparative analyses, understand and critique the U.S. system of social welfare with reference to alternative systems in other countries, and use and select research methods for comparative analysis.

**SW 825  Historical and Contemporary Issues in Social Work and Social Welfare**

*3 credits. Doctoral standing or permission of instructor. Social Service Systems Area.*

This course centers on the examination of the purposes of social welfare and social work and how they have reflected different philosophical and ideological positions, diverse class, racial, ethnic, and cultural perspectives, and the particular historical contexts in which they emerged. It covers long standing conflicts and tensions in the field such as the role of social responsibility vs. social control, how needs are recognized and determined, the nature of helping, perspectives on social justice and charity, the professional role of social workers, and organizational arrangements for social work and social welfare. The focus of this course is on the development of U.S. social welfare and social work with a comparative, cross-national and multicultural lens.

**SW 829  Special Seminars in Social Services Systems**

*1-3 credits. Doctoral standing or permission of instructor. Social Service Systems Area.*

These seminars cover variable topics related to faculty and student analysis of critical and emerging issues. Related to specific social problems and to social services systems established to address these problems. Possible topics include: caregiving in post industrial society; privatization of the social service system; social control and the social services; special problems and/or populations; deinstitutionalization and the development of community-based care; women, work, and welfare; and comparative analysis of social service systems.

**SW 831  Research Methods for Evaluating Social Programs and Human Service Organizations**

*3 credits. Doctoral standing, one graduate level statistics course, and a basic understanding of multivariate analysis, including ANOVA and multiple regression/correlation, or permission of instructors are required. Also recommended is a rudimentary understanding of instrument construction and data collection procedures. Research Methods Area.*
This course focuses on the theoretical and strategic issues in designing and implementing formative or summative evaluations. The scope will include methods of evaluation appropriate for the study of social programs, human service organizations, inter-organizational relationships; and similarities and differences from methods used for basic knowledge development. The analysis of alternative evaluation models, procedures, and techniques and issues in the design, implementation, and utilization of evaluation research will also be addressed. Topics may include: the sociopolitical context; ethical issues; the planning of evaluations; specification of variables, with emphasis on definitions of effectiveness and on operations of service technologies; the formulation of evaluation objectives; issues in sampling procedures, measurement, and data collection; alternative models for designing programmatic and organizational evaluations, including network analysis; analysis of findings; feedback at different stages of program evaluation; and reporting, dissemination, and utilization of results.

SW 832 Research Methods for Social Policy Analysis

3 credits. One graduate-level statistics course and doctoral standing or permission of instructor. Research Methods Area.

This course covers research methods for assessing the nature and extent of needs for social intervention, evaluating the success or failure of existing social welfare policies, and determining the anticipated consequences of alternative policies and interventions. Also considered will be values and assumptions underlying policies and research, similarities and differences between methods for developing social policy knowledge and those for basic knowledge development, strategies to promote utilization and dissemination of research results, and methods of studying community, regional, national, and comparative international policies. Possible topics will be: community needs assessment techniques; subjective and objective measures of program and policy consequences; aggregation problems within and across communities, regions, or countries; analysis of time series data; archival and other historical methods of research; case study techniques; analysis of cross-sectional, panel, and comparative international data as natural experiments; the design and analysis of formal social experiments; meta-analysis of existing research results; and benefit-cost analysis and other related methods.

SW 835 Special Seminar: Applied Research in Aging I

3 credits. Doctoral standing or permission of the instructor.

This seminar is designed to develop research competence in applied issues of aging. The seminar is primarily designed for pre- and post-doctoral fellows from the NIA project on Social Research Training on Applied Issues of Aging. Other participants are welcome after prior consultation with one of the instructors.

SW 836 Applied Research in Aging II

3 credits. Doctoral standing or permission of the instructor.

This year-long seminar is designed to develop research competence in applied settings. During the fall term, the seminar will focus on research related to substantive and theoretical issues involved in exploring the relationship between aging and the health of older people (i.e., race/ethnicity, extreme old age, poverty, stress and coping and mental health). This seminar is primarily designed for pre- and post-doctoral fellows on the NIA project on Social Research Training on Applied Issues of Aging. Other pre- and post-doctoral participants are welcome after prior consultation with one of the instructors. During the Winter term, each student develops a product using applied research concepts.

SW 838 Special Seminars in Research Methods for Policy and Practice

1-3 credits. Doctoral Standing or Permission of the Instructor.

These seminars cover variable topics related to faculty and student analysis of critical and emerging issues in research methods for social work policy and practice. These topics may include research strategies, designs, techniques, and skills needed to develop knowledge of human services or research methods relevant to: the advancement of knowledge about practice interventions, the organization of service delivery, and social welfare policies; evaluation of practice, programs, and policies; the formulation and development of innovative practice interventions, service delivery systems, and social welfare policies.

SW 842 Social Equality and Equity

3 credits. Doctoral standing or permission of the instructor. Social Context Area.

This course focuses on variations in the structure of opportunity and outcomes within the United States and between the United States and other countries. The forms inequality may take and changes over time in conceptions of inequality and inequity will be examined. Attention will be given to: effects of diverse values, perspectives, and ideologies on conceptualizations of social equality and equity; operational definitions of these conceptualizations; the antecedents and consequences of equality/inequality and equity/inequity as variously defined; and the implications of the above for social work and social welfare. Current levels of inequality in the United States will be assessed by critically reviewing the literature on differentials in opportunities and outcome. Comparative analysis of empirical work on inequality within the United States and between the United States and other countries will be used as a basis for examining debates about the relative costs and benefits of particular levels of inequality and about the trade-off’s between equality and other social
This seminar covers particular aspects of individual and family well being, social participation, social equity and equality, responses to social trends, or other human conditions that may influence social work and social welfare. The seminar will consider the influences of diverse ideologies and values on conceptualizations of these conditions, operational definitions of the variables considered, an analysis of antecedents and consequences of the conditions, and implications for social work and social welfare of the above. Students will analyze how social units are affected by and respond to current or emerging social trends. Selected trends will provide the substantive theme, addressed with five foci: the trend’s nature and antecedents, its consequences for particular social units, social problems/opportunities created by it, responses of various social units to those problems/opportunities, and implications for social work and social welfare in responding to the trend through innovative policies, programs, and treatment methods. Differential effects of the trend on subgroups such as minorities, women and the elderly will be of special interest. Topic selection criteria will include: timeliness, relevance to problems/opportunities of importance to social work/social welfare, and congruence with faculty scholarly work.

This course analyzes the conditions and causes of poverty within the United States and the variety of economic, social, and political responses to it. The first part of the course explores the problems of poverty, including a discussion of various causal theories of poverty and the underlying implications of these theories. The second part of the course analyzes specific problems and policy proposals, with particular attention to the most recent round of legislative reforms since the mid-1990’s.

This course focuses on change, particularly social change, with an emphasis on examining its characterization, explanation and perpetration. The objectives of the course are to deepen and broaden theoretical and empirical understanding of change, and to enhance capacity to pose and address analytic questions about change as well as critically considering the viability of analyses for suggesting policy adjustments or initiatives, or plans of intervention. The objectives will be achieved through readings, class discussions and presentations, and written work.

This seminar provides a foundation and overview for students interested in understanding the intersection between social work and sociology. The readings bring together sociological theory and scholarship as they relate to contemporary social work and social welfare issues. Topics, chosen to illustrate the intersection of the two fields and to bring together faculty from both schools, may include poverty, social stratification, and health. Beyond the joint Sociology/Social Work students, the course is expected to attract joint Social Work/social science students from other disciplines, as well as graduate students in economics, public policy, political science, psychology, and other fields. The course will include activities such as guest speakers, works in-progress discussions, readings, and presentations.

This seminar provides a foundation and overview for students interested in understanding the intersection between social work and economics. The readings bring together economic theory and scholarship as they relate to contemporary social work and social welfare issues. Topics, chosen to illustrate the intersection of the two fields and to bring together faculty from both schools, may include poverty, education, and health care. Beyond the joint Economics/Social Work students, the course is expected to attract joint Social Work/social science students from other disciplines, as well as graduate students in economics, political science, sociology, psychology, and other fields. The course will include activities such as guest speakers, works in-progress discussions, readings, and presentations.

This seminar provides a foundation and overview for students interested in understanding the intersection between social work and political science. The readings bring together political science theory and scholarship as they relate to contemporary social work and social welfare issues. Topics, chosen to illustrate the intersection of the two fields and to bring together faculty from both schools, may include poverty, social mobilization, and comparative politics. Beyond the
Students may elect three credits in Directed Reading or Research course(s) to meet requirements as long as the course conforms to the distribution requirements and written approval is obtained from the Program Head prior to completion of the course. Enrollment must be for at least three credit hours to substitute for a course.
## Appendix 6:

**University of Michigan**

**School of Social Work**

**Joint Interdisciplinary Doctoral Program in Social Work and Social Science**

### 6. School of Social Work Listing of Instructor Numbers to Be Used as Section

<table>
<thead>
<tr>
<th>Burgio, Louis (Lou)</th>
<th>304</th>
<th>Paley, Julia F.</th>
<th>274</th>
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<tbody>
<tr>
<td>Bybee, Deborah I.</td>
<td>210</td>
<td>Pelz-Davis, Kathryn L.</td>
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<tr>
<td>Chadiha, Letha A.</td>
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<td>Perron, Brian</td>
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<td>Chatters, Linda M.</td>
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<td>Peterson, Stacy L.</td>
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<td>Checkoway, Barry N.</td>
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<td>Piper, Claudia</td>
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<td>Clark, Warren G.</td>
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<td>Powell, Thomas J.</td>
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<td>Crabb, Susan</td>
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<td>Reed, Beth G.</td>
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<td>Cushman, Julie</td>
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<td>Ribaudo, Julie W.</td>
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<td>Danziger, Sandra K.</td>
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<td>Robertson, Leigh A.</td>
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<td>Davies, Douglas D.</td>
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<td>Ruffolo, Mary C.</td>
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<td>Evans, Lisa</td>
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<td>Sanders, Laura</td>
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<td>Faller, Kathleen C.</td>
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<td>Savas, Sue A.</td>
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<td>Fitch, Dale K.</td>
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<td>Vinokur, Diane K.</td>
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<td>Voshel Elizabeth H.</td>
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Appendix 7:

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

7. GUIDELINES FOR SPECIALIZATION IN THE SOCIAL WORK COMPONENT OF THE DOCTORAL CURRICULUM

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I. Goals of Specialization
II. General Principles Relevant to Specialization
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VI. Relationship of Doctoral Courses to Specialization
VII. Role and Responsibilities of the Advisor
VIII. Summary of Procedures for Meeting the Specialization Requirement

I. GOALS OF SPECIALIZATION

The major desired outcome of specialization is for the student to be prepared to engage in research and knowledge development in the area of the specialization. Additionally, depending on the student’s career goals, specialization may also help prepare students to:

A. Teach content related to the specialization
B. Provide leadership in curriculum development related to the specialization
C. Provide leadership in the field of social welfare and the social work profession in areas related to the content of the specialization

A specialization in social work is desirable to provide students with a distinctive area of expertise in social work. Such specialized expertise is necessary to complete effective research and knowledge development. Further, the social work area of specialization is viewed as an organizing principle that should help the student, with the advisor’s assistance, to develop a coherent educational experience in social work.

The intervention methods and the social service systems are critical components of social work and social welfare. They most distinctively differentiate social work and social welfare from the social science disciplines and from other professions. Thus, all students should have expertise in one or the other. The specialization of each student should bear a significant and substantial relationship to the curricular areas of either PIP or SSS. This would not prevent the definition of a specialization that includes attention both to PIP and SSS, or to the relationship of PIP or SSS to the curricular areas of the social context for policy and practice and/or of research methods for practice and policy.

Knowledge and skills related to race and gender issues are critical to the Doctoral Program’s curriculum goals. These skills include: recognition of ethical and value issues and commitments as they relate to social work and social welfare research, interventions, and policies; a commitment to enhance the well being of underprivileged, under-served and/or minority populations; and concern for the adequacy of intervention methods and social service systems to meet the needs of special groups. Such knowledge and skills are also essential for students whose career goals include teaching in social work programs, as the Council on Social Work Education’s curriculum policy for Master’s degree and Baccalaureate degree programs states that social work education shall prepare “social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.” For these

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14 This document applies to students entering the Doctoral Program as of Fall 1988 and subsequently.
reasons, it is appropriate that the identification of the knowledge and skills essential to providing expertise in each student’s specialization include explicit attention to issues of race and gender in relation to the content of the specialization. It is expected that the knowledge and skills related to issues of race would typically focus on ethnic minorities of color. Although it is recognized that there will be variations in the degree to which knowledge and skills related to race and gender issues are needed for expertise in different specialization topics, it is expected that typically such knowledge and skills would be a significant component.\(^\text{15}\)

To acquire sufficient expertise in the area of specialization, it is typically expected that both course work and the preliminary examination in social work would include substantial content relating to the student’s area of specialization. Because one of the purposes of the specialization is to help students organize their course of study, there should be early discussions on specialization between the student and advisor. It is recognized, however, that there will be considerable variability among students in the time at which they are ready to formulate an area of specialization. Furthermore, it is recognized that experiences in the doctoral program can modify initial student interests.

II. **General Principles Relevant to Specialization**

A. The development of a specialization occurs in relation to three general developmental strategies. These are:

1. The conceptualization and description of a topical area around which the specialization will be organized
2. The identification of the knowledge and skills needed to develop expertise in this area and
3. The description of a plan for acquiring the necessary knowledge and skills

B. The development of a specialization as an emergent process:

The development of a specialization involves sustained discussion between the student and the advisor over the course of the student’s educational experience. Both the topical areas of the specialization and the planning for meeting the specialization may change in relation to the student’s experiences in the Doctoral Program and discussions about the specialization. The following specifications for guiding the development and approval of students’ specializations reflect the iterative nature of this process and, therefore, are set out in a stepwise fashion. The student should consider possible advantages and disadvantages of early or late development of a specialization.

C. Breadth and depth as matters for concern in relation to meeting the objectives for the specialization:

In order to ensure sufficient depth of knowledge for the specialization, either the social work prelim or the dissertation should be clearly related to the area of specialization. In regard to breadth, it is generally recognized that the topical area of the specialization should not be too specialized—that is, it should not be too narrow, peripheral, irrelevant or unimportant as it relates to the social work profession. However, because many considerations enter into a judgment of the adequacy of breadth, the evaluation of the adequacy of breadth is left to the joint determination of the advisor and the director of the doctoral program. As more experience is gained with the implementation of the specialization requirement, it may be appropriate to develop more precise criteria for adequate breadth.

D. Knowledge and skills related to issues of race and gender as essential to meeting the objectives of the specialization:

Knowledge and skills related to race and gender issues are critical to the Doctoral Program’s curriculum goals, which include: recognition of ethical and value issues and commitments as they relate to social work and social welfare research, interventions, and policies; a commitment to enhance the well being of underprivileged, under-served, and/or minority populations; and concern for the adequacy of intervention methods and social service systems to meet the needs of special groups. Such knowledge and skills are also essential for students whose career goals include teaching in social work programs, as the Council on Social Work Education’s curriculum policy for Master’s degree and Baccalaureate degree programs states that “The curriculum must provide content on ethnic minorities of color and women.” For these reasons it is appropriate that the identification of the knowledge and skills essential to providing expertise in each student’s specialization include

\(^{15}\)This component of the Specialization requirement went into effect for students entering Fall 1988 and subsequently.
explicit attention to issues of race and gender in relation to the content of the specialization. It is expected that the knowledge and skills related to issues of race would typically focus on ethnic minorities of color. Although it is recognized that there will be variations in the degree to which knowledge and skills related to race and gender issues are needed for expertise in different specialization topics, it is expected that typically such knowledge and skills would be a significant component.

E. The specialization as a program requirement:
The specialization is of sufficient importance to the educational experience and career development of doctoral students to warrant status as a program requirement. The basic principle here is that each student should have a specialization in social work. To implement this principle, satisfactory demonstration of knowledge and skills in the area of the specialization will be required before the student is admitted to Candidacy. At this point, if the only remaining experience needed to meet the specialization requirement is the completion of the dissertation, then certification that the specialization requirement has been fulfilled and attainment of Candidacy would be contingent upon approval of the dissertation prospectus. This might occur in cases, for example, where the social work preliminary examination was not significantly and substantially related to the topic of the specialization and where the dissertation was essential to ensure depth of knowledge in the area of the specialization. In the more typical case where the social work preliminary examination did bear a significant and substantial relationship to the topic of the specialization, and where other essential knowledge and skills has already been demonstrated, certification of fulfillment of the specialization requirement would occur prior to attaining Candidacy and Candidacy would not depend upon the approval of a dissertation prospectus.

F. The guidelines for specialization are initial proposals that will be reviewed after they have been in effect:
Some guidelines for implementing and monitoring the specialization requirement are described here. It is expected that as more experience is gained in working with students on their specialization, these guidelines may be changed and/or refined to provide more details to students and faculty. It has therefore been agreed: a) that the experience with implementing the Guidelines for Specialization be an agenda item at a meeting of the Doctoral Committee after they have been in effect for two years; and b) that these Guidelines will be subject to a thorough review after they have been in place for three years to determine whether or not they need modification.

III. Key Elements of an Appropriate Topical Area for the Specialization
The basic principle is that the specialization should bear a significant and substantial relationship to the curriculum areas of either Practice, Intervention, and Policy (PIP) or Social Service Systems (SSS), and may include some content from the curriculum areas of Social Context and Conditions or Research Methods for Practice and Policy.

The relationship to PIP and/or SSS can be of several types, including a focus on:

1. Particular aspects of social service systems, such as their responsiveness to client-population groups or their characteristics in developing countries
2. A particular level of intervention or policy, such as family or policy interventions
3. A social problem area linked to aspects of PIP, such as family intervention to deal with alcoholism, and/or of SSS, including, for example, the study of the criminal justice service delivery system in relation to delinquency or policies concerning de-institutionalization
4. A special population group linked to aspects of PIP, such as the development of policy for the aged, and/or of SSS involving, for example, the study of health care service delivery to the poor
5. An aspect of social service systems linked to a particular level of intervention or policy, such as inter-organizational relations in social service systems at the community level

IV. The Knowledge and Skills Needed to Develop the Specialization
A variety of types of knowledge and skill are required in order for the student to engage in research and knowledge development in relation to the area of specialization. A major task for the student and the advisor is to identify these elements. They may include:

1. Knowledge of the theoretical, conceptual, and empirical scholarship related to the practice procedures, policies, and/or delivery systems involved in the substantive area of the specialization
2. Knowledge and skills in the research methods appropriate to add to the knowledge base in the area of specialization
3. Knowledge of the theoretical, conceptual, and empirical scholarship related to the social context of the substantive area of the specialization

An essential component in identifying the knowledge and skills required to engage in research and knowledge development in relation to the area of the specialization is that explicit attention is paid to issues of race and gender as they relate to the content of the specialization. It is expected that the knowledge and skills related to issues of race would typically focus on ethnic minorities of color. Although it is recognized that there will be variations in the degree to which knowledge and skills related to race and gender issues are needed for expertise in different specialization topics, it is expected that typically such knowledge and skills would be a significant component. Issues of race and gender could be addressed in relation to various aspects of the specialization, such as:

1. Knowledge of the theoretical, conceptual, and empirical scholarship in the substantive area of the specialization as it relates to: the goals, implementation, or outcomes of practice procedures, policies, and/or delivery systems for women and ethnic minorities of color; or the impact of racism and sexism on a given type of practice procedures, policies, and/or service delivery; or the development of innovative interventions, policies, and/or service delivery systems that reflect attention to issues of race and gender
2. Knowledge and skills in research methods relevant to issues of race and gender, such as: those useful in adding to the knowledge base in the area of the specialization in relation to women and to ethnic minorities of color; or those related to the impact of racism and sexism on research in the area of the specialization
3. Knowledge of the theoretical, conceptual, and empirical scholarship related to: the human conditions that form the social context for women and ethnic minorities of color as they relate to the area of the specialization; or to the effects of racism and sexism on the human conditions that form the social context for the area of the specialization

V. THE MEANS AVAILABLE TO ACQUIRE THE KNOWLEDGE AND SKILLS

Doctoral students, in several ways, can acquire knowledge and skills related to the area of specialization. The variety of experiences available to students would include, but not be limited to, the following:

- The basic content of regular social work doctoral courses
- The basic content of regular social science doctoral courses
- Independent reading courses
- Papers written in courses or in other contexts that focus on content related to the area of specialization
- Preparation for and completion of the preliminary examination
- Research internship
- Research assistantships and other research experiences
- Teaching assistantships and other teaching experiences
- Social work practice experiences
- Dissertation (in some cases)

As the above listing of means available suggests, the activities that students typically engage in as part of their doctoral studies to meet other program requirements are ordinarily expected to be adequate to provide the expertise needed in the area of specialization.

VI. RELATION OF DOCTORAL COURSES TO THE SPECIALIZATION

The basic principle is that at least two doctoral courses would typically bear a significant relationship to the area of specialization. Courses may bear a significant relationship to the area of specialization in one of two ways:

1. First, they may be directly related, in that content of the courses involve recognized aspects of the specialization. For example, if the student’s specialization is community intervention, a course on community intervention would be directly relevant
2. Second, the course may be indirectly related inasmuch as the course covers content which is essential to the development of knowledge in the area of specialization. For example, for a student specializing in the organization and delivery of services to children, the PIP course in Interventions in Human Service Organizations and Social Service Networks and the SSS course in the Structure of Contemporary United States Social Service Systems might provide essential theoretical and empirical knowledge for the study of services to children.

VII. **ROLE AND RESPONSIBILITIES OF THE ADVISOR**
Throughout, the role of the advisor is viewed as critical in assisting the student to conceptualize an area of specialization, to identify knowledge and skills needed to become a specialist in a designated area, and to develop a plan for obtaining the relevant expertise. In addition, it is assumed that the student would consult with other faculty and/or substantive specialists in developing a specialization. The expert judgment of specialists and the counsel of other faculty may be crucial to the conceptualization of an area of specialization, the identification of knowledge and skills, and the formulation of a plan for acquiring needed knowledge and skills.

Specific responsibilities of the advisor include:

- Assisting the student in the conceptualization of a topical area of specialization by helping the student crystallize substantive interests in relation to educational objectives and short term and long term career objectives.
- Ensuring that the area of specialization bears a significant relation to PIP and/or SSS.
- Ensuring that the area of specialization and the plan for fulfilling the specialization requirement provide for sufficient depth and breadth.
- Aiding the student in the identification of the knowledge and skills relevant to the area of specialization.
- Ensuring that the knowledge and skills identified include those needed to attend to issues of race and gender in relation to the specialization area.
- Ensuring that the specialization encompasses sufficient experience so the student is prepared to engage in research and knowledge development in the chosen area of specialization.

VIII. **SUMMARY OF PROCEDURES FOR MEETING THE SPECIALIZATION REQUIREMENT**

A. **Initial Specialization Identification**

WHAT:
1. Declare a probable topical area that is significantly and substantially related to the curriculum area of either Practice, Intervention, and Policy and/or Social Service Systems and that has adequate depth and breadth.
2. Identify the knowledge and skills needed for research and knowledge development in this area, including those related to issues of race and gender.
3. Plan which educational activities will be carried out to achieve the needed knowledge and skills.

WHEN: By the end of the first post-MSW year as part of the annual Student’s Academic Progress report to the Supervising Committee.

WHO: Student and advisor prepare. Feedback is received from the Doctoral Program Director after the Supervising Committee’s review.

B. **Ongoing Specialization Development**

WHAT:
- Refine topical area.
- Refine necessary knowledge and skills, including those related to issues of race and gender.
- Update educational activities completed and planned to attain necessary knowledge and skills.

WHEN: Annually as part of student’s academic progress report to the Supervising Committee. Feedback is received from the Director of the Doctoral Program after Supervising Committee’s review.

GENERAL NOTE:
It is anticipated that student’s selection of a topical area, the definition of the needed knowledge and skills, and the plan for acquiring that knowledge and skills may develop and change somewhat over time.
Such development and change that primarily reflects further refinements should be reflected in the updating provided by the annual Progress Report.
Appendix 8:

Joint Interdisciplinary Doctoral Program in Social Work and Social Science

8. Guidelines for the Research Internship

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I. Goals of the Research Internship
II. Types of Research Internships
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IV. Procedures for Students Completing A Social Work Research Internship
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VI. Procedures for Program Director in Relation to the Social Work Research Internship
VII. Procedures for Second Readers of a Social Work Research Internship
VIII. Procedures for Completing the Research Internship in the Social Science Department
IX. Social Work Research Internship Proposal Approval Form

I. Goals of the Research Internship

A. Specific Goals
   A unique feature of the Doctoral Program has been to provide a knowledge development orientation to students early in their careers. This is enhanced by the research internship, which has these specific goals: (1) to provide a complete research experience through participation in a supervised research project prior to the dissertation; (2) to involve students in research early in their doctoral program; (3) to increase students’ research skills; and (4) to develop skills in writing for publication.

B. Relation to Social Work
   Although not required for internships offered in the social science department, it is desirable that the research topics be related to social work.

C. Relation to Dissertation
   The topic or methods of the research internships might be relevant to students’ doctoral dissertations, but this is not required.

II. Types of Research Internships

A. Ongoing Research and Student Projects
   The research project for the internship may either be an ongoing one directed by a faculty member or one initiated by the student and carried out under faculty supervision. If the internship is part of a larger project, the student and faculty member should identify a specific research problem that will be the focus of the student’s internship experience.

B. Methodological Focus
   The research experience may be quantitative, qualitative, or a combination.

C. Location in Social Work or Social Science Department
   The research internship may be fulfilled either in the School of Social Work (registration should occur under SW 801, 802, 803 or 804) or in the respective social science department (e.g., Anthropology 957; Sociology 512-513, 522–523; Political Science 891–892; Psychology 619; Economics 695, 696).
D. Relation to Student Needs
The specific character of the research internship should depend on the student’s background and training needs, career objectives, the availability of suitable research projects and special conditions at the time the internship is undertaken. For students with prior research experience, the research internship should provide for an expansion of research skills into new areas and/or a deepening of pre-existing skills.

The student with the approval of the primary faculty advisor in social work will determine the most appropriate location for the internship and the breadth, depth, and type of research experience needed based on prior training and experience, career goals, and disciplinary requirements.

III. EXPECTATIONS FOR THE RESEARCH INTERNSHIP
A. Required and Optional Activities
A complete research experience would include the following components. It is expected that the student will engage in some or all of the interrelated research activities listed below; every student must be involved in a sustained way in activities 1, 2, 5, and 6.

1. Formulation of a research problem (which includes a survey of the literature and pertinent research, and the development of research questions, hypotheses or conceptualization of theoretical and/or policy or practice issues);
2. Formulation of the research design and methods;
3. Development of research instruments;
4. Data collection;
5. Data analysis and interpretation of findings;
6. Preparation of a research report.

The student should only be involved in research activities that will require the learning and acquisition of research skills, and minimal use of students’ time should be made for various routine research activities such as administration of questionnaires, coding and collating of data.

B. Required Final Report
The student’s research experience will be demonstrated in the research report which will ordinarily be written in the format of an article that could be submitted for publication to a journal in social science or social work. This report must be accepted by the faculty instructor and a second faculty reader.

C. Evaluation of the Final Report
The final report will be evaluated by the faculty instructor and a second reader approved by the Doctoral Program Director in consultation with the faculty instructor and student.

The purpose of having a second reader is to provide an independent evaluation of the written product of the internship by someone who has not previously been involved in the particular research endeavor, in much the same way that papers submitted for consideration for a conference presentation or journal publication are reviewed. The second reader will be selected for his or her substantive and/or methodological competencies in the subject area of the research.

The faculty instructor and second reader will evaluate the report based on its congruence with the Guidelines and the quality of the report. Reports that do not meet the minimum standards of completeness and quality should be returned to the student for revision. The research internship is not satisfactorily completed until both the faculty instructor and second reader indicate that the final report is acceptable.

D. Timing
Because the internship is aimed at the early involvement of students in the conduct of research, it should be begun no later than the end of the second semester of post-MSW enrollment. Under ordinary circumstances, it is expected that the internship be completed within one year.

E. Required Enrollment and Time Commitments
Enrollment for the research internship should carry four to eight credit hours (pre-MSW students may use the Internship toward partial fulfillment of the Professional Practicum).

The actual amount of time required by an internship, and the credit hours of registration, should reflect the needs of the particular research project and prior research experiences of the student. The lower limit of four credits is set to reflect the typically minimum time commitment that seems necessary to carry out the essential elements of a research internship, approximately a day a week for two semesters; a project that could be completed in this time frame would be appropriate for a student with substantial prior research experience. A commitment of about two days a week over two semesters, or eight credits of registration, is anticipated to be the more typical pattern.

Faculty Supervision
The research internship should provide the student with regular supervision by the faculty member in charge.

F. Student Recognition
Students are expected to receive appropriate recognition in any publication based on their work as interns.

IV. Procedures for the Student Completing a Social Work Research Internship
A. Initiation of Proposal
After reviewing available research internship opportunities and discussion with the person who will serve as instructor, the student is expected to prepare a brief proposal which should include:
   1. Identification of the research problem
   2. The research activities the student will engage in
   3. Methodological procedures to be employed
   4. Anticipated product

B. Approval of Proposal
After the instructor accepts the proposal, the student will provide the instructor a copy of the social work research internship proposal approval form for the instructor’s completion. The student will submit the signed form and a copy of the proposal to the Doctoral Office. These items will be kept in the student’s academic record.

C. Human Subjects Approval
If data are to be collected from human subjects, approval from the appropriate Human Subjects Review Committee must be obtained.

D. Preparation of Final Research Report
The student is required to submit a research report at the conclusion of the internship to the instructor. This report should be a complete final report of the student’s research project. It should be in journal article form, which will include:
   1. Conceptualization and formulation of the research problem
   2. Research design and methodology
   3. A discussion of instruments used in the research
   4. Research findings and interpretations
   5. Conclusions

E. Evaluation of the Final Report by the Faculty Instructor
The student will submit the final report to the faculty instructor for evaluation. If the instructor requests revisions the student will make them and resubmit the report. The student should give two copies of the report accepted by the instructor to the Doctoral Office.

F. Recommendations for a Second Reader
The student and the faculty instructor will recommend a University of Michigan faculty member or research scientist who is proposed to be qualified to act as a second reader, i.e., has substantive and/or methodological competencies in the subject area of the research and can provide an independent evaluation without prior
involvement in the particular research endeavor. The student should submit this recommendation to the Doctoral Program Director along with a brief description of the individual’s qualifications. If the Doctoral Program Head does not approve the nominee he or she will consult with the faculty instructor and student.

G. Contacting the Second Reader
The student will be responsible for contacting the second reader to obtain his or her agreement to act in this capacity after the Program Head approves the recommendation. As part of this contact, the second reader will be provided with a copy of the approved research internship proposal and the guidelines for the research internship. Only if that person agrees that the proposal is acceptable should he or she act as the second reader. The student will provide the second reader with a copy of the final report on the research internship and inform the Program Head that the second reader has agreed to serve in this capacity.

H. Evaluation of the Final Report by the Second Reader
The second reader may require revisions from the student. If the final report accepted by the second reader has included revisions, one copy of the revised final report should be submitted by the student to the Doctoral Office to become part of the student’s record. A copy of the final report should also be given by the student to the primary faculty advisor.

V. **PROCEDURES FOR FACULTY INSTRUCTORS FOR A SOCIAL WORK RESEARCH INTERNSHIP**

A. Faculty Information
Faculty members within the School of Social Work who wish to supervise Research Internships will be asked to provide information on their ongoing research for an internship to the Doctoral Office or to indicate their willingness to supervise a Research Internship on a topic initiated by the student.

The information on ongoing research submitted by faculty members should include the following:

1. The content of the research project;
2. Activities available to the student;
3. Financial arrangements, if any;
4. Possibilities of continued participation in the project toward a dissertation.

These statements will be summarized and circulated by the Program Head to all interested doctoral students. Students will then negotiate internships with the faculty member with whom they wish to work.

B. Faculty Approval of Proposal
A faculty member who agrees to supervise an internship will sign the Approval Form for the student’s proposal and complete the checklist to indicate agreement with the plan and its congruence with the Research Internship Guidelines. The instructor will then send the signed approval form and a copy of the approved proposal to the Doctoral Office.

C. Faculty Supervision
The faculty instructor agrees to supervise the student’s research experience, read drafts of the report, and provide a written evaluation of the student’s final report.

D. Faculty Evaluation of Final Report
The congruence of the final report with the requirements of the guidelines for the Research Internship and the quality of the report will form the basis of the evaluation. Reports that do not meet minimum standards of completeness and quality should be returned to the student for revision before being accepted by the instructor. A copy of the written evaluation of the final report should be sent to the Doctoral Office and the student.

E. Feedback Related to Publication
Wherever possible, the instructor’s feedback about drafts of the report should provide information to the student about revisions that might make the paper acceptable for presentation at a professional meeting or submission to a journal.
F. Grading
If a student’s research internship extends over more than one semester, a grade of Y should be entered to so indicate. When the internship has been completed and a satisfactory final written product has been approved by the instructor and the second reader, a change of grade should be recorded. Whether a letter grade or a satisfactory grade is used should be agreed to in the initial contract between student and instructor.

VI. Procedures for the Program Head in Relation to the Social Work Research Internship
A. Solicitation of Faculty Information
The Program Head will regularly solicit information from Social Work faculty on their willingness to supervise social work research internships based on their on-going research projects and on student-initiated projects and provide this information to students.

B. Approval of the Proposal by Program Head
After the signed Approval Form and accepted student proposal is received from the faculty instructor the Program Head will review the proposal to assure that it includes the research activities defined as essential components in the Research Internship Guidelines (Section C) and sign the Approval Form.

C. Approval of the Second Reader
The head of the Doctoral Program will approve the second reader based on that individual’s ability to provide an independent evaluation of the written product of the internship and his or her substantive and/or methodological competencies in the subject area of the research. The head of the Doctoral Program will make every effort to approve a second reader who is acceptable to the faculty instructor and student. To this end, after the faculty instructor has approved the written product the instructor and student will provide the program head with a recommendation of a University of Michigan faculty member or research scientist with a brief statement about why the person is appropriate to be second reader of this product. The Program Head will approve this person as the second reader or will consult further with the instructor and student, including the possibility of recommending additional names for them to review.

VII. Procedures for Second Readers of a Social Work Research Internship Report
A. The Second Reader’s Evaluation
Faculty members who act as second readers of a final research internship report agree to provide a written evaluation of the report that deals with its congruence with the requirements of the guidelines for the Research Internship and the quality of the report. The evaluation will be sent to the Doctoral Program Head, who will provide copies to the faculty instructor and student.
When a second reader believes that the report does not meet minimum standards of completeness (see Guidelines, Section C) and quality the report should be returned to the student for revision before being accepted by the second reader and before the written evaluation of the report is sent to the Program Head.

B. The Second Reader’s Feedback Related to Publication
Faculty members who act as second readers agree wherever possible to provide suggestions to the student about possible publication or conference presentation outlets and advice about revisions in the report that would make its publication or presentation more likely.

VIII. Procedures for Completing the Research Internship in the Social Science Department
A. Requirements for Social Science Internship
Students may complete their Research Internship in their social science department provided that the essential components of the Research Internship as defined above (Item C) are met, including a written final report.

B. Initiation of Social Science Internship
The location of the internship will depend on requirements in the student’s discipline and the type of research experience needed. The primary faculty advisor and Doctoral Program Head will be available to discuss these options and, where appropriate, to help negotiate supervision of an internship by faculty outside the School of Social Work.

C. Submission of Final Report and Faculty Evaluation
A copy of the final report must be submitted by the student to the Doctoral Office and faculty advisor along with the instructor’s evaluation of it.

D. Optional Second Reader in Social Work
If the student desires the evaluation and advice of a second reader from the social work faculty, the faculty instructor and the student should recommend such a person for that role following the procedures described in D7, D8, and F3.
Appendix 8-A:

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

8A. SOCIAL WORK RESEARCH INTERNSHIP PROPOSAL APPROVAL FORM

To Doctoral Students Submitting Research Internship Proposal

Read the Guidelines for the Research Internship before preparing your proposal. When the faculty instructor supervising your internship has approved the proposal, complete the information below, obtain that person’s signature on this form and submit it with two copies of the Proposal to the Doctoral Office.

Student’s Signature: ____________________________________________________________

Topic: ______________________________________________________________________

Initial Enrollment: Course #: ________________ Credits: ________________ Term: ________________

To Faculty Instructor:

Your signature below indicates that: (a) You are willing to provide regular supervision to the student in the completion of the research internship; (b) You agree that the student’s proposal meets the Guidelines for the Social Work Research Internship (see Section C.1); and (c) You have completed the internship checklist. It is the responsibility of the faculty supervisor to be sure that the essential components of the internship are included in the proposal before giving his or her approving signature. Please respond to all the items below:

1. What is the nature of the research internship?

☐ Initiated by the student

☐ Part of a faculty project. If so, has a specific sub-project been identified for the student’s research internship?

☐ Yes  ☐ No (If no, please explain:)

2. For each of the following components of a research experience indicate whether or not it will be covered by this internship. (Note that sustained activities for starred components are required by the Guidelines):

*Formulation of a research problem (includes a survey of the literature and pertinent research and development of research questions, hypotheses or conceptualization of theoretical and/or policy or practice issues).

☐ Yes  ☐ No (If no, please explain:)

---

16 For students entering Fall 1987 and subsequently.
Formulation of research design and methods
☐ Yes ☐ No

Development of research instruments
☐ Yes ☐ No

Data collection
☐ Yes ☐ No

*Data analysis and interpretation of findings
☐ Yes ☐ No (If no, please explain:)

*Preparation of a research report
☐ Yes ☐ No (If no, please explain:)

3. Are human subjects involved?

Check One:

☐ No human subjects are involved (e.g., secondary data analysis only)

☐ Approval will be obtained before data collection begins from the relevant Human Subjects Committee.

☐ Approval has already been obtained from the relevant Human Subjects Committee.

_________________________________________  __________________________
Signature of Faculty Instructor                        Date

_________________________________________  __________________________
Signature of Program Director                        Date

\[\text{The Program Head's signature indicates that the checklist has been completed by the faculty instructor and that the proposal includes the research activities defined as essential components in the Guidelines for the Research Internship.}\]
Appendix 9:

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

9. GUIDELINES FOR THE SOCIAL WORK PRELIMINARY EXAMINATION

Table of Contents

I. Goals
II. Guiding Principles
III. The Preliminary Examination Proposal
IV. Content to be covered in the examination
V. Format of the examination
VI. The Examination Committee
VII. Evaluation of Performance
VIII. Social Work Preliminary Examination Approval Form
IX. Social Work Preliminary Examination Checklist

I. Goals
“The purpose of the preliminary examination is to enable the student to demonstrate” to a faculty committee “mastery of knowledge in” an individualized area of subject matter a substantial portion of which covers content relating to Practice, Intervention, and Policy (PIP) and/or on Social Service Systems (SSS), and which is typically related to the area of specialization.

Such mastery should be demonstrated by the integration and synthesis of the major theoretical and empirical knowledge in the area; conceptualization and critical analysis of major work in the area; identification of the critical issues in the area that require future advances in conceptualization, theory, and/or research; integration of relevant social work and social science perspectives and knowledge; and effective communication of these ideas.

II. Guiding Principles
“Because there is immense variation in student interests, areas of specialization, and topics for preliminary examinations, issues can arise concerning such matters as the independence of the preliminary examination from other requirements, its relevance to social work” or social welfare and to the area of specialization, “the adequacy of the topic’s literature base,” the comprehensiveness of the literature review, “the standards of quality,” and the examination model. “The Doctoral Program has endeavored to address such matters by formulating some principles to guide students and faculty in the conception and preparation of preliminary examination areas.”

A. Relevance to the area of specialization.

It is expected that the proposal will identify how the subject matter of the preliminary examination covers content relating to the area of specialization, including content on practice, intervention, and policy (PIP) and/or social service systems (SSS). This does not preclude inclusion of content on the social context or on research methods in the preliminary examination topic, just as these may be legitimate aspects of a specialization.19 A substantial portion of the subject matter of the preliminary examination is typically expected to be related to the area of specialization.

B. Independence of the written product from other requirements.

18For students entering the Doctoral Program of the Fall 1987 term and subsequently.

19For example, if specialization includes the use of experimental designs in practice, content related to the use of these designs in evaluating the effectiveness of family interventions could comprise a portion of the preliminary examination; if specialization focuses on social service systems that address the needs of children in single parent households, content related to the prevalence of divorce and its impact on young children could comprise a portion of the preliminary examination.”

55
The subject matter of the social work prelim may be related to course work, papers and other requirements in the social work part of the student’s program, and would typically be substantially related to the student’s area of specialization. The written product of the preliminary examination, however, should be independent of papers and other products produced in the social work component of the program. The written product of the social work preliminary examination should also be independent of that for the social science prelim, although the subject matter of the two prelims may be in a complementary relationship to one another.

C. Relevance to social work and/or social welfare.
   “It is expected that in the proposal as well as in the preliminary examination itself the student will give explicit attention to the relevance of the topic to social work and/or social welfare.” The particular relevance of the aspect(s) of PIP and/or SSS that have been selected as the subject matter for the prelim should be highlighted in the proposal and the prelim itself in terms of their relevance to social work and/or social welfare. The literature reviewed for the preliminary examination should primarily deal with the prelim’s subject area of intervention methods or technologies and/or social service systems, including social work literature as well as literature from related professional fields and social sciences.

D. Adequacy of the topic’s literature base.
   “The topic selected for study should have a substantial base in the empirical and theoretical literature....The preliminary examination is not a mechanism ...for addressing...questions for which original empirical research is more appropriate.”

E. Comprehensiveness of the literature review.
   “The literature review should be comprehensive....” It should not be descriptive alone, but rather should involve analysis, synthesis, conceptualization, and integration of major viewpoints, alternate considerations, and research evidence from the available literature, and should identify critical issues for future development in the area.

F. Quality of the product.
   “The level of mastery of the content reflected in the examination product should clearly be consistent with high standards of doctoral work. The written document should” demonstrate the ability to communicate effectively and “reflect careful attention to scholarly style, clarity, and composition, as well as to matters of spelling and grammar.”

G. Examination mode.
   The written preliminary examination should be in the examination style rather than in the form of a thesis paper or chapter. The written component is an examination and should be independently written by the student without consultation on its specific content or editorial assistance from others.

III. The Preliminary Examination Proposal
A. Role of the Chairperson and Committee.
   The committee chairperson is expected to work with the student to assist him/her in the preparation of the preliminary examination proposal. Such assistance should include help in defining the subject matter for the examination, retrieving the relevant literature, and selecting an appropriate format for the examination. If the written portion of the examination is a paper, the chairperson is expected to offer assistance in the organization of the paper that is described in the proposal. If the written part of the examination consists of responses to questions, the chairperson is expected to offer assistance in the proposed selection mechanism or the questions and the time limits that are described in the proposal. As part of this process, the chairperson is responsible for making sure that the proposal meets the goals and guiding principles for the preliminary examination and that the scope is such that under ordinary circumstances, i.e., where the student devoted approximately a half-time effort to completing the preliminary examination, the preliminary examination could be completed within six months from the acceptance of the proposal. Other committee members may also work with the student in the preparation of the proposal.

B. Approval of the Proposal.
The final version of the written proposal must be reviewed and approved at a meeting attended by all committee members and the student. Such approval is expected to be based on the substantive adequacy of the proposal and the congruence of the proposal with the goals and guiding principles for the preliminary examination. The Chairperson is responsible for completing the Preliminary Examination Checklist after the proposal is approved by the entire committee, and Chairperson and committee members must sign the Preliminary Examination Approval Form indicating their willingness to serve on the committee and approval of the proposal as meeting the guidelines. The student is responsible for submitting the form, checklist, and a copy of approved proposal to the Doctoral office at least four weeks before the date proposed for the examination.

A student must be enrolled for at least one credit hour the fall or winter semester during which a preliminary examination proposal is submitted. Registration may be under the SW 900, Candidacy Evaluation, course number or another social work or social science course number. If the proposal is being submitted in Spring or Summer term, then the student must be enrolled for at least one credit hour in that term or be eligible for use of University services as stated in the Rackham Graduate School Academic Policies (http://www.rackham.umich.edu/policies/gsh/section2/#211).

C. Withdrawal of the Proposal.
Prior to the submission of the written exam, students may withdraw their proposal and form a new committee on a new topic.

D. Content of the Proposal.
The preliminary examination is viewed as the gateway to the dissertation and the subsequent attainment of the Ph.D. degree. A successfully defended examination proposal will satisfy, in part, the requirement for advancement to candidacy. (Effective Fall 1997)

The preliminary examination proposal should define the subject matter to be covered, the literature to be reviewed, and the format of the examination to the student’s area of specialization and to PIP or to SSS. All proposals should also include a brief description of points 1-8 in the Checklist (See below). This will require familiarity with the literature and is typically expected to be 10-15 pages in length (double spaced).

If the written part of the examination is to be a paper the proposal should address the organization of the paper. If the written part of the examination is to is a take-home examination or an examination written in one sitting the proposal should address the ways in which the questions will be selected and the time allowed for completion. If the proposal suggests student input it should include 5-10 sample questions derived from the student.

E. Registration.
Consistent with Rackham policy that students be eligible for services while meeting candidacy requirements, students who submit their social work preliminary examination in Fall or Winter term must be enrolled for at least one credit hour. Those who submit the examination in Spring or Summer must either be enrolled for at least one credit hour or be eligible for use of University services as stated in the Rackham Graduate School Academic Policies (http://www.rackham.umich.edu/policies/gsh/section2/#211).

IV. CONTENT TO BE COVERED IN THE PRELIMINARY EXAMINATION
Within the goals and guiding principles defined above, the following topics are expected to be covered in the examination. An endeavor should be made to cover all the topics listed below, but emphases will vary somewhat depending on the subject area of the prelim and the available literature. In particular, such variations are expected to occur as a function of how well-developed the intervention methods or social service systems that are the topic of the prelim are.

A. The state-of-the-art in the subject area of the examination.
When the subject area of the preliminary examination concerns a well-developed area of intervention or social service systems the emphasis would be on the main contemporary intervention technologies and methods or the major components of the social service systems.
When the subject area of the preliminary examination concerns a developing area of intervention or social service systems, the emphasis would be on: (1) the strengths and weaknesses of current methods, technologies, or social service systems as they relate to the developing area, and (2) the rationale or evidence supporting the view that the developing approach is likely to remedy some of these inadequacies of current approaches.

B. The adequacy, effectiveness, and efficiency of these methods, technologies, or social service systems. When the subject area of the prelim concerns a well-developed area, considerations of adequacy would include examination of the completeness, specificity, relevance to the intervention task or to the policy objectives, etc. Considerations of effectiveness and efficiency would include theoretical and research evidence on the capacity of the methods, technologies, or social service systems to meet their intended goals and on any unintended or unanticipated consequences for those they serve.

When the subject area of the prelim concerns developing methods, technologies, or social service systems, considerations of adequacy, effectiveness, and efficiency would include examination of theoretical and empirical evidence for problems in these realms in current methods, technologies, or social service systems as well as empirical and/or theoretical reasons to expect improvements in these realms in the developing methods, technologies, or social service systems.

C. The applicability of these methods, technologies, or social service systems to diverse populations. When the subject area of the prelim concerns well-developed methods, technologies, or social service systems the emphasis here would include theoretical and empirical evidence on the extent to which they do or can equitably serve diverse populations, and their generalization.

When the subject area of the prelim concerns developing methods, technologies, or social service systems, the emphasis here would include theoretical and empirical evidence of problems in this realm with current methods, technologies, or social service systems as well as theoretical and/or empirical reasons to expect improvements in these realms with the developing methods, technologies, or social service systems.

D. The relevance and applicability of behavioral and social science knowledge to the analysis of existing and the development of future methods, technologies, or social service systems. This would include assessment of the adequacy of social and behavioral science knowledge as a basis for analyzing well-developed or developing intervention methods, technologies, or social service systems; the adequacy of the social assumptions on which the well-developed or developing intervention methods, technologies, or social service systems rest; the use of behavioral and social science theory and evidence to propose or support new developments in intervention methods, technologies, or social service systems; the use of behavioral and social science perspectives to understand how current methods, technologies, or social service systems developed and what might be future directions for development; appraisal and critique of the behavioral and social science assumptions inherent in well-developed or developing methods, technologies, and social service systems.

E. Critical issues needing further investigation. This should include identification of gaps in theoretical, conceptual, and empirical knowledge relevant to well-developed or developing methods, technologies, and social service systems, and of ways to begin addressing these deficiencies. It may also include new theoretical, conceptual, or, more rarely, empirical contributions to the analysis, development or evaluation of the methods, technologies, or social service systems that are the subject matter of the preliminary examination.

V. **Format of the Examination**

A. Written and optional oral components.

The examination process is expected to include at least one written portion. The written portion of the preliminary examination may take the form of a paper, a take-home examination, or an examination written in one sitting. In addition to the written part, the student may contract for an oral portion.

B. Examination style.

Regardless of the format for the written portion of the preliminary examination, the product should be treated as an examination and as such should be an independent effort by the student. The writing of the preliminary
examination paper or the take home examination should occur without involvement of the preliminary examination committee members. No member of the Committee should provide evaluative feedback on early drafts of the examination.

C. Length of examination.
If the written examination [completed in one sitting] is the sole component, it is expected that this examination will be for a minimum of six hours.

If the written part of the preliminary examination is a paper it is typically expected to be between 50-75 pages in length (double spaced), excluding references. The paper should reflect professional publication standards both in terms of adequacy of content and communication.

D. Time for completion.
Under ordinary circumstances, i.e., when the student is able to devote approximately a half time effort to the completion of the preliminary examination, the written portion of the examination is expected to be completed within six months from the time the proposal was approved by the Committee. Failure to complete the preliminary exam within this time period results in the student being considered in poor academic standing in the Program and lowers her/his priority for financial aid from the Program. One consideration in choosing a subject matter should be the feasibility of completing the preliminary examination within this time frame under ordinary circumstances, i.e., devoting approximately a half-time effort to the task.

VI. THE EXAMINATION COMMITTEE
The preliminary examination committee shall consist of at least three faculty persons holding regular (i.e., unmodified) appointments in the School of Social Work. The Chairperson of the Committee must have taught in the Doctoral Program. The Head of the Doctoral Program must approve exceptions.

Members should be chosen for their substantive knowledge, research, and scholarly work in the content area(s) of the preliminary examination. The student recommends the selection of the chair and committee members to the Head of the Doctoral Program. The Program Head then approves the composition of the preliminary examination committee, taking into account the guiding principles and selection criteria discussed above.

VII. EVALUATION OF PERFORMANCE
A. Committee Responsibilities
After the examination is submitted, the committee will evaluate it and agree upon a grade. The chairperson has the responsibility of providing the written evaluation of the final product of the examination, focusing particularly on the extent to which the examination in fact was consistent with the guiding principles indicated earlier.

B. Grading Scale
The grading scale is as follows: Honors, High Pass, Pass, Conditional Pass, and Fail. A grade of Honors is given only when an extraordinarily high degree of proficiency is demonstrated in all parts of the examination. The lowest acceptable grade is Pass. The grade of Conditional Pass is used when the requirements are satisfactorily fulfilled, but a specific deficiency is noted. To remove the deficiency the student must satisfactorily complete the task prescribed by the examination committee (e.g., rewrite the answer to one examination question, or write a brief paper elaborating on one aspect of the topic, etc.). The committee will also prescribe the time within which the assignment is to be completed.” (Adopted July 1997)

For a social work preliminary exam for which a student receives a grade of “conditional pass”, once the condition has been met, the existing range of grading should be used by the committee in order to assign a final grade.

C. Failing Grades
If the preliminary examination is failed, the student would have an opportunity to retake the exam once in the original subject area. If the student wishes to be examined in a new area, a new committee must be formed and all above procedures followed. Any student who fails twice must be reviewed by the Supervising Committee before continuing in the Program.
Appendix 9-A:

To Doctoral Students:
Please read the Guidelines for the Social Work Preliminary Examination attached to this form. Upon acceptance of your preliminary exam proposal by your committee, please give this form, along with your prelim proposal and bibliography to the proposed chairperson and members of your Preliminary Examination Committee (see the Guidelines for composition of the committee), obtain their signatures, and submit this form with a copy of your prelim proposal to the Doctoral Program office.

This submission must be at least four weeks (4) before the date proposed for the examination. You must be registered for at least 1 credit hour the semester during which the prelim proposal is accepted; registration may be for SW 900 or another social work or social science course.

To the Proposed Examination Chairperson, your signature indicates that:
A. You are willing to serve as chairperson of the committee.
B. You agree that the student’s proposal, which is attached, meets the guidelines for the social work preliminary examination.
C. You have completed the attached preliminary examination checklist.

To Proposed Examination Committee Members, your signature indicates that:
A. You are willing to serve on the committee.
B. You agree that the student’s proposal, which is attached, meets the guidelines for the social work preliminary examination.
C. You agree with the content of the attached preliminary examination checklist.

Student Name (please print): ____________________________________________________________

The Preliminary Exam Proposal was accepted by this committee on: _____________________________

Expected Date of Exam: ________________________________________________________________

Preliminary Examination Title: __________________________________________________________

PROPOSED EXAMINATION COMMITTEE MEMBER SIGNATURES:

1. Chairperson ____________________________ Date: ____________________________
2. Member ________________________________ Date: ____________________________
3. Member ________________________________ Date: ____________________________
4. [Optional] Member __________________________ Date: ____________________________

APPROVED BY THE DIRECTOR OF THE DOCTORAL PROGRAM

Signature ____________________________ Date: ____________________________

For students entering the Doctoral Program as of the Fall 1987 term and subsequently.
Appendix 9-B:

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

9B. SOCIAL WORK PRELIMINARY EXAMINATION CHECKLIST

It is the responsibility of the chairperson of the preliminary examination committee to be sure that all the guiding principles for the preliminary examination have been addressed properly. After completion of the prelim proposal, the chairperson, in consultation with the committee members, completes the checklist before giving his or her approving signature.

A substantial portion of the topic for the preliminary examination as described in the proposal covers content relating to the student’s area of specialization.

☐ Yes ☐ No (If no, please explain:)

A substantial portion of the topic would typically be expected to be related to the specialization.

The written product of the preliminary examination will be independent of papers and other products produced in the program.

☐ Yes ☐ No (If no, please explain:)

Explicit attention is given in the proposal to the relevance of the topic to social work and/or social welfare including relevance of the aspects of PIP and/or SSS selected as part of the topic.

☐ Yes ☐ No (If no, please explain:)

The topic has a substantial base in the empirical and theoretical literature, as reflected in the attached bibliography.

☐ Yes ☐ No (If no, please explain:)

The written product described in the proposal will include literature reviews that are comprehensive, i.e., including analysis, synthesis, conceptualization, integration, and identification of critical issues for future development.

☐ Yes ☐ No (If no, please explain:)

At least one part of the examination will be written.

☐ Yes ☐ No (If no, please explain:)

The written component of the prelim will be an examination written independently by the student without consultation on its specific content or editorial assistance from others.

☐ Yes ☐ No (If no, please explain:)

The date for the examination will be: ____________________________

---

For students entering Fall 1987 and subsequently.

61
The examination will be in the form of: (check one)

- [ ] Paper
- [ ] Take-home examination
- [ ] Examination completed in one sitting (minimum of 6 hours)

Will the examination include an oral portion?

- [ ] Yes
- [ ] No (If no, please explain):

__________________________________________  __________________________
Signature of Prelim Chair                   Date
Appendix 9-C:  

**JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE**

**9C. SOCIAL WORK PRELIMINARY CONFIRMATION FORM**

Doctoral students: Upon completion of your preliminary exam in Social Work, please have your committee chair complete the following form and return it to the doctoral office.

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Date of Examination: ___________________________</th>
</tr>
</thead>
</table>

If revisions or a secondary examination is necessary, please describe the plan for completion:

Final Completion Date:

The examination was in the form of: (check applicable)
- [ ] Paper
- [ ] Take-home examination
- [ ] Examination completed in one sitting (minimum of 6 hours)

Did the examination include an oral portion?
- [ ] Yes
- [ ] No (If no, please explain:)

Final Grade: __________

<table>
<thead>
<tr>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>______________________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Member</td>
<td>______________________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Committee Chair, please provide a brief statement about the Prelim Exam:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Committee Chair Signature: ___________________________ Date: __________
Appendix 10:

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

10. PRACTICUM ON TEACHING SOCIAL WORK METHODS

Experience and skills in teaching social work methods is recognized as an important attribute for those seeking a career as social work educators. Such experience can be gained in several ways including practice experience in the field and teaching experience while in the Program. For those students who are interested in gaining experience and improving their skills in teaching social work methods, the Doctoral Program has instituted a Practicum on Teaching Social Work Methods. This is a special studies course (SW 971-974) which the student can take with a faculty member at the School of Social Work who teaches social work methods.

Through the Practicum the student is able to undertake various teaching projects which may involve actual co-teaching; preparation of teaching modules, lectures and other presentations; working with students on classroom projects; leading discussion groups, etc. The specific nature of the project is to be worked out between the student and the faculty member. It is expected that the faculty member will provide the student with the necessary guidance and assistance and work closely with him/her toward a successful teaching experience. It is expected that at the completion of the practicum a report and an evaluation of the student’s work by the faculty member will be submitted to the Doctoral Office to be included in the student's file.

On a regular basis the faculty will be asked to indicate their interest in offering such a practicum, and such information will be available on file in the Doctoral Office. Students, however, may directly approach a faculty member with whom they wish to have a Practicum. Students should also consult with their faculty advisors concerning the desirability of a Practicum and the opportunities that may be available for it.

Once the student and the faculty member agree to initiate a Practicum it is essential that the nature, scope, and other details of the Practicum be worked out in detail so that there is a clear understanding between the student and faculty member about the terms of the Practicum.
Appendix 11:

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

11. INDEPENDENT STUDIES COURSE APPROVAL INFORMATION

Independent study courses (SW900, 971-978) cannot ordinarily be counted to meet the minimum five course requirement or other course distribution requirements. In exceptional cases, students may elect one independent study course to meet the required number of social work doctoral courses so long as the course conforms to the distribution requirements and written approval is received from the Head of the Program.

To obtain such approval the student should complete Part 1 of the form below and solicit recommendations from the course instructor and his or her faculty advisor in Parts 2 and 3. The form should then be routed to the Doctoral Head. The Doctoral Head will inform the student of the action taken.

The completed form should be submitted to the Doctoral Office prior to the completion of the course in question.

Course number 900 should be reserved for prelim preparation. Course numbers 971-974 should correspond to directed reads, and 975-978 should correspond to directed research projects.

STUDENTS AND FACULTY

Please review carefully the following definitions of the four areas of the curriculum before proceeding with the approval process.

Practice, Intervention, & Policy (PIP) courses critically analyze the conceptual bases and empirical evidence relating to the practice methods, interventions, and policies by which social work and social welfare achieve their objectives.

Social Service Systems (SSS) courses critically analyze the structures (organizational arrangements of various formal & informal social units that are designed to deliver services.

Research Methods for Practice and Policy courses address the principles and methods by which knowledge of social work and social welfare is enhanced and the methods used to analyze, design, develop, and evaluate social work practice, social service systems, and social welfare policies.

The Social Context for Practice and Policy courses critically analyze the antecedents and consequences of various human and social factors that affect critical human conditions that social work and social welfare seek to enhance.

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22 This document applies to students entering the Doctoral Program as of Fall 1987 and subsequently.
Appendix 11-A:

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

11A. INDEPENDENT STUDIES COURSE APPROVAL FORM

Student Name (Please Print): ____________________________________________________________

Course Number: __________ Credit Hours: __________ Term of Enrollment: ____________________

Describe Course Content, Assignments, and Evaluation Process:

CREDIT SOUGHT (Check as Many as Appropriate)

Doctoral Seminar Requirements (Check the appropriate curriculum area):
- Practice, Intervention, & Policy (PIP)
- Social Service Systems (SSS)
- Research Methods for Practice and Policy
- Social Context for Practice and Policy

Indicate why you believe your circumstances are exceptional and warrant approval of the above request(s).

Indicate what other Social Work doctoral courses you have taken or intend to take to meet your requirements:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term Elected</th>
<th>Grade</th>
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<table>
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<th>Course #</th>
<th>Term Elected</th>
<th>Grade</th>
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</table>

_________________________________________  __________________________
SIGNATURE OF STUDENT                          DATE
**RECOMMENDATION OF COURSE INSTRUCTOR**

Please indicate whether or not you agree that the course content, assignments and evaluation procedures described by the student in Part I are adequate to meet the requirement(s) the student requests it meets.

Meets doctoral course requirements  [ ] YES  [ ] NO

Please indicate which doctoral curriculum area  [ ] PIP  [ ] RM  [ ] SC  [ ] SSS

________________________________________________________________________

INSTRUCTOR’S SIGNATURE ___________________________ DATE __________

**INSTRUCTOR PLEASE NOTE:**

Unless you inform us otherwise after the course is completed the Doctoral Office will assume that the student has carried out the above assignment(s), designed to meet program requirements, to your satisfaction.

**RECOMMENDATION OF FACULTY ADVISOR**

Please indicate whether or not you recommend approval of the above request(s) and your reasons for doing so.

________________________________________________________________________

INSTRUCTOR’S SIGNATURE ___________________________ DATE __________

**ACTION OF PROGRAM HEAD**

[ ] Approved  [ ] Disapproved (Please explain)

________________________________________________________________________

DIRECTOR’S SIGNATURE ___________________________ DATE __________

**FEEDBACK TO STUDENT**

Copy of completed form sent to student: ___________________________ DATE __________

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23See definitions provided on the front page of this form.
At its April 12, 1984 meeting the Doctoral Committee approved the following procedures to govern the doctoral social work practice internship.

1. An Advanced Practice Internship should be available to meet the special interests of doctoral students at the micro or macro levels of practice.

2. Students would be able to earn a maximum of two credits total (registration as SW 971-974). The time allocation would be .50 FTE (20 hours per week) for one term or .25 FTE (10 hours per week) for two terms in order to earn 2 credits.

3. The student’s instructor would be a member of the doctoral faculty who would collaborate in the development of the placement with the student and with an agency representative. The faculty member along with the student and a professionally trained agency staff member would constitute a committee to formulate a proposal for the internship. When the committee has agreed to a plan, that plan should be submitted in writing to the Director of the Doctoral Program who would review the proposal, accept it, or return it for revisions.

4. The plan should specify the following:
   a. The domain of the assignment and the levels of intervention.
   b. The activities and tasks to be performed by the student.
   c. How the experience would relate to the Doctoral Program’s goals.
   d. The respective roles of faculty and agency in field instruction, supervision and/or consultation.

5. Agencies should be selected which have the capacity for superior quality field instruction.

6. A report of the experience should be prepared by the student. That report should be prepared as a document or device that could be utilized in teaching to illustrate effective practice or research on practice.

7. A grade should be given by the faculty instructor following completion of the report.
13. INFORMATION ON ETHICAL STANDARDS RELATED TO JOINT AUTHORSHIP


8.12 Publication Credit

a. Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

b. Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

c. Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student’s doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

B. AMERICAN SOCIOLOGICAL ASSOCIATION CODE OF ETHICS, APPROVED BY ASA MEMBERSHIP IN SPRING OF 1997

8.15 Authorship Credit

a. Sociologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed.

b. Sociologists ensure that principal authorship and other publication credits are based on the relative scientific or professional contributions of the individuals involved, regardless of their status. In claiming or determining the ordering of authorship, sociologists seek to reflect accurately the contributions of main participants in the research and writing process.

c. A student is usually listed as principal author on any multiple authored publications that substantially derives from the student’s dissertation or thesis.
Appendix 14:

University of Michigan
School of Social Work
Joint Interdisciplinary Doctoral Program in Social Work and Social Science

14. Approval of Candidacy Status Form

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Social Science</td>
<td>City</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td></td>
<td>Zip</td>
</tr>
<tr>
<td>Student ID</td>
<td>Phone</td>
</tr>
<tr>
<td></td>
<td>Email Address</td>
</tr>
</tbody>
</table>

**Departmental Requirements**

Social Science Courses Completion Date: ____________________________

Social Work Doctoral Courses Completion Date: ____________________________

Research Internship Completion Date: ____________________________

Approved ☐

1st Reader Print Name

Approved ☐

2nd Reader Print Name

Social Science Prelim Pass Date: ____________________________

Social Work Prelim Proposal Approved Date: ____________________________

Rackham Advance to Candidacy Form: ____________________________
Appendix 15:

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

15. PERSONAL DEBIT ACCOUNT TRAVEL GRANT OR DISSERTATION EXPENSES APPLICATION

PROVISIONS AND REGULATIONS

Purpose: To provide aid and opportunities for Doctoral students in Social Work and Social Science to participate in the life of their academic professions and/or complete their dissertation research.

Form of Support: Each student has a fixed amount in his/her personal spending account. No more than $400 per year may be used without special permission from the Director.

Eligibility: Funds are only for Joint Doctoral Students in Social Work and Social Science who are in good standing, and are judged to be making good progress in their program.

Use: Travel and/or dissertation and research expenses

Procedure: To receive your funds, the student must complete the application (on reverse) and attach a copy of the conference program (or letter of invitation) with the applicant’s name clearly stated verifying participation in the conference or an itemized budget of your anticipated dissertation or research expenses. Signatures of the Social Work Faculty Advisor (travel) or Dissertation Chair (dissertation & research expenses) will only be required for a request of more than $400.

*Travel applications need a statement saying how attending/presenting will be of benefit to you, the SSW and the UM.

Deadline: For travel awards, no later than one week prior to the date of the conference. For dissertation expenses, please submit the application to the doctoral office a month earlier than you wish to have the money.

Expense reports must be submitted within 45 calendar days from the end of the trip or the hosted event, or within 45 calendar days from the transaction date for purchase of supplies or other out-of-pocket expenses. Expenses submitted in excess of 45 calendar days will not be reimbursed.

No funding will be given retroactively.

Notification: In cases requiring the signature of the Director, students will be notified via E-mail should there be a change in funding level. Funds will be distributed either via direct deposit or mailed to your local address if no direct deposit is on file.

Within two weeks of returning from a conference, the student must submit to the Doctoral Office original receipts or emails equal to, or exceeding the award amount.
Appendix 15-A:

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

15A. PERSONAL DEBIT ACCOUNT APPLICATION

Check One:  ☐ Travel Grant  ☐ Dissertation Expenses  ☐ SSWR Conference  ☐ CSWE Conference  ☐ Other

Name: __________________________________________  UMID: ________________________________

Social Science: ________________________________  E-mail Address: _____________________________

Daytime Phone #: ____________________________  Today’s Date: ______________________________

*Conference Title: ______________________________

Purpose of attendance (check one):  ☐ Deliver paper  ☐ Present poster

Departure Date: __________  Return date: __________  Destination: ________________________________

Estimate of total conference expenses: $ ______________  Amount Requesting: _________________________

*Dissertation Expenses anticipated:

Student Signature: ____________________________  Date: ________________________________

If your funding request exceeds $400, please have your Faculty advisor (travel) or dissertation co-chair complete the following section.

____________________________________________________________________________________

For the Faculty advisor/Dissertation co-chair: Please check the appropriate box below, make any comments you wish to, and print and sign your name.

Is the applicant making satisfactory progress toward the degree?  ☐ Yes  ☐ No

Comments: ________________________________________________________________

____________________________________________________________________________________

Faculty Advisor/Dissertation Co-chair Name Printed

____________________________________________________________________________________

Faculty Advisor/Dissertation Co-chair Signature  Date

For office use only:

Director Signature: ________________________________  Date: _________________________________

Approved for $ ________________________________  From account #: ____________________________
16. GUIDELINES FOR EMERGENCY LOAN FUNDS

1. **Purpose:** The Emergency Fund is intended to help Joint Doctoral students deal with one-time, emergency expenses that are: (1) unforeseen, (2) beyond the student’s control, and (3) not covered by other funding programs. Each application will be considered on an individual basis according to each student’s circumstances. The following types of expenses will not be funded:
   - Tuition
   - Normal living costs such as, but not limited to, child care, car repairs, rent, and utilities
   - Equipment purchases such as computers, lab equipment, field work equipment, or software
   - Attendance at conferences (fees, traveling costs, workshops, summer programs, internships, etc.)
   - Copying and binding of dissertations

2. **Conditions and Award Amounts:** Requests must relate directly to emergent situations that, unless addressed immediately, threaten to impede progress toward the student’s graduate degree. Students are limited to two emergency awards during their program, once as a pre-candidate and once as a candidate, and must be in good standing at the time of the request. Normally awards will not exceed $400.00. The loan must be repaid according to schedule.

3. **Application:** Requests must be submitted to the Director of the Joint Doctoral Program using an application form available from Michelle Woods in the Office of Students Services (Room 1736). In addition to completing the Standard Application for University and Emergency Loans, students must provide:
   - A statement of up to 150 words describing the purpose of the request, when and on what the funds will be expended, and why other possible sources (e.g., Rackham Discretionary Fund) are not viable options.
   - Applicants should be aware that a letter of support may be requested from their dissertation chair or faculty advisor commenting on academic performance and how the requested funds are important to progress to the degree. In this eventuality, the applicant will be required to provide a copy of the request to the chair/advisor.
   - Applicants should be aware that in all cases transcripts will be reviewed before the granting of an award.

4. **Review of Application:** Applications will be reviewed by the Director of the Joint Doctoral Program. When a decision has been made, you will receive written notification of the Director’s decision. If an award is made, procedures for payment will be outlined in the award letter. Funds will be paid out as soon as possible after receipt of request and its approval by the Director. Note: funding is limited and may expire without notice.

5. **Repayment:** This emergency loan fund accrues no interest. However, all funds must be repaid within a 4 month period otherwise a Financial Hold Credit (Negative Service Indicator) will be placed on the University Student Account.

Please provide an unofficial current transcript. (Wolverine Access sufficient)
17. **SOCIAL WORK RESEARCH/THESIS GRANT PROCEDURES AND APPLICATION**

1. **Description:** The Dissertation/Thesis Grant has been designed to aid students with their dissertation research projects. Expenses such as travel, photocopying, subjects, coding, and other research-related expenses are to be covered by this grant. The maximum amount that a student can receive is $1,000.

2. **Applicants** will be Joint Doctoral students needing financial aid to complete their dissertation research project.

3. **Application Procedures/Checklist:** Students must complete and provide the following information in order to be considered for the Social Work Research/Thesis Grant:
   - Signed and completed application form
   - One letter of recommendation from the student’s faculty advisor
   - Approval of Dissertation Prospectus form must be on file with the Doctoral Office (See Appendix 19)
   - Copy of dissertation prospectus
   - Budget sheet
   - Curriculum Vitae

4. **Review:** Applications will be reviewed by the Graduate Committee to determine award recipients and amounts.

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Name: _______________________________ UMID #: _______________________________

Social Science: ___________________ Uniqname: _______________ Telephone: _______________

Mailing Address:

Street Address: __________________________ City: _______________ State: _______________ Zip: _______________

Grants cannot be awarded until the **Approval of Dissertation Prospectus** form is on file in the Doctoral office. This form **must** be on file in the Doctoral Office no later than May 1, 2010. Please do not apply if you cannot submit the required form by this date.

Projected Date for Completion of Graduate Degree: _______________________________

Title of Dissertation: _______________________________________________________

________________________________________  _______________________________
Signature of Area Chair  Date
Appendix 18:

18. Guidelines for the Social Work-Social Science Research Partnership Program
2009-2010
SPONSORED BY THE RACKHAM SCHOOL OF GRADUATE STUDIES

I. Purpose
This program aims to enhance the quality of a student’s education in the Joint Doctoral Program by promoting partnership arrangements between students and faculty in allied social sciences either in working on existing research projects or in developing and implementing new ones. The program is designed to evenly share the provision of funds for graduate student support, as well as to facilitate doctoral education and progress toward the doctoral degree. The program funds a limited number of doctoral students with research partnership funds annually for a maximum of one term (4 months).

II. Eligibility
Students must be an active student in the Doctoral Program in Social Work and Social Science at the time the application is submitted. Faculty partners are encouraged to arrange for appropriate matching funds prior to submitting an application. Recipients are not permitted to hold additional GSA appointments if the student’s total appointments would then exceed 50% ($6785) per term.

III. Form of Support
The Rackham funds allocated to the Joint Doctoral Program in Social Work and Social Science cover half of the award to each student. The other half can be obtained from a social science department’s funds, funds available to the social science faculty partner, or funds from additional sources. It is the responsibility of the faculty partner, however, to secure the matching funding for the student partner. The award will be administered by the Social Work Doctoral Office and the corresponding Social Science Doctoral Office, or if the Social Science prefers, the Social Work Doctoral Office can be transferred all funds and be sole administrator.

IV. Review Process
The Supervising Committee for the program will decide on award recipients. This Committee is composed of representatives from each social science department as well as from the School of Social Work. The proposals will be evaluated in terms of the student’s role in the project, the scholarly nature of the project, and the ways in which the partnership fosters the student’s integration into the social science department.

V. Application Materials
The students who wish to apply must 1) complete the application form, 2) in collaboration with the faculty partner with whom they will form a research partnership, should develop a short (approximately 2 page) proposal indicating the topic of the project; describing the background and nature of the partnership; defining the student’s and the faculty partner’s activities; and explaining the ways in which this partnership will foster the student’s integration into the social science department, 3) attach a CV for both faculty partner and the student partner, and 4) the most recent student transcript.
Appendix 18-A:

18A. Application Cover Sheet for the Social Work-Social Science Research Partnership Program
Sponsored by the Rackham School of Graduate Studies

Application Procedures: A complete application for the Social Work-Social Science Research Partnership Program should contain:
1. Completed application form.
2. A proposal (not to exceed two pages) of the project to be undertaken (see guidelines).
3. A curriculum vitae for the faculty partner and the student partner.
4. The most recent transcript for the student partner. (An unofficial copy is acceptable).

Name: __________________________ Social Science: ________________ UMID#: ____________

Faculty Partner: ____________________ Dept./Unit: ____________________ Phone: ____________

Funding Source 1: Rackham Graduate School __________ Account #: 114933 Proj. Grant C114933

Contact Person: Todd Huynh __________ Phone #: (734) 647-2554
(who will be processing the payment of Rackham’s matching funds)

Funding Source 2: __________________________ Account#: __________________________
(to be completed by Faculty Partner) (if known at the time of application)

Contact Person: __________________________ Phone #: __________________________
(who will be processing the payment of the faculty partner’s matching funds)

If funding from the social science department is not available, what other avenues are you prepared to pursue to obtain funding?

Amount of support being requested from each department: $___________ for a total of $___________

TERM24 DEADLINE:

Fall 2009 __________ April 1, 2009
Winter 2010 __________ October 1, 2009
Spring/Summer 2010 __________ April 1, 2010
Fall 2010 __________ April 1, 2010

Signature of Faculty Partner: __________________________ Date: __________________________

Signature of Student: __________________________ Date: __________________________

24Two copies of application materials should be submitted to the Doctoral Office, 1080 S. University, RM 3704 on or before the deadline.
Appendix 19:

UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

JOINT INTERDISCIPLINARY DOCTORAL PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE

19. GUIDELINES FOR THE SOCIAL WORK SUMMER RESEARCH PARTNERSHIP PROGRAM
2009-2010

I. Purpose
This program aims to enhance the quality of a student’s education in the Joint Doctoral Program by promoting partnership arrangements between students and social work faculty on existing research projects or in developing and implementing new ones. The program is designed to evenly share the provision of funds for graduate student support, as well as to facilitate doctoral education and progress toward the doctoral degree. The program funds a limited number of doctoral students with research partnership funds annually for a maximum of one term (4 months).

II. Eligibility
Students must be in good standing in the Joint Interdisciplinary Doctoral Program in Social Work and Social Science at the time the application is submitted. Faculty partners are encouraged to arrange for appropriate matching funds prior to submitting an application.

III. Form of Support
The full award for the Spring/Summer term is $2000/month. The Joint Doctoral Program in Social Work and Social Science covers half of the award to each student (up to $1000/month). It is the responsibility of the faculty partner to secure the matching funding (up to $1000/month) for the student partner. The awards will be administered by the Social Work Joint Doctoral Office.

IV. Review Process
The director of the Joint Interdisciplinary Doctoral Program in Social Work and Social Science will review the applications. The proposals will be evaluated in terms of the student’s role in the project, the scholarly nature of the project, and the ways in which the partnership fosters the student’s integration into research.

V. Application Materials
The students who wish to apply must provide 1) a completed application form; 2) a short (no more than 2 pages) proposal indicating the topic of the project, describing the background and nature of the partnership, defining the student’s and the faculty partner’s activities, and explaining the ways in which this partnership will foster the student’s academic progress; 3) CV for both faculty partner and the student partner; and 4) the most recent student’s unofficial transcript.
Appendix 19-A:

19A. APPLICATION COVER SHEET FOR THE SOCIAL WORK RESEARCH PARTNERSHIP PROGRAM
SPONSORED BY THE RACKHAM SCHOOL OF GRADUATE STUDIES

Application Procedures: A complete application for the Social Work Research Partnership Program should contain:
1. Completed application form.
2. A proposal (not to exceed two pages) of the project to be undertaken (see guidelines).
3. A curriculum vitae for the faculty partner and the student partner.
4. The most recent transcript for the student partner. (An unofficial copy is acceptable).

Student Name: ___________________________ Social Science: ___________ UMID#: ___________

Faculty Partner: ___________________________ Dept./Unit: ___________________ Phone: ___________

Research Title: _______________________________________________________________________

Total amount requested:$ __________________________________________________________________

Will the student need healthcare benefits? YES NO
If yes, please indicate which month(s):
   MAY JUNE JULY AUGUST

Funding Source 1: Joint Interdisciplinary Doctoral Program in Social Work and Social Science
Account #: 114933 Proj. Grant C114933
Contact Person: Todd Huynh Phone #: (734) 647-2554
(who will be processing the payment of Rackham’s matching funds)

Funding Source 2: ___________________________ Account#: ___________________________

Contact Person: ___________________________ Phone #: ___________________________
(who will be processing the payment of the faculty partner’s matching funds)

____________________________________________________________________________________

Signature of Faculty Partner Date

____________________________________________________________________________________

Signature of Student Date
Appendix 20:

20. DISSERTATION PROSPECTUS HEARING APPROVAL FORM

Please indicate the Social Science you are allied with:

☑ Anthropology ☐ Economics ☐ Political Science ☐ Psychology ☐ Sociology

Doctoral Candidate: ___________________________  Date of Hearing: ___________________________

Members of the Dissertation Committee

Committee Co-Chair:

______________________________  ___________________________  ___________________________
Print Name  Signature  Date

Committee Co-Chair:

______________________________  ___________________________  ___________________________
Print Name  Signature  Date

Committee Members:

______________________________  ___________________________  ___________________________
Print Name  Signature  Date

______________________________  ___________________________  ___________________________
Print Name  Signature  Date

______________________________  ___________________________  ___________________________
Print Name  Signature  Date

______________________________  ___________________________  ___________________________
Print Name  Signature  Date

A. Please note all requests made by the Committee for additional documents, such as additional statements of the prospectus plan or progress reports, and indicate any modifications of the prospectus that may have been requested by the Committee.
B. Please list which members, if any, are to have special responsibilities or rights in connection with advising the candidate about particular aspects of the dissertation?

C. Please indicate any other special Arrangements concerning substance or procedure between the candidate and the committee.

D. Please provide a timetable for submission of the draft to Committee members and indicate which members, if any, are to receive drafts on a chapter-by-chapter basis. Please provide sufficient lead time between the date for submission of the draft to the Committee members and the formal Rackham Graduate School deadline for revisions to be incorporated into the final version.