

Doctoral Student Handbook

**Colorado State University
College of Health and Human Sciences
School of Social Work**

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SCHOOL AND PROGRAM OVERVIEW

THE SCHOOL OF SOCIAL WORK HISTORY

Throughout its history, the School of Social Work at Colorado State University has made a continuous effort to develop and maintain a program that is responsive to three distinct, but related interests: 1) the profession of social work as represented by the Council on Social Work Education's Educational Policy and Accreditation Standards, 2) the human services agencies and clients in the state, the region, and the nation, and 3) the land-grant oriented mission and goals of Colorado State University. The following abbreviated history of social work education at Colorado State demonstrates how these three interests have merged to create and shape the social work education programs offered today.

BSW

In the mid-1960s, the U.S. government initiated a program (administered by state social services agencies) to increase the supply of social workers by making funds available through Title XX of the Social Security Act (and predecessor legislation) designed to encourage universities to create baccalaureate-level social work education programs. Although Colorado State University (CSU) had previously offered a few social work courses in its Department of Sociology, these courses did not constitute a program that would prepare a graduate for social work practice. In 1968, the Colorado Department of Social Services and CSU entered an agreement to create a full baccalaureate social work major that would be housed in the Department of Sociology, delivered by a faculty of professional social workers, and funded with Title XX funds supporting 75% of the program costs. The agreement anticipated that the cost of operating the program would gradually shift to the university and by 1977 it would be fully funded by CSU. A total of 150 students initially declared the social work major, and the first graduating class received the BA in social work in 1971.

In 1970, the Council on Social Work Education initiated a process of accreditation for baccalaureate social work education by granting "approval" status to 151 schools that met the established criteria. CSU was one of the first universities to attain that national recognition. Four years later "approval" was upgraded to professional "accreditation," and again, CSU was among the first 135 baccalaureate social work education programs to achieve full accreditation – which has been maintained continuously since that time. Enrollment surged to a high of 375 majors during the mid-1970s, and it was necessary to cap the major at 325 students because new resident instruction resources were devoted to taking over the agreed-upon increasing percentage of program costs rather than funding new faculty positions to meet the growing student demand.

In 1976, an outreach innovation was introduced aimed primarily at assisting public social services workers to improve their competencies and credentials. Again making use of federal funds available through Title XX, a distance education program was developed, designed to

help persons who possessed baccalaureate degrees in other disciplines obtain a “second bachelor’s degree” in social work. Achieving this second bachelor’s degree also allowed these students to complete a master’s degree in social work in a reduced period of time (i.e., advanced standing) in many MSW programs throughout the United States.

MSW Program

In 1981, social work became an independent department. By that time, the new department’s programs were completely funded by the university, and plans were initiated to create a master’s level social work education program (MSW). It was determined that the second bachelor’s degree would be phased out and its resources devoted to developing the MSW. At that time, no MSW programs existed in the states of Idaho, Montana, Wyoming, North Dakota, or South Dakota, and the only other accredited social work education program in Colorado was the MSW program offered at The University of Denver (DU). Given CSU’s land-grant mission to serve people throughout Colorado, the recognized needs of the neighboring states that did not offer the MSW, the proposed MSW program was oriented to preparing advanced generalist social workers especially capable of responding to the human services needs of small towns and rural areas or communities that were undergoing rapid transition (e.g., energy boom/bust towns, urban sprawl). That focus was later expanded to include preparation to serve residents in urban areas, especially along the Front Range.

In July 1984, the MSW program was approved by the Colorado Commission on Higher Education and in June 1985, it was accepted into candidacy for accreditation by the Council on Social Work Education. Eligibility for initial accreditation was achieved in 1986, and full accredited status was granted in 1992. The first class of 18 master’s level graduates received their degrees in 1986.

CSU School of Social Work further expanded its outreach efforts by admitting a cohort of 27 students living in the Western Slope to the MSW program in 1998. Students took their graduate courses in Grand Junction over a four-year period.. The first Southern Distance MSW cohort (Colorado Springs) of students graduated in December 2008. In January 2010, the first Central MSW cohort (Brighton) was admitted. The Central MSW program was initiated in response to a growing demand for our weekend distance MSW from across the state of Colorado and beyond.

In 2002, the name of the Department of Social Work was officially changed to the School of Social Work to more accurately reflect the increased breadth of activities across the national and in international arenas.

PhD Program

Since the middle 1990’s faculty in the School of Social Work have explored various options related to establishing a PhD program in Social Work. In 2002, the School of Social Work requested the opportunity to join the Interdisciplinary PhD program within the School of Education. A curriculum for a Social Work concentration was proposed and accepted by the School of Education’s Graduate Committee. The first cohort of PhD students with a desire to

pursue the Interdisciplinary degree with a Social Work concentration was admitted in the fall of 2002. Since that time, student cohorts have been admitted every other year. In the fall of 2006 a committee of faculty in Social Work began the application process to develop a PhD in Social Work. Final approval for the proposal was received in the summer of 2011 from the Board of Governors and the Colorado Commission on Higher Education. The first cohort of students for the PhD in Social Work was admitted for the fall of 2012.

Outreach

Consistent with its roots in supporting the human services agencies, the CSU School of Social Work has devoted considerable effort to outreach activities. Substantial collaborations have been in the areas of research, curriculum development for and provision of statewide training to county child welfare and child protection workers. The school also supports other service and research oriented programs including the Human Services Assessment Project (HSAP) that provides assistance to social agencies in program evaluation, Human Animal Bond in Colorado (HABIC) demonstrating the potential of animal assisted human services, and primary prevention activities intended to improve the health and safety of farmers and ranchers in the region through a key role in the High Plains/ Intermountain Center for Agricultural Health and Safety (HICAHS).

The Social Work Research Center was approved in 2004 representing collaboration between Colorado State University (School of Social Work) and community partners. The mission of the Center is to serve the people of the State of Colorado, as well as at national and international levels, in the area of social work. The Center provides support to faculty, students, and community partners. It also facilitates training, mentoring and program development services to social welfare agencies, governmental departments, community groups, students, and faculty.

In 2006, the Social Work Center for Lifelong Learning and Outreach Education (CLOE) was established. The Center for Life Long Learning and Outreach Education develops, administers, and integrates degree and non-degree educational programs that extend outside the on-campus degree programs of the School of Social Work.

In July 2009, the Community Organizing to Reach Empowerment (CORE) Center was welcomed as a center into the School of Social Work. The CORE Center is a community-based program serving north Fort Collins residents with evidence-based interventions to low income Latino children and families in northern Fort Collins.

The programs of the Colorado State University School of Social Work have reflected continuing responsiveness to the needs and interests of the region, the profession of social work, and the university.

SCHOOL OF SOCIAL WORK MISSION

The Mission of the School of Social Work, in accordance with Colorado State University's and the College of Applied Human Sciences' mission, and in compliance with the CSWE Accreditation Standards (2008) requirements for the Council of Social Work Education, is to:

- Prepare undergraduate and graduate students for professional social work practice and professional leadership within a multicultural, global environment that is based on the concepts of human rights, social and economic justice, religious and spiritual tolerance, and the elimination of oppressive social conditions for all people;
- Advanced social work practice knowledge that integrates research-informed, evidence-based practice principles;
- Develop students' application of critical thinking skills in classroom learning and field education practice situations;
- Improve the welfare of the community and human service organizations in Colorado, the nation, and the international community;
- Further the goals of the university, the college, the School of Social Work, and the social work profession.

SCHOOL GOALS AND OBJECTIVES

As an integral member of Colorado State University and the College of Health and Human Services, the School's goals are articulated in a manner that is congruent with the goals of the university and college. The following goals are organized to reflect the association of the School of Social Work to university aims.

- Provide a high-quality undergraduate and graduate education experience;
- Create an environment that contributes to faculty and student professional and educational development;
- Promote a regional, national, and global perspective that advances social and economic justice using interdisciplinary problem-solving efforts;
- Develop and provide innovative educational outreach teaching and student learning opportunities for the MSW Program;
- Enhance and ensure the acquisition of resources needed to achieve the goals and objectives set forth by the School of Social Work.

DOCTORAL PROGRAM GOALS AND OBJECTIVES

1. Provide a high quality doctoral education in social work.
 - a. Prepare master's graduates to become productive social work faculty.
 - b. Prepare these graduates to become leaders in social work research, education, and administration in higher education.
2. Create a culture of excellence in research and scholarship.
 - a. Provide doctoral students with opportunities to work with faculty on research/grant projects.
 - b. Provide doctoral students with research mentoring related to specific topics of interest.
 - c. Enhance the research and publication capability within the School of Social Work through additional doctoral level GRA opportunities.
3. Conduct research responsive to the educational and developmental needs of regional human service systems.
 - a. Prepare competent social work researchers to develop and evaluate policies and programs in the human services.
 - b. Provide regional human service systems access to collaborative research opportunities via research practicum or dissertation research.
4. Contribute to the enrichment of academic life at Colorado State University.
 - a. Promote the involvement of students in multidisciplinary approaches to learning by utilizing cognates/concentrations.
 - b. Facilitate interdisciplinary collaboration through the strategic involvement of faculty outside social work to support students in the dissertation process.
5. Provide an environment that values and supports diversity in students, staff, and faculty.
 - a. Recruit doctoral students, staff and faculty of diverse backgrounds and beliefs.
 - b. Retain students of diverse backgrounds and beliefs by providing support for their differing needs.
 - c. Provide an environment that values and is conducive to open discussion of differences in which students, faculty and staff feel respected, safe and challenged.
6. Expand the research capacity in the School of Social Work by assuring the material and financial resources necessary.
 - a. Continuously strive to add funded GRA positions to provide financial support to PhD students.
 - b. Continue to ensure that new faculty positions include requirements related to research expertise and ongoing grant funding.

PHD PROGRAM CURRICULUM OVERVIEW

CURRICULUM

The curriculum leading to the degree of Doctor of Philosophy in Social Work combines a core curriculum in social work with outside coursework drawn from related disciplines and includes thorough training in research methodology and data analysis. At the same time, the curriculum allows the student reasonable flexibility in tailoring programs of study to his or her special area(s) of interest under the guidance of their advisor and committee.

The curriculum includes 21 credits in the School of Social Work (including 6 teaching credits), 15 credits in research courses, 12-15 credits toward the dissertation, and 9 elective credits in a related discipline. Students complete a minimum of 57 hours of coursework beyond their MSW.

Course Categories and Requirements

Category	Requirements
Social Work Courses	SOWK 701 Contemporary Issues in Social Work Education 3 cr
	SOWK 702 Social Welfare Policy Interpretation and Analysis in the US and Selected Countries 3 cr
	SOWK 703 Theoretical Analysis of Social Work Practice 3 cr
	SOWK 704 Theoretical Foundations of Social Work 3 cr
	SOWK 784 Supervised College Teaching (One undergraduate course, one graduate course) 6 cr
	SOWK 792 Seminar (optional) 3 cr
	SOWK 799 Dissertation 12-15 cr
Research Courses - <i>*Additional research courses may be in the School of Education or elsewhere in the University as approved by advisor.</i> Please note EDRM courses are subject to change, please check with course catalog and advisor.	EDRM 700 Quantitative Research Methods 3 cr
	EDRM 704 Qualitative Research Methods 3 cr
	<u><i>3 Additional 3 Credit Research Methods Courses*</i></u> 9 cr
	EDRM 701 Applied Linear Models
	EDRM 702 Foundations of Educational Research
	EDRM 703 Applied Longitudinal Data Analysis
	EDRM 705 Qualitative Data Analysis
	EDRM 706 Analysis of Relationships
	EDRM 707 Quantitative Data Collection Methods/Analysis
	EDRM 708 Narrative Inquiry
EDRM 711 Ethnographic Research	
EDRM 792 Seminar	
SOWK 786 Research Practicum	
Elective Courses	Interdisciplinary electives from the following departments: 9 cr Economics, Education, Human Development and Family Studies, Psychology, Sociology, Political Science

COURSE DESCRIPTIONS

SOWK 701 Contemporary Issues in Social Work Education

Issues and trends currently impacting professional education for social work practice.

SOWK 702 Social Welfare Policy Interpretation and Analysis in the US and Selected Countries

Social welfare policy analysis and impact on professional social work practice.

SOWK 703 Theoretical Analysis of Social Work Practice

Social work practice theories; building, evaluating and teaching for social work educators.

SOWK 704 Theoretical Foundations of Social Work

Nature and processes of theory building in social work. Issues of epistemology, logic, politics and moral philosophy.

SOWK 784 Supervised College Teaching

SOWK 786 Research Practicum

SOWK 792 Seminar

EDRM 700 Quantitative Research Methods

Design, data analysis, interpretation of results, and evaluation of educational research studies.

EDRM 704 Qualitative Research Methods

Examination of qualitative research theory, methods, and applications to education and the social sciences.

EDRM 701 Applied Linear Models

General linear model application in educational research emphasizing conceptual understanding and characteristics of non-experimental designs.

EDRM 702 Foundations of Educational Research

Philosophical, theoretical, and ethical foundations of educational research.

EDRM 703 Applied Longitudinal Data Analysis

Methods and empirical applications of individual growth modeling and discrete-time event history analysis in educational research.

EDRM 705 Qualitative Data Analysis

Examination of qualitative methods of data analysis, data presentation, and use of computer.

EDRM 706 Analysis of Relationships

Analysis of variance applications in educational research; experimental design and analysis of data from experiments.

EDRM 707 Quantitative Data Collection Methods/Analysis

Selection or development of questionnaires, tests, structured interviews, and observations. Reliability and validity. Reporting educational studies.

EDRM 708 Narrative Inquiry

Theory, methods, and design of narrative approaches to research including data collection and analysis applications.

EDRM 711 Ethnographic Research

Theoretical underpinnings, research design, ethics, and practical application of ethnographic research in naturalistic settings.

EDRM 792 Seminar

Various Topics

POSSIBLE PLAN OF STUDY

The following is a possible plan of study. There is no typical plan of study but this gives an idea of how the coursework might be structured. Many students enroll on a part-time basis and take only one or two courses per semester. Other students are able to meet requirements over the summer. All students will vary depending on their personal schedule and availability of courses. The following is an example of a full-time, four year plan.

Year 1	
Fall SOWK 701 EDRM 700 EDRM 704	Spring SOWK 702 EDRM705 Research Methods Course
Year 2	
Fall SOWK 703 Research Methods Course Or SOWK 786	Spring SOWK 704 SOWK 784 Elective
Year 3	
Fall SOWK 784 Elective Elective	Spring SOWK 799 SOWK 792
Year 4	
Fall SOWK 799 SOWK 799	Spring SOWK 799 SOWK 799

PROGRESS TO THE DOCTORATE

INTRODUCTION

Earning the Doctor of Philosophy degree involves considerably more than the completion of credits through coursework. You must also apply the skills and knowledge learned in the classroom towards the dissertation which represents a distinct, higher-level, and culminating effort.

Milestones in the process include:

- Application
- Admission
- Enrollment and Registration
- Committee and Program of Study
- Preliminary Examinations
- Dissertation Proposal
- Dissertation
- Graduation

Each of these is discussed in further detail below. Also included are a Quick Guide to the prelim and dissertation process, a Progress to the Doctorate Checklist, and a forms checklist.

APPLICATION

In order to be considered for the program, potential students must complete the application process for the School of Social Work and the Graduate School. The required application documents are located on our website located at: <http://www.ssw.chhs.colostate.edu/students/graduate/PhD/admission.aspx>. Applicants should contact the PhD program office prior to applying to the program. Ph.D. applications are due January 15th for fall admission. Please keep in mind we accept applications every other year. All materials must be received by us and interview completed before the deadline to be considered. Enrollment in graduate-level classes either on or off the campus does not constitute admission to the PhD program.

As part of your application process, students are required to schedule an interview with the director of the PhD program. An in-person interview is preferred, but a phone interview is acceptable for out-of-town applicants. Each student should have completed course work or demonstrate competence in research methods and other areas listed. A statistics course is required within the two years prior to admission. If the graduate committee determines the student does not have a sufficient background in any of these areas, the committee may prescribe additional course work. Courses taken to meet these prerequisite requirements cannot be used to meet program requirements.

A maximum of 10 additional credits taken after completion of the master's degree can be transferred into the program if appropriate. The decision as to whether or not post-master's coursework may be transferred into your Ph.D. program is solely at the discretion of your advisor and the PhD Program director. All courses to be applied toward fulfilling the requirements for a doctoral degree must have been completed within the ten years immediately preceding the date of completion of requirements for the doctoral degree.

ADMISSION

Students admitted into the program will receive a Notice of Admission (GS2A) form from the graduate school and a letter of acceptance from the School of Social Work. Students should reply to the School of Social Work with their intent to accept or decline admittance within 30 days.

Admission is considered invalid if you do not enroll in the term the admission notification indicates. Admission can be delayed if needed by submitting an official request for a change in the admission term.

Instructions on how to access RamWeb will be included in the acceptance letter from the Graduate School. Students should follow the instructions given and familiarize themselves with RamWeb prior to registration.

REGISTRATION

Prior to registering for their first semester, new students must make an appointment with a faculty advisor to develop an initial program of study. First year students will be advised by the program director. Each semester thereafter students should make an appointment prior to registration to review and revise their program of study. Registration for all courses in the PhD program should be planned with their assigned advisor in order to make certain they will fit within their program of study.

New students should familiarize themselves with the registration procedures as outlined in the Colorado State University General Catalog, located at <http://catalog.colostate.edu/>. Students can register for the appropriate courses on RamWeb, <https://ramweb.colostate.edu/>. Address and e-mail changes must be kept current with the School of Social Work and Office of Admissions and Records.

All students admitted to a graduate program at Colorado State University are required to be continuously registered in the fall and spring semester throughout their degree programs. This policy applies from the time of first enrollment through the graduation term. Students may fulfill this requirement by registering for any graduate credit-bearing course.

In some situations, students may register for Continuing Registration (CR) instead of credit-bearing courses. Enrollment in CR should only be used when they are not working towards degree requirements. This might occur due to extenuating circumstances or during the student's graduation semester after all requirements have been cleared during the previous semester. CR credits must be cleared with the student's advisor and the PhD program office prior to registration. Please contact the PhD program office for detailed policy or questions regarding CR.

There is a ten year time limit for completion of the doctoral degree.

GRADUATE COMMITTEE AND PROGRAM OF STUDY

Prior to registering for the fourth semester courses, students are required to select a Graduate Committee and complete a GS-6 Program of Study Form.

Graduate Committee

The student and their advisor will work together to select a Graduate Committee. Students should choose committee members with care as they will pass judgment on their abilities as a student, a researcher, and a professional.

Guidelines selecting members include selecting individuals who: (a) understand the content area in your specialization; (b) have a history of working well together; (c) have research interests similar to yours; and (d) complement each other well in their coverage of the knowledge you want to attain in your program of study. Selection of graduate committee members should be finalized on the GS-6 Form and must be approved by the Director of Graduate Programs and the CSU Graduate School.

The committee must consist of at least four faculty members who include: (1) Advisor from the School of Social Work; (2) Two members from the School of Social Work (serving as co-advisor or committee member); (3) An outside committee member from an outside department.

Regardless of how carefully committee members are selected, there may be a need to change or replace committee members. This is a common occurrence, especially during the dissertation phase of the PhD program. To change a committee member, students should have a well-considered and justifiable reason. Committee changes are completed with Form GS9A.

Program of Study

The student and their advisor will also review courses and complete a SOWK 02 – Program of Study Review form. This form is helpful when completing the online GS-6 with the Graduate School. The Program of Study must be approved by the Graduate School and is considered a contract for the actual courses that you will be required to complete your degree.

The GS-6 form will be presented to your graduate committee in a formal meeting. In some cases, a student's Graduate Committee may suggest or require addition class(s) to be added to the Program of Study. If changes are made to your Program of Study you do not need to submit a new GS-6. The changes can be implemented, with approval of your advisor, when you apply for graduation.

Students must maintain a minimum grade point average of 3.0 in the courses listed in their Program of Study. They must complete each course on the Program of Study with a grade of C or better, or with a grade of S if the course is offered on a pass/fail grading basis.

PRELIMINARY EXAMINATIONS

The preliminary exams are considered qualifying examinations that are indicative that the student is ready to conduct dissertation research. The exams take place after almost all of your coursework is completed. In addition it shall be administered at least two terms before the defense. The student's advisor and graduate committee will develop, administer, and evaluate the preliminary examinations. The examinations consist of content from the student's coursework and research subject matter.

The Oral Follow-up to the Preliminary Exams is scheduled within 5 weeks after the written exam is completed. All committee members attend this meeting. If any changes have been made to a student's committee, they need to ensure all necessary forms have been completed with the Graduate School prior to prelim exam oral follow-up.

The objective of the preliminary examinations is to enable the PhD student to analyze, critique, and synthesize knowledge gained from coursework and experiences in the program of study. The written exams and oral follow-up enable the faculty to assess this has taken place. In addition, the oral follow-up provides closure on this phase of the doctoral program and allows the committee to welcome the student into doctoral candidacy, the dissertation phase of the program. The GS16 must be submitted **within two working days** after successful completion of the preliminary exams.

DISSERTATION PROPOSAL

Following or during completion and approval of the preliminary examinations, the student will prepare the dissertation proposal. It usually will consist of the first three chapters of the dissertation, which are typically the introduction, literature review, and methodology.

If the dissertation research is based on a faculty member's project, issues about co-authorship of material to be published from the dissertation are to be discussed and an agreement specified in writing as part of the dissertation proposal. If circumstances change during the course of the dissertation research, the written agreement will be revised.

When the advisor and the student agree that the proposal is complete, it will be circulated to committee members. The student will need to distribute the proposal so that members have sufficient time to consider both it AND the qualifying exam materials.

The student will arrange a meeting of the committee for final discussion and approval of the proposal. This meeting will be open to the student body and faculty to attend. Approval of the proposal requires the unanimous approval of all members of the student's committee. If the committee approves the proposal, a SOWK-09 form will be signed by all committee members and submitted to the School of Social Work.

The discussion of the qualifying materials must be completed and the student must be considered to have passed the oral part of the qualifying examinations BEFORE discussion of the dissertation. Approval of the dissertation proposal signifies that members of the committee believe that it sets forth a satisfactory plan for research study and the student may proceed with their dissertation.

DISSERTATION

The PhD Dissertation and Defense are the final steps in completing the PhD program. Students writing their dissertation should work closely with their advisor and committee to make sure it is progressing as planned. Please refer to the Colorado State University Thesis Manual information about the format, submission process, and responsibilities of advisors and students. This publication is available on the web at <http://www.graduateschool.colostate.edu/documents/eTD-Thesis-and-Dissertation-Manual.pdf>.

When the student and advisor agree the dissertation is complete, a final oral Dissertation Defense should be arranged. It must be held prior to the end of the eleventh week of the graduating term for fall or spring semester and by the end of the fifth week of the eight-week summer term. Voting at all final examinations shall be limited to the members of your committee and a majority vote is necessary to pass the examination. Signatures of all committee members are required on the GS-24 Form indicating whether they vote to pass or fail.

All Final Oral Dissertation Defenses are open to the public. Doctoral students are encouraged to attend several dissertation defense meetings during their program to better understand the process prior to defending their own work.

Student's must submit a Thesis/Dissertation Submission Form and the Survey of Earned Doctorates confirmation certificate to the Graduate School and then submit their dissertation electronically at this website <http://lib.colostate.edu/etd>. You should also submit a bound copy of your dissertation to your advisor and the School of Social Work.

Human Subjects in Research

The University is required to comply with the federal regulations governing review of research that involves human subjects. Annually we must assure the Office for Human Research Protections (OHRP) that the University is complying with the requirements of 45 CFR 46. This is an NIH reference, but has been incorporated virtually verbatim into the regulations of 16 other federal agencies; additionally, the regulations state that the University will apply the same standards to all projects involving human subjects, regardless of funding or funding source. Activities are to be reviewed as proposals and may not wait until funding for the activity is forthcoming.

No dissertation using human subjects will be accepted by the Graduate School without an IRB approval number. Information on obtaining an IRB number and use of human subjects can be found at the Office of the Vice-President for Research Website at:

<http://web.research.colostate.edu/ricro/hrc/hrc.aspx>.

Any activity involving human subjects is subject to review, including soliciting questionnaires and surveys, videotaping activities, audio taping, observing behavior, and obtaining individually identifiable data about a person.

Prior to submitting your application, you must attend a training on campus or online.

Information about training availabilities can be found on the IRB website.

<http://web.research.colostate.edu/ricro/hrc/training.aspx>

Applications are due by 5:00pm on the 2nd Thursday of each month. Submit the application via [eProtocol](#). Following the meeting (on the 3rd Thursday of each month), an e-mail from eProtocol regarding the IRB's determination will be sent to the PI (and all personnel listed on the protocol) within 10 working days.

A researcher may not initiate human participant involvement (including recruitment and/or records access) until an IRB approval number for the project is received.

GRADUATION

To apply for graduation you must complete the GS-25 Form and have it signed by your advisor and the Director of the Graduate Programs. This is due to the CSU Graduate School by the end of the sixth week of the graduation term for fall or spring semester and by the first week of the eight-week summer session for those graduating that term. You must be enrolled for a minimum of one credit or continuing registration in the term in which you graduate.

In addition, students must complete form GS-30. This form is required of all PhD students submitting a dissertation after the final dissertation has been reviewed and approved by the student's committee. The completed and signed form must be submitted to the Graduate

School Office by the published deadline date of the student's graduating term and before the electronic submission of the thesis or dissertation.

Also, you must show evidence that you have submitted a manuscript to a refereed journal at some point during your doctoral program. You must submit the manuscript and to the School of Social Work prior to graduation. This form must also be signed by your advisor and by the Director of Graduate Programs.

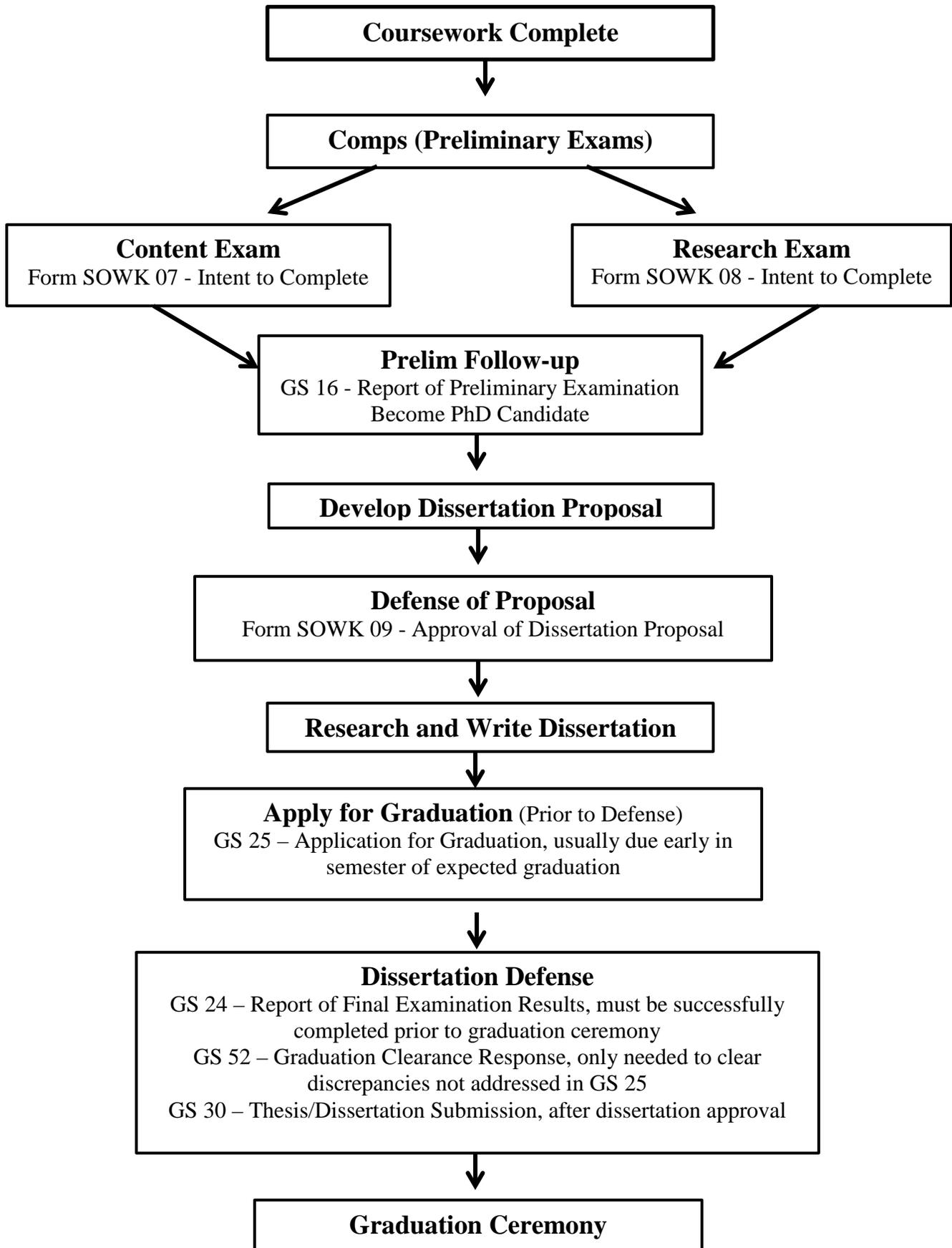
You are requested to attend the graduation ceremony where you will be hooded by your advisor at the Graduate School ceremony. Ceremonies are held at the end of the Fall and Spring terms. Summer graduates are requested to attend the Spring ceremonies.

RESPONSIBILITY FOR MEETING DEADLINES AND REQUIREMENTS

Although your advisor and others will be helpful to you in understanding the various requirements, deadlines, and standards leading to your graduation, the final responsibility for meeting them rests with you, the student. It is your personal responsibility to become informed about everything required of you to earn your PhD.

Prelims, Dissertation and Defense

Quick Guide



PROGRESS TO THE DOCTORATE CHECKLIST

Earning the Doctor of Philosophy degree involves considerably more than the completion of credits through coursework. This outline is an assistive guide to the doctoral journey. Completion of all steps does not guarantee graduation or degree. Sufficient time should be allotted for all forms requiring signatures.

	Timing	Responsibility
1. Admission		
a. <u>Confirm Acceptance</u>		
b. Receive <i>Graduate School Notice of Admission (GS2A)</i> , notifying prospective student of graduate admission by mail.		
c. Receive acceptance letter from School of Social Work		
d. Respond by e-mail with intent to accept or decline admission.	By deadline indicated	Student
2. Enrollment and Registration		
a. <u>Contact Program Director:</u> Discuss coursework and preliminary program of study	Prior to Registration	Student, Program Director
b. <u>Ram Web:</u> Retrieve, Renew, Confirm RamWeb ID: https://eid.colostate.edu/About.aspx		Student
c. Register for classes, view additional account information, and Graduate School guidelines: (http://ramweb.colostate.edu/)		
3. Continue Coursework		
Continue your coursework as discussed previously with the program director		
4. Committee and Program of Study		
a. <u>Identify Committee</u>	Prior to registering for fourth semester courses	Student, Advisor
b. <u>Determine Program of Study</u>		
c. Meet with advisor to discuss coursework and program of study		Student, Advisor
d. Complete and submit GS-6 to SSW		Student

5. Prelim Exams and Moving towards Candidate Status

- | | | | |
|----|----------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------|
| a. | Meet with Advisor to discuss order, content, and scheduling of exams | | Student, Advisor |
| b. | <u>Research and Content Preliminary Exams</u> | | |
| c. | Complete the Exams | Within 5 weeks of receiving exam | Student |
| d. | Committee Members will read and evaluate exam using SOWK-07 and SOWK -08. | Within 3 weeks of receiving completed exam | Committee |
| e. | <u>Oral Follow-Up</u> | | |
| f. | Meet with committee to discuss outcomes | | Student, Committee |
| g. | Complete Graduate School Report of Preliminary Examinations for the Ph.D. Degree GS-16 | Within 2 working days of committee decision (Pass or Fail) | Committee |
| h. | If Committee passes – Student becomes a PhD Candidate | | |

6. Dissertation Proposal

- | | | | |
|----|----------------------------------------------------------------------------------------------------------|--------------------------|--------------------|
| a. | Meet with advisor to discuss expectations and readiness | | Student, Advisor |
| b. | Make any necessary changes to committee members using Form GS-9a | | Student |
| c. | Submit a copy of proposal to committee members and create a Power Point Presentation outlining proposal. | 2 weeks prior to meeting | Student |
| d. | Meet with committee and propose dissertation research | | Student, committee |
| e. | Complete Form SOWK-09 and get signatures denoting approval from committee members. Submit to SSW. | | Student |
| f. | Discuss opportunities and protocol for submitting work for publication | | Student, Advisor |

7. Work on Dissertation

- | | | | |
|----|-----------------------------------------------------------------------------------------|--|------------------|
| a. | Meet with advisor and methodologist to develop a timeline for dissertation progress | | Student, advisor |
| b. | Submit the Application for New Human Subjects Research Review to the IRB, Advisor is PI | | Student |

8. Application for Graduation

	Meet with Advisor to discuss graduation timeline		Student, Advisor
9.	Dissertation Defense		
a.	Meet with advisor to review dissertation and application of graduation (Form GS-25)		Student, advisor
b.	Coordinate with committee a time to defend dissertation	2 semesters after submitting G-16 Form	Student, committee
c.	Submit a copy of dissertation to committee members	2 weeks prior to presentation	student
d.	Schedule room for Defense		Student, Advisor
e.	Meet with committee to defend dissertation Come prepared with a completed GS-24 form and signature pages, Bring a minimum of 6 signature pages		Student, committee
f.	Complete the Report of Final Examination Results Form GS24 and submit to Graduate School	Immediately following dissertation, submitted within 2 working days	Committee
g.	If passed provide a copy of GS24 to SSW, and submit to Graduate School within 2 working days of committee decision.		Student
h.	If failed note conditions that must be met, provide a copy SSW, and submit to Graduate School within 2 working days of committee decision.		Student
i.	Signing of dissertation defense signature papers	Immediately following defense	Student, committee
j.	Make suggested changes to dissertation		Student
k.	Provide an electronic copy of dissertation and all hard copies of the signature pages to the SSW		student
10.	Graduation Requirements		
	Complete the following:		Student
	<ul style="list-style-type: none"> • Form GS30 - Thesis/Dissertation Submission • Human Subject Form for Closure to the IRB along with research documents • Student Satisfaction Survey • Submit electronic copy of dissertation to Graduate School and Library 		

-
- Submit hardbound copy of dissertation to advisor and school of social work
 - Review Degree Audit
 - Attend Graduation Ceremonies

FORMS CHECKLIST

Student Name _____

Student ID _____

Forms in bold face type are required.

Form Number	Form Title	Date submitted
SOWK-01	Graduate Assistantship Application	
GS6	Program of Study	
SOWK-02	Program of Study	
SOWK-03	Petition for Waiver of PhD Requirements	
SOWK-04	Application for Approval of Research Practicum	
SOWK-05	Enrollment for Supervised College Teaching	
SOWK-06	Application for Approval of Independent Study	
SOWK-07	Intent to Complete Content Preliminary Exam	
SOWK-08	Intent to Complete Research Preliminary Exam	
GS16	Report of Preliminary Examination for the Ph.D. Degree	
SOWK-09	Committee Approval of Dissertation Proposal	
GS24	Report of Final Examination Results	
GS25	Application for Graduation	
GS30	Thesis/Dissertation Submission	

FINANCIAL ASSISTANCE

FINANCIAL SERVICES

Please refer to Colorado State University's office of Financial Services (<http://sfs.colostate.edu/>) for information on tuition, scholarships, and loans.

GRADUATE STUDENT EMPLOYMENT

If funding allows, the School of Social Work will provide two Graduate Research Assistant positions to selected PhD students. There will be a separate application for this process.

POLICIES AND PROCEDURES

STUDENT ASSOCIATION

The DSWSA is your student organization on campus. The mission of DSWSA is to bring together Doctoral Social Work students at CSU for the purpose of enhancing their educational experience, participating in community action projects, and promoting social interaction among colleagues in non-university settings.

Students may elect representatives to the following School of Social Work standing committees:

- (a) School Council (2 representatives)
- (b) Curriculum and Program Evaluation Committee (1 representative)
- (c) Student Affairs (1 representative)
- (d) Student Advisory Team (SAT) (open participation)
- (e) Ad hoc committees as needed

Students are encouraged to participate in all non-executive session activities of these committees. Representation on school committees provides an excellent opportunity for students to impact educational policy and stay informed about student issues.

ACADEMIC INTEGRITY

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to

academic integrity. Faculty/instructors shall work to enhance a culture of academic integrity at the University (see the *Colorado State University General Catalog* for the academic integrity Policy).

Academic misconduct (see examples below) undermines the educational experiences at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and instructors.

Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. Any student found responsible for having engaged in academic misconduct will be subject to academic penalty and/or University disciplinary action.

Students are expected to share responsibility for the academic integrity of the University by reporting incidents of academic misconduct. Examples of academic misconduct include (but are not limited to):

- Cheating in the classroom - Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work. Examples include copying the work of another student on an exam, problem set, or quiz; taking an exam or completing homework for another student; possessing unauthorized notes, study sheets, answer codes, programmed calculators, or other materials during an exam; and falsifying exams or other graded paper results.
- Plagiarism - Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgement. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source. More information on plagiarism is available in the next section.
- Unauthorized possession or disposition of academic material - Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; theft or mutilation of library materials; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification - Falsification encompasses an untruth, either verbal or written, in one's academic work. Examples include receiving unauthorized assistance or working as a group on a take-home exam, independent exam or other academic work without authorization or lying to avoid taking an exam or turning in other academic work. Furthermore, falsification of any University document is a violation of academic integrity. Examples include student identification numbers, transcripts, grade sheets, credentials, University status, or letters of recommendation. Forging a signature is another specific example of falsification.

- Facilitation of cases of academic dishonesty - Facilitation of any act of academic dishonesty including cheating, plagiarism, and/or falsification of documents also constitutes violation of CSU's academic integrity. Examples include knowingly discussing specific content of a test or examination you have taken with another student who has not yet taken that test or examination or facilitating, by sharing one's own work, a student's efforts to cheat on an exam or other academic work.

A student's individual graduate advisory committee or an appropriate School graduate committee may recommend immediate dismissal or appropriate lesser penalty where the committee determines that the student has engaged in behavior that is in violation of the NASW Code of Ethics (see SOSW website) or academic dishonesty including but not limited to such acts as cheating, plagiarism, and falsification of data or documents. Such a recommendation must be documented in writing with substantive justification for the recommended action. It must be referred to the Director for approval and the Dean of the Graduate School for final action. The Dean shall secure the concurrence of the University Discipline Officer for any penalty imposed. The student may appeal such action through the existing Graduate School appeals procedure (Graduate and Professional Bulletin).

Procedures for Dealing with Academic Misconduct

If an instructor has evidence that a student has engaged in an act of academic misconduct, the instructor will notify the student of the concern and make an appointment to discuss the allegations with the student. The student will be given the opportunity to give his/her position on the matter. If the student admits to engaging in academic dishonesty or if the instructor judges that the preponderance of the evidence supports the allegation of academic misconduct, the instructor may then assign an academic penalty. Examples of academic penalties include receiving a reduced grade for the work, a failing grade in the course, or a lesser penalty as the instructor deems appropriate. The instructor shall notify the student in writing of the infraction and the academic penalty to be imposed. A copy of this notification shall be sent to the Office of Conflict Resolution and Student Conduct Services.

Instructors have a responsibility to report to Conflict Resolution and Student Conduct Services all cases of academic misconduct in which a penalty is imposed. Incidents which the faculty member considers major infractions should be accompanied by a recommendation that a hearing be conducted to determine whether an additional university disciplinary action should be taken.

If the student disputes the allegation of academic misconduct, he/she should request a hearing with the Office of Conflict Resolution and Student Conduct Services. The request must be submitted no later than 30 calendar days after the first day of classes of the next regular semester following the date the grade for the course was recorded. If no appeal is filled with in the time period, the decision of the faculty member will be final.

If, after making reasonable efforts, the instructor is unable to contact the student or collect all relevant evidence before final course grades are assigned, he/she shall assign an interim grade of incomplete and notify the student of the reason such grade was given.

A hearing will be conducted with the Office of Conflict Resolution and Student Conflict Services to determine whether a preponderance of evidence exists in support of the allegations of academic misconduct. If the hearing results in a finding of insufficient evidence to support the allegations or clears the student of the charges, the faculty member will determine a grade based on academic performance and without reflection of the academic misconduct charge and change any previously assigned grade accordingly. If the hearing results in finding of academic misconduct, the Hearing Officer and faculty member will confer regarding appropriate sanctions. The faculty member will make the final determination regarding academic penalties, which may include, among other options, assigning a reduced grade for the course, assigning a failing grade in the course, or other lesser penalty as the course instructor deems appropriate. The Hearing Officer will make the final determination regarding University disciplinary sanctions.

For further details, refer to the current on-line Graduate and Professional Bulletin published by the CSU Graduate School Office. (www.graduateschool.colostate.edu/index.asp?url=catalog)

PROCESS FOR ADDRESSING STUDENT CONCERNS

Philosophy of the Grievance Process

It is the responsibility of an academic school and the faculty to insure that the learning environment is welcoming and respectful to students, faculty, and administrative staff. Students are expected to adhere to the standards of conduct and personal integrity that are in harmony with the NASW Code of Ethics, the educational goals of the institution, and university regulations and to respect the rights, privileges, and property of other people, as outlined in the CSU General Catalog, under Student Rights and Responsibilities. (www.catalog.colostate.edu/) Any student or faculty member having a concern which needs “thinking through” is encouraged to do so with anyone they choose. This enables clarification of whether a problem exists about which he/she may desire to proceed further. The early identification of a grievance is a responsible step toward its resolution. To enable faculty, students, and the school to operate responsibly and sensitively, it is important to keep lines of communication open, to resolve difficulties at as early and as low a level as possible, and to encourage constructive input to maximize and humanize the operation of the program. A grievance process provides due process to both students and faculty. The process must be designed so neither the student nor the faculty member has the inside track to problem resolution. The purpose of the process is to acknowledge legitimate concerns about grades and other academic matters and eliminate harassment and other forms of intimidation, as well as to protect faculty members against unjust and unfair accusations.

If students perceive they have been treated unfairly, the grievance process is provided as a way for students to be heard and to be answered with concern and respect. Because faculty play a major role in evaluating the performance of students, there is an inherent power difference between faculty and students. Faculty must be exceptionally vigilant in their use of language, jokes, and other forms of communication that can be misconstrued as intimidation or harassment. “Administrators or faculty have a heavier responsibility [to eliminate sexual harassment and other forms of personal abuse] because of the roles they play in the creation and maintenance of a campus environment conducive to teaching, learning, and creativity” (Appendix 1, Academic Faculty and Administrative Professional Staff Manual).

Definition of a Concern

A concern exists if a student believes there is an issue. The student may be any person associated with the school, and/or taking a school course. The concern may relate to academic matters such as a grade, acceptance into a professional program, or other issues. A concern may also be defined as treatment by a faculty member such that one or both parties experience the behavior as personal abuse. If the concern is related to sexual harassment or the University’s personal abuse policy, the procedures outlined in Appendix 1, Academic Faculty and Administrative Professional Staff Manual should be followed.

Identification of the Concern and the Informal Resolution Process

If a student (or students) decides that the concern warrants action, the first step is to communicate in person or in writing the concern to the person (or persons) with whom the student has concern. The student should communicate in writing or in person with the faculty member about this situation within no more than 10 working days of the incident/event. Because a power differential exists between students and faculty, the student may wish to have another person accompany him/her if there is a face-to-face discussion.

The Formal Grievance Procedure University

Policy / Student Rights and Responsibilities <http://www.colostate.edu/Depts/DSA/RIGHTS.htm>
If the informal communication with the faculty members does not resolve the problem, the student may begin the formal grievance process by submitting a written statement to the chair of the School’s Student Affairs and Admissions Committee. This written statement must outline the basis for the complaint and the student should attach any corresponding information needed for documentation. At a minimum, the documentation shall include:

1. The date and particulars of the incident/event in which the student feels aggrieved;
2. A summary of steps that have been taken to deal with the situation;
3. The desired outcome(s) that is/are being sought.

The student(s) making the appeal shall deliver the complaint to the chair of the Student Affairs and Admissions Committee and the date of its receipt must be recorded on the document and initialed by both the student and committee chair. That date becomes the starting point for the formal grievance process. The chair of the Student Affairs and Admissions Committee will notify the faculty member of the formal grievance within no more than five working days of its receipt. The faculty member will have no more than five working days to prepare a written response to the grievance and submit that statement to the committee chair.

From this point until the conclusion of the process the committee chair shall be responsible for monitoring the process, maintaining copies of all documentation provided, and preparing a record of the actions taken.

By agreement of both parties, or in the event of pressing emergencies, subject to the written approval of the School Director, the time limits can be extended for reasonable time periods, but should not exceed thirty working days. In the event that parties to the grievance are absent from campus, the chair of the Student Affairs and Admissions Committee may grant up to an additional thirty days at any phase of the process. If the appeal is filed during a summer session, no action will be taken until the beginning of the fall semester.

If either party pursues outside legal action, the school grievance process shall immediately cease.

If the Student Affairs and Admissions Committee does not find from the written materials that the issue has been resolved, in no more than ten working days after receiving the response from the faculty member, the committee will appoint a grievance hearing committee composed of three faculty members and two students to address the complaint. The hearing committee members are to be jointly selected by the Student Affairs and Admissions Committee and the school's director. Anyone directly involved in the grievance or who has previously reviewed the situation with the student or faculty member will be disqualified from serving on the hearing committee.

The hearing committee shall hold hearings on the complaint in no more than ten working days after its appointment. Either party may be accompanied to the hearing by a person of her/his choice who can support the student or faculty member's position. In order to maintain confidentiality in the process, and yet to insure a thorough review of the grievance, it is the hearing committee's responsibility to solicit input from persons named by each party. It is suggested, for the sake of clarity and due process, that the hearing committee utilize consultation from the University Ombudsman during this process.

Within five days of the conclusion of the hearing, the hearing committee will provide each affected party, the chair of the Student Affairs and Admissions Committee, and the school director with a written statement of its decision regarding the merits of the complaint.

Should either party disagree with the hearing committee's decision, s/he may appeal to the school director within no more than five working days of date of the committee's report. The school director will then review the case within no more than ten working days and provide a

written decision regarding the merits of the complaint. The school director may agree with or overturn the hearing committee's decision.

Should either party disagree with the school director's decision, s/he may appeal to the Dean of the College of Applied Human Sciences within no more than five working days of date of the School Director's report. In that case, the Dean will review the matter within no more than ten working days and produce a written decision regarding the merits of the complaint. The Dean may agree with or overturn the decision.

Should either party disagree with the Dean's findings, s/he may appeal within no more than five working days by submitting all written documentation to the Provost/Academic Vice-President. The decision of the Provost/Academic Vice-President shall be final, in so far as the University's grievance process permits.

PLAGIARISM

Plagiarism is defined as the use of any source, published or unpublished, without proper acknowledgment. The most important thing to know is this: if you fail to cite your sources, whether deliberately or not, it is still plagiarism. Ignorance of academic regulations or the excuse of sloppy or rushed work does not constitute an acceptable defense against the charge of plagiarism (Princeton).

When in doubt, cite. It's always preferable to err on the side of caution and completeness.

1. Quotation. Any verbatim use of a source, no matter the size, must be in quotation and cited.

2. Paraphrase. Paraphrase is a restatement of another person's thoughts or ideas in your own words, using your own sentence structure (Princeton). Paraphrasing correctly:

- Do NOT simply rearrange words in a sentence.
- Do NOT just substitute parts of a sentence with the thesaurus.
- DO synthesize material and describe it in your own words.
- DO summarize another's work and give credit to the author (UCSD)

3. Facts, Information, and Data. Any information found exclusively in a particular source, you must clearly acknowledge that source (Princeton).

4. False Citation: when you cite a source you didn't read yourself (Princeton).

5. Unauthorized submission of your OWN academic work for multiple classes is considered plagiarism. Occasionally, a student may receive permission to rewrite a piece from another class, or to satisfy two requirements by producing a single piece of work. However, the student MUST get prior written permission from each professor involved (Princeton).

For international students, it's especially important to review and understand the citation standards and expectations for institutions of higher learning in the United States.

- CSU's Academic Integrity is detailed in the General Catalog, Policies and Guiding Principles, 1.6 as well as the Graduate Bulletin, L5.1.
- APA Plagiarism and Self-Plagiarism (section 1.10) "Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text." The American Psychological Association (APA) 2010, p. 16). The APA Manual also addresses the issue of self-plagiarism, which occurs when "researchers present their own previously published work as new scholarship" (p. 16). The essential idea in terms of avoiding self-plagiarism is that, "the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand the contribution should be included, primarily in the discussion of theory and methodology" (APA, 2010, p. 16). In general, words or ideas from previously published work must be cited. The essential idea in terms of avoiding self-plagiarism is that, "the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand the contribution should be included, primarily in the discussion of theory and methodology" (APA, 2010, p. 16). In general, words or ideas from previously published work must be cited.

When do you cite?

Did you think of it?

yes

Do not cite it

no

Is it common knowledge?

yes

Do not cite it

no

Cite it

RESOURCES

Dissertation Manual:

<http://www.graduateschool.colostate.edu/documents/eTD-Thesis-and-Dissertation-Manual.pdf>

Graduate School Forms Database:

<http://www.graduateschool.colostate.edu/current-students/forms/index.aspx#GS6>

Dissertation Submission Site:

<http://lib.colostate.edu/etd>

Graduate School Timeline:

<http://www.graduateschool.colostate.edu/current-students/steps-to-your-degree.aspx>

Ramweb:

<https://ramweb.colostate.edu/>

Graduate School Bulletin:

<http://www.graduateschool.colostate.edu/current-students/bulletin.aspx>

Faculty and Staff:

<http://www.ssw.cahs.colostate.edu/about-us/faculty-staff.aspx>

Academic Calendar:

http://events.colostate.edu/day_default.asp?ID=7&cate=19

Health Network:

<http://www.health.colostate.edu/>

Library:

<http://lib.colostate.edu/>

Plagiarism:

Academic Integrity. Princeton University. 2011.

<http://www.princeton.edu/pr/pub/integrity/pages/plagiarism/> Accessed 11.13.12

Tips to Avoid Plagiarism. The Library UC San Diego. 2010.

<http://libraries.ucsd.edu/locations/ssh/guides/preventing-plagiarism/tips-to-avoid-plagiarism.html> Accessed 11.13.12.

Publication *Manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association, 2010