



# DOCTORAL PROGRAM HANDBOOK

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## Notice

*This handbook is not a contract; it is a convenience, consolidating information concerning common practices in the doctoral program. Newly developed policies, procedures, and guidelines may supersede those found in this handbook. The Doctoral Program Director will inform all doctoral students, candidates, and faculty of policy changes, and state whether policy changes apply to current students and candidates. Requests for exceptions to program policies must be submitted to the Doctoral Program Director in advance. Exception requests are the responsibility of the student or candidate and should be submitted in consultation with the educational advisor or major professor.*

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**Appendix 1: Teaching Standards for Teaching Assistants**

## Doctoral Program Description

The College of Social Work Doctoral Program at FSU offers a Ph.D. and emphasizes training in research methods and teaching. Our program has awarded well over 130 doctoral degrees, and our graduates have highly successful careers in academic settings and the private sector. We develop social work scholars and leaders in both research and education by offering hands-on experiences in research and teaching, along with challenging coursework and close mentoring by a well-trained, diverse faculty. The faculty members at the FSU College of Social Work have a strong commitment to doctoral education. The curriculum is cutting-edge methodologically and designed to nurture students' success. The Doctoral Program typically admits four to seven applicants each fall who are among the best and brightest students in social work. Students study in a variety of different areas – child welfare, foster care and adoption, mental health, substance abuse, aging, domestic violence, juvenile and adult criminal justice, HIV/AIDS, homelessness, and a number of other areas of great importance to society. Small class sizes and the availability of peer and faculty mentors provide outstanding opportunities for collaboration and long-term professional relationships.

During the first year of the program, students learn the foundations for excellence in research and begin to develop a substantive area of interest. In their second year, students focus on applying this learning to their individualized area of study. Student learning opportunities also include both a research and teaching practicum. A minimum of three years is required to complete the program; students typically finish in four to five years. Many students take advanced statistical courses to obtain a Certificate in Statistics through the College of Education (<http://www.coe.fsu.edu/Academic-Programs/Certificate-Programs/Graduate-Certificate-in-Measurement-and-Statistics>) along with their Ph.D.

Throughout the program, students have opportunities to become active members of the academic community. By the time they earn their Ph.D., students have typically conducted research with faculty members, collaborated on articles for publication in journals, presented their work at national conferences, and taught multiple courses in the College of Social Work. They also have participated in College and University activities and organizations, and become involved in community activities as well. Our students develop into well-rounded scholars who contribute to the research literature, educate social work practitioners, and take leadership roles in their professional organizations and communities. They become well prepared for the academic job market.

## Mission Statements

### Mission Statement of the FSU College of Social Work

It is the mission of the Florida State University College of Social Work to provide quality educational services at the baccalaureate, master's, and doctoral levels that prepare professional social workers to enhance human well-being and help meet the basic needs of diverse populations with particular attention to the empowerment of people who are vulnerable or oppressed or living in poverty. The College of Social Work also has as its purpose to contribute to the knowledge base that supports social work practice and social policy development and to provide leadership through community service at the local, state, national, and international levels.

### Doctoral Program Mission & Goals

It is the specific mission of the FSU Doctoral Program to develop social work scholars and leaders in research and education who use systematic methods of inquiry and reasoned argument to advance knowledge.

It is the primary goal of the FSU Doctoral Program to offer courses and opportunities for experiential learning in systematic methods of inquiry that are sequentially integrated and foster independent capabilities in research and scholarship.

Additionally, it is the goal of the FSU Doctoral Program to offer courses and opportunities for experiential learning in adult pedagogy that are sequentially integrated and foster independent capabilities in course conceptualization and instruction.

To achieve these goals, the Ph.D. Program holds students to the academic and professional standards and expectations stipulated by the Florida State University, the National Association of Social Workers (e.g., NASW Code of Ethics), and the Group for the Advancement of Doctoral Education in Social Work (GADE).

## Admission to the Doctoral Program

Admission to the program requires:

1. An official Graduate Record Examination taken within the previous 5 years, with a suggested minimum verbal reasoning score of 153 (2011 GRE Score Scale; i.e., 500 on the prior GRE Score Scale) and suggested minimum quantitative reasoning score of 146 (2011 GRE Score Scale; i.e., 550 on the prior GRE Score Scale).
2. A master's degree from a graduate school of social work (MSW) with a Grade Point Average of at least 3.0 (on a 4.0 scale); The school must be accredited by the Council on Social Work Education.
  1. Foreign applicants must have a CSWE accredited MSW or equivalent degree. If the degree is earned outside of CSWE jurisdiction, the applicant must have his or her degree evaluated and validated by CSWE. The cost of CSWE validation is the responsibility of the applicant. Exceptions may be considered by the Doctoral Program Director on a case by case basis. Information about this process is located at:  
<http://www.cswe.org/CentersInitiatives/22207.aspx>.
3. "Good standing" status at the last school attended
4. For International Applicants, including those with a graduate degree from a U.S. University, evidence of English language proficiency is required as demonstrated by acceptable scores on the Test of English as a Foreign Language (TOEFL) Internet Based Test or Paper Based Test, or the International English Language Testing System (IELTS). The minimum scores required are as follows:
  1. TOEFL:
    - Applicants who take the Internet-Based TOEFL must score a High (22-30) in Reading, High (22-30) in Listening, Good (26-30) in Speaking, and Good (24-30) in Writing.
    - Applicants who take the Paper Based TOEFL must score at least a 57 in Reading Comprehension, at least 57 in Listening Comprehension, and at least a 64 in Structure/Written Expression.
  2. IELTS:
    - Applicants who take the IELTS must score as a "good user" through "expert user" (7.5-9.0) in each section of the exam (Listening, Reading, Writing, and Speaking).

Those applicants whose qualifications meet our minimum requirements and who have complete application files will be considered for admission. If you meet or exceed these requirements, we encourage you to continue with the application process. However, please keep in mind that meeting these requirements does not guarantee admission, only admission consideration. The admissions process is limited and competitive. Note that, on rare occasions applicants whose GRE, TOEFL, and/or IELTS scores are slightly below these minimums may be considered for admission on a case by case basis. This is determined by the Doctoral Program Director. Applicants are responsible for contacting the Program Director in writing to request an exception. Once the application file is completed, the Program Director will review the application materials and decide whether or not an exception will be granted.

[Applications](#) must include:



1. Transcripts from all previous undergraduate and graduate academic work
2. Resume/Curriculum Vitae that documents your:
  - a. Education
  - b. Substantive areas of expertise or interest
  - c. Professional positions, publications and presentations
  - d. Research experience, grant awards, etc.
  - e. Teaching or training experience
  - f. Professional affiliations, honors, awards
  - g. Service
3. A personal statement describing:
  1. Your professional goals
  2. Previous professional/academic experience that provides evidence of your potential for engaging in doctoral-level scholarship
  3. The factors related to your decision to apply to the FSU College of Social Work doctoral program, and
  4. The research interests you would like to pursue in the doctoral program and a tentative plan to conduct this research
4. A writing sample such as a research proposal, a grant application, a professional report, or a publication that demonstrates intellectual potential (e.g., critical thinking skills, analytical ability). Applicants may include a maximum of two writing samples.
5. Three letters of reference (minimum) – Letters from three academic references or two academic references and one professional reference that, at a minimum, provide an evaluation of your overall academic and/or professional performance, your professional characteristics that support your potential for success in doctoral-level study, and your intellectual/academic capacity for doctoral-level work. You will be asked to enter contact information for recommenders into “Recommenders” section of the online application. The Recommenders will receive an email with directions to upload his or her letter. A maximum of five letters may be requested.

We suggest that you create and save these documents on your personal computer prior to completing this part of the online application.

### Admission Procedures

The application for admission to the Doctoral Program in Social Work is completed online:

<http://csw.fsu.edu/academics/doctoral-program/admissions-information/>

Note: students with prior degrees from Florida State University should follow slightly different procedures to apply for “readmission” to the university. These are discussed separately below.

Transcripts, GRE scores, and TOEFL scores (if required) must be submitted to University Graduate Admissions at the following mailing address. For GRE scores, if you selected FSU as an institution to receive your score report, that will suffice.

Florida State University  
Office of Graduate Admissions  
282 Champions Way

P.O. Box 3062400  
Tallahassee, FL 32306-2400

Applicants are encouraged to contact the doctoral program office at 850-644-1201 or [ejoyce2@fsu.edu](mailto:ejoyce2@fsu.edu) as they prepare their applications. We also welcome visits to the campus.

#### Application Deadline, Review, and Admission Decision

The College of Social Work's Doctoral Program Committee and doctoral faculty review only completed application files that meet the minimum admission requirements. Incomplete applications will not be reviewed. All portions of the application must be completed by January 15; however, admissions decisions are made on a rolling basis. Applicants are notified either electronically or by mail of the admissions decision by the Doctoral Program Director.

#### Transfer Credits

Transfer credit decisions will depend on when the course work was completed and on its relevance to the student's doctoral program in social work. Transfer credit will not be given for courses completed in receipt of another degree. A maximum of 12 graduate credit hours may be transferred from an accredited institution or program. Only those credit hours that resulted in a grade of "B" or better will be considered. The Doctoral Program Director and the FSU Office of Records and Registration will be responsible for determining whether the credit hours can be transferred.

#### Readmission Process

Applicants who have received degrees from Florida State University within the last seven years should apply for readmission to the university when seeking admission to the doctoral program. In order to apply for readmission, students should open the online application for admission, and when prompted, indicate that they have received a degree from Florida State University.

<http://csw.fsu.edu/academics/doctoral-program/admissions-information/>

Readmission application submissions must include:

1. College of Social Work Department Application.
2. An official Graduate Record Examination taken within the previous 5 years, with a suggested minimum verbal reasoning score of 153 (2011 GRE Score Scale; i.e., 500 on the prior GRE Score Scale) and suggested minimum quantitative reasoning score of 146 (2011 GRE Score Scale; i.e., 550 on the prior GRE Score Scale). If GRE scores were sent to Florida State University within the past five years, applicants should not request for their scores to be sent again. If applicants are unsure if their scores need to be resent, they should contact the Doctoral Program Assistant at (850) 644-1201 or [ejoyce2@fsu.edu](mailto:ejoyce2@fsu.edu).
3. A master's degree with a Grade Point Average of at least 3.0 (on a 4.0 scale) from a graduate school of social work accredited by the Council on Social Work Education
  1. Foreign applicants must have a CSWE accredited MSW or equivalent degree. If the degree is earned outside of CSWE jurisdiction, the applicant must have his or her degree evaluated and validated by CSWE. The cost of CSWE validation is the responsibility of the applicant. Exceptions may be considered by the Doctoral Program Director on a case

by case basis. Information about this process is located at:

<http://www.cswe.org/CentersInitiatives/22207.aspx>.

4. "Good standing" status at the last school attended
5. For International Applicants, including those with a graduate degree from a U.S. University, evidence of English language proficiency is required as demonstrated by acceptable scores on the Test of English as a Foreign Language (TOEFL) Internet Based Test or Paper Based Test, or the International English Language Testing System (IELTS). The minimum scores required are as follows:
  1. TOEFL:
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    - Applicants who take the Paper Based TOEFL must score at least a 57 in Reading Comprehension, at least 57 in Listening Comprehension, and at least a 64 in Structure/Written Expression.
  2. IELTS:
    - Applicants who take the IELTS must score as a "good user" through "expert user" (7.5-9.0) in each section of the exam (Listening, Reading, Writing, and Speaking).
6. Transcripts from all previous undergraduate and graduate academic work. Please note that readmission applicants who received their MSW from Florida State University do not need to have any transcripts sent to the Office of Graduate Admissions. Applicants who received their undergraduate degree from Florida State University only need to send transcripts from any other university attended after they received their degree from FSU.
7. Resume/Curriculum Vitae\*
8. A personal statement\*
9. A representative writing sample\*
10. Three letters of reference\*

\*This is described in more detail in the section entitled, "Admission to the Doctoral Program", of this handbook.

### Application Process Questions

For further information about the application process, contact the Doctoral Program Assistant at (800) 378-9550, (850) 644-1201, or [ejoyce2@fsu.edu](mailto:ejoyce2@fsu.edu). Applicants may also contact Dr. Stephen Tripodi, Doctoral Program Director at [strpipodi@fsu.edu](mailto:strpipodi@fsu.edu) or (850) 645-1572.

## **Academic Standards**

The program offers a Doctorate of Philosophy degree. This is a research degree designed to produce a critical scholar. The degree is granted only to students who: 1) have mastered definite fields of knowledge so that they are familiar not only with what has been done in their specific fields but also with the potential and opportunity for further advances; 2) have demonstrated capacity to engage in original and independent scholarly investigation or creative work in their selected fields; and 3) have the ability to integrate their selected fields of specialization with the larger domains of knowledge and understanding (Graduate Bulletin, 2011).

## Credit Hours

Because the Doctorate of Philosophy degree represents the attainment of independent and comprehensive scholarship in a selected field rather than the earning of a specific amount of credit, there is no University-wide minimum course requirement beyond that implied by the residence requirement (Graduate Bulletin, 2011).

The College of Social Work requires students to complete courses in the College of Social Work (including one statistics course), as well as two statistics courses and three cognate courses (i.e., courses in your substantive area) offered by other academic units. These courses constitute the “program of studies,” which is described in the section entitled, “Program of Studies” of this handbook.

## Minimum Credit Hours and Underload (see also “Registration for Dissertation Credits” on p. 34)

University policy generally requires doctoral students to enroll in a minimum of three credit hours. All CSW doctoral students must comply with the three-hour requirement. NOTE however, that students are required to maintain full-time status if they are being funded by the CSW through assistantships, waivers, etc. Please see the “Research/Teaching Assistantships” section of the handbook for more information (page 29).

To maintain full time status, students are required to enroll in the following minimum credits per semester:

Fall: **9**

Spring: **9**

Summer (By Session):

12 Weeks (session A): **9**

8 Weeks (sessions D or F): **7**

6 Weeks (sessions B or C): **5**

\*If a student enrolls in courses during different sessions they MUST take at least **9** credits.

Students may be permitted to enroll in a reduced "underload" status of two hours in the semester in which they are defending their dissertations. Underload enrollment status requires advance permission of the Doctoral Program Director. Note that students are only granted underload status once. Students should email the Program Director confirming the following requirements-

1. You must have already satisfied the 24-hour dissertation rule. This means you have previously completed 24 credit hours of dissertation work.
2. You must be in good standing such that you were "retained" without probation during your most recent annual review.

Additionally, students must submit a clear work plan showing how you will defend your dissertation during the semester. The Program Assistant must be copied on this email.

## Scholarly Engagement

The purpose of the Scholarly Engagement requirement is to ensure that doctoral students are active

participants in the scholarly community. To meet the Scholarly Engagement requirement, doctoral students should interact with faculty and peers in ways that may include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the University. The goal is to prepare students to be scholars who can independently acquire, evaluate, and extend knowledge, as well as develop themselves as effective communicators and disseminators of knowledge. (Graduate Bulletin 2017-2018).

**Doctoral students are still required to complete a minimum of 24 dissertation hours and many students complete far more than this minimum.**

#### Leave of Absence

Under special circumstances, graduate students may apply for a leave of absence from the University for a specific period of up to three consecutive semesters (includes Summer term). The circumstances justifying a leave include, but are not limited to: personal or family medical conditions, call to active military duty, parental leave, death in immediate family, or completion of an off-campus internship. The student must provide appropriate documentation and a rationale for the leave request. Please see the Graduate Bulletin (2017-2018) for more details.

#### Continuous Enrollment

Continuous enrollment at Florida State University is defined as enrollment without an interruption of two or more consecutive semesters (including Summer term). Credits earned at other institutions during any semester while not registered at Florida State University will not constitute continuous enrollment at the University. Students who are not enrolled at the University for two or more consecutive semesters (or consecutive semester and Summer term), and who are not on approved leave of absence, must apply for readmission before resuming their studies (Graduate Bulletin 2017-2018).

#### Student Loan Requirements

Students who take out loans are responsible for ensuring that they meet the minimum credit hour requirements of their lender. In many instances, students are required to maintain full time status. They are responsible for signing up for the correct number of credit hours.

#### Grades

At FSU, a graduate student is not eligible for conferral of a degree unless the cumulative grade point average is at least 3.0 in formal graduate courses. No course hours with a grade below "C-" will be credited on the graduate degree; all grades in graduate courses except those for which grades of "S" or "U" are given or those conferred under the provision for repeating a course will be included in computation of the average (Graduate Bulletin, 2011).

Additionally, doctoral students at the College of Social Work must earn a grade of B- or better in every course and maintain a minimum overall GPA of 3.0 in all doctoral level classes in order to be retained in the program.

“Incompletes” must be completed successfully by the end of the following semester in which the student is registered. Please note- students must be enrolled in the 0 credit defense courses (SOW 8964 Preliminary Examination or SOW 8985 Dissertation Defense) no more than one semester. If a student enrolls in a defense course and is unable to defend, the course must be dropped from the student’s transcript. Students should only be enrolled in the defense courses the semester they actually defend; they cannot have a defense course with an “Incomplete” grade on his or her transcript.

### Class Attendance Policy

University-wide policy requires all students to attend the first day of class meeting of all classes for which they are registered. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course by the academic department that offers the course. This policy applies to all levels of courses and to all campuses and study centers. It remains the student’s responsibility to verify course drops and check that fees are adjusted. Please refer to ‘Class Attendance’ in the "Academic Regulations and Procedures" chapter in the *Graduate Bulletin* for additional information.

### Part-time Studies

The College of Social Work Doctoral Program is intended for students committed to completing the program of study while remaining continuously enrolled on a full-time basis until graduation. Rarely, students retain some level of outside professional employment. In these situations, a student may enroll for less than a full-time schedule per academic semester with the prior approval of the Doctoral Program Director. Part-time students are not eligible to be assigned as a research or teaching assistant, nor can they receive a stipend or tuition waiver.

### Advising and Faculty Supervision

Upon admission, each student will be assigned an Educational Advisor who will serve as a resource as the student develops a program of studies. The Educational Advisor will work with the student until the student identifies a Major Professor (MP), which must occur no later than the end of the fall semester of the 2<sup>nd</sup> year of full-time study. The major professor must indicate his or her agreement to fulfill this role by signing the Doctoral Supervisory Committee form. The student is responsible for obtaining the MP’s signature. The student should then submit the form to the Doctoral Program Director to obtain his or her approval. Additional information about the role of the major professor is provided in the subsequent section.

The student must identify and have approved a supervisory committee by the end of the spring semester of their second year of studies. The supervisory committee, which is chaired by the major professor, supervises and evaluates the student’s written and oral preliminary examinations and guides the development of the prospectus and dissertation. All members of the supervisory committee must indicate their agreement to their membership on the student’s supervisory committee by signing the Doctoral Supervisory Committee form. The student is responsible for obtaining supervisory committee members’ signatures. The student should then submit the form to the Doctoral Program Director to obtain his or her approval. The student will not be allowed to register for future courses until these requirements are met and will be unable to start his or her written/oral preliminary examination.

## Major Professor

Determining a major professor is an important decision in one's doctoral education, as the major professor has primary responsibility for guiding the student through all phases of doctoral work until the requirements of the Ph.D. have been completed. During their first year in the program, doctoral students should consult with members of the doctoral faculty with Graduate Faculty Status whose areas of competency and expertise are congruent with the student's dissertation interests. These informal conversations are an opportunity for students to determine who might be a good choice for their major professor.

The major professor:

- Approves and regularly reviews the program of studies;
- Prepares the student's annual review;
- Serves as the chairperson of the student's supervisory (i.e., Dissertation) committee;
- Directs the student's preparation for the preliminary examinations;
- Advises the student in developing a prospectus;
- Guides the student's work in the design and development of a dissertation.

Points to consider when selecting your major professor include:

- Does the faculty member have expertise in your substantive, methodological or statistical areas of interest?
- Does the person have Graduate Faculty Status and enough experience to guide your work?
- Does the person have the ability to ensure harmonious committee functioning?
- Will the person have enough time to mentor your work? What are the person's obligations to other students, grant work, journal editorship, book contracts, etc.?
- Will the person be available during summers? Is the person planning a sabbatical, appointment to an administrative post, or retirement?
- Does the person have a compatible conversational and working style?
- What are the person's beliefs about the dissertation process, i.e., hands-on or simply advisory? Are multiple drafts of each chapter expected and approved before the defense? Is the defense a discussion among colleagues or a test of knowledge?
- What do advanced students and other faculty members say about working with this person?
- Does this person have a record of success with doctoral students? Timely graduations? Collaborative work on publications and presentations?

The major professor may or may not be the faculty member initially assigned as the educational advisor. After a faculty member has agreed to serve as your major professor, you must complete that portion of the Doctoral Supervisory Committee form (available from the Doctoral Program Assistant) by the end of the fall semester of the 2<sup>nd</sup> year of full-time study, and submit it to the Doctoral Program Assistant who will route it to the Doctoral Program Director and Dean for their approval.

### College of Social Work Major Professor Requirements

The major professor serves as the chair of the student's supervisory committee. At the time of committee appointment, the faculty member chairing the supervisory committee must have:

1. Graduate Faculty Status;
2. served on one completed Dissertation committee; and
3. successfully completed the second -year review by the College of Social Work Promotion and Tenure Committee

Exceptions to this policy may be approved on a case-by-case basis by the Dean of the College of Social Work with the advice of the Doctoral Program Director.

## Supervisory Committee

Upon the request of the major professor, the Dean, or his designate, will appoint the supervisory committee which will be in charge of the work of the student until the completion of all requirements for the degree. The supervisory committee will consist of a minimum of four members of the faculty who have Graduate Faculty status, one of whom serves as the university representative. All additional members of the committee must hold Graduate Faculty status or (in the case of non-tenure track faculty) co-doctoral or co-master's status. Under special circumstances persons external to the University may be appointed as Courtesy Faculty with co-doctoral or co-master's status and serve on a student's supervisory committee. The university policy on Graduate Faculty Status and Graduate Teaching Status has been incorporated into the Faculty Handbook, Section 5: Faculty Development; Graduate Faculty Membership (p. 101).

**Each year the supervisory committee, the major professor, or the student's advisor (prior to selection of a major professor) will assess the progress of the student in writing and will make available copies of the annual review to the student, the departmental chair, and the academic dean.** The Dean of the Graduate School, as well as the CSW Dean and Doctoral Program Director may attend committee meetings as nonvoting members. Notification of the supervisory committee membership will be reported to the Dean of the Graduate School in a timely manner after its formation. Only members of the supervisory committee may vote and sign the dissertation (adapted from the Graduate Bulletin, 2011).

### University Representative

The university representative is drawn from outside the student's department, as well as outside the student's degree program for interdisciplinary programs. The university representative must be a tenured member of the faculty with Graduate Faculty status and should be free of conflicts of interest with other members of the supervisory committee. The university representative is responsible for ensuring that the student is treated fairly and equitably in accordance with University, College, and Departmental guidelines and policies, and that decisions made by the supervisory committee reflect the collective judgment of the committee (Graduate Bulletin 2014-2015 pg. 74). This responsibility begins with appointment to the supervisory committee and ends with the defense of the dissertation. The university representative should verify that the defense is conducted appropriately. Content knowledge in the subject of the dissertation is valuable for the university representative, but not required. In addition, the university representative represents the University's interest and is responsible for ensuring that our doctoral graduates are of high quality. If questions or irregularities arise that cannot be resolved within the college, the university representative should contact the Dean of the Graduate School for resolution (Graduate Bulletin, 2011).

In the College of Social Work, students should seek supervisory committee members who cover the breadth and depth of their needs to complete a successful Dissertation. At a minimum, this means that



members must cover the student's needs for substantive, methodological, and statistical expertise. Therefore, it is sometimes necessary to select five or more committee members. In addition, it is useful to choose members who are compatible, available to meet and to contribute, and who agree on the level of expertise that is required for a doctoral student to be successful in completing the program. Students should interview potential committee members in the same way they interview potential major professors.

Fully retired faculty (includes Emerita/Emeritus status) may continue to serve as major professors for those students who have already begun their thesis/dissertation at the time of the professor's retirement. Fully retired faculty, however, may not accept additional students in this capacity. Fully retired faculty may serve as an additional member beyond the minimum number required on Master's and Doctoral committees of new students if they choose. Appointment to courtesy is not necessary, but department chairs must send a memo to The Graduate School indicating the names of the student committees on which the professor serves and the approval of this continued service.

For faculty who depart the University for any reason other than retirement, the department or program that wishes to continue the faculty member in some or all of these roles may provide a courtesy appointment and nominate the faculty member for master's or doctoral co-directive status, as needed, so the faculty member may continue as co-chair or an additional member for those students who have already begun their thesis/dissertation at the time of the faculty member's departure. If the faculty member is serving as committee chair, the department will then designate a current or new member of the committee with appropriate directive status as co-chair of the committee. Faculty members who depart the University may not accept additional students in this capacity, nor may they serve as the University Representative on committees.

#### College of Social Work Committee Composition

In the College of Social Work, the doctoral supervisory committee serves as the written/oral preliminary examination and Dissertation supervisory committee. Doctoral supervisory committees shall have:

1. four members of the graduate faculty with Graduate Faculty Status; including
2. at least two voting committee members from the College of Social Work faculty with Graduate Faculty Status; and
3. at least one voting member from outside of the College of Social Work to serve as the university representative, who is tenured and has Graduate Faculty Status.

The composition of all supervisory committees is subject to approval by the Doctoral Program Director and the Dean of the College of Social Work.

After faculty have agreed to serve as members of your supervisory committee, you should complete that portion of the Doctoral Supervisory Committee form by the end of the spring semester of your 2<sup>nd</sup> year of full-time study, and submit it to the Doctoral Program Assistant who will route it to the Doctoral Program Director and Dean for their approval. You can obtain a form from the Doctoral Program Assistant. You will not be allowed to register for future courses until this deadline is met.

Once committee members are approved, changes in the major professor or supervisory committee members are expected to be rare and must be enacted according to established policy (see below). Students may not change committee members during the written/oral preliminary examination process.

Students should discuss any concerns that arise about the functioning of the supervisory committee after it is appointed with the Doctoral Program Director.

### Conflict of Interest Policy

A supervisory committee's judgments on the quality of a student's thesis or dissertation should be based solely on the academic merits of the work before them. Any other standard risks a breach of professional ethics or law and undermines the integrity of the process and those involved. Any personal or financial relationships (e.g. involving the major professor, committee members, and/or student) that may create the perception of bias in that process must be avoided. This would not include the typical practice of hiring a student on a university assistantship in the home unit, but would include the student being hired by the major professor's private company. If any such conflicts of interest could exist, they should be reported to the administrative head of the student's academic unit, who will evaluate same for potential harm and take appropriate action (Graduate Bulletin 2014-2015 pg. 67).

The following policy concerning conflicts of interest applies to graduate students who are being supervised or evaluated by faculty. The applicability of this policy to graduate students who are serving as teaching assistants is subject to the terminology of the UFF GAU Collective Bargaining Agreement.

Sexual relationships between faculty members and students where a direct supervisory or evaluative relationship exists are fraught with the potential for exploitation. The respect and trust accorded a faculty member by a student, as well as the power exercised by the faculty member in a direct supervisory or evaluative role, make voluntary consent by the student suspect. In their relationships with students, faculty members are expected to be aware of their professional responsibilities and to avoid conflict of interest, favoritism, or bias.

1. When any direct supervisory or evaluative role exists, a consensual sexual relationship between a student and a faculty member is a conflict of interest.
2. Any situation of direct supervision or evaluation will be ended immediately when a consensual sexual relationship between a student and a faculty member exists.
3. Any such relationship must be disclosed to the faculty member's supervisor immediately.

Direct supervision includes any type of evaluative role. Examples of direct supervision of the student include teaching the student's class, serving as a thesis or dissertation director, instructor of record, member of the student's thesis or dissertation committee, member of the student's comprehensive or doctoral exam committee, member of other committees where the focus is evaluation or supervision of the student's academic competence or the student's assistantship.

### Removal of Committee Members

With careful consideration and under specifically delineated circumstances, you may request Supervisory Committee members (including the Major Professor) be removed from your committee. Generally, you should carefully study why you are considering the removal of faculty members you sought out to be on your committee. The question you must answer is, what events have changed to make you reconsider your original choice of committee members? Good reasons for reconsideration are professors' increased work demands leading to unavailability, relocation, personal emergency, or

capricious actions that are not in keeping with the letter and the spirit of the provisions of this document. Unacceptable reasons include lack of progress on dissertation, committee members' high expectations, or committee members' unwillingness to approve dissertations that are problematic, inconvenient time frames, and conflicts with Major Professors.

The procedure for pursuing a change in Supervisory Committee membership follows the sequence below, progressing successively only until a decision can be achieved:

Step 1: The student meets with the Major Professor to discuss the concerns leading to the request for change in Supervisory Committee membership. The student and MP make a joint determination about moving forward with the change in MP and what the next steps will be.

If the requested change involves replacing the Major Professor, the student meets with the Doctoral Program Director to discuss the concerns leading to the request. The student and Doctoral Program Director make a joint determination about moving forward with the change in MP and what the next steps will be.

Step 2: The student notifies the Doctoral Program Director in writing that a request for change in Supervisory Committee membership is being proposed.

Step 3: The Doctoral Program Director pursues consensus among the various parties involved and acts as mediator if conflicts ensue. The Director has the prerogative of either expediting a decision or submitting a student's request to review of the Doctoral Program Committee (DPC) for a vote. The student may be asked to appear before the DPC.

Step 4: The Director notifies the student and Supervisory Committee in writing of the final decision, taking into account the contributing discussion and vote of the DPC.

Step 5: The Director forwards the recommended change to the Dean for approval.

Step 6: The student and Director notify the Dean of Graduate Studies of any approved changes, including proper paperwork, documentation, and signatures.

*Note: If the student and Major Professor do not agree on changes to the Supervisory Committee membership, the student can bring concerns directly to the Doctoral Program Director.*

## Program of Studies

Courses that make up the CSW doctoral program of studies are grouped into four types—core methods and theory courses, social work research methods selective courses, statistics courses, and cognates.

- Core methods and theory courses are required courses provided within the college. These courses are offered once per year. Examples include SOW 6492 Foundation Research Methods and SOW 6755 Theories and Models for Social Work Research.
- The college offers three social work research methods selective courses (i.e., survey research methods, Social Work Research Using Secondary Data, and Intervention Research). At least one selective is offered in the spring semester each year. Students are required to take one selective course, generally during the spring semester of their second year in the program.
- Students are required to take a minimum of three statistics courses. Two are required (SOW 6414 Foundation Research Methods and SOW 6418 Introduction to Linear Modeling for Applied Social Research) and the third can be selected from a list of courses in other departments with the approval of the doctoral program director, or your Educational Advisor or Major Professor. See the “Statistics Courses” in the “Course Description” section for more information. Statistics courses must be graduate level (5000 or above).
- A cognate is a graduate course taken outside of Social Work that is related to the student’s research interests (e.g., mental health, research methodology). Students must complete three cognates. See the “Cognate” subsection in “Course Description” for more information. Cognates must be graduate level (5000 or above).

Students are also required to take a two-semester applied research practicum and a one semester teaching seminar and practicum.

The following provides a guide to the typical program of studies at the college.

### Year 1 – Fall Semester

SOW 6490 Introduction to Scholarly Writing (3 credit hours)

SOW 6492 Foundation Research Methods (3 credit hours)

SOW 6414 Introduction to Statistics in Applied Social Research (3 credit hours)

### Year 1 – Spring Semester

SOW 6418 Introduction to Linear Modeling for Applied Social Research (3 credit hours)

SOW 6755 Theories and Models for Social Work Research (3 credit hours)

SOW 6495 Systematic Reviews in Social Work Research (3 credit hours)

SOW 6496 Qualitative Research Methods (3 credit hours)

### Year 1 – Summer Semester

SOW 6945 Practicum in Applied Research - Seminar (3 credit hours)

Stats 3 See “Suggested List” for options (3 credit hours) **OR** Cognate (3 credit hours)

Cognate (3 credit hours)

### Year 2 – Fall Semester

SOW 6358 Measurement in Social Work Research (3 credit hours)

SOW 6945 Practicum in Applied Research – Individual (3 credit hours)

Stats 3 AND/OR Cognate (up to 6 credit hours)

## **Year 2 – Spring Semester**

SOW 6494 Advanced Research Methods (3 credit hours)  
SOW 6775 Professional Issues in Social Work (3 credit hours)  
Social Work Research Methodology Selective (3 credit hours)

## **Year 2 – Summer Semester**

Stats 3 OR Cognate (3 credit hours), if necessary  
SOW 6960r Preliminary Examination Preparation (variable credit hours)

## **Year 3 – Fall Semester**

SOW 6930 Teaching Seminar & Practicum (3 credit hours)  
SOW 6960r Preliminary Examination Preparation (variable credit hours)  
SOW 8964r Preliminary Examination (if applicable)

## **Year 3 – Spring & Summer Semesters**

SOW 6960r Preliminary Examination Preparation (variable credit hours) (if necessary)  
SOW 6980r Dissertation Preparation (includes Prospectus development & defense; must total 24 credit hours)  
SOW 8964r Preliminary Examination (if applicable)

## **Year 4 –Fall, Spring & Summer Semesters**

SOW6980r Dissertation Preparation (must total 24 credit hours)  
SOW8985 Dissertation Defense (must occur at least six months after achieving candidacy)

## **Course Descriptions**

### **SOW 6414 - Introduction to Statistics in Applied Social Research**

This course represents the Statistics I requirement for the Social Work Doctoral curriculum. The primary aims of this course are to provide students with a firm foundation in descriptive statistics, univariate and bivariate inferential statistics, and multiple regression analyses. This course is designed as an applied statistics course and presented in three major sections: analysis of group differences, analysis of bivariate associations, and analysis of prediction models. Students will learn how to use SPSS to clean and manage data, and how to analyze existing Social Work data sets. This course introduces students to reporting data analysis plans and statistical results consistent with the expectations of peer-reviewed Social Work journals. Emphasis will be placed on the intersection of Social Work values and ethics and data analysis. Critical discourse on the implications of statistical analysis for oppressed and marginalized groups specifically addressed throughout the course.

### **SOW 6358– Measurement for Social Work Research (Required Core)**

This course focuses on the development, testing, and use of measurement tools in social work practice research. Emphasis is placed on understanding the conceptual relevance and operational clarity of theoretical constructs, and on the methods available for designing and validating instruments to measure them. Qualitative and quantitative techniques are examined for their varying contributions to

item development and scale construction, and data analytic strategies for determining psychometric characteristics are explored.

#### **SOW 6407 – Survey Research Methods (Selective)**

This course builds on previous basic research methods coursework that introduced students to survey designs. The class will equip students to design, conduct, and critique survey research. Particular attention will be paid to surveying hard to reach or disenfranchised populations (methods and ethics involved) and reducing sources of error (sampling, coverage, measurement, non-response). Topics include: types of survey designs, survey sampling strategies, and data collection, questionnaire construction (writing and ordering questions and response categories; pre-testing items), interviewing techniques, coding and analyzing data, and report/manuscript writing. Students will gain practical experience by examining existing surveys and data as well as by devising their own surveys and collecting pilot data.

#### **SOW 6418 – Introduction to Linear Modeling for Applied Social Research (Required Statistics)**

This course represents the Statistics II requirement for the Social Work Doctoral curriculum. This course is an extension of Statistics I and is designed to progress students from knowledge and application of univariate, bivariate, and introductory multivariate analyses to more complex multivariate techniques commonly used in the social sciences to assess relationships among data derived from a variety of research designs. Specifically, this course builds on students' knowledge of multiple regression and ANOVA from Statistics I to address more advanced topics such as mediation and moderation in multiple regression, logistic regression, and the multivariate ANOVA-based family of analyses including factorial ANOVA, ANCOVA, MANOVA, and repeated measures ANOVA. Students will learn how to use SPSS to clean and manage data, and how to analyze existing Social Work data sets. This course also includes an emphasis on learning to report data analysis plans and statistical results consistent with the expectations of peer-reviewed Social Work journals. Successful completion of Statistics 1 (SOW6414) or permission of the instructor is a prerequisite. Emphasis will be placed on the intersection of Social Work values and ethics and data analysis. Critical discourse on the implications of statistical analysis for oppressed and marginalized groups specifically addressed throughout the course.

#### **SOW 6466 – Social Work Research Using Secondary Data (Selective)**

This course introduces students to the concepts, strategies and methods associated with secondary analysis of data and how secondary analysis is related to social work research. Both classroom and lab components of the course pay particular attention to acquisition, manipulation, and maintenance of public-use data, and longitudinal analysis. Students will demonstrate competence in problem conceptualization by defining a problem and research question in their social science research area. Students will identify and obtain an appropriate public-use dataset to answer their proposed question. They will develop and demonstrate an understanding of issues in secondary analysis through data exercises on this data set with an emphasis on longitudinal analysis. Students will also identify practical and ethical dilemmas in using secondary data, especially as they relate to research with vulnerable populations.

#### **SOW 6490 – Introduction to Scholarly Writing (Required Core)**

This course will provide incoming doctoral students with 1) an introduction to the process of scholarly writing, 2) an opportunity to develop and hone their writing skills in the context of communicating effectively to the scientific community and, most important 3) an opportunity to develop and integrate the dimension of “scholarly writer” into their professional identity. This course is based on the assumption that scholarly writing is a way of thinking. As such, students will learn how to pursue their

writing goals from a framework of depth and critical thinking.

**SOW 6492 – Foundation Research Methods (Required Core)**

This course will focus on basic research methods, including problem formulation, ethical considerations in planning and conducting research, assumptions, conceptualization, hypothesis building and testing, basic sampling, and various non-experimental, quasi-experimental, and experimental designs. This course will provide a range of theoretical and political perspectives encompassing both deductive and inductive research traditions. Research in the deductive mode usually operates through first constructing and then testing deductions derived from existing theory. Inductive research stresses the complexity and socially constructed, context-sensitive nature of social reality. The course begins with a brief overview of the history and philosophy of science to include the examination of ways in which epistemology relates to problem formation and research design. A variety of research designs and their strengths and limitations will be discussed, along with methods for each. Throughout the course, an emphasis will be placed on ethical research practices, cross-cultural diversity and research methods, and the potential implications of social and behavioral science research on vulnerable populations.

**SOW 6494 – Advanced Research Methods (Required Core)**

Students in this course will build on their previous learning to develop a more sophisticated understanding of the research enterprise. The course will focus on developing specific advanced competencies in conceptualization, sampling, design, measurement, data collection, and data analysis. Students will also identify practical and ethical dilemmas common in research, especially as they relate to membership in vulnerable populations. They will exchange ideas with their colleagues and lead discussions in a variety of research topics.

**SOW 6495 – Systematic Reviews in Social Work Research (Required Core)**

This course will familiarize the student with the philosophy and methodology of designing and conducting systematic reviews of research relevant to social work. A general critique of social work research will include foci on the selection and review of published research articles. Critiques that are more specific will examine methodological issues unique to particular problems and diverse populations, and include the synthesis of literature in students' areas of specialization.

**SOW 6496 – Qualitative Research Methods (Required Core)**

This course will provide an opportunity to develop knowledge of and skills in qualitative inquiry with an understanding of the strengths and weaknesses of this approach. Specifically, students will identify the usefulness of qualitative methods in developing a base of knowledge, the depth and detailed orientation of the field inquiry, and the usefulness in understanding sensitive topics that are often the focus of social work research. Content on planning and preparing for qualitative research gives students an opportunity to understand relevant philosophies of science, methods of observation, use of theory, and the relationship of qualitative methods to other types of research culminating in the design of a research project to be completed during the course. Topics such as producing and analyzing qualitative data will provide students with a hands-on experience in the process collection, management, and analysis of data. A focus on interpreting and reporting qualitative data will provide students with an opportunity to demonstrate the various skills developed throughout the course.

**SOW 6499 – Intervention Research in Social Work (Selective)**

This selective course focuses on a developmental approach to social intervention research. It includes articulation of conceptual intervention models and their development, piloting, implementation, and dissemination. Micro, mezzo, and macro-level intervention models may be included as part of the

course depending on the interests of students. Background in both theory building and research methods is required.

**SOW 6755 – Theories and Models for Social Work Research (Required Core)**

This doctoral seminar will use an evidence-based framework to prepare students to understand the role of theory in research, to critically appraise theories for their usefulness, and to utilize theory in conceptualizing research problems, developing research questions from these problems, and creating research designs.

**SOW 6775 – Professional Issues in Social Work (Required Core)**

This course is meant to further critical thinking about social work as a profession and social work education. Along with whether contemporary social work meets the definition of a profession, the following questions will be discussed: Has social work abandoned its historic mission? Should social work be reflexive? Can social work be distinguished from other professions? Can social work practice be evidence-based? Also examined are current issues in the academy in general, and social work programs in particular, including: Should college-level educators have Ph.D. degrees? Is tenure good for the academy? How can faculty mentor peers and doctoral students? Does social work education belong in the research university? Is there a continuum in social work education? How can social work education be evaluated? To what extent should technology be used to teach social work?

**SOW 6945 – Practicum in Applied Research (Required Core)**

The Practicum in Applied Research is a two-part course designed for students to engage in supervised research. This course will help students move from having a substantive area into developing a research agenda by planning, securing Institutional Review Board (IRB) approval, and executing their own work. Students will be encouraged to select a topic that is relevant to their own substantive area of interest. In the first semester, students will attend a seminar in which they will propose a project, prepare a work plan, and prepare an IRB application. At the same time, the student will develop a working relationship with an individual doctoral faculty member who will supervise the student's implementation and write-up of the research project in the second semester.

The goal of the practicum is to build students' research skills in a variety of areas – e.g., theoretical conceptualization, articulation of research questions, literature review, research design, measurement, data collection, data analysis, and interpretation of results. The expected final product of the practicum is a publishable manuscript or acceptable proposal for funding. At a minimum, the student is expected to submit a formal written summary integrating the substantive, methodological, and data analytic components of the practicum at the conclusion of the practicum. The faculty supervisor evaluates the student's performance based upon the completion of the tasks specified in the practicum plan, the student's attainment of targeted knowledge and skills, and the quality of the final product. Grades awarded will be "Satisfactory" or "Unsatisfactory," and students must receive a satisfactory grade in the first semester seminar to be eligible to progress to the individualized research in the second semester.

**Note. Data collected in the research practicum may not be the same data utilized in the Dissertation. Practicum work may lay the foundation for Dissertation work, and the practicum supervisor may be a member of the student's supervisory committee, but this is not a requirement for successful completion of the practicum.**



**SOW 6930 – Teaching Seminar & Practicum (Required)**

This course is designed to prepare students for college teaching. Students will be assigned as Teaching Assistants in foundation social work courses while taking this class. The aim of the course is to familiarize students with pedagogical theories and strategies for development and delivery of course content, course management, and assessment. Students will practice skills in the classroom and receive guidance and feedback from experienced instructors.

**SOW 6960r – Preliminary Examination Preparation (3-12 credit hours)**

This is designed to allow doctoral-level students to register for course credit hours while studying and preparing to take the Preliminary Doctoral Examination.

**SOW 6980r – Dissertation Preparation (minimum 24 credit hours required)**

This course represents credit hours taken following admission to candidacy and includes preparation and defense of the Prospectus and preparation of the Dissertation. Note that SOW 8985: Dissertation Defense (described as follows) is taken during the semester the student expects to defend his or her Dissertation.

**SOW 8964r – Oral Preliminary Examination Defense**

Students must enroll in this course during the semester that they expect to defend their preliminary examination. There is no cost associated with this course. The Doctoral Program Assistant must be notified before the Add/Drop period of the semester so the course can be created. If for any reason after enrolling in SOW 8964 the student does not defend his or her preliminary exam, the course must be dropped from the student's transcript. The student will need to re-enroll in the course the semester the defense actually takes place.

**SOW 8985 – Dissertation Defense**

Students must enroll in this course during the semester that they expect to defend their dissertation. There is no cost associated with this course. The Doctoral Program Assistant must be notified before the Add/Drop period of the semester so the course can be created. If for any reason after enrolling in SOW 8985 the student does not defend his or her dissertation, the course must be dropped from the student's transcript. The student will need to re-enroll in the course the semester the defense actually takes place.

While planning his or her defense, students should be mindful of the manuscript clearance deadlines. In some cases, students may defend too late in a given semester to meet the required graduation deadlines. If this happens, they will officially graduate the following semester. For example, if a student defends in the last week of the spring semester they will not be eligible to graduate until the summer semester. In this case, the student should be enrolled in SOW 8985 the semester they actually defend, NOT the semester they graduate.

**Statistics Courses**

At least three statistics courses are required, including SOW 6414 and SOW 6418. The other class may be selected from the list of courses in other departments with the approval of the doctoral program director, or your Educational Advisor/Major Professor. See the Doctoral Program Blackboard site for a suggested list of statistics courses throughout the university. Students who complete SOW 6418 may not apply EDF 5401 as a required statistics course. Many students choose to earn the Graduate Certificate in Measurement and Statistics from the College of Education, which typically requires two or three

additional statistics courses. Information is available at the following link:

<http://www.coe.fsu.edu/Academic-Programs/Certificate-Programs/Graduate-Certificate-in-Measurement-and-Statistics>

**You are encouraged to** contact the department for updated information about the certificate.

### **Cognates**

A cognate is a graduate course taken outside of The College of Social Work, related substantively or methodologically to the student's practice/research interests (e.g., mental health, social policy, substance abuse, research methodology, advanced statistics, etc.). Students must complete three cognate courses. At least one of these courses must relate substantively to the student's research interests. Students' choice of cognates should reflect some central focus or theme in which they are attempting to develop expertise. It is advantageous to choose cognates that are taught by professors with graduate faculty status, because you may find them to be a good choice for your outside supervisory committee member(s).

Students should choose potential cognates carefully. They are encouraged to get advice from their Educational Advisor (for first-year students), or their Major Professor (for second-year students). Once the student has identified a course they wish to take as a cognate, they must receive formal approval from the Program Director. This formal approval is necessary to ensure that cognates are related to their substantive or methodological interests. Students are responsible for filling out the "Cognate Justification Form" and turning it in to the Doctoral Program Director before the regular registration window closes for the semester in which they intend to take the course (students who wait until the Add/Drop period risk not obtaining approval in time to register). Cognate Justification Forms, once approved, must be turned in to the Program Specialist. Separate Justification Forms must be filled out for each cognate (even if the student is taking multiple cognates in the same semester).

Please note that cognates should be at least three credits and must be at the graduate level (5000 or above), though doctoral level courses are preferable (6000 or above). Students may take cognates offered in an on-line environment. NOTE, however, that some online courses at FSU do not qualify for a tuition waiver. If a student plans to take an online cognate, the student should confirm with the Doctoral Program Specialist that the course qualifies for a tuition waiver. If it is not covered by waiver you will be required to cover the tuition with your own funds.

Additionally, Directed Independent Study (DIS) courses only fill a required cognate if a faculty member outside the College of Social Work is the Instructor of Record. If this is the case, students would be responsible for filling out the appropriate DIS form (found on Blackboard) as well as the Cognate Justification Form. The Doctoral Program Director must approve both the DIS application form and the Cognate Justification Form before the regular registration window closes for the semester in which the student intends to take the course. All DIS policies must be followed.

### **Special Topics Courses**

Four Special Topics courses are offered as electives for students who wish to work independently in their particular substantive area. These courses are SOW 6909r (Directed Individual Study), SOW 6916r (Supervised Research); SOW 6938r (Selected Topics in Social Work), and SOW 6904r (Readings in Social Work/Social Welfare). More information about each course is available through the Doctoral Program Blackboard site or the doctoral program office.

### Program of Studies Approval

Each doctoral student follows a program of studies that includes the required courses and is developed to meet the student's particular needs and interests. The program of studies is developed with the advice and approval of the Educational Advisor or Major Professor and the Doctoral Program Director. The Program of Studies provides the basis for each student's annual review and charts the projected path for the student through completion of all degree requirements. The Program of Studies becomes a provisional agreement between the student and the College of Social Work regarding minimum requirements that the student must complete in order to take the Preliminary Examination. The Program of Studies, along with all other pertinent materials, is included in the student's academic annual review.

### Outside Coursework Feedback

At the end of each semester students will be given the opportunity to provide anonymous feedback for courses they took outside of the College of Social Work (cognates or stats classes). The Doctoral Program Assistant will send the students a link to an anonymous survey and will compile the results.

## **Research/Teaching Assistantships**

As a condition for receiving a stipend and tuition waiver from the College of Social Work, all full-time students will work with a faculty member for 10 hours per week in their first and second years in the program as research assistants. Before the first semester begins, students will be asked to provide a brief statement of their research experience and interests; faculty will be asked to provide a brief statement describing their current research and need for assistance. In consultation with faculty, the Doctoral Program Director will match each student with a faculty member. Most students remain with their assigned faculty for the duration of their assistantships. Requests for change are honored when possible.

During the fall semester of the third year of study, and as required for SOW 6930 (Teaching Seminar and Practicum), students will be assigned as a teaching assistant with an experienced faculty member. Upon successful completion of this course and assistantship, students will be eligible to teach independently as a Teaching Assistant – Instructor (TA-I). Students may choose to substitute a research assistantship in place of their independent teaching for the spring and/or summer of their third year of study, with the approval of the doctoral program committee. After students' College-supported funding ends at the end of the third year of study, many students choose to teach independently until they complete the program.

Note that the university requires international students who are not native speakers of English to pass the SPEAK test with a minimum score of 50, prior to independent classroom instruction. The College requires that all International students pass the SPEAK exam or become certified in Spoken English through the Advanced Spoken English for ITA's (EAP 4831) course, **regardless of TOEFL scores**. More information about the SPEAK exam or EAP 4831 can be found at the Center for Intensive English Studies website: <http://cies.fsu.edu/>

The Associate Dean for Academic Affairs, in consultation with the Doctoral Program Director and the MSW and BSW Program Directors, makes students' teaching assignments based on areas of expertise and experience. Course assignments are dependent on sufficient course enrollment, and may be

cancelled as late as the first week of class, so TA-Is must be flexible. Faculty members have priority over choice of teaching assignments, but TA-Is will be asked to submit their requests for assignments after the faculty have been assigned. Students in good standing in the program will be matched with a teaching assignment, and priority will be based on teaching experience (new TA-Is given priority) and previous student evaluations.

In addition, we require all TA-Is to attend FSU's Program for Instructional Excellence (PIE) training, which is provided immediately prior to the beginning of the fall semester. Teaching Assistant – Instructors are also strongly encouraged to attend university-wide training opportunities offered throughout the year.

Assistantships are assigned on an annual basis. Thus, students are expected to work 10 hours per week in their assistantships throughout the calendar year. There are two exceptions. Students are not expected to work during the university-wide winter break (between the Christmas and New Year holidays) and during spring break. Research assistantship assignments begin on the first day of fall semester classes for incoming students, and run continuously throughout the first and second years of students' programs. Research assistantship assignments end on the last day of the summer semester, at the end of the student's second year. Teaching assistantship assignments for rising third year students begin on the first day of the fall contract, which is two weeks before classes start. Teaching assistantship assignments end on the last day of the summer semester. Neither research nor teaching assistantships can be completed long-distance. Note that this schedule mirrors faculty appointment schedules. Also, this allows students to receive paychecks throughout the calendar year.

#### Waiver and Health Insurance Subsidy Information

For their work as an RA or TA during the first three years of the program, students receive tuition waivers of up to 12 credits during the fall and spring and up to 9 credits during the summer semester. They must meet the minimum requirements (as follows) of being a full time student in order to be eligible for the waiver-

Fall: **9**

Spring: **9**

Summer (By Session):

12 Weeks (session A): **9**

8 Weeks (sessions D or F): **7**

6 Weeks (sessions B or C): **5**

\*If a student enrolls in courses during different sessions they **MUST** take at least **9** credits.

Students working as a TA or RA in his or her fourth year (or beyond) are also eligible for tuition waivers. They will, however, only receive waivers for 9 credits in the fall and spring semesters and up to 9 credits during the summer semester (they may take fewer credits, in accordance with the minimum full time requirements in the different summer sessions). Please note that fourth year (and beyond) funding is not guaranteed.

At the beginning of each semester students receiving tuition waivers must fill out a Graduate Waiver Receipt Form. This form states the contingencies described above as a contract between the student and the College of Social Work. The Doctoral Program Assistant will send an email notifying the students of this requirement and will include an attachment with instructions to download the form from my.fsu.edu. Students are responsible for signing and returning the form to the Program Assistant by the

deadline indicated in the email. Neglecting to sign this form puts students at risk of not receiving future funding.

Additionally, students who work as a Research Assistant or Teaching Assistant are eligible to receive health insurance subsidies (as long as they meet the following eligibility requirements-

1. Students must sign up for the eligible insurance plan from University Health Services.
2. Students must be enrolled in at least 9 hours during the semester.
3. Students must have an appointment from the first day of classes to the last day of exams.
4. Students must have a minimum .25 FTE appointment.
5. Students must have a qualifying graduate assistant appointment code.

Current health insurance subsidy amounts (2014-2015) are as follows-

- The University will pay \$1500 a year of the student health insurance premium for individual coverage of those on at least a .50 FTE appointment for the Fall and Spring semesters.
- The University will pay \$850 per year of the student health insurance premium for individual coverage of those employees on at least a .25 FTE appointment for the Fall and Spring semesters.
- The University will pay \$1050 per year of the health insurance premium for individual coverage of those employees on at least a .25 FTE for either the Fall or Spring semester and on a .50 FTE appointment for the other semester.
- In all of the above circumstances, the University payment of health insurance is for employees who are not enrolled in any other state or University health insurance program and have purchased the Student Health Insurance Policy.

For more information regarding the health insurance subsidy, please visit:

<http://gradschool.fsu.edu/Funding-Awards/Subsidy-Benefit>

## **Assistantship Annual Review**

The FSU Graduate Student Collective Bargaining Agreement requires that all graduate students who are assigned as research and/or teaching assistant receive an annual evaluation of their performance. The Doctoral Program supports the importance of providing structured opportunities for students to receive feedback regarding their efforts as teaching and/or research assistants. The Assistantship Annual Review provides an opportunity for faculty research and teaching mentors to provide this feedback. The following describes CSW procedures for conducting these evaluations. Separate evaluation procedures for research assistants (RAs) and teaching assistants (TAs) are provided. A copy of the teaching standards for TAs is provided as an appendix to this handbook.

### **Research Assistantship Annual Review Procedures**

1. At the BEGINNING OF THE ACADEMIC YEAR (i.e., the point of initial RA assignment or renewal), the doctoral program office sends a copy of the Research Assistantship Planning & Evaluation form to RA faculty mentors and their RAs. The form is available at the FSU CSW Doctoral Program Blackboard site.

2. The RA faculty mentor and RA develop work plan for the research assistantship for the coming year (August to August). They complete the first section of the Research Assistantship Planning & Evaluation form, including signatures and dates.
3. The RA distributes copies of the completed Research Assistantship Planning & Evaluation form by the END OF SEPTEMBER to the RA faculty mentor and the doctoral program office for approval and inclusion in the student's file. The RA retains a copy for his or her files.
4. At the beginning of the summer, the doctoral program office sends a notice to RA faculty mentors and RAs indicating that the annual evaluation is coming due.
5. By the END OF JUNE, the RA faculty mentor and RA meet to discuss the RA's performance and accomplishments. They complete the second section of the Research Assistantship Planning & Evaluation form, including signatures and dates.
6. The RA distributes copies of the completed Research Assistantship Planning & Evaluation form to the RA faculty mentor and the doctoral program office for approval and inclusion in the student's file. The RA retains a copy for his or her files.

NOTE: RAs may provide written comments to the evaluation, to be attached to the Research Assistantship Planning & Evaluation form and placed in their file. As stated in the Collective Bargaining Agreement, "written student comments or evaluations need not be signed to be used for evaluation purposes" (p. 5).

### **Teaching Assistantship Annual Review Procedures**

1. Beginning about the 5<sup>th</sup> week of the first semester of independent teaching (typically the spring semester during the third year of study), the Associate Dean for Academic Affairs will arrange for TAs to administer the Teaching Assessment by Students (TABS) to their classes. The results will be given to the TAs.
2. By the END OF THE first semester of independent teaching, the Associate Dean of Academic Affairs will attend one of the TA's classes to observe and evaluate the TA performance using the CSW Teaching Checklist.
3. At the end of the semester the TA will administer the Student Perception of Courses and Instructors (SPCI) evaluation to students, as required by the university.
4. The Associate Dean of Academic Affairs and TA meet within two weeks of the end of the semester to discuss the teaching assistantship performance. This review will include a discussion of the TABS and the SPCI results and observation of teaching based on the CSW Teaching Checklist.
5. The TA distributes copies of the completed TABS, SPCI results, and CSW Teaching Checklist to the Associate Dean of Academic Affairs, the doctoral program office for inclusion in the student's file. The TA retains a copy for his or her files.

NOTE: TAs may provide written comments to the CSW Teaching Checklist and placed in the TA's file. As stated in the Collective Bargaining Agreement, page. 5, "written student comments or evaluations need not be signed to be used for evaluation purposes".

NOTE: The evaluation may include classroom observations (either announced or unannounced). However, following an observation, the TA must be provided "an opportunity to meet and discuss the observation with the observer, within two (2) weeks" of the observation (Collective Bargaining Agreement, 2010-2013, p. 5). Further, "a concise written comment by the observer regarding the

observation must be made, unless by mutual agreement the employee [TA] and observer agree that no written comment will be made. If a written comment by the observer regarding the observation is prepared, it shall be placed in the file. A copy of such comment shall be given to the employee [TA] no later than two (2) weeks following the observation, if practicable. Such comment shall not be grievable; however, the employee shall have the right to respond in writing and shall have such response attached" (Collective Bargaining Agreement, 2010-2013, page 5).

## **Academic Annual Review**

The Doctoral Program recognizes the importance of providing structured opportunities for students to receive feedback regarding their academic progress through the program. The Academic Annual Review is a collaborative process in which students and their Educational Advisors or Major Professors discuss the student's academic status in the program and potential for successful completion of the Ph.D.

### Academic Annual Review Procedure

1. In the spring semester of each academic year, the Doctoral Program Assistant will send a request to all doctoral faculty members to provide a brief evaluation of doctoral students' academic performance with whom they have had contact since the last evaluation period. Faculty members may have taught a student in class, supervised a teaching assistant or research assistant, served on a student's Dissertation committee, etc. The Doctoral Program Assistant will assemble the results and provide them to each student's Major Professor or Educational Advisor for review and inclusion in the student's file.
2. The students will receive an annual review evaluation form that is specified to his or her Program of Studies. The students must complete their portion of the written annual evaluation form, including a statement that summarizes their progress toward fulfilling their program requirements as well as major accomplishments. After that, students should schedule an appointment to meet with their Major Professor/Educational Advisor to complete the evaluation by the due date.
3. The Major Professor/Educational Advisor and student discuss the student's academic progress, and together develop goals for the upcoming academic year. The Major Professor/Educational Advisor then adds the annual evaluation forms to the student file, and forwards a recommendation to the Doctoral Program Assistant, who coordinates a review with the Doctoral Program Committee (DPC).
4. The DPC reviews each student's overall academic performance during the preceding year. If the committee is in unanimous agreement during discussion, the student will be retained, placed on probation, or recommended for dismissal accordingly. If the DPC does not reach unanimous agreement, each DPC member will recommend retention, probation, or dismissal on a written, private ballot, including a brief description of reasons for the vote. If the vote does not result in a majority opinion, the student will be placed on one-year probation, and the Major Professor/Educational Advisor and DPC will re-evaluate the student's progress after that year. During the probation period, the Major Professor/Educational Advisor will meet regularly with the student and implement remedial interventions, as necessary. The Doctoral Program Director will send annual review letters to all students and inform the Dean of all DPC actions. NOTE: The

DPC review meeting typically occurs during the last month of the academic year. Because final grades for the spring semester have not been determined yet, it may be necessary to modify DPC decisions once final grades become available. If this is necessary, the Doctoral Program Director will coordinate these any necessary modifications with DPC members.

5. The Doctoral Program Assistant will notify the Graduate School (through GST) of the Annual Review outcomes.

**Note.** Samples of annual review forms are available on the Doctoral Program Blackboard site.

## Procedure for Probation or Dismissal

### Suspension, Dismissal, and Reinstatement (Graduate Bulletin, 2011)

The University reserves the right to exclude at any time a student whose conduct is deemed improper or prejudicial to the interest of the University community or whose academic performance is substandard.

A graduate student whose cumulative grade point average for courses taken at Florida State University falls below 3.0 at the end of a term (not counting courses for which "S" or "U" grades may be given) will be considered not in good standing by the University and will be placed on academic probation. If a 3.0 cumulative grade point average is not attained by the end of the next full semester of enrollment, the student will not be permitted to register for graduate study, including registering as a special student. However, at the time of dismissal the Major Professor may petition the academic dean and the Dean of the Graduate School for consideration of special circumstances which the professor thinks constitute justification for an exception to this regulation, but under no circumstances will a student be allowed more than one additional semester of probation. Owing to the differential uses of the designation, "academic probation" shall not appear on permanent records of regular graduate students. After one probationary period, however, a student whose average falls within the probationary range will receive automatic dismissal.

### College of Social Work Probation and Dismissal Procedures

During the annual review process, or on an as-needed basis, doctoral faculty will have the opportunity to advise the DPC and/or the Director of the Doctoral Program of any student who would warrant probation or dismissal because of inadequate progress or unsatisfactory performance in meeting program requirements. The basis for a recommendation of probation or dismissal may include one or more of the following:

- Failure to maintain a minimum GPA of 3.0 beyond one semester during the student's program of study
- A pattern of incomplete ("I") or unsatisfactory ("U") grades (i.e., 2 or more "I" or "U" grades during the student's program of study)
- A pattern of unsatisfactory performance in research and/or teaching assistantships
- Falling one year or more behind the expectations and timeline for completion agreed upon in the student's most recent annual review or action plan;
- An inability to substantially improve quality of work after a year on probation;



- Violation of the Florida State University Academic Honor Policy or the National Association of Social Workers' Code of Ethics; and/or
- Exhibiting behaviors that are judged to hinder the student's performance as a professional social worker. Such behaviors might include violation of College and University policies, aggressive statements or acts, disruptive behavior, fraud, dishonesty, or any forms of harassment of other students, faculty, or staff.

A recommendation of dismissal requires a unanimous vote of the DPC. The Doctoral Program Director will immediately inform the student, the student's Major Professor/Advisor, and the Dean of the recommendation. Students who wish to appeal a dismissal decision will have two weeks to respond in writing and/or in a meeting with the DPC and the student's Major Professor/Advisor. If the student's Major Professor/Advisor is not on contract or is otherwise unavailable, the student will meet with the Director of the Doctoral Program and available members of the DPC. After considering the DPC recommendation, the student's response, and review of all information in the student's file, the Doctoral Program Director shall (1) recommend dismissal of the student from the doctoral program to the Dean or (2) retain the student in the program on a one-year probationary status. In the latter instance, the student and the student's Major Professor/Advisor have four weeks to prepare an action plan to overcome the deficiencies in the student's performance within one year of the decision, and then submit the plan to the Doctoral Program Director for approval. If, in a subsequent annual performance review, the Major Professor/Advisor determines that the student is not adequately meeting expectations of this action plan, the Major Professor/Advisor should clearly document this in the written annual review form that will be reviewed by the DPC. The Doctoral Program Director shall bring dismissal recommendations to the Dean for approval. Students who have been dismissed have the right to use the subsequent approved appeals procedures as described in the FSU Bulletin. Note: Dismissal procedures related to failure to meet preliminary examination expectations are addressed in the section of this manual entitled, "The Standardized, Written, and Oral Components of the Preliminary Examination".

### **Grade Appeals System (Graduate Bulletin)**

The purpose of the grade appeals system is to afford an opportunity for a graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. This system does not apply to preliminary or comprehensive exams or to thesis or Dissertation defenses; these issues are reviewed by the Student Academic Relations Committee via the Dean of the Faculties.

**Step 1.** Within 30 calendar days following the date that final grades are made available to students, the student must contact the instructor in question to discuss the grade and attempt to resolve any differences. The student should document any attempts to contact the instructor in order to establish that the appeal was begun within this 30-day period. In the event that the instructor is not available, the student should provide that documentation to the instructor's program or department chair. It is expected that the student will first attempt to resolve the grade dispute with the instructor; however, either the student or the instructor may consult with the appropriate program or department chair

during this process.

**Step 2.** If no resolution is reached within this 30-day period, after the student's documented attempt, the student has an additional 15 calendar days to submit a written statement to the program or department chair. This statement must include an account of attempts to resolve the issue, as well as the evidence that forms the basis for the appeal.

Within 20 calendar days thereafter, the department or program chair will arrange for a meeting of a grade appeals screening committee composed of three students enrolled in the academic unit offering the course to review the appeal. Appropriate students who have no conflict of interest will be chosen to serve on this screening committee by a student organization associated with the program or department, if such an organization exists. If none exists or if members of such an organization are not available, the department or program chair will select appropriate students who have no conflict of interest. Both the student and the instructor may attend the meeting.

The role of the screening committee is solely to determine whether the student has presented sufficient evidence to warrant further review. Within five calendar days after this meeting, the screening committee will render its decision in writing (recommend/do not recommend further review) to the program or department chair, the student, and the instructor. A negative decision will end the appeal. A positive decision will trigger the next step in the process.

**Step 3.** Within 20 calendar days of a positive decision from the grade appeals screening committee, the program or department chair will appoint and arrange for a meeting of a grade appeals board. This board is composed of three faculty members and two students other than those who served on the screening committee.

The purpose of this board is to determine whether or not to uphold the final grade assigned by the instructor. The board will consider only the evidence provided by the student and the instructor in making the determination. Both the student and the instructor may attend the meeting.

The grade will be upheld unless the evidence shows that the grade was awarded in an arbitrary, capricious, or discriminatory manner, as a result of a gross violation of the instructor's own evaluation (grading) statement. If the original grade is not upheld, the board will recommend that an alternative grade be assigned by the program or department chair.

If the student has evidence that this grade appeals process has deviated substantially from these established procedures, resulting in a biased decision, the student may consult with the Dean of the Faculties regarding referral to the Student Academic Relations Committee.

### **Time Limit for Completion of Degree Requirements**

All requirements for the doctoral degree must be completed within five calendar years from the time the student passes the written and oral portions of the Preliminary Examination, or the student's supervisory committee will require that a new Preliminary Examination be passed (Graduate Bulletin, 2011).

In the College of Social Work, students renewing their doctoral candidacy by retaking their preliminary exams after the five-year period for completion of a Dissertation has expired may do so a maximum of

one time. After passing all components of the preliminary examination a second time (standardized exam, written and oral), students who have not successfully defended a Dissertation within five years will be dismissed from the program.

## **The Standardized, Written, and Oral Components of the Preliminary Examination**

Satisfactory completion of a Preliminary Examination shall be required for admission to candidacy for the doctoral degree. The Preliminary Examination is designed to test scholarly competence and knowledge and to afford the examiners the basis for constructive recommendations concerning the student's subsequent formal or informal study (Graduate Bulletin, 2011).

There are three components to the preliminary exam, including a standardized written examination of problem conceptualization, statistical analysis, and research methodology competencies; and a written and oral examination component that are prepared and graded by the student's supervisory committee. Details about each component are described in the following section.

Typically, the examining committee will be identical with the supervisory committee (Graduate Bulletin, 2011). In the College of Social Work, the examining committee must include a minimum of four members of the faculty who have graduate faculty status, one of whom is the university representative of the faculty. All additional members of the committee must hold graduate faculty status or be in a tenure track position. (Please see the "Supervisory Committee" section for more detailed information about committees [page 16]). Students must have the signed approval from all members of the examining committee prior to beginning the written and oral components of the exam process. Before students begin the written or oral section of his or her preliminary exam, they must have all of their committee members sign the Committee Form, and it must be approved by the Doctoral Program Director.

### Examination Procedures

#### *Standardized Component (Applicable to students admitted fall 2011 and later)*

The standardized written examination of problem conceptualization, research methods, and data analysis is a multiple choice exam designed to assess the breadth of general knowledge on required content covered in the program of studies and reflected in the doctoral program competencies (CSW Faculty, spring 2008).

The standardized examination is program-driven and will be offered at the end of the spring semester of the 2<sup>nd</sup> year of the program (e.g., May or June), after students have completed all required core social work courses (i.e., SOW 6358, 6359, 6414, 6418, 6490, 6492, 6494, 6495, 6755, 6775, and 6945), with a 3.0 grade point average. Students will be provided a copy of the doctoral program competencies that can be used as a study guide for the exam. For students who have not completed the required coursework by the end of the spring semester of their 2<sup>nd</sup> year, taking the standardized exam will be arranged on a case by case basis.

Students must earn a minimum of 75% in order to pass the exam. Students who fail the standardized component may retake the examination one time only. The re-examination will be offered at the end of

the summer semester of the 2<sup>nd</sup> year of the program (e.g., early August). Students who fail their second attempt of the standardized preliminary examination are dismissed from the FSU College of Social Work doctoral program.

The Doctoral Program Assistant will make arrangements for exam administration, and coordinate with the doctoral students. Additional information about this process can be obtained from the Doctoral Program Assistant.

In keeping with the FSU Honor Code, students must not to provide information about test contents with students who have not taken the test yet. Students who violate this policy will be subject to university sanctions as a result of violating the FSU Honor Code, including dismissal from the program. This is described in more detail in a subsequent section of this handbook.

### *Written and Oral Components*

The purpose of the written/oral components of the preliminary exam is to test students' independent ability to integrate what they've learned in their coursework and to determine if they are prepared to progress toward the independent scholarship required of a dissertation. As such, the student must work independently during the entire Preliminary Exam process – no consultation with faculty or outside sources is allowed. This means that committee members, including the major professor, should not review any documents or provide any verbal or written feedback, before the committee has determined whether the student has passed or failed the written portion of the exam. If there is a unanimous vote to pass the student on the written portion of the exam, the Major Professor may provide assistance to the student with regard to planning and formatting the oral defense presentation.

Students take their written and oral preliminary examination after they have passed the standardized component, and after completing all required social work (with the exception of the Teaching Seminar), statistics, and cognate courses with a 3.0 grade point average. Students may take the Preliminary Examination, and be admitted to candidacy, concurrent with the Teaching Seminar.

The written and oral examination components of the preliminary examination are committee-driven – that is, the supervisory committee collaborates with the student to develop the format and timeline for these components of the preliminary exam (i.e., Preliminary Examination Strategy form, the "Prelim Contract").

**While the timeline is committee driven, all students are allowed a maximum of 12 weeks to complete the written preliminary exam and submit it to their committee members. Additionally, students are required to complete the written preliminary exam by the spring of their third year.**

**Please note that the Prelim Contract may not be completed before the student's committee is approved.**

The written/oral components of the preliminary exam are developed and graded by the examining committee, but follows a standardized format developed by the Doctoral Program Committee (DPC) and approved by the Academic Affairs Committee (AAC) that incorporates general content requirements, in order to promote consistency of effort among students (CSW Faculty, spring 2008).

The format may vary within the guidelines established by the DPC. However, the content to be covered

may not vary. The written/oral examination must focus upon the student's substantive area and include theoretical conceptualization and research methodology (i.e., research design, sampling, measurement, and data analysis). The research methodology expectation in the substantive portion of the preliminary examination may overlap at times with the standardized exam. However, this section is designed to assess the student's depth of understanding of the methodological issues associated with the student's specific substantive area. All members of the examining committee must participate in the development and grading of both the written and oral components of the examination. **All committee members and the student must attend the entire oral examination in real time, either by being physically present or participating via distance technology.** If exceptional emergency circumstances, e.g. medical or other emergency situations, prevent the participation of a committee member, then it may be necessary to arrange for an additional appropriately qualified colleague to attend the defense. A minimum of four members with Graduate Faculty Status must participate. In the case of such an emergency, the major professor should work with the Doctoral Program Director to find an appropriate replacement.

Possible grades include high pass, pass and fail. Committee members must be unanimous in their vote to pass a student. Students who do not pass either the written or the oral component of the exam should receive feedback from their committee members, are allowed time to revise the written portion of their prelim or to prepare more carefully for their oral exam, and then they are re-examined. The committee should determine: 1) in which areas the student must be re-examined; 2) whether remedial coursework is needed before re-examination; and 3) the nature and time of the re-examination as allowed by the DPC's examination guidelines. Only one re-examination of each component, written and oral, is allowed. Students who fail the second attempt of either the written or oral component of their preliminary examination are dismissed from the FSU College of Social Work doctoral program.

Using the PRELIMINARY EXAMINATION RESULTS form available at the FSU CSW Doctoral Program Blackboard site, the examining committee will report the outcome (i.e., High Pass, Pass, or Fail) of the examination to the Doctoral Program Director. If a student fails the examination, the student should work with the major professor and the committee to arrange for a reexamination. Upon completion of the reexamination, a second PRELIMINARY EXAMINATION RESULTS form should be completed and submitted to the Doctoral Program Director. The results of the examination will be reported to the Doctoral Program Director, CSW Dean and Office of the University Registrar for inclusion in the student's permanent record (Graduate Bulletin, 2011).

The Doctoral Program Director, the Dean of the College of Social Work, and/or the Dean of the Graduate School may attend any session of the supervisory or examining committee as nonvoting members. A member may be appointed to the examining committee at the discretion of the Dean of the College of Social Work or Dean of the Graduate School or on recommendation of the Major Professor.

Satisfactory completion of all three components of the preliminary examination is required for admission to candidacy (see next section) for the doctoral degree. Students who fail any one of the three components of their preliminary examination twice are dismissed from the FSU College of Social Work doctoral program

#### Preliminary Examination Forms

Three forms are used as a part of the CSW Preliminary Examination process. All forms are available at the Doctoral Program Blackboard website. These forms are required, and are retained in the student's file.

*Preliminary Examination Strategy form:* This form provides the plan for the Preliminary Examination, and it is a contract between the student and his/her supervisory committee. The student and all supervisory committee members participating in the examination must sign the form and submit it to the Doctoral Program Director for an approval signature and retention in the student's file. This must be submitted and approved before the student begins the examination. The Doctoral Program Office has several exemplary contracts on file if a committee needs guidelines in creating a contract.

*Preliminary Examination Results form:* This form provides the results of the student's Preliminary Examination. The student and all supervisory committee members must sign the form and submit it to the Doctoral Program Director for further action (i.e., admission to candidacy or termination from the Program).

*Admission to Candidacy form:* This form is required by the FSU Office of the Registrar as a part of becoming a doctoral candidate. The student should complete the form and submit it to the Doctoral Program Assistant, for approval of the Doctoral Program Director and submission to the Office of the Registrar. This form can be found on the Registrar's page in the forms section. A copy is also available at the FSU CSW Doctoral Program Blackboard site.

[http://registrar.fsu.edu/services/images/admiss\\_to\\_candidacy.pdf](http://registrar.fsu.edu/services/images/admiss_to_candidacy.pdf)

**Students are also highly encouraged to download the Preliminary Examination Checklist, a detailed step by step overview of the entire prelim process.**

## **Admission to Candidacy**

A student who has passed the Preliminary Examination and has been certified to the Office of the University Registrar (on an Admission to Candidacy Form) is considered a candidate for the doctoral degree and is eligible to register for Dissertation credits (Graduate Bulletin, 2011).

No student may register for Dissertation or doctoral treatise hours prior to the point in the semester in which the Preliminary Examination was passed. An admission to candidacy form must be completed, approved and signed by the Doctoral Program Director, and filed in the Office of the University Registrar prior to registration for Dissertation/treatise hours.

After completion of the admission to candidacy process, the student may retroactively add Dissertation hours for that semester in which the Preliminary Examination was completed (Graduate Bulletin, 2011). Retroactive changes are only permitted if the preliminary examination is passed by the mid-point of the semester. This date is the end of the seventh week of the semester according to the Registrar's calendar and will be posted on the Registrar's calendar. If the student defends after the seventh week of the semester, they will be eligible to enroll in dissertation hours the following semester.

A student must be admitted to candidacy at least six months prior to the granting of the degree. The purpose of this requirement is to ensure a minimal lapse of time for effective work on the Dissertation after acquisition of the basic competence and after delineation of the problem and method of attack. More realistically, the student should expect to spend a year or more of work on the Dissertation (Graduate Bulletin, 2011).

In the College of Social Work, students may take the Preliminary Examination, and be admitted to

candidacy, concurrent with the Teaching Seminar. However, successful completion of the Teaching Seminar is required for graduation.

## Prospectus

After passing all components of the Preliminary Examination, the student is required to submit to the major professor, supervisory committee, and Doctoral Program Director a prospectus on a research project suitable for a doctoral Dissertation (Graduate Bulletin, 2013).

The Dissertation Prospectus is the first major step in writing a Dissertation. Students prepare the Prospectus under the guidance of their Major Professor and with the assistance of committee members, as appropriate. Students shall not proceed with the formal development of a Prospectus until after the successful completion of all components of the Preliminary Examination.

The Prospectus defines the scope of students' research, presents the details of the research design, implementation plans, and data analysis strategies, describes plans for presenting the implications of the findings, and suggests the timeline by which the work will be accomplished. The approved Prospectus may be viewed as a contract between the student and the supervisory committee. The final draft of a Prospectus commonly is reviewed by the Major Professor and then submitted to the other members of the supervisory committee and the Doctoral Program Assistant at least three weeks prior to scheduling the defense. The student will notify the Doctoral Program Office of the defense date as soon as the defense has been scheduled.

This defense is an open discussion of student's ideas with their supervisory committee to gain final approval of the Dissertation Prospectus. Students must be enrolled for the minimum required hours during the semester of their prospectus defense.

All committee members and the student must attend the entire prospectus defense in real time, either by being physically present or by participating via distance technology. Individual departments may impose stricter requirements on physical attendance, e.g., all members must be physically present. Departments and other degree-granting programs must publicize their policy on defense attendance in their Graduate Student Handbook and in the relevant section of the Graduate Bulletin. If exceptional emergency circumstances, e.g. medical or other emergency situations prevent the participation of a committee member then it may be necessary to arrange for an additional appropriately qualified colleague to attend the defense. A minimum of four members with Graduate Faculty Status must participate (Graduate Bulletin, 2011). If an emergency prohibits a committee member from attending the defense, the major professor should work with the Doctoral Program Director to find a suitable replacement.

A grade of PASS requires a unanimous vote by the oral examining committee. All members of the supervisory committee will sign the Prospectus Approval Signature Page when they agree it is an acceptable proposal for a Doctoral Dissertation and all modifications and corrections have been completed. Thereafter, any major changes in this Prospectus will require the approval of every member of the supervisory committee. The Major Professor decides what constitutes a major change.

Following successful defense of the prospectus, the student must submit the "Prospectus Approval Signature Page" to the Doctoral Program Assistant, which has been signed by the supervisory committee, Doctoral Program Director, and the Dean, to be kept in the student's file. Students should

also keep an original copy for themselves,

**Important Note.** After approval of the Prospectus, students must submit applications and receive approval from the University's Institutional Review Board before beginning to collect any data for the Dissertation project. **The student's name must appear on the approval form and/or applications as a PI or co-PI for the period of time when the student's research was conducted. Failure to obtain the required approvals may result in the dissertation being permanently embargoed and not publishable in any form.**

*Copies of this approval must be submitted to the student's Major Professor and Doctoral Program Office for inclusion with the Prospectus in the student file.*

Note: A sample Prospectus Cover Page is available on the Doctoral Program Blackboard Website.

## Dissertation

A doctoral Dissertation must be completed on some topic connected with the major field of study. To be acceptable it must be an achievement in original research constituting a significant contribution to knowledge and represent a substantial scholarly effort on the part of the student (Graduate Bulletin, 2013)

In the College of Social work, students choose their Dissertation topic with the advice and approval of the Major Professor and members of the supervisory committee. All Dissertations are expected to contribute to the existing body of knowledge relevant to social work. Within these broad parameters, the candidate's personal interest, resources, and skills determine the choice of topic.

The Dissertation is a major scholarly work. It includes critical reviews of the theoretical and conceptual literature, a conceptual model and its operationalization, a critical review of the research in the substantive area of interest, a completed and original research project, a report of the findings, and a description of the implications for social work and the substantive area of interest. It is to be formatted according to the most recent guidelines for APA style, with exceptions only as required for electronic submission. NOTE also that approval from the FSU IRB must be received prior to engaging in dissertation-related data collection activities, as indicated previously in this manual.

Students should become familiar with the university's manuscript formatting and clearance requirements before writing their dissertation. Formatting and clearance guidelines for the final electronic submission copy may be accessed from the Office of Graduate Studies Blackboard "[GradSpace](#)" site, found in the submenu, "Manuscript Clearance" (Graduate Bulletin, 2011). Templates for Microsoft Word and Latex, an annotated sample manuscript illustrating formatting criteria, and a PowerPoint about the manuscript clearance process, are also available. Manuscript Clearance Workshops are also held during each semester. The Graduate School, along with the Academic Program Specialist, will announce the dates of these workshops. They are also posted to the calendar of events for the Graduate School at <http://gradschool.fsu.edu/Events>.

A "*Dissertation Checklist*", including links to all the necessary forms, is available on the Doctoral Program Blackboard website. Students should review the Dissertation Checklist with their Major Professors at all



stages of the Dissertation process. Students must also contact the Doctoral Program Assistant well before the term of graduation to review all the necessary requirements.

#### Dissertation Credit Hours and Registration for Final Term

Students who have completed their required course work, passed all components of the CSW Preliminary Examination, and submitted an Admission to Candidacy form to the Office of the Registrar are eligible to register for dissertation credit hours. The minimum number of dissertation credit hours for completion of a doctoral degree is twenty-four (24) semester hours (Graduate Bulletin, 2011). The number of dissertation credit hours for which a student registers each semester should be commensurate with the amount of faculty time and university resources utilized, but it should not be for fewer than three credit hours per semester, except as indicated in the next section.

During the semester in which students anticipate defense of their dissertation, those with underload permission can take a minimum of two (2) hours of dissertation credit. Underloads must be approved by the doctoral program director (see the "Minimum Credit Hours and Underload" section under "Academic Standards" for more information). Students should also register for SOW 8985 (Dissertation Defense) prior to the beginning of the final semester. Note that final approval of the dissertation by the entire supervisory committee is a prerequisite to the awarding of the degree. This is true no matter how many hours a student has completed in dissertation credit or what grades have been recorded for the dissertation hours (Graduate Bulletin, 2011). Note also that doctoral students must register in the final term in which a degree requiring a thesis, Dissertation, or treatise is granted, in accordance with the policies stated in the 'Thesis' and 'Dissertation' sections of the FSU Graduate Bulletin (2011).

Submission deadlines for each semester are posted in the Manuscript Clearance submenu of GradSpace; students not meeting those deadlines will be considered graduates of the following semester. The deadlines are as follows:

- Initial submission deadline: Deadline by which students must submit their manuscript to the manuscript clearance adviser for an initial formatting review. Manuscripts will not be reviewed and counted as an initial submission under the following conditions: not submitted via the ETD Web site; poorly formatted based on Graduate School guidelines, or otherwise appears "sloppy"; sections omitted; page numbers omitted.
- Final submission/all forms received deadline: This deadline is one week after the initial submission deadline. By this date, students must submit the final version of their manuscript, and all manuscript clearance forms must be received in The Graduate School office by 5:00 p.m. Assuming all manuscript deadlines (initial, final, and forms deadlines) are met, this is the last day a student could possibly defend; otherwise the student will be considered for graduation in the following semester.
- 60-day deadline: All manuscripts must be cleared within 60 days of the defense. In cases when a student defends early in the semester of graduation, or after the final submission deadline of the previous semester, the manuscript clearance deadline that applies is the 60-day deadline. For example, a student that defends on August 27 would have to have her/his manuscript cleared by October 27, even though the fall semester deadline for submitting a manuscript is later in the semester.

## Examination in Defense of Dissertation

The defense of the dissertation will be oral. Responsibility for suggesting the time, designating the place, and presiding at the examination rests with the major professor. Students must defend by no later than the Format Approval Deadline in the semester of intent to graduate. It is recommended that students defend no later than the eighth week of the semester in which the student intends to graduate. Consult the Graduate School Blackboard site GradSpace for more information (Graduate Bulletin, 2011).

Dissertations are expected to reflect original work. The review of academic integrity should be completed prior to the defense. Faculty may choose to use appropriate plagiarism checkers and peer review tools with early drafts of these manuscripts as an instructional aid in advising students on matters relating to plagiarism. The signatures of all committee members appearing on the Manuscript Signature Approval Form constitute testimony from the committee that they are satisfied that the dissertation meets FSU's standards of academic integrity as described in the FSU Academic Honor Code and appropriate steps have been taken to assure that this is the case (Graduate Bulletin, 2013).

A supervisory committee's judgments on the quality of a student's thesis or dissertation should be based solely on the academic merits of the work before them. Any other standard risks a breach of professional ethics or law and undermines the integrity of the process and those involved. Any personal or financial relationships (e.g. involving the major professor, committee members, and/or student) that may create the perception of bias in that process must be avoided. This would not include the typical practice of hiring a student on a university assistantship in the home unit, but would include the student being hired by the major professor's private company. If any such conflicts of interest could exist, they should be reported to the administrative head of the student's academic unit, who will evaluate same for potential harm and take appropriate action. Please see the "Supervisory Committee" section for a more detailed explanation of the University's conflict of interest policy (page 18).

Academic courtesy requires that a preliminary draft of the Dissertation be submitted to each member of the supervisory committee at least **FOUR** weeks before the date of the oral examination. At the same time, the dissertation should be submitted electronically to the university manuscript clearance adviser in the Graduate School so that the clearance adviser can provide the student with a critique of the manuscript with respect to the Graduate School's formatting requirements. The supervisory committee, the chair of the major department, and other members of the faculty as may be appointed by the academic dean will conduct the examination. All members of the graduate faculty are invited to attend (Graduate Bulletin 2013).

At least two weeks prior to the date of the examination, the student or Major Professor will present an announcement of the Dissertation title and the date and place of the examination to the Dean of the Graduate School and notify the Doctoral Program Office. Failure to follow either of these steps is likely to result in delaying the student's graduation in the current semester as well as additional tuition cost. Consult the *Registration Guide* for the deadline dates (Graduate Bulletin). A link to this electronic form is available on the Doctoral Program Blackboard website.

In the College of Social Work, the examining committee determines the date by which the final Dissertation manuscript is to be submitted to committee members. A final copy of the Dissertation manuscript must be placed at the front desk of the College's main office a **minimum of one week** (and

preferably **two weeks**) before the Dissertation defense so interested graduate faculty have access to it. Normally, major changes in a manuscript made 1-2 weeks prior to a defense requires that the defense meeting would need to be rescheduled for a time that is agreeable to all committee members.

In the College of Social Work, the Dissertation defense is considered a formal academic occasion. The examining committee determines the format of the defense. Students must bring three copies of the Manuscript Signature Form and a black ink pen for committee members' signatures. The student should also ensure that his or her University Representative has two copies of the University Representative Doctoral Defense Report.

All committee members and the student must attend the entire defense in real time, either by being physically present or by participating via distance technology. Individual departments may impose stricter requirements on physical attendance, e.g., all members must be physically present. Departments and other degree-granting programs must publicize their policy on defense attendance in their Graduate Student Handbook and in the relevant section of the Graduate Bulletin. If exceptional emergency circumstances, e.g. medical or other emergency situations prevent the participation of a committee member then it may be necessary to arrange for an additional appropriately qualified colleague to attend the defense. A minimum of four members with Graduate Faculty Status must participate (Graduate Bulletin, 2011). If an emergency prohibits a committee member from attending the defense, the major professor should work with the Doctoral Program Director to find a suitable replacement.

The oral examining committee will certify in writing to the Doctoral Program Director and Academic Dean of the major department the results of the examination: passed, failed, or to be reexamined. The report of results following a reexamination must indicate the student either passed or failed. To receive a passing grade, the written dissertation must be in final form or require only minor revisions at the time of the defense. A grade of PASS requires a unanimous vote by the oral examining committee. If the student passes, each member must sign all three copies of the Manuscript Signature Form to substantiate the results of the defense. It is the responsibility of the major professor to submit two copies of the ORIGINAL version of this completed form to the Doctoral Program Assistant, who will ensure that the form is delivered to the university manuscript clearance advisor.

A written critique of conduct of the examination in defense of the dissertation should be submitted by the university representative from the graduate faculty to the Doctoral Program Director, Academic Dean, and the Dean of the Graduate School within one week after the date of defense. The University Representative Report is available on the Graduate School's blackboard page for faculty and staff.

In the College of Social Work, under no circumstances shall the Major Professor sign the Final Degree Clearance Form before all corrections and modifications are completed. After the defense and changes to the Dissertation (if any) have been made, the doctoral candidate submits one copy of the Dissertation to the Doctoral Program Director and Dean for review and approval. The Major Professor's signature on the "Final Clearance Form" represents the last step in the approval process in the College of Social Work.

After approval by the oral examining committee, the student should submit the final manuscript electronically to the manuscript clearance advisor. A manuscript processing fee is charged (Graduate Bulletin). A student's manuscript must be cleared in order to graduate. A manuscript is considered cleared if the manuscript clearance adviser has approved the formatting of the manuscript AND all forms have been received and verified by the manuscript clearance adviser.

*Important Note: Students must submit their final manuscript and all forms by the Final Manuscript Submission and Forms Deadline. Students must also have their manuscript cleared\* within 60 days of a successful defense or the student must be re-examined. In some cases, the 60-day deadline may occur before the semester deadlines; in those cases, the 60-day deadline takes precedence over the semester deadlines.*

***\*A Cleared manuscript is one that has formatting approved by the Manuscript Clearance Adviser AND all forms received by the Manuscript Clearance Adviser.***

## Fees

Students are responsible for paying all fees as required by the Office of Graduate Studies. If the student wishes University Microfilms International, Inc. to register the copyright, an additional fee must be paid.

## Publication of the Dissertation (Graduate Bulletin)

As a condition of undertaking a Dissertation program, the student agrees that the completed Dissertation will be archived in the University Libraries system. The student will make the electronic Dissertation available for review by other scholars and the general public by selecting an access condition provided by the Office of Graduate Studies. For answers to questions regarding publication of his or her dissertation, students should contact their Manuscript Clearance Advisor in the Graduate School.

### *Guidelines for Restrictions on the Release of Theses and Dissertations*

The free and open dissemination of the results of research conducted at Florida State University is required if the University is to contribute effectively to the education of its students and to the body of human knowledge. Conflicts can develop among the interests of research sponsors, research directors, and the students doing the research. To ensure that the interests of all parties are protected, the following guidelines should be observed.

An Electronic Thesis/Dissertation (ETD) must be made available in its complete and original format. It cannot be subdivided into chapters and disseminated under different distribution options.

*Worldwide Distribution.* This option makes the ETD freely available worldwide via the FSU ETD Digital Library. It should be noted that some publishers may see a conflict with this level of distribution prior to publication.

*Embargoed Access (24 Months).* Recommended to students who have a patent application in process or who want to restrict access to the ETD for a limited amount of time in order to pursue commercial interests or other publication. After the restricted time period, the document will be made freely available through worldwide distribution (option above).

The maximum delay in the release of a thesis, treatise, or Dissertation to the university libraries and ProQuest Information and Learning (UMI/PQIL) shall not exceed twenty-four (24) months from the date the thesis, treatise, or Dissertation is approved by the FSU Office of Graduate Studies. In special circumstances, the Dean of the Graduate School may grant an additional delay of twenty-four (24)

months upon request if the case is made that the delay is in the best interests of all parties or if publication or commercial interest in the document is still ongoing. Such a request must be submitted at least one month prior to the expiration of the original period of delay.

It should be recognized that adherence to this policy does not constitute a guarantee that information in the sequestered thesis or Dissertation will not be disseminated by means other than the written thesis or Dissertation.

Information about particular access issues related to electronic theses, treatises, and Dissertations may be obtained from the Office of Graduate Studies.

A request for such a delay must be presented in writing to the Dean of the Graduate School and carry the endorsement of the student, the major professor, the department or program chair, and the dean of the relevant college or school.

**Note:** Students should not suffer delays in their normal academic progress, including the final defense of the thesis or Dissertation, as a result of a desire to delay release of the thesis or Dissertation to the library.

**Students will find a comprehensive Dissertation Checklist, along with samples of all the forms and other guidelines, on the Doctoral Program Blackboard Page.**

#### Applying for Graduation:

A student's manuscript must be cleared in order to graduate; however, students also must meet all other departmental and university requirements. During the first two weeks of the term in which a candidate expects to receive a degree, an application should be made for a diploma at the Office of the University Registrar. If a candidate previously filed for a diploma but did not receive the degree, the application procedure must be repeated. Information can be found at the registrar's website.

<http://registrar.fsu.edu/services/graduation/>

The Doctoral Program Assistant must be notified when the student turns in their application as they are required to run a graduation check and provide proof that the student is eligible. If the student decides for any reason to delay graduation after submitting an application, they must go to the Registrar's office to fill out paperwork to withdraw their application. They must also notify the Doctoral Program Assistant so their name is not included on the graduation program.

## College of Social Work Policy for Student Sanctions for

### Academic and Professional Reasons

The primary objective of the College of Social Work Doctoral Program is to prepare social work scholars and leaders in research and education who use systematic methods of inquiry and reasoned argument to advance knowledge. The College is responsible for the educational preparation of students for this role and for the evaluation of students' achievement of our academic standards. Moreover, as a professional school, we are responsible for ensuring that students meet standards of behavior that are congruent with expectations of the social work profession, as outlined in the NASW Code of Ethics and in standards for Licensed Clinical Social Workers in the state of Florida.

<http://www.naswdc.org/pubs/code/code.asp>

Such professional schools have the ability to set consequences for behavior that go beyond those for other departments on campus. Our students are also expected to comply with the FSU Academic Honor Policy and the FSU Student Conduct Code.

#### *Academic Performance Standards*

A student is expected to:

1. Maintain required grades for his or her academic program.
2. Correct any deficiencies related to academic probation within one semester.
3. Meet the generally accepted standards of social work conduct, ethics, personal integrity, and emotional stability required for practice. This includes, but is not limited to, the following: appropriate and respectful behavior with peers, faculty, clients, and staff.
4. Consistently demonstrate effective interpersonal skills necessary for forming social work helping relationships, such as allowing for peer and client self-determination, basic interviewing skills, etc.
5. Consistently demonstrate respect and responsibility in matters of punctuality and presentation of self.
6. Fully meet the standards set by the College of Social Work, FSU's Academic Honor Policy and Student Code of Conduct, NASW Code of Ethics (<http://www.naswdc.org/pubs/code/code.asp>), and the policies of the field education agency.
7. Consistently demonstrate abilities at an expected level in the areas of verbal and written communication skills.

#### *Procedures for Imposing Sanctions for Violations of these Expectations*

A student who commits an act of academic dishonesty, including all forms of cheating and plagiarism, shall be dealt with according to steps outlined in the Florida State University Academic Honor Policy.

A student who exhibits behaviors that are judged to hinder the student's development toward

becoming a professional social worker may precipitate a review by the BSW, MSW, or PhD Program Director depending on the student's enrollment status in those programs. Such behaviors might include: violation of College and University policies, aggressive statements or acts, disruptive behavior, fraud, dishonesty, or any forms of harassment of other students, faculty, or staff.

When faculty, staff, students, or other personnel employed or authorized to supervise students by the University identify any of the above indicators as a concern, they should refer the matter to the Program Director (BSW, MSW, or PhD). The Program Director will review the information, determine whether or not to meet with the students and formulate a plan, and place documentation in the student's academic file describing the referring incident(s). The corrective action plan would specify:

- Activities to gain further skill, insight, or behavior change (e.g., gain work/volunteer experience, write a paper, participate in counseling, and coursework).
- The specific time frame to address these actions.
- The evidence required to fulfill the requirements.
- Date and signatures of the student and the Program Director.

If the student either does not agree with the corrective action plan, does not complete its requirements, or the incident is deemed so egregious as to warrant a faculty review, the Program Director may refer the student to the Associate Dean for Academic Affairs. The Associate Dean will request that a subcommittee of the Academic Affairs Committee, the faculty committee charged in the College of Social Work bylaws with responsibility for judicial appeals for students, be formed within 30 calendar days of notification. The Associate Dean for Academic Affairs will appoint a chair who will convene a meeting of the subcommittee to review the incident(s).

At this meeting, students will have the opportunity to respond to identified concerns and to provide a statement and/or evidence. Students may invite no more than one advisor who may speak only to the student, but not to the subcommittee members. Advisors who do not adhere to this policy will be asked to leave the meeting.

The subcommittee will make a determination based upon the greater weight of evidence, which means that the evidence, as a whole, shows that the fact sought to be proved is more probable than not. The standards of proof are not required to be at the level of legal standards in civil or criminal courts of law.

Sanctions may include:

- Affirmation or modification of the original corrective action plan
- Probation from the program, including a plan of action outlining expectations for resolution of the probation period
- Suspension from the program, including cancelling enrollment in any current or future social work courses. In some cases, a corrective action plan will be developed in addition to a suspension

- Termination from the program; all current and future enrollment for social work courses will be cancelled.

Copies of the written decision will be distributed to all parties within fourteen days and placed in the student's academic file.

If a corrective action plan is indicated, the faculty subcommittee will meet with the student on the date specified in the plan (as described above) to review progress. The faculty subcommittee may render a decision as to the student's continuation in the program. The student will be notified of this decision in writing within fourteen days.

Students may appeal the decision of the faculty subcommittee by submitting a written statement to the Associate Dean for Academic Affairs within thirty calendar days of the receipt of the decision. Students may appeal the Associate Dean's decision to the Dean of the College of Social Work who has the final authority for maintaining standards within the College of Social Work.

The faculty subcommittee shall also refer students, if appropriate, for disciplinary action to the Dean of Students for Conduct Code violations, and/or consult with the Dean of the Faculties for Academic Honor Policy violations.

## **FSU Academic Honor Policy**

Students who violate the academic standards through plagiarism and other forms of cheating will be disciplined according to the procedures noted in the University Graduate Bulletin, as follows:

### Student Conduct

It is the University's policy to expect students to conduct themselves as responsible members of the community. If a student's conduct is a violation of federal, state, or local law, the appropriate authorities may charge the student. In addition, any student whose words or acts demonstrate a disrespect for laws; Board of Regents rules or policies; the rights of others; or the health, safety, or welfare of members of the community shall be subject to disciplinary action by the University.

### Florida State University Academic Honor Policy

#### *Introduction*

The statement on *Values and Moral Standards at FSU* says: "The moral norm which guides conduct and informs policy at Florida State University is responsible freedom. Freedom is an important experience which the University, one of the freest of institutions, provides for all of its citizens – faculty, students, administrators, and staff. Freedom is responsibly exercised when it is directed by ethical standards." *Values and moral standards at FSU* retrieved from the current General Bulletin located at:

<http://registrar.fsu.edu/>

The statement also addresses academic integrity: "The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The [Academic Honor Policy] is a specific manifestation of this commitment.



Truthfulness in one's claims and representations and honesty in one's activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process." *Values and moral standards at FSU* retrieved from the current General Bulletin located at:

<http://registrar.fsu.edu/>

Guided by these principles, this Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process.

## FSU Academic Honor Pledge

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at Florida State University. I will abide by the Academic Honor Policy at all times.

### *Academic Honor Violations*

Note: Instructors are responsible for reinforcing the importance of the Academic Honor Policy in their courses and for clarifying their expectations regarding collaboration and multiple submission of academic work. Examples have been provided for the purpose of illustration and are not intended to be all-inclusive.

1. **PLAGIARISM.** Intentionally presenting the work of another as one's own (i.e., without proper acknowledgement of the source).

**Typical Examples Include:** Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source.

2. **CHEATING.** Improper application of any information or material that is used in evaluating academic work.

**Typical Examples Include:** Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.

3. **UNAUTHORIZED GROUP WORK.** Unauthorized collaborating with others.

**Typical Examples Include:** Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.

4. **FABRICATION, FALSIFICATION, AND MISREPRESENTATION.** Intentional and unauthorized altering or inventing of any information or citation that is used in assessing academic work.

**Typical Examples Include:** Inventing or counterfeiting data or information; falsely citing the

source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.

5. **MULTIPLE SUBMISSION.** Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing by the time assignments are given.

**Typical Examples Include:** Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

6. **ABUSE OF ACADEMIC MATERIALS.** Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.

**Typical Examples Include:** Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (*This refers only to abuse as related to an academic issue.*)

7. **COMPLICITY IN ACADEMIC DISHONESTY.** Intentionally helping another to commit an act of academic dishonesty.

**Typical Examples Include:** Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.

8. **ATTEMPTING** to commit any offense as outlined above.

### *Student Rights*

Students have the following important due process rights, which may have an impact on the appellate process:

1. to be informed of all alleged violation(s), receive the complaint in writing (except in a Step 1 agreement, described in the Procedures Section, where the signed agreement serves as notice), and be given access to all relevant materials pertaining to the case.
2. to receive an impartial hearing in a timely manner where they will be given a full opportunity to present information pertaining to the case.

Students are also accorded the following prerogatives:

1. when possible, to discuss the allegations with the instructor.
2. privacy, confidentiality, and personal security.
3. to be assisted by an advisor who may accompany the student throughout the process but may

not speak on the student's behalf.

4. to choose not to answer any question that might be incriminating.
5. to contest the sanctions of a first-level agreement and to appeal both the decision and sanctions of an Academic Honor Hearing.

The student has the right to continue in the course in question during the entire process. Once a student has received notice that he/she is being charged with an alleged violation of the Academic Honor Policy, the student is not permitted to withdraw or drop the course unless the final outcome of the process dictates that no academic penalty will be imposed. Should no final determination be made before the end of the term, the grade of "Incomplete" will be assigned until a decision is made. Students should contact the Dean of Students Department for further information regarding their rights.

### *Procedures for Resolving Cases*

**Step 1.** Throughout the Step 1 process, the instructor has the responsibility to address academic honor allegations in a timely manner, and the student has the responsibility to respond to those allegations in a timely manner. For assistance with the Academic Honor Policy, students should consult the Dean of Students Department and instructors should consult the Office of the Dean of the Faculties.

If a student observes a violation of the Academic Honor Policy, he or she should report the incident to the instructor of the course. When an instructor believes that a student has violated the Academic Honor Policy in one of the instructor's classes, the instructor must first contact the Office of the Dean of the Faculties to report the alleged violation to determine whether to proceed with a Step 1 agreement. The instructor must also inform the department chair or dean. (Teaching assistants must seek guidance from their supervising faculty member.) However, faculty members or others who do not have administrative authority for enforcing the Academic Honor Policy should not be informed of the allegation, unless they have established a legitimate need to know. If pursuing a Step 1 agreement is determined to be possible, the instructor shall discuss the evidence of academic dishonesty with the student and explore the possibility of a Step 1 agreement. Four possible outcomes of this discussion may occur:

1. If the charge appears unsubstantiated, the instructor will drop the charge, and all documents created in investigating the allegation will be destroyed. The instructor should make this decision using the "preponderance of the evidence" standard and should inform the Office of the Dean of the Faculties.
2. The student may accept responsibility for the violation and accept the academic sanction proposed by the instructor. In this case, any agreement involving an academic penalty must be put in writing and signed by both parties on the "Academic Honor Policy Step 1 Agreement" form, which must then be sent to the Dean of Students Department. This agreement becomes a confidential student record of academic dishonesty and will be removed from the student's file five years from the date of the final decision in the case.
3. The student may accept the responsibility for the violation, but contest the proposed academic sanction. In this circumstance, the student must submit the "Academic Honor Policy Referral to Contest Sanction" form along with supporting documentation to the Office of the Dean of the Faculties. The Dean of the Faculties (or designee) will review the submitted documentation to

determine whether the instructor has imposed a sanction that is disproportionate to the offense. The Dean of the Faculties may affirm or modify the sanction as appropriate. The decision that results from this review is final.

4. The student may deny responsibility. In this circumstance, the instructor submits the "Academic Honor Policy Hearing Referral" form along with supporting documentation to the Dean of the Faculties Office for an Academic Honor Policy Hearing. The student is issued a letter detailing the charges within ten class days of the receipt of the referral, and the schedule for the hearing will be set as soon as possible and within 90 days from the date of the letter. These timelines may be modified in unusual circumstances. Unless all parties agree, the hearing will not be held any sooner than 7 class days from the student's receipt of the charge letter. The process then proceeds to Step 2.

If the student is found to have a prior record of academic dishonesty or the serious nature of the allegations merits a formal hearing, the instructor must refer the matter to Step 2 for an Academic Honor Policy Hearing by submitting the "Academic Honor Policy Hearing Referral" form to the Office of the Dean of the Faculties.

**Step 2. Academic Honor Policy Hearing.** A panel consisting of five members shall hear the case. The panel shall include: one faculty member appointed by the dean from the unit in which the course is taught; one faculty member appointed by the Dean of the Faculties who is not from that unit; and two students appointed through procedures established by the Dean of Students Department. The panel shall be chaired by the Dean of the Faculties (or designee), who is a non-voting member of the committee.

The hearing will be conducted in a non-adversarial manner with a clear focus on finding the facts within the academic context of the course. The student is presumed innocent going into the proceeding. After hearing all available and relevant information, the panel determines whether or not to find the student responsible for the alleged violation using the "preponderance of the evidence" standard. If the student is found responsible for the violation, the panel is informed about any prior record of academic honor policy violations and determines an academic sanction (and disciplinary sanction, if appropriate). In some cases, a Step 1 sanction may have been appropriately proposed prior to the convening of an Academic Honor Hearing. If the student is found responsible in these cases, the panel typically will impose a sanction no more severe than that which was proposed by the faculty member. The panel is required to provide a clear written justification for imposing a sanction more severe than the sanction proposed in Step 1.

The chair of the Academic Honor Policy hearing panel will report the decision to the student, the instructor, and the Dean of Students Department. The Dean of Students Department will report the decision to the University Registrar, if appropriate. If the student is found "responsible," this outcome will be recorded with the Dean of Students Department and becomes a confidential student record of an Academic Honor Policy violation. Records in which suspension or a less severe sanction (including all academic sanctions) is imposed will be removed five years from the date of the final decision in the case. Records involving dismissal and expulsion will be retained permanently, except in cases where a dismissed student is readmitted. Those records will be removed five years from the date of the student's readmission.

## *Sanctions*

### **Step 1**

This Step 1 procedure is implemented with first-offense allegations that do not involve egregious violations. The decision regarding whether an allegation is egregious is made by the Dean of the Faculties (or designee) and the instructor. The criteria used by the instructor to determine the proposed academic penalty should include the seriousness and the frequency of the alleged violation. The following sanctions are available in the Step 1 procedure.

1. Additional academic work
2. A reduced grade (including "0" or "F") for the assignment
3. A reduced grade (including "F") for the course

### **Step 2**

An Academic Honor Policy Hearing is held for all second offenses, for all first offenses that involve egregious violations of the Academic Honor Policy, for all offenses that involve simultaneous violations of the Student Conduct Code, and in all cases where the student denies responsibility for the alleged violation. The decision regarding whether an allegation is egregious is made by the Dean of the Faculties (or designee) and the instructor. In some cases, a Step 1 sanction may have been appropriately proposed prior to the convening of an Academic Honor Policy Hearing. If the student is found responsible in these cases, the panel typically will impose a sanction no more severe than that which was proposed by the faculty member. The panel is required to provide a clear written justification for imposing a sanction more severe than the sanction proposed in Step 1. Students will not be penalized solely for exercising their right to request a Step 2 hearing. The following sanctions are available in Step 2 (see the Procedures section) and may be imposed singly or in combination:

1. Additional academic work
2. A reduced grade (including "0" or "F") for the assignment
3. A reduced grade (including "F") for the course
4. Reprimand (written or verbal)
5. Educational Activities – attendance at educational programs, interviews with appropriate officials, planning and implementing educational programs, or other educational activities. Fees may be charged to cover the cost of educational activities.
6. Restitution
7. Conduct Probation – a period of time during which any further violation of the Academic Honor Policy may result in more serious sanctions being imposed. Some of the restrictions that may be placed on the student during the probationary period include, but are not limited to: participation in student activities or representation of the University on athletic teams or in other leadership positions.
8. Disciplinary Probation – a period of time during which any further violation of the Academic Honor Policy puts the student's status with the University in jeopardy. If the student is found "responsible" for another violation during the period of Disciplinary Probation, serious

consideration will be given to imposing a sanction of Suspension, Dismissal, or Expulsion. The restrictions that may be placed on the student during this time period are the same as those under Conduct Probation.

9. Suspension – Separation from the University for a specified period, not to exceed two years.
10. Dismissal – Separation from the University for an indefinite period of time. Readmission is possible but not guaranteed and will only be considered after two years from the effective date of the dismissal, based on meeting all admission criteria and obtaining clearance from the Dean of Students or designee.
11. Expulsion – Separation from the University without the possibility of readmission.
12. Withholding of diplomas, transcripts, or other records for a specified period of time.
13. **Suspension of degree, in cases where an offense is discovered after the degree is posted.**
14. Revocation of degree, in cases where an offense is discovered after the degree is posted.

### *Appeals*

Decisions of the Academic Honor Policy Hearing Panel may be appealed to the Academic Honor Policy Appeal Committee, a standing four-member committee composed of two faculty appointed by the President and two students appointed by the Vice President for Student Affairs. The chair will be appointed annually by the President, and members will serve two-year renewable terms. In case of a tie vote regarding a case, the committee will submit a written report to the Provost, who will then make the final determination.

On appeal, the burden of proof shifts to the student to prove that an error has occurred. The only recognized grounds for appeal are:

1. Due process errors involving violations of a student's rights that substantially affected the outcome of the initial hearing.
2. Demonstrated prejudice against the charged student by any panel member. Such prejudice must be evidenced by a conflict of interest, bias, pressure, or influence that precluded a fair and impartial hearing.
3. New information that was not available at the time of the original hearing.
4. A sanction that is extraordinarily disproportionate to the offense committed.
5. The preponderance of the evidence presented at the hearing does not support a finding of responsible. Appeals based on this consideration will be limited to a review of the record of the initial hearing.

The procedures followed during the appeals process are:

1. The student should file a written letter of appeal to the Office of the Dean of the Faculties within 10 class days after being notified of the Academic Honor Policy Hearing Panel decision. This letter should outline the grounds for the appeal (see 1-5 above) and should provide supporting facts and relevant documentation.

2. The Academic Honor Policy Appeal Committee will review this letter of appeal and will hear the student and any witnesses called by the student, except in appeals based on consideration #5 above. The committee may also gather any additional information it deems necessary to make a determination in the case.
3. The Appeals Committee may affirm, modify, or reverse the initial panel decision, or it may order a new hearing to be held. This decision becomes final agency action when it is approved by the Provost. In cases where the student is found responsible, the decision becomes a confidential student record of academic dishonesty.
4. Appellate decisions are communicated in writing to the student, the instructor, the Office of the Dean of the Faculties, and the Dean of Students Department within 30 class days of the appellate hearing.

#### *Academic Honor Policy Committee*

An Academic Honor Policy Committee shall be appointed by the University President. The Committee will include: three faculty members, selected from a list of six names provided by the Faculty Senate Steering Committee and three students, selected from a list of six names provided by the Student Senate. The Dean of the Faculties or designee and the Dean of Students or designee shall serve *ex officio*. Faculty members will serve three-year staggered terms, and students will serve one-year terms. The committee will meet at least once a semester. It will monitor the operation and effectiveness of the Academic Honor Policy, work with the Faculty Senate and the Student Senate to educate all members of the community regarding academic integrity, and make recommendations for changes to the policy.

### **Sexual Harassment Policy** (Graduate Bulletin)

**Policy Statement:** Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by Florida State University, whether by faculty, students, or staff or by others while on property owned by or under the control of the University.

**Office of Audit Services:** The Office of Audit Services (OAS) is charged with receiving and investigating sexual harassment complaints as set forth in this policy and shall maintain the records pertaining thereto. Within the OAS, the Coordinator of Sexual Harassment Resolutions has primary responsibility for leading these investigations.

**Definition:** Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed at an employee or student by another when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of employment, academic status, receipt of University services, participation in University activities and programs, or affects the measure of a student's academic performance; or
- b. Submission to or rejection of such conduct is used as the basis for a decision affecting employment, academic status, receipt of services, participation in University activities and

programs, or the measure of a student's academic performance; or

- c. Such conduct has the purpose or effect of unreasonably interfering with employment opportunities, work or academic performance or creating an intimidating, hostile, or offensive work or educational environment.

**Disciplinary and Other Actions:** Sexual harassment is prohibited by Florida State University. The University will take appropriate action against any person found to be in violation of this policy.

**Note:** A person who has sexually harassed another or retaliated against another may also be subject to civil or criminal liability under state or federal law.

- a. **Disciplinary Actions.** Any employee who has sexually harassed another employee or a student, retaliated against such person for bringing a complaint of sexual harassment, or otherwise violated this policy shall be guilty of misconduct and subject to disciplinary action up to and including dismissal, in accordance with applicable law, rules, policies, and/or collective bargaining agreements. In addition, any student who has sexually harassed another student or an employee, retaliated against such person for bringing a complaint of sexual harassment, or otherwise violated this policy may be subject to disciplinary action up to and including expulsion, pursuant to the Student Code of Conduct. The term "employee" includes all persons employed by the University including faculty and graduate teaching assistants.
- b. **Other Actions.** The University will take such corrective action against any non-students or non-employees found to have violated this policy, as may be appropriate under the circumstances.

**NOTE:** The entire policy is available at:

[http://registrar.fsu.edu/bulletin/grad/info/university\\_notices.htm](http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm)

Conflicts of Interest: Sexual Relationships between faculty members and students where a direct supervisory or evaluative relationship exists are fraught with the potential for exploitation. The respect and trust accorded a faculty member by a student, as well as the power exercised by the faculty member in a direct supervisory or evaluative role, make voluntary consent by the student suspect. In their relationships with students, faculty members are expected to be aware of their professional responsibilities and to avoid conflict of interest, favoritism, or bias. (Please see the "Supervisory Committee" section of this handbook for more details [page 18]).

- When any direct supervisory or evaluative role exists, a consensual sexual relationship between a student and a faculty member is a conflict of interest.
- Any situation of direct supervision or evaluation will be ended immediately when a consensual sexual relationship between a student and a faculty member exists.
- Any such relationship must be disclosed to the faculty member's supervisor immediately.
- Direct supervision includes any type of evaluative role. Examples of direct supervision of the student includes teaching the student's class, serving as a thesis or dissertation director, instructor of record, member of the student's thesis or dissertation committee, member of the student's comprehensive or doctoral exam committee, member of other committees where the focus is evaluation or supervision of the student's academic competence or the student's assistantship.



## **Persons with Disabilities**

Florida State University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) in prohibiting discrimination against any qualified person with a disability. Any student with a disability may voluntarily self-report the nature of the disability and identify needed accommodations to the Student Disability Resource Center, *108 Student Services Building*. To request reasonable accommodations, contact the Florida State University Human Resources/Office of Diversity Enhancement and Compliance, *University Center, Bldg. A, Suite 6200*, or call *(850) 644-8142*. (Graduate Bulletin)

Any students with a disability, for which they wish to receive accommodation from the instructor, are expected to advise the instructor of this request by the end of the first week of class. Students requesting accommodation must be registered with the FSU Student Disability Resource Center (SDRC) in most circumstances. Students must also provide written documentation of the disability and the desired accommodations to the instructor in order to develop the most effective and appropriate educational plans. The instructor will work with the SDRC and with students to provide reasonable accommodations to ensure that all have a fair opportunity to perform in class. (Graduate Bulletin)

## **College of Social Work Electronic Policy**

It is the policy of the College of Social Work that technology applied to or used for a course and/or official College business cannot be used for any other purposes than those that directly relate to the curriculum and/or official College business. Technology includes but is not limited to electronic mail services (including electronic mailing lists), the Internet, software, and course web site programs. Furthermore, this policy applies to the use of all computer equipment owned by the College of Social Work.

Activities that are expressly prohibited under this policy include:

- a. Giving or selling e-mail addresses and/or other personal information regarding students, instructors, staff, or faculty to any outside person or organization;
- b. Using e-mail lists for students, instructors, staff, or faculty for commercial and/or solicitation purposes;
- c. Enabling anyone who is not registered for a particular course to access the system without permission and consent from the instructor for the course;
- d. Enabling anyone who is not authorized to use the University or College database to access the system without permission and consent from the supervisor;
- e. Utilizing the College's electronic system for activities or purposes which do not pertain to course content and/or official school business, illegal activities, or for other activities not authorized by the College of Social Work; and,
- f. Installing (or allowing to be installed) "pirated", i.e. copied unlawfully, software on any College computer or distributing software purchased with College (including grant) resources to persons for non-College-related purposes.

Any person found in violation of this policy will be sanctioned by the College of Social Work according to the appropriate University policies.

## College of Social Work – General Information

### Involvement in Academic Life

Students are encouraged to become active in the College, the University, and in professional organizations. Doctoral students can present their work at academic conferences, publish in academic journals, become student members of research and academic societies, and participate in the governance of the College and University. Opportunities include the following:

#### *Doctoral Student Organization (DSO)*

The College of Social Work Doctoral Student Organization (DSO) is an official FSU student organization. Membership is awarded when students are admitted to the doctoral program, and students elect their officers in the spring of each academic year. The DSO provides service to the college and community, selects a representative to participate in Doctoral Program Committee meetings, and advocates for the needs of students.

#### *Congress of Graduate Students (COGS)*

The Congress of Graduate Students (COGS) is the representative government for all graduate, professional, and post-baccalaureate students at Florida State University. COGS promotes accessibility to education and funds graduate organizations that contribute to the professional development of graduate students at Florida State University. Visit the COGS website:

<http://sga.fsu.edu/>

#### *The Society for Social Work and Research (SSWR)*

The Society for Social Work and Research (SSWR) is the leading research society in the discipline of social work. Students and faculty submit their work for presentation at the SSWR Annual Conference, and student membership fees are quite reasonable. Membership in this society represents an important means of networking and preparing for academic life.

#### *Council on Social Work Education (CSWE)*

The Council on Social Work Education (CSWE) is the accrediting body for BSW and MSW programs, and it holds an annual conference at which many faculty members and students present their work.

### Office Space

The Doctoral Students' Office/computer lab is room C2312. The Doctoral Students' lab is fully equipped with state-of-the-art computers, each having full Internet access and current software. The office also has wireless connectivity. To obtain a key to this office, contact the Key Coordinator, Ashley Clark, [aclark2@admin.fsu.edu](mailto:aclark2@admin.fsu.edu). Doctoral students teaching independently should NOT meet with their students in the Doctoral Students' Office. A separate Adjunct Faculty office is available for meeting with students during office hours.

If students need access to software not currently provided they may request that the Doctoral Program

install software licenses onto the computers in the lab. Requests may be submitted to the Doctoral Program Director.

## Doctoral Faculty

Updated: May 2015

**ABELL, Neil, Professor and Director of International Programs.** MSW, Ph.D., Florida State University. HIV/AIDS (provider stigma, caregiving, adherence), measurement and assessment (instrument validation for health care and social service applications), international social work, end of life issues. \*+

**AI, Amy, Professor.** MSW, MS, MA, Ph.D., University of Michigan. Interdisciplinary study of aging, health and well-being, post-traumatic stress disorders, complementary and alternative medicine and its implications for integrative medicine and health care policy, health care disparity and implications. \*+

**BOEL-STUDDT, Shamra, Assistant Professor.** MSW, Ph.D. University of Iowa. Residential treatment, youth victimization and trauma, family-focused and trauma-informed interventions, person-oriented analysis (latent variable modeling). \*+

**Clark, James, Dean and Professor.** MSW, PH.D. University of Chicago.

**GOMORY, Tomi, Associate Professor.** MSW, New York University; Ph.D., University of California at Berkeley. Mental health research, philosophy of science, social policy evaluation, and critical thinking. \*+

**LACASSE, Jeffrey, Assistant Professor.** MSW, Ph.D., Florida State University. Mental health research. \*

**MAZZA, Nicholas F., Professor.** MSW, Rutgers University; Ph.D., Florida State University. Family and group social work practice, crisis intervention, group work, brief treatment, family violence, poetry therapy. \*+

**MUNN, Jean, Associate Professor.** MSW, Ph.D. University of North Carolina at Chapel Hill. Aging, specifically frail elders, long-term care and end of life; emergency preparedness for older adults; reminiscence therapy and life review. \*+

**NOEL, La Tonya, Associate Professor.** MSW, California State University, Fresno; Ph.D., University of Texas at Austin. Health and Mental Health Disparities, Culturally competent practice, and Integrated models of health care.\* +

**OSTEEN, Phillip, Assistant Professor.** MSW, Ph.D., University of Denver; MA, Ph.D. in Quantitative Research Methods, University of Denver. Suicide reduction through the use of research-informed training to prepare practitioners to accurately assess and manage suicide risk through the implementation of evidence-based interventions.\*

**RADEY, Melissa, Associate Professor.** MSSW, MA, Ph.D. University of Texas at Austin. Poverty, racial/ethnic disparities, single mothers, social support, social policy.\*+

**RANDOLPH, Karen, Agnes Flaherty Stoops Professor in Child Welfare.** MSW, University of Michigan; Ph.D., University of North Carolina at Chapel Hill. At risk youth, risk and resilience in adolescence, foster care; engaging families. \*+

**SHELBE, Lisa, Assistant Professor.** MSW, Washington University; Ph.D. University of Pittsburg. Child welfare. \*

**SMITH, Thomas E., Professor.** MSW, Ph.D., University of Washington. Abstinence education, outcome research, qualitative methods, marital and family therapy. \*+

**THYER, Bruce A., Professor.** MSW, University of Georgia; MA, Ph.D., University of Michigan. Evidence-based practice, evaluation research, behavior analysis, clinical social work. \*+

**TRIPODI, Stephen, Associate Professor, and Doctoral Program Director.** MSSW, Ph.D., University of Texas at Austin. Victimization and women prisoners, prisoner re-entry, criminal recidivism, and juvenile justice.\*+

**WILKE, Dina, Associate Professor.** MSW, University of Wisconsin - Milwaukee, Ph.D., University of Wisconsin - Madison. Women's substance abuse, college drinking, intimate partner violence, and social work education. \*+

\* Holds Graduate Faculty Status

+ Eligible to serve as major professor

## Financial Support

### Research and Teaching Assistantships

The College of Social Work provides funding to students for the first three calendar years of their education (from the beginning of the Fall semester of the first year through the end of the summer semester of the third year). The College offers a tuition waiver for up to twelve (12) credit hours of students' tuition in the fall and spring semesters and nine (9) hours in the summer and provides an assistantship of \$15,000 annually. Continued funding of the stipend at the offer level is contingent upon University allocations, satisfactory student performance, and maintenance of full-time enrollment. The College aids students in obtaining scholarships, fellowships, and Dissertation funding. After successful completion of their teaching seminar and assistantships, students may be eligible to teach independently and can be hired to teach courses while they finish their Dissertation work.

NOTE that domestic out-of- state students will be responsible for obtaining Florida residency after the first year of the program. Out-of-state tuition will be reimbursed for the **first year only**. International students are not eligible for in-state status and will receive out-of-state tuition reimbursement for the first three (3) years of their program. Students are responsible for verifying that the correct tuition waiver amount has been disbursed each semester by accessing "My Account Statement" in Secure Apps on Blackboard.

### Waiver Information (Paperwork associated with Assistantships)

Each semester students will receive an email from the Doctoral Program Assistant asking to sign a Graduate Waiver Receipt Form. This form states the contingencies described previously as a contract between the student and the College of Social Work. Failure to sign this waiver will result in the tuition waiver and stipend for the semester in question, and could jeopardize the student's standing in the program. Please see the "Research and Teaching Assistantship" section of this handbook for additional information (page 29).

### Scholarships

The College of Social Work awards numerous scholarships to incoming and current students each year. Several are available to doctoral students.

Please see the College's website for more information:

<http://csw.fsu.edu/academics/financial-assistance/>

#### **Citrus Health Network Scholarship for Graduate Students**

Full- or part-time graduate student (MSW or Ph.D.) who is interested in working in the behavioral health care field (e.g., mental health & substance abuse), and would consider working in the Miami-Dade County area.

#### **Mark DeGraff & Lula Hamilton DeGraff Scholarship**

Full-time senior undergraduate; full- or part-time MSW or Ph.D. student who is interested in working with youth & their problems, or intends to conduct research related to factors which influence the growth & development of youth.

**Joanna F. Gorman Scholarship**

Full-time upper-level undergraduate or graduate student (MSW or Ph.D.); Knowledge of, and interest in, one of these fields: child welfare, maternal and child health, community mental health, or primary prevention in health or mental health. Agree to take two specialized courses & an internship in the specialization area selected, as well as intend to work at least one year in that field following graduation.

**Dianne F. Harrison Scholarship Best Dissertation Prospectus**

The Dianne F. Harrison Scholarship is awarded annually to a doctoral candidate at the College of Social Work for authoring the “Best Dissertation Prospectus” during the period February 15 – February 14 each year. In celebrating the Doctoral Program’s 20th anniversary in 1994, the Dianne F. Harrison Scholarship was initiated by a Founding Coordinating Committee consisting of three distinguished alumni of the Ph.D. Program. Many individuals have honored Dr. Harrison by contributing to this scholarship fund. The announcement of the scholarships made at the College’s Spring Convocation Ceremony, and it consists of a cash award. Further information can be obtained from the Doctoral Program Office.

Dr. Harrison was a former Doctoral Program Director and served the College of Social Work as Dean from 1994 – 2000. She subsequently became the FSU Dean of Graduate Studies, FSU Associate Vice President for Academic Affairs, and FSU Vice President for Academic Quality and External Programs. Dr. Harrison is currently the President of California State University at Monterey Bay.

**Joyce Harper Laidlaw Scholarship in Child Welfare**

MSW or Ph.D. student who demonstrates dedication & commitment to work in the area of child welfare, and shows financial need

**Herndon Scholars/Helios Education Foundation Scholarship**

For full- or part-time graduate students who are Florida residents and have social work practice experience. Financial need is considered and awarded funds must be used towards university tuition.

**Walter W. Hudson Doctoral Scholarship**

This scholarship honors Dr. Walter Hudson, a former faculty member who was named the first recipient of the prestigious Lifetime Achievement Award from the Society of Social Work and Research in 1999. The scholarship, in the amount of \$2,000, is awarded annually.

**Robert P. Hurrle Doctoral Scholarship**

The Robert P. Hurrle Scholarship in the amount of \$1,000 is awarded annually to an incoming full-time doctoral student. Priority is given to students who are particularly interested in special needs of the aged or those having an interest in working with the U.S. military. Recipients are selected by the doctoral program director.

**Coyle & Mabel Moore Scholarship**

Full-time BSW, MSW, or Ph.D. student; Show evidence of good character & citizenship, volunteer work, and financial need.

**Sarah Sealey Morrill Scholarship**

BSW, MSW, or Ph.D. student; Interest in the field of community mental health.

**Maurice M. & Patricia V. Vance Scholarship**

MSW or Ph.D. student returning to school after a hiatus of at least two years, to forward his/her professional career in social work. Academic achievement, financial need, and dedication to the field will be considered, with the greatest emphasis on dedication.

Florida State University Graduate School Scholarships

The Florida State University Graduate School offers several scholarships with generous support for doctoral students. Many social work doctoral students have been awarded these scholarships. Two social work doctoral students received the Legacy Scholarship, which provides \$10,000 per year plus tuition over five years. Another student received the Wilson-Auzene Scholarship, which provides a \$5,000 stipend for eligible minority students.

Please see the following website for more details:

<http://gradschool.fsu.edu/Funding-Awards>

External Funding

Doctoral students can apply for funding (e.g., fellowships, scholarships, research awards) outside of FSU to support their coursework and their dissertation studies. Students typically work with their Major Professors to pursue these opportunities with the support of the Doctoral Program. Examples of foundation and government external funding agencies include the Hartford Foundation, the Robert Wood Johnson Foundation, and the National Institute on Alcohol Abuse and Alcoholism, National Institute of Mental Health, and the National Institute on Aging. Students are highly encouraged to contact the Office of Graduate Fellowships and Awards (OGFA) for assistance.

<http://ogfa.fsu.edu>

Support for Conference Travel

Limited college funds are available to support doctoral student professional development at conferences. The following describes what type of travel the college will fund and the procedures for requesting funding, as a part of the CSW support of doctoral student development.

- The following activities that require travel are eligible for travel reimbursement:
  - National conference (vs. regional conference)
  - Scholarly/Academic conference (vs. travel to job interviews, training conferences, or professional conferences)
  - Paper or poster accepted (vs. no presentation)
  - Any authorship (vs. first author only)



- At least two weeks before the conference, the student should:
  - Submit a request via email to the doctoral program director that includes the conference title, location, conference dates, presentation title, and the conference presentation acceptance notice. If approved, the doctoral program director will notify the student and the CSW staff travel representative (e.g., Alli Dillon).
  - Upon approval from the doctoral program director, the student should complete and submit the Doctoral Student Travel Request form and FSU Departmental Documentation form (available on the Doctoral Program Blackboard site) to the CSW staff travel representative (e.g., Alli Dillon). If the student has received approval for a travel grant from the Congress of Graduate Students (COGS), the COGS acceptance documentation must be provided to Alli at this time as well.
  - Upon return from the conference, travel receipts should be submitted to the CSW staff travel representative (e.g., Alli Dillon) for reimbursement.
- Note:
  - Unused funds for reimbursement do not roll over from one academic year to subsequent academic years.

Last Revision: August 24, 2017

## Appendix 1

### FSU CSW Doctoral Program Teaching Standards

The FSU CSW Doctoral Program Teaching Standards were adopted from The Group for the Advancement of Doctoral Education (GADE) teaching competencies (2013) as the teaching standards of the FSU CSW doctoral program.

The following table provides each teaching competency and where the competency is covered in the doctoral program curriculum:

GADE (2013) Teaching Competency	Where it's covered in the doctoral program
<b>CORE Expertise and Skills</b>	
Understand and apply theories of adult learning.	Teaching seminar; Teaching practicum
Design and teach a course in a social work curriculum	Teaching seminar; Teaching practicum
Create a learning culture and classroom climate that is inclusive of a diverse population of students and diverse learning styles.	Teaching seminar; Teaching practicum; FSU Graduate Program for Instructional Excellence (PIE)
Address ethical dilemmas that might arise in teaching	Teaching seminar; Teaching practicum; PIE
Understand the place of social work education within the larger context of higher education.	Teaching seminar; Professional issues seminar; PIE
<b>ADDITIONAL Expertise and Skills</b>	
Engage students using a variety of instructional strategies.	Teaching seminar; Teaching practicum; PIE
Apply state-of-the-art instructional technology and strategies.	Teaching seminar; Teaching practicum; PIE
Understand CSWE accreditation issues and processes.	Teaching seminar; Professional issues seminar
Develop a written teaching philosophy.	Teaching seminar
Understand contemporary issues in social work education, including online teaching, student motivation, and academic integrity.	Teaching seminar; Teaching practicum; Professional issues seminar; On-line TA mentoring; PIE