



School of
Social Work



Student Handbook

2020-2021

PhD Program

This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this University of Alabama School of Social Work PhD Student Handbook, those who use the Handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all of the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the program director, the associate dean, or other appropriate individuals in the School of Social Work or The University of Alabama.

Revised August 2020

GREETINGS

This PhD Student Handbook provides an overview of the policies, procedures, and resources of the University of Alabama PhD Program in Social Work. You will want to follow these policies and procedures as you successfully progress toward the PhD.

What may not be apparent in the following pages is the commitment of the School of Social Work faculty members to advising doctoral students; our continuous efforts to make the curriculum relevant and stimulating for students; faculty mentorship by example and through collaborative activities; and ongoing assistance to identify employment opportunities for social work scholarship, research, education, and training.

Your fellow students in the PhD Program will be available to share their experiences, support, and advice. We hope that the friendships you form with classmates will become life-long collegial and personal contacts after your graduation from the School. The Doctoral Student Organization (DSO) selects two students each year to represent students on the PhD Program Committee and sponsors informal and formal functions. We hope that you will consider being involved in the DSO.

The Dean of the School of Social Work is a strong advocate for the PhD Program and will provide excellent support for students, faculty, and the overall program, as will the Dean of the University's Graduate School, Dr. Susan Carvalho, and her staff. As the director of the PhD Program, I am always available to answer your questions, whether by e-mail, by phone, or by appointment.

Best wishes to you through your exciting and challenging academic journey toward pursuit of your PhD in social work.

Welcome to the University of Alabama and the School of Social Work!

August 2021
Brenda D. Smith, PhD
Associate Professor
Director, PhD Program

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I. Purpose of Handbook

This handbook has been designed to supplement the University of Alabama (UA) *Graduate Catalog* with details about the School of Social Work's PhD Program. The faculty and staff of the School of Social Work provide education, leadership, mentoring, and guidance to assist students in obtaining the maximum possible benefit from graduate education. For additional advice and/or clarification of policies and procedures, students should consult with their assigned academic advisor, the PhD Program Director, or staff in the Office of Educational Programs and Student Services. The Graduate Catalog is available at <https://catalog.ua.edu/graduate/>.

II. The School of Social Work in the University Context

The University of Alabama

The state's oldest public university, UA is the senior comprehensive doctoral-level institution in Alabama. Established by constitutional provision, with subsequent statutory mandates and authorizations, the University's mission is to advance the intellectual and social condition of all the people of the state through quality programs of teaching, research, and service.

The University offers a wide array of continuing education opportunities to adult and non-traditional students. UA recognizes the importance of educating students to live and work in a global community of increasingly interdependent countries. Additionally, UA's research and instructional programs form a base for extensive outreach activities. This extends the University's influence and continuing linkages with business, industry, and government beyond the bounds of the state as it assists developmental efforts at regional, national, and international levels.

The Graduate School

The Graduate School, through graduate offerings of the various schools and colleges, prepares students for careers in a wide range of teaching, research, and service activities. The Graduate School operates in cooperation with the other divisions of the University to foster the research and scholarly activities that are the hallmark of a graduate institution.

Graduate study is designed for college graduates who desire a deeper and more thorough involvement in scholarship and research and more thorough professional preparation in their chosen fields. Graduate study, especially on the doctoral level, aims at the development of independent scholarship, originality, and competence in research or competence in the various professional areas in which doctoral programs are offered. See the *Graduate Catalog* for further information <https://catalog.ua.edu/graduate/>.

The School of Social Work

The University of Alabama's School of Social Work prepares scholar-practitioners and researchers committed to ending adverse social conditions and promoting societal well-being through teaching, research and service.

Teaching. The School awards the Bachelor of Social Work degree, which prepares graduates for generalist social work practice; the Master of Social Work degree, which prepares graduates for advanced social work practice; and the Doctor of Philosophy degree, which prepares

graduates for careers in research, scholarship, and education. The School works to increase the number of competent social workers in the state and in the region.

Research. The School develops research-based knowledge of social problems and their solutions.

Service. The School provides resources and leadership by partnering with individuals, families, groups, community agencies, and organizations at all levels. In addition, the School improves the delivery of social services, with an emphasis on public social services contexts and underserved and disenfranchised populations.

As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the School promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.

The PhD Program

The University of Alabama's social work PhD program prepares social work scholars who develop and disseminate knowledge. As with other members of the Group for the Advancement of Doctoral Education in Social Work (GADE), our PhD program focuses on preparing scholars, researchers, and educators who will function as stewards of the discipline.

Following are specific goals of the PhD Program:

- To provide a rich, supportive environment that enables a diverse group of students to pursue and attain their academic and professional goals.
- To prepare social work scholars committed to social justice, advocacy, the social work profession, and its clients.
- To equip our students to produce quality research and engaged scholarship that effects meaningful change.
- To prepare students to translate research for use by relevant stakeholders.
- To prepare our graduates to be successful educators of future social workers.

The PhD Program builds on a base of professional knowledge and practice in social work. In addition to a rigorous grounding in research, the program offers students the opportunity to develop a comprehensive understanding of a selected area of concentration and, through the dissertation, to contribute to knowledge development in that area.

Students are provided with in-depth study of research methods; the design of scientific investigations; data collection, management, and analysis; and writing for publication. The PhD Program includes a strong research methods curriculum. In addition, students take substantive courses in theory and other topics and elective courses. . As soon as they enter the program, students are assigned to a PhD faculty advisor for program planning and guidance.

Through required and elective courses, experiences as graduate research assistants, academic relationships with faculty and other students, and their dissertation experience, students learn theory, research methods, and critical evaluation of social work policies and practice.

Understanding that for many researchers, research and teaching go hand-in-hand, each informing the other, the program also helps students to hone their teaching skills, through a required course in social work education and through graduate teaching assistantships.

The PhD curriculum includes courses in research methods, statistics, social work education, social welfare policy, and other substantive areas. The four required research methods courses emphasize philosophy of science and theory building, research design (qualitative, quantitative, and mixed methods), and practical applications of research knowledge and skills. Students are also required to complete a statistics sequence or pass a statistics proficiency exam, and to complete at least one elective research course. Among the research electives offered frequently are observation and measurement and mixed methods research.

Students are also required to complete a social work education course. This course focuses on the multiple aspects of being a social work educator, including planning and delivering instruction and assessing student learning. In addition, during the first three years of their PhD Program, students typically have the opportunity to work as graduate teaching assistants. Many students are also able to teach at least one BSW course as an instructor of record. Students with social work practice experience sometimes serve as field education liaisons.

The other major components of the PhD curriculum include (a) 9 elective credits (at least one of which should be taken outside of social work), (b) a comprehensive examination; and (c) dissertation work. Through supervision of the students' substantive and elective course work and their comprehensive examinations, faculty ensure that the students are prepared to complete dissertation research that is both methodologically sound and contributes to the social work knowledge base.

Throughout the student's academic program, faculty members mentor doctoral students through research collaboration, co-authorship of manuscripts and conference presentations, networking at a variety of conferences, and supervising classroom experience. Our PhD program is notable among social work doctoral programs for the range and depth of its research foundation courses and electives. Exceptional opportunities are available for students interested in research in such areas as mental health, aging, juvenile/criminal justice, gerontology, and child welfare. There are opportunities collaboration with the Alabama Life Research Institute, Alabama Transportation Institute, Alabama Research Institute on Aging, the Institute for Social Science Research, the Center for the Prevention of Youth Behavior Problems, the Youth Services Institute, and with other colleges and departments of the University and various units of the University of Alabama at Birmingham (UAB).

Applicants need a strong academic record, but not necessarily an extensive background in research. An individually planned part-time option is available, although the University's residency requirements must be met.

History of the University of Alabama School of Social Work

The University of Alabama, located in Tuscaloosa, Alabama, is a public co-educational institution that began admitting students in 1831. The Alabama Legislature established the School of Social Work in 1965 to address Alabama's critical shortage of and pressing need for professionally trained social workers. Prior to this time there were fewer than 100 trained social workers in the state, accounting for about 19% of the persons employed in the state's social welfare positions. Forty-eight of the state's sixty-seven counties had no professional social workers. The University of Alabama is the only university in the state that offers degrees at three levels of social work education: the Bachelor of Social Work (BSW), the Master of Social Work (MSW), and the Doctor of Philosophy (PhD) in Social Work.

BSW Program. The undergraduate program in social work was approved in 1969 and placed in the School of Social Work in 1970. In 1974, the Council on Social Work Education (CSWE) first accredited the undergraduate program. The BSW Program has been accredited continuously since 1974. The accreditation of the program was reaffirmed in 2003 for eight years, the maximum period for accreditation.

MSW Program. CSWE first accredited the MSW program in 1969, and the first class received master's degrees the same year. The MSW Program has been accredited continuously since 1969. The accreditation of the program was reaffirmed in 2011 for eight years, the maximum period for accreditation. The first class of 27 MSW social workers graduated in 1969.

DSW Program. Launched in 2020, the DSW program is the School of Social Work's most recent degree program. The DSW program advances social workers' skills in clinical practice, administrative social work, and social work education. It is a primarily online, part-time program focusing on working social work professionals with post-MSW practice experience.

PhD Program. The doctoral program began as a Doctor of Social Work (DSW) program in 1975 to prepare researchers and instructors for the social work profession. Over the years, recognizing the need for increased emphasis on research for the social work profession, the faculty substantially revised the program. Since 1992, the school has conferred the Doctor of Philosophy (PhD) in Social Work degree. The PhD Program is a member of the Group for the Advancement of Doctoral Education (GADE) in social work.

III. The PhD Program in Social Work

Objectives

The purpose of the PhD Program is to prepare researchers who will contribute to the development of knowledge for the social work profession. Students are prepared to assume scholarly roles in the social work profession by conducting research that will advance knowledge, by testing and building theory, and by evaluating critically social work policies and practice. Students are also prepared to assume leadership roles in social work education as instructors and academic administrators. Graduates of the program are distinguished by their:

- Commitment to continuous, long-term inquiry
- Mastery of research methods that can advance social work knowledge
- Mastery of existing social work knowledge
- Understanding of the social, political, and philosophical issues affecting social work and social welfare, including issues of social justice, oppression, and equity
- Commitment to leadership roles in social work education and research and to the practice and incorporation of research and practice ethics

The PhD degree is granted primarily on the basis of scholarly achievement. This achievement is demonstrated in three ways:

1. Successful completion of all required course work
2. Passing a comprehensive examination requiring application of social work knowledge;
3. Completion of original research in the chosen area of concentration and writing and defending a dissertation reflecting that research.

Intellectual and Professional Growth

Graduates of the PhD Program in Social Work can expect to have developed the following:

- A commitment to continuous inquiry
- Competence in research methods useful in improving and extending knowledge for the social work profession
- Mastery of existing knowledge in the field at a high level of scholarship
- An understanding of the social, economic, political, and philosophical issues affecting social work and social welfare, including issues of oppression and social justice and equity, at a level that will sustain independent research and knowledge-building
- An understanding of funding mechanisms for social work research
- An ability to integrate concepts from other professions and disciplines into social work knowledge
- An area of special expertise serving as a focus for continued inquiry
- A commitment to leadership in social work education, research, and practice
- Knowledge of and adherence to research and practice ethics

Basic Components of the PhD Program

The basic components of the PhD Program include coursework, an area statement and development of an area of specialization, a comprehensive examination, and dissertation research. The program is sequential; thus, course work prepares students to develop their own area of research specialization which forms the basis for their dissertation research. These components are summarized below.

Course Work. Courses are taught by social work faculty and faculty in other divisions.

Courses in:

- Substantive Social Work Knowledge
- Research Methods
- Statistics
- Elective areas

Area of Research Specialization. Development of the area of specialization is guided by a concentration advisor who is a School of Social Work faculty member who is also a member of the University Graduate Faculty.

Comprehensive Exams. Satisfactory completion of written comprehensive exams requiring the application of essential social work knowledge in the areas of practice/theory, policy and research.

Dissertation. Development of the dissertation is guided by a dissertation committee composed of five or more faculty members, at least three of whom must be members of the School's graduate faculty and at least one of whom must be a faculty member from another division of the University.

- Dissertation Proposal Steps
 - Write dissertation proposal in consultation with dissertation chair
 - Proposal Defense

- Dissertation Steps
 - Conduct dissertation research and write dissertation in consultation with dissertation chair
 - Dissertation Defense

These components are described in detail in the sections that follow.

IV. Social Work Doctoral Faculty and the PhD Program Committee

The faculty of the School guides the student's progress in the PhD Program in Social Work. Instructors of courses in the PhD Program and members of dissertation committees must be members of the Graduate Faculty of The University of Alabama. Dissertation committee chairs must be full members of the Graduate Faculty and faculty members in the School of Social Work.

The faculty—whose expertise includes many substantive areas including children's services, aging, rural populations, school social work, criminal/juvenile justice, social work and health care, and clients' use of services—conducts research that informs current and future social work practice and social welfare policies and services.

Full-time Doctoral Faculty, 2018-2019

David L. Albright, PhD (Florida State), Professor & Hill Crest Endowed Chair₁
Tania Alameda-Lawson, PhD (Florida International), Associate Professor₁
M. Daniel Bennett, PhD (North Carolina), Assistant Professor₂
Daphne Cain, PhD (Tennessee), Professor and Associate Dean for Administration₁
Catherine Carlson, PhD (Columbia), Assistant Professor₁
Leah Cheatham, PhD (Florida State), Assistant Professor₁
Kevin Corcoran, PhD, (Pittsburgh), Professor₁
Ellen L. Csikai, PhD (Pittsburgh), Professor₁
Carol S. Drolen, PhD (Southern California), Associate Professor₂
Laura Hopson, PhD (Texas-Austin), Associate Professor and BSW Program Director₁
Sebrena Jackson, PhD (Clark Atlanta), Assistant Professor and MSW Program Director₁
Karen Johnson, PhD (Columbia), Assistant Professor₁
Hee Yun Lee, Ph.D. (UCLA), Professor and Endowed Chair in Health₁
Lewis Lee, PhD (Pittsburgh), Assistant Professor₂
Debra M. Nelson-Gardell, PhD (Florida State), Associate Professor₁
Hyunjin Noh, PhD (Wisconsin-Madison), Associate Professor₂
Josephine G. Pryce, PhD (California-Berkeley), Associate Professor₁
Avani Shah, PhD (Alabama), Associate Professor₂
Nicole Ruggiano, Ph.D. (Delaware), Associate Professor₁
Cassandra E. Simon, PhD (Texas-Arlington), Associate Professor₂
Brenda D. Smith, PhD (Chicago), Associate Professor and PhD Program Director₁
Amy C. Traylor, PhD (Georgia), Associate Professor₁
Javonda D. Williams, PhD (Florida State), Associate Professor and Associate Dean₁

Note: Faculty profiles can be found at: <https://socialwork.ua.edu/blog/people/faculty/>.

Advisors and Chairs

Upon entering the PhD Program, students are assigned to the PhD program director as an academic advisor to help them plan course work. By the end of Year 1, each student should select his or her own advisor. Students should meet with their advisors at least once every semester. Usually, though not always, this advisor will become the student's Dissertation Chair or co-chair. When the student begins work on the dissertation proposal, the Dissertation Chair will take primary responsibility, along with Dissertation Committee members, for further technical and professional assistance and guidance. The same faculty member may serve as Advisor and Dissertation Chair throughout the program of doctoral study. To serve as Dissertation Chair, the faculty member *must* be a Full Member of the Graduate Faculty; an Associate member of the Graduate Faculty can serve as a Co-Chair with a Full member.

PhD Program Committee

The PhD Program Committee oversees the PhD Program. This committee, which includes PhD student representation, provides on-going assessment, guidance, and decision-making, and

establishes and recommends changes to admissions and curriculum policies, which are reviewed by the faculty of the School of Social Work. The faculty members of this committee review all applications for admission to the PhD Program and make recommendations to the PhD Program Director.

V. Admission Requirements

Please submit all online application package material to the UA Graduate **School through the application website.**

- Graduate School Application Form
- Statement of Purpose
- Transcripts of all post-secondary academic work
- Graduate Record Examination (GRE) scores (only for applicants who will not have an MSW before entering the program).
- Test of English as a Foreign Language (TOEFL); or International English Language Testing System (IELTS) Score (if required)
- A sample of written work
- Three reference letters (to be sent directly by the applicant's references)

Once the Graduate School receives all of the materials listed above, the completed application will be forwarded to the PhD Program at the School of Social Work for evaluation. Applications are evaluated and considered by members of the PhD Program Committee.

Statement of Purpose. The Statement of Purpose form should provide a detailed and edited essay indicating the applicant's research interests, reasons for pursuing the PhD degree in Social Work, and reasons that The University of Alabama's program is appropriate given the applicant's research goals, and career goals. If the applicant does not have the MSW degree, the essay must explain why the applicant believes that the PhD in Social Work is the appropriate degree, based on the applicant's academic and professional background and research interests. The statement should be about five pages long.

Letters of Recommendation. Three Letters of Recommendation must be completed by three persons who know the applicant; at least one must be a former university instructor who has personal knowledge of the applicant's intellectual and scholarly abilities. If the applicant has earned the MSW degree, at least one recommendation should be from an MSW program instructor.

Evidence of Scholarly and Conceptual Ability. An applicant must also submit evidence of her or his scholarly and conceptual ability, supported by whatever evidence the applicant chooses to supply, but which *must* include a sample of the applicant's written work (*e.g.*, a paper that the

applicant has published in a journal or presented at a conference or workshop, a design of a service program, a research proposal, and/or a course paper that the applicant has written).

UA Graduate School Requirements

The UA Graduate School first determines the applicant's eligibility for regular or conditional admission, primarily on the previous academic record. The UA Graduate School requirements for regular admission are:

- A grade-point average (GPA) of at least 3.0 on a 4.0 scale (overall) or a GPA of at least 3.0 for the last 60 hours of the previous degree program, or 3.0 for a completed graduate degree program; and
- An acceptable score on the appropriate entrance examination as set by the department or school, which is the GRE for the School of Social Work PhD program (for students who do not have an MSW).

The student *may* be considered for conditional admission if the student has a GPA of 2.5 or higher overall *and* an acceptable score on the appropriate admission examination *or* a GPA of 3.0 and less than the minimum score on the admission examination.

PhD Program in Social Work Admission Requirements

Unconditional Admission. Listed below are the requirements for unconditional admission to the PhD Program in Social Work:

- An MSW degree or a minimum composite score of 300 on the Graduate Record Examination (GRE), verbal and quantitative sections, and a 3.0 on the writing section;
- Letters from three references, one of whom must be a former university instructor who has personal knowledge of the applicant's intellectual and scholarly abilities (if the applicant has earned the MSW degree, at least one letter should be from one of the MSW Program instructors);
- A Statement of Purpose, which is a detailed and edited essay indicating the applicant's research interests, reasons for pursuing the PhD degree in Social Work (specifically at The University of Alabama), and career goals;
- Evidence of scholarly and conceptual ability, supported by evidence supplied by the applicant, to include at a minimum a sample of the applicant's written work (e.g., a paper that the applicant has published in a journal or presented at a conference or workshop, a design of a service program, a research proposal, and/or a course paper that the applicant has written); and
- A student whose first language is not English must submit an official score report for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The minimum TOEFL score for admission is 550 or higher; the minimum IELTS score is 6.5 or higher.

Members of the PhD Committee and the PhD Program Director review all application materials and a recommendation is made to the UA Graduate School, which formally notifies applicants of the admission decision.

Conditional Admission. The Admissions Committee considers applicants seeking admission to the program who do not meet the above requirements on an individual basis. To be considered, the applicant should:

- File all application materials as directed above; and
- File a petition for exemption from one or more requirements stating the exemption requested and providing information supporting this petition.

After the file is complete and referred to the PhD Program Director by the Graduate School, an invitation may be sent to schedule an interview with the program director or other member of the PhD Program Committee in order to assess the applicant's qualifications for doctoral study in social work. A summary of this interview and the petition for an exception will be made available to PhD Program Committee members for their consideration and recommendation.

If an exception from the requirements is granted, other requirements may be substituted, including, for example, additional course work at the MSW level. The amount and type of such work may be decided both by members of the PhD Program Committee before admission and/or by the academic advisor after admission.

MSW Degree. In addition to the above program requirements, it is *recommended* that the applicant also have:

- A master's degree in social work from a program that was accredited by the Council on Social Work Education (CSWE) at the time of the student's graduation; and
- A minimum of two years of full-time employment (or its equivalent) in social work after earning the master's degree.

There are certain advantages to having the MSW and practice experience prior to entering the PhD Program:

- The MSW and practice experience permit graduate students, under current CSWE Accreditation standards, to engage in the full range of teaching and advising assignments at accredited schools of social work;
- The MSW and practice experience provide a context helpful for students' understanding of PhD coursework;
- Graduates with an MSW and post-MSW practice experience have a competitive advantage in the job market.

If an applicant is admitted without the MSW, the student must earn an MSW prior to receiving his/her PhD. It is the responsibility of the student to work with his/her academic advisor through this process. (See information about the concurrent MSW/Ph.D. program below.)

International Applicants. The Graduate School has established special procedures for the admission of applicants who are not citizens of the United States. Carefully read the UA Graduate Catalog and follow its instructions relating to international students. In addition, contact the UA Graduate School (205) 348-5921 for information and help in the application process. In addition, international applicants may consult the instructions for international applicants at the electronic application center, <https://gobama.ua.edu/international/>.

Transfer Policies

It is possible to submit for credit in the PhD Program doctoral level credit hours completed at other accredited universities. Evaluation of credit for transfer will not officially be determined until the student is enrolled in the UA Graduate School and the UA School of Social Work. Acceptance of credits requires the approval of the PhD Director and the Dean of the UA Graduate School. Course work can be transferred only in very exceptional circumstances. Normally, this decision is not made before substantial progress has been made in PhD course work at The University of Alabama.

With the approval of the PhD Director and the Dean of the Graduate School, it is possible to transfer up to one-half of the required course work for the PhD degree. However, because PhD program requirements must be met and because of the varying emphases in doctoral programs, it is very unlikely that that many hours could be transferred.

According to Graduate School policy, credit will not be accepted from any institution at which the student has achieved less than a “B” average on all graduate work attempted. In addition, the student must have earned a grade of “B” or higher on the transferred course. Additionally, only graduate credit that was earned during the six-year period preceding admission to the doctoral program may be considered for transfer.

Students seeking transfer of credit should consult the university’s *Graduate Catalog* and request a conference with the Social Work PhD Program and the academic advisor.

VI. PhD Program Requirements

Each student's program of study and research is individualized, reflecting the student's research interests and academic needs. The PhD in Social Work can be earned in as little as three years of full-time study, although this is unusual. Planned part-time study is also possible.

Residency Requirements

The University of Alabama recognizes that doctoral students should be immersed in advanced study and inquiry, interact extensively and meaningfully with faculty and peers, engage with the academic community in their field, and have access to the educational resources of the university. To achieve these goals, a minimum of 50 percent of coursework hours to be counted in a student's doctoral program and 100 percent of dissertation hours must be completed through The University of Alabama. Diverse academic traditions, rapidly changing instructional modalities, and new student populations are acknowledged and accommodated with this policy.

Course Requirements

The University operates on a semester basis and most courses at the doctoral level are 3-hour courses. The Social Work PhD Program requires 49 credit hours of course work. This total of 49 hours does not include the 24 required dissertation credit hours. When these are included, the program ordinarily involves the following:

Substantive Social Work (7 courses)	19 hours
Research (5 courses)	15 hours
Electives	9 hours or more
Statistical Proficiency (2 courses)	6 hours
Dissertation Research	24 hours or more
Total	73 hours or more

In addition, students are required to develop an area of concentration and to pass a comprehensive examination. Upon completing and passing the comprehensive examination the student will form a dissertation committee and begin work on the dissertation proposal. Also, upon passing the comprehensive examination, the student will be admitted to candidacy for the PhD degree. This signals the start of work on the dissertation. From this point, continuous enrollment (at least 3 hours of dissertation research per semester, not including summer terms) *must* be maintained until the dissertation is complete and has been successfully defended. The minimum period in which the degree can be earned is three full academic years. **All requirements for the degree must be completed within the seven-year *period* following matriculation into the UA Graduate School.**

Required Steps for Completion of the Program

The time frames during which these events take place can vary. Listed below are typical time frames for full-time students:

Select an Advisor	By the end of the second semester
Identify subject area for concentration (area of research specialization); write an area statement	By the end of the second year
Complete statistical proficiency course work	By the end of the third semester

Pass Comprehensive Examinations	By the end of the third year
File Admission to Candidacy Form, Plan of Study Form, and Dissertation Committee Appointment Form	By the end of the third year
Select Dissertation Chair and Committee	By the end of the third year
Defend Dissertation Proposal	By the end of the fourth year
Defend Dissertation	At least one month prior to the Graduate School deadline for submitting the completed dissertation in the graduation target semester
File Committee Acceptance Form for Electronic Submission Complete Survey of Earned Doctorates Questionnaire/File Certificate of Completion	} By Graduate School deadline date in the graduation semester
Complete all degree requirements	This requirement <i>must</i> be met no later than the end of the seventh year

The various components of the PhD Program in social work are described below.

Annual Review

Every spring semester, each student in the PhD Program completes the *Doctoral Student Planning and Annual Review Form* with advisor assistance. The form is to be submitted to the PhD Program Director, along with current *curriculum vitae*. Together with reports from the student’s advisor, instructors of courses the student has taken, and supervisors of the student’s graduate research and teaching assistantships, this information provides the basis for an Annual Review of each PhD student’s progress in the program conducted by the PhD Program Committee. Attendance by the student at the end of year annual review is mandatory. Attendance by the advisor is highly recommended. The *Doctoral Student Planning and Annual Review Form* can also be used as a program planning form.

Time Limits

Although the UA Graduate School has established a nine-year time-to-degree deadline for Ph.D. students, entering Social Work Ph.D. students have a seven-year internal deadline to complete the degree. Students who reach Year 7 will be held accountable for reaching due dates and deadlines distributed each year. If a student fails to meet a due date or deadline in Year 7, yet wants to

pursue degree completion, the student must apply for an extension to the social work degree completion deadline.

To apply for an extension, a student should prepare a statement explaining why an extension is justified and why the student is confident he or she will be able to meet new deadlines if an extension is granted. The statement must first be approved in writing (e.g., via e-mail) by the student's advisor. Prior to approval, the advisor has the option of convening the full dissertation committee for consultation.

If the extension request is approved by the student's advisor, the statement and advisor's approval should be forwarded to the Ph.D. program director. If the Ph.D. program director approves the extension request, he or she will work with the School of Social Work registrar to propose new due dates and deadlines. The Ph.D. program director will submit a memo explaining his or her reasons for supporting an extension, the proposed new due dates and deadlines, the advisor's approval, and the student statement to the Associate Dean for Academic Programs and the Dean for their approval.

If a request is approved by all parties, the student must agree in writing to meet the newly established due dates and deadlines. After approval and student agreement, if a student fails to meet any due dates or deadlines, the student's registration can be dropped and he or she can be dismissed from the School of Social Work.

No School of Social Work extensions will extend beyond the UA Graduate School's graduation deadline.

Readmission

Previously enrolled students have the right to reapply for admission. If readmitted, they must conform to policies concerning time limits for the completion of course work, examinations, and other requirements.

If a student has been dismissed from the PhD Program for academic deficiencies, the student may request consideration for readmission to the program by submitting to the PhD Program Director a written request. Any materials deemed appropriate by the student should accompany this request.

The PhD Program Director will appoint an ad hoc Student Progress Committee to review the student's readmission request. The committee will consist of a minimum of three full-time faculty members of the School, at least two of whom must be members of the PhD Program Committee. The person currently or most recently designated as the student's academic advisor (or Concentration Advisor or Dissertation Chair) will be an ex-officio member of the committee. The information available in the student's student file and in the student's review request will be made available to the committee. The committee may request information either orally or in writing from any faculty member who is familiar with the student's academic and professional performance. The student will be notified of the time and place that the committee will meet. The student will be provided with an opportunity to meet with the committee to make an oral presentation of any additional information the student may wish to provide.

After all the information has been reviewed, the ad hoc Student Progress Committee will meet in executive session to formulate a recommendation. The recommendation will be directed to the PhD Program Director, who will make the final decision on the readmission request. The decision of the PhD Program Director can be appealed to the Dean of the School of Social Work.

VII. Course Requirements

The courses in the required program of study include substantive social work courses, research methods courses, statistics courses, and minor area courses. These represent minimal requirements; students may be required to take additional courses. Unless otherwise indicated, all are 3-hour courses. Concise course descriptions can be found in the appendix and in the *Graduate Catalog*. Course syllabi from previous semesters are available in the PhD Program Office.

Substantive Social Work (19 hours)

SW 600	Social Work and the Welfare State
SW 601	Seminar in Doctoral Education (1 hour)
SW 605	Social Work Education
SW 627	Systematic Review
SW 640	Conceptual Foundations of Social Work Practice and Research
SW 641	Applying Theory in the Development of Social Work Knowledge
SW 648	Seminar in Social Work: Special Topics (May be repeated once)

Research Methods (15 hours)

SW 620	Social Work Research I (To be taken during the student's first semester in the PhD program.)
SW 621	Social Work Research II (To be taken during the student's second semester in the PhD program.)
SW 623	Seminar in Qualitative Research
SW 628	Research Practicum

(Any of the following courses)

SW 622	Observation and Measurement
SW 624	Qualitative Analysis
SW 626	Seminar in Mixed Methods Research
SW 631	Community-Engaged Research
SW 629	Seminar in Special Topics in Social Work Research (may be repeated)

Statistics (6 hours)

Statistics proficiency may be demonstrated by successfully completing one of the four approved statistics course sequences:

In the UA College of Education (6 hours):

BER 540 Statistical Methods in Education
BER 640 Multivariate Dependence Methods

In the UA College of Community Health Sciences (6 hours):

CHS 525 Biostatistics
CHS 627 Multivariate Methods in Health Statistics

In the UA Department of Political Science (6 hours):

PSC 522 Quantitative Methods in Political Science I
PSC 621 Quantitative Methods in Political Science II

In the Department of Biostatistics at the University of Alabama at Birmingham (UAB) (6 hours):

BST 611 Biostatistics I
BST 612 Biostatistics II

All of the above-listed courses are 3-hour courses. If statistics courses are taken at other universities, a UA statistics faculty member must determine course equivalency. (Also, UA tuition coverage does not cover courses at other universities or courses taken in the summer.) Students should consult with their academic advisor to help them make plans to meet the statistical proficiency requirement. When the proficiency requirement is completed, the student's advisor reports the completion of the requirement to the PhD Program Director. Please consult the director of the doctoral program for information and approval of statistical coursework.

The first course taken to satisfy the statistical proficiency requirement (*e.g.*, CHS 525 or BER 540) is a prerequisite or co-requisite for enrollment in SW 620, which must be taken during the student's first semester of enrollment. Thus, most students will enroll in SW 620 and a statistics course in their first semester of enrollment in the PhD Program. SW 620 must be completed with a grade of "B" or better before the student can enroll in other PhD level social work research courses (SW 621, SW 622, SW 623, SW 624, SW 628, and SW 629).

Independent Study

In addition to regular courses, students in the PhD Program may take SW 660 Independent Study and/or SW 698 Non-dissertation Research. The course instructor must hold appropriate graduate faculty status.¹ The student must prepare a proposal, which should be about one page in length, accompanied by the School's *Request for Independent Study* form, a copy of which shall be filed in the student's academic file after it has been approved. For SW 660, the proposal shall consist of the topic of the study, a brief listing of readings, and a statement of the product of the study. For SW 698, the proposal shall consist of a description of the proposed study and a statement of the product of the study. The course instructor, the student's academic advisor, and the PhD

¹ Full, associate, and temporary members of the graduate faculty are eligible to teach 600-level courses.

Program Director should approve the proposal no later than the last day of classes of the semester **preceding** the semester in which the independent study is to be taken.

Electives (minimum of 9 hours)

Students must take 9 credits (3courses) of elective credit. Any Graduate-level (500 or above) course that is relevant to the student's course of study is acceptable. Elective courses can be Social Work courses or in other disciplines. To facilitate breath and awareness of faculty members outside of Social Work, at least one course should be outside the UA School of Social Work.

A petition may be presented to the PhD Program Director for permission to take elective course work in another university or to receive credit for course work *already completed* at another institution within six years prior to enrollment in the UA PhD program. Regardless of the time frame, the petition must present a well-defined rationale for incorporating the courses along with course descriptions and UA course equivalents. The student's advisor must approve the petition before it is sent to the PhD Program Director for approval.

Performance Standards

Students in the UA School of Social Work PhD program must meet the UA Graduate School requirements for good academic standing of a 3.0 grade point average on a 4.0 scale. Failure to meet this standard will result in dismissal from the PhD program.

Note that a grade of "I" (incomplete) should be removed within four weeks during the next term of enrollment. If a student's overall grade point average drops below a "B" as a result of the incomplete, the result could be either an academic warning or dismissal.

Table 1

**Typical Course of Study
Student with MSW**

<i>1st Year Fall Semester</i>	
SW 620 - Social Work Research I	3 hours
SW 601 - Seminar in Doctoral Education	1 hours
Approved Statistics course	3 hours
SW 627 - Systematic Review	3 hours
SW 640 - Conceptual Foundations of Social Work Practice & Research	3 hours
Total	13 hours
<i>1st Year Spring Semester</i>	
SW 621 - Social Work Research II	3 hours
Continuation of Statistics Sequence	3 hours
SW 600 - Social Work and the Welfare State	3 hours
SW 641 - Applying Theory in the Devel. of Social Work Knowledge	3 hours
Total	12 Hours
<i>2nd Year Fall Semester</i>	
SW 623 - Qualitative Methods Seminar	3 hours
SW 605 - Seminar in Social Work Education	3 hours
Research Elective: SW 622 and/or SW 629 or Elective	3 hours
SW 648 or Elective	3 hours
Total	12 hours
<i>2nd Year Spring Semester</i>	
SW 628 - Research Practicum	3 hours
Research Elective: SW 626 and/or SW 629 or Elective	3 hours
SW 648 or Elective	3 hours
Elective	3 hours
Total	12 hours
<i>3rd Year Fall Semester</i>	
Remaining coursework or dissertation proposal preparation (SW 698)	3-12 hours
Total	3-12 hours
<i>3rd Year Spring Semester</i>	
Dissertation Hours (SW 699)	12 hours
Course Credit Hours	49 hours
Dissertation Hours	24+hours
TOTAL HOURS	73+hours

VIII. Concurrent Enrollment in MSW and PhD Degrees Program (Concurrent MSW/PhD Program)

This section of the PhD Program Handbook describes the process and curriculum structure whereby an individual with strong interest in and potential for a research career in social work may be admitted simultaneously to the MSW and PhD programs and work on both degrees concurrently. Those admitted to the concurrent program will complete all current requirements for the PhD degree. Specific required PhD coursework will be applied to specific MSW degree requirements, reducing the number of semester hours required for the 60-hour MSW and PhD degrees by 12 credit hours. The MSW degree will be awarded when all requirements for the MSW degree are completed, and the student will continue to work on the PhD requirements. (Note: The Concurrent MSW/PhD Program curriculum is designed for applicants who do not hold a BSW. Applicants with a BSW should apply to the Advanced-Standing (48-hour) MSW program. Students with a BSW can more expeditiously complete both the MSW and PhD via successive completion of each program.)

Admission to the Concurrent MSW PhD Program

Applications to the Concurrent Degrees Program will be accepted from exceptional individuals who hold or are candidates for bachelor's degrees who have strong interest in research careers in social work. The faculty intends the Concurrent Degree Program for the exceptional student.

Successful applicants must exceed the minimum admission requirements of the Graduate School and The School of Social Work (as judged by the faculty application reviewers) MSW and PhD Programs, see the website for the Graduate School Admissions requirements, the Graduate School Catalog , and the website for the School of Social Work.

For all new students to the concurrent degree program, the PhD and MSW Program Directors will identify a faculty member who will serve as advisor and will assist the student in completing a program of study that will lead to successful completion of both degrees.

Degree Completion and Curriculum

If a student is admitted to the Concurrent MSW/PhD Program, he or she will work with an advisor and the MSW and PhD Program Directors to design an individualized plan of study. In general, students may substitute a limited number of particular required PhD courses for MSW courses and some courses will count toward both degrees. Students in the Concurrent program will complete all requirements for the PhD degree as described in the UA Graduate Catalog.

IX. Program Progress and Comprehensive Examination

Advisor. By the time a student has completed the second semester of coursework, a student-selected advisor should be identified. The advisor should be a Full or Associate Member of the Graduate Faculty of the School of Social Work.²

Area Statement. After the student has identified an advisor, the student will prepare and submit a written Area Statement to the advisor. The Area Statement describes the student's area of research specialization. The Area Statement is approved by the advisor and can be used when recruiting faculty members to the dissertation committee.

Comprehensive Examinations

Procedures. Upon completion of required coursework, students will take comprehensive exams. Exams will be offered two times during the academic year, near the end of the fall and spring semesters. To take exams, students must submit a "Comprehensive Exams Registration Form" to the PhD program office by the designated mid-semester date.

All students taking the exams at any given time will receive the same question options. Questions will require application of essential social work concepts and knowledge. Exam takers will receive three question options in each of three content areas: research, policy, and practice/theory.

The exams will take place over three consecutive days, with question options from one content area distributed to all exam takers at the same designated time each day. Exam takers will have four hours and 5 minutes to write and return a response electronically.

Exam takers may not consult with others (in other words, no digital or live communication with any other individuals, except the program chair or his or her designee) about the questions or the responses. Exam takers may rely on any other digital or written materials they desire to answer the questions (using appropriate citation style).

Questions will be written by members of the PhD committee or others invited by the program director. At each exam offering, the program director will solicit questions from committee members or others he or she designates and prepare the exam. Three faculty members will submit questions for each of the three areas.

The same three faculty members who submit questions for any content area or areas will grade the responses from the same area or areas. For each response they grade, graders will submit a grade of "pass," "fail," or "pass with distinction." Exam takers' identities will not be disclosed to graders. A student must receive a grade of at least "pass" from a majority of graders to pass each content area. If a student fails in any content area or areas, he or she will have one re-take opportunity.

Upon passing the exams, students will enter candidacy and work to complete their dissertation proposals. The exam procedures will be evaluated on an ongoing basis by soliciting comments and input from exam takers and question preparers and graders.

² A list of current members of the Graduate Faculty is maintained in the Dean's office; Full Members of the Graduate Faculty as of August 2016 are listed in Part IV of this handbook.

Standards. In responding to examination questions, PhD students are expected to demonstrate a strong grasp of issues salient to the questions. Normally, this will involve demonstration of knowledge of theory, research findings, and relevant research methods. Answers should show that the student knows the literature well and should reflect the student's ability to critically summarize the important issues and conclusions in the literature. Further, the student should show evidence of the ability to integrate knowledge and to apply concepts.

Answers should be well written. The clarity, specificity, relevance, integration, and application of knowledge demonstrated in the student's response are more important than the length of the response. The student must demonstrate the ability to apply relevant material to challenging questions with clearly-reasoned, well-informed responses that bear specifically on the point of the question. All sub-sections of each question should be specifically addressed. The student should exhibit mastery in each area: policy, practice, and research. Mastery" means, among other things, that the student has command over essential information and can use it to resolve issues and solve professional problems. Because the Comprehensive Examination is an important part of the educational experience, a high standard of performance is expected. It is understood that Comprehensive Examination question answers are, in a sense, first drafts, but nonetheless, strong written communication skills should be demonstrated.

Re-Examination. If a student fails one or more sections of the examination, those sections may be re-taken once. Faculty members selected by the PhD Program Director will write a new set of questions for each section to be re-examined. Any re-takes should take place at the next exam offering (at the end of the next fall or spring semester). **Results of the second examination will be final.** A second failure of any section of the Comprehensive Examination will result in dismissal from the PhD Program and the Graduate School will be notified of this decision.

Students who fail one or more parts of the Comprehensive Examination twice may submit a written petition to the PhD Program Director if they believe an exception should be made because of extenuating circumstances. PhD Program Committee members and the PhD Program Director will review the request and decide whether an exception is in order, in consultation with the Associate Dean for Academic Programs.

Advancement to Candidacy, and Continuous Enrollment

Following the successful completion of the Comprehensive Examination, the student is eligible to be admitted to Doctoral Candidacy and should register for SW 699, Dissertation Research. Once a student begins taking Dissertation Research credits, the student must maintain continuous registration (at least three credits in fall and spring semesters) until obtaining the degree. (Continuous registration does not include the summer semester.)

As stated in the Graduate Catalog (Section 4.9.3):

Continuous Registration. Once a student has met the requirements for admission to candidacy for a doctoral degree, the student **must** pursue completion of the dissertation without interruption by enrolling each semester for at least 3 hours of dissertation research (summer terms not included). This is true whether or not the student has submitted an Application for Admission to Candidacy http://services.graduate.ua.edu/academics/forms/candidacy_doc.pdf. A PhD

student must have completed a minimum of 24 credit hours of such work upon completion of the dissertation. The amount of dissertation research for which a student enrolls in any given semester should be commensurate with the progress a student is expected to make on the dissertation, as well as reflective of the extent to which University facilities and faculty time are invested in the proposed activities.

Required Forms

Upon passing Comprehensive Exams, students must submit three required forms to the PhD Program Director and the Graduate School: the Admission to Candidacy form, the Plan of Study form, and the Dissertation Committee Appointment form. All forms can be found both at the Graduate School and PhD Program websites. The forms require advisor approval.

X. The Dissertation

NOTE: It is imperative that all students take time to read and review the Graduate School Electronic Thesis or Dissertation (ETD) web pages at: <http://services.graduate.ua.edu/etd>. This gives a step-by-step guide to the whole ETD submission process and answers nearly all of the questions that students have in regard to their ETD submission.

In particular, students *must* follow Graduate School guidelines regarding preparation of the dissertation. See *A Student Guide to Preparing Electronic Theses and Dissertations*, published by the Graduate School.

When dissertations are rejected, it is usually because there are errors in the preparation and inclusion of the preliminary pages. Please make time to review the sample preliminary pages on the Graduate School ETD website.

Dissertation Committee

After the student passes the Comprehensive Examination, he or she must focus on the dissertation proposal. The student should successfully defend the dissertation proposal within one calendar year of passing the comprehensive examination. A first step is to select a Dissertation Chair and the other members of the Dissertation Committee. The student consults with the Dissertation Chair regarding the composition of the committee. The Dissertation Committee must be composed of at least five members of the Graduate Faculty of the University. The Chair of the Dissertation Committee must be a Full Member of the School of Social Work's Graduate Faculty.³ At least two additional committee members must be members of the School of Social Work Graduate Faculty. At least one, and no more than two, members of the Dissertation Committee must be from another division of The University of Alabama or from another institution. Students should be sure that prospective committee members will be available for the anticipated duration of the dissertation research. The Dissertation Committee should include members who can guide the student's dissertation research, including experts in the student's substantive area of research specialization and experts in the research methods that the student

³ A list of current members of the Graduate Faculty is maintained in the Dean's office; Full Members of the Graduate Faculty as of August 2016 are listed in Part IV of this handbook.

will use, including a statistician if the dissertation research will involve the analysis of quantitative data.

Faculty members from other universities may, at times, be appointed to dissertation committees. There should be clear and compelling rationale for such appointments and the faculty member must receive an *Affiliate Appointment* to the Graduate Faculty. The curriculum vitae of each such proposed Dissertation Committee member must be submitted to the PhD Program Director who will advise the Dean of the School of Social Work to recommend appointment to the Graduate Faculty to the Dean of the Graduate School.

The composition of the proposed Dissertation Committee must be approved by the PhD Program Director, the Dean of the School of Social Work, and the Dean of the Graduate School. To report the composition of the Dissertation Committee, the student should prepare an Appointment/Change of Dissertation Committee form.

The dissertation is the major scholarly endeavor of the PhD experience. A broad range of subjects and methods can be used in the dissertation. In most instances, the subject of the dissertation will be derived from the concentration area. All dissertations, however, should focus on problems or issues of concern to social work so that the findings will have implications for social work. The dissertation is expected to contribute knowledge and to demonstrate the student's technical research skills and her or his mastery of the subject matter in the area of concentration. The following list is illustrative (but by no means exhaustive) of the range of dissertation options that would usually be considered appropriate.

- **Social Policy or Program Evaluations.** Evaluations of on-going programs and existing policies using administrative records, field studies, survey data, or some combination of these.
- **Case Studies.** Intensive analyses of persons, social groups, organizational components, or communities, with an emphasis on depth rather than breadth. Design, intervention, and data analyses may vary depending on the degree of control and the nature of the intervention(s) and dependent variables.
- **Hypothesis-Formulation Studies.** Exploratory research of a quantitative or qualitative nature on problems or issues with little or no previous study. The goal is to formulate theories and hypotheses for future research. The state of development of relevant theory will determine the appropriate designs to be used.
- **Hypothesis-Testing Studies.** Research on problems that have received sufficient empirical and theoretical attention for clear hypotheses to be stated in advance. The main goal of the research would usually be to test these hypotheses with systematic quantitative data, as a step in the refinement of knowledge.

- **Methodological Studies.** Development, standardization, and validation of research tools such as scales for measuring phenomena of importance in social work. The constructs investigated in such studies should be grounded in theory.
- **Survey Research.** Use of purposive or random sampling techniques to investigate and/or to estimate the prevalence or intensity of various phenomena of interest to social work. These studies can include epidemiological studies, attitude surveys, and demographic analyses. All would attempt to make inferences about populations based on data collected from samples.

Dissertation Proposal

While the subject matter of proposals may vary greatly, there are certain elements common to all dissertation proposals. The proposal must have:

1. A clear statement of the research problem or area of investigation.
2. A comprehensive synthesis and summary of the relevant literature and prior research. Much of this will be derived from the integrative paper the student prepared in conjunction with the area of concentration.
3. Unambiguous and comprehensive research procedures including, where applicable, a description of the data to be collected, how the data will be obtained, and a detailed description of how the data will be analyzed. This should include a draft of proposed instruments, protocols, document audit procedures, and scales. If appropriate, evidence of data availability from archived sources or agency records should be provided.
4. A description of units of observation (subjects, records), how they will be selected and accessed. If human subjects are to be used, measures taken to ensure cooperation and provide for informed consent should be described.
5. In the case of multiple-article dissertations, methods should be described for all studies or all parts of the study planned for each article in the dissertation.
6. Indication of potential risks or harm to human subjects, where applicable, and steps that will be taken to minimize such risks. This will be important when preparing forms for submission to the Institutional Review Board (IRB). If human subjects are involved, the protocol should be submitted to the School's IRB representative and then to the University IRB as early as possible following approval of the proposal.
7. A timetable, including critical milestones and potential sources of delays.
8. A budget (if needed). This will be particularly important if a subsidy to defray dissertation costs will be requested from the UA Graduate School.
9. Expected results and the potential usefulness of the results for social work.
10. An outline and tentative table of contents for the dissertation.
11. The proposal should be concise and to the point. It should clearly demonstrate that the student has mastered subject matter, methodology, and the logistics of carrying out a major research investigation.

Institutional Review Board

The Office for Human Research Protections (OHRP) of the US Department of Health and Human Services (<http://www.hhs.gov/ohrp/>) requires that any research that involves the collection of data from human participants must have approval from the UA Institutional Review Board (IRB). Guidelines, forms, and other information can be obtained by calling the Office for Sponsored Programs at 348-5152 or visiting the website at <http://ovpred.ua.edu/sponsored-programs/>.

Where students receive approval from the IRB a copy of the certification must be included in the dissertation as the final appendix.

Proposal Defense

When the student and the Dissertation Committee Chair believe the proposal is ready for defense, a Proposal Defense, or formal oral examination, will be scheduled. This meeting should be scheduled through the PhD Program Assistant well in advance of the time set. Copies of the defense-ready dissertation proposal must be provided to all committee members at least two weeks in advance of the oral defense. The student is responsible for presenting her or his dissertation proposal to the Dissertation Committee. The committee may find that the proposal is:

- *Acceptable* (without modification);
- *Acceptable* (with modification); or
- *Not Acceptable*.

If the committee finds that the proposal is *Acceptable* (without modifications), the student may proceed with the dissertation research. If the committee finds that modifications are necessary, the student will be given a list of recommended changes for improvement of the proposal. The Dissertation Chair is responsible for seeing that these changes are made to the satisfaction of the committee. If the committee finds that the proposal is *Not Acceptable*, the Dissertation Chair will provide the student with a list of reasons for its unacceptability and a record of the Dissertation Committee's vote. This document will be kept in the student file. If the proposal was *Not Acceptable*, the student must schedule another proposal defense.

A successful defense of the proposal is defined as an *Acceptable* vote (with or without modification) by a majority of the Dissertation Committee members. After the defense, a copy of the approved dissertation proposal must be submitted to the Director of the PhD Program. The student should successfully defend the dissertation proposal within one calendar year of passing the comprehensive examinations.

General Outline of a Traditional Monograph Dissertation

The student should work closely with the Dissertation Committee, under the supervision and guidance of the Dissertation Chair. As with dissertation proposals, organization and content of dissertations may vary. Listed below are some suggested headings for chapters.

- **Chapter I. Research Problem.** A description of the question, issue, or phenomenon being investigated, including the research questions being addressed. Definitions of major concepts should be given. The significance of the project to social work should be discussed.
- **Chapter II. Theoretical Considerations.** The relevant literature should be described in detail. Much of this will probably come from the annotated bibliography. A conceptual framework synthesizing several theories or conceptual schemes may be developed. Hypotheses to be tested (if appropriate) should be discussed within the context of the existing literature.
- **Chapter III. Research Methods.** This chapter should contain a complete description of the research methods used in the study. It should be clear that these approaches were a direct result of the questions asked and hypotheses tested. The chapter should contain a description of the following:
 - a. the research design or general plan of approach;
 - b. sampling strategy, access to units of observation, and any sources of bias;
 - c. instruments, scales, record audit procedures, protocols, or questionnaires, including information about properties such as reliability, validity, and rater agreement;
 - d. data collection procedures; and
 - e. Statement of Institutional Review Board (IRB) approval.
- **Chapter IV. Results.** This section should present a complete description of the findings of the study. It should include a description of the sample, and, if appropriate, a description of how the sample was different from expectations. Findings should be specifically linked to the questions that were asked or the hypothesis that were tested in the research.
- **Chapter V. Interpretation and Summary.** This section should interpret the findings of the study with particular emphasis on the contribution made by the research. It should discuss implications for the profession and for other disciplines, if appropriate. It should also discuss limitations of the research and appropriate next steps in the overall research plan represented by the dissertation.
- **Appendices.** IRB documents, etc.

Three-Article Dissertation Option

For students who choose this option, the dissertation will include three manuscripts or articles. As with traditional dissertations, the work in a three-article dissertation must be based on research completed while the student is enrolled at The University of Alabama. For each article, the student must be the sole author.

The dissertation must reflect the student's original work. Each of the three papers will be of publishable quality, focusing on a single theme or framework. In one of the articles or across all three, the product must include a comprehensive review of the literature, and the dissertation must illustrate an in-depth understanding of the unifying theme or framework. At least two of the articles must be empirical.

The product must include an introduction which introduces the common theme or framework, describes the articles, explains how they are related, and explains their significance. There must be connecting language to bridge each article to the next. There must be a summary section that addresses the importance of the articles, integrates the major findings, and discusses the implications of the overall product.

All parts of the dissertation must conform to the provisions set forth in the UA Student Guide to Preparing Theses and Dissertations, except when the circumstances of a specific project require deviation. Articles submitted to journals should follow the style requirements of the particular publications, but for the three-article dissertation, the articles must follow UA Graduate School guidelines with respect to formatting and presentation.

A maximum of one sole-authored article published or accepted for publication prior to the proposal defense may be included in a three-article dissertation. This article must represent work undertaken while the student was enrolled at UA, and must be approved by the student's dissertation committee at the time of the proposal defense. If a previously published article is approved by the committee, the student will be responsible for securing necessary permissions from the copyright holder, as the article will be reprinted as part of the dissertation.

As with traditional dissertations, students choosing this option will work with a dissertation committee of five members. In addition to the considerations included in a traditional review of a dissertation, the committee will be responsible for assessing whether the articles are of publishable quality, evaluating the quality of the integration into a unified theme, and evaluating the quality of the implications. Note also that the dissertation defense will be comprehensive; in addition to the component parts, it will focus on the entire dissertation.

Community-Friendly Dissemination of Dissertation Findings

In addition to the dissertation document, students are required to also create a community-friendly document summarizing dissertation findings and implications.

The "document" could take a variety of forms including, but not limited to info-graphic, website, Facebook page, flyer, short report, slide presentation, video, and/or poster.

It could be distributed to a range of audiences including, but not limited to: research participants, community members, and/or social work students.

It could be distributed through a variety of means including, but not limited to: electronic mail, postal mail, in-person meetings or presentations, and/or social media.

When applicable, students should consult with research participants and/or community members about the format and distribution method.

The purpose of this requirement is to encourage students to adopt practices consistent with community-engaged research and social work values and ethics. Values reflected in the requirement include: (1) social work research should have relevance to community members, research participants, and others outside academia; (2) research participants and community members should be informed of research findings having relevance to their lives; and (3) research findings should be shared with participants.

Dissertation Defense

The student has the primary responsibility for determining her or his readiness to defend the dissertation. However, the dissertation defense should not be scheduled until the Dissertation Chair and members of the Dissertation Committee have indicated that the dissertation is ready to be defended. When the student, the Dissertation Chair, and the other members of the Dissertation Committee believe the time is right, the student and Dissertation Chair will arrange for the defense of the dissertation. At least two weeks in advance of the defense, the Dissertation Chair should inform the PhD Program Director and the PhD Program Assistant, so the date and time of the defense can be publicized. Dissertation defenses will take place in Little or Farrah Hall unless compelling circumstances warrant that the defense takes place outside of Little or Farrah Hall.

Copies of the dissertation, in complete and legible form, must be provided to all committee members *at least two weeks in advance* of the time selected for the oral defense. This version should, in substance and format, be presented as the final report of the dissertation research.

The Dissertation Committee will conduct an oral examination based on the copy of the dissertation the student has provided to them. When the defense is completed, the chairperson will poll the committee members for their recommendation. The decision will be either:

- *Acceptable* (if the committee determines that little or no revision of the manuscript is required)
- *Not Acceptable* (if the committee determines that major revisions are required before the dissertation can be considered acceptable).

In the case of a *Not Acceptable* recommendation, the Dissertation Chair will compile a complete list of detailed instructions from the various committee members, including whether or not another defense should be scheduled. The student should incorporate the recommendations into the dissertation as quickly as possible and, if appropriate, schedule another defense.

Following Successful Defense of the Dissertation

The student should prepare and bring to the defense a Committee Acceptance Form. After a successful defense of a dissertation, the Dissertation Chair and all committee members will sign the Committee Acceptance Form. An additional signature is later required from the Dissertation Chair confirming that the final PDF submission of the dissertation is approved. The Chair of the Dissertation Committee will notify the PhD Program Director who will publicize the successful dissertation defense.

If the student is unable to complete the dissertation prior to the deadline for regular commencement, the student may defend later in the semester, between semesters, or whenever the Dissertation Committee can be convened. After the successful defense and approval of the dissertation by the Dean of the Graduate School, a Certificate of Degree will be issued to the student. The official degree will be conferred at the next commencement. Other appropriate letters documenting completion of the degree will be written to assist the student in matters related to employment or credentialing.

Submission of the ETD

The final dissertation as approved by the defense committee must be converted to a PDF and submitted online to the Graduate School through the ProQuest/UMI submission portal. In addition, the student must complete the information about his or her degree and dissertation in the online submission. There is an easy step-by-step process to follow, simply go to the Graduate School ETD web pages when you are ready to submit and follow the link “ProQuest Submission” Once in the UMI ETD Administrator, students can review the submission instructions, guidelines, and resources provided by UMI, and when the student is sure that he or she has everything ready simply click on the “Submit my dissertation/thesis” link to set up the student account and complete the submission.

Graduate School Review

The final version of the dissertation must follow the requirements of the Graduate School for the preparation and submission of dissertations as stated in *A Student Guide to Preparing Electronic Theses and Dissertations*, published by the Graduate School and available on-line. In preparing to submit the dissertation to the Graduate School, the student should pay particular attention to the requirements listed under *Format*. The instructions contained in this section must be followed *exactly*. Failure to do this can result in considerable frustration and delay.

The results of the defense, and the dissertation, must be in the hands of the Dean of the Graduate School six weeks before the end of the semester. The Graduate School determines the exact calendar deadlines for each semester; these are available online at the Graduate School website. The student should obtain this schedule and the other necessary forms from the Graduate School at the beginning of the semester in which she or he intends to graduate. **The student should be aware that she/he will be required to register for dissertation credits if all paperwork is not completed by a certain date.**

The manuscript prepared by each student should be fully proofread and corrected ***BEFORE*** submission online to the Graduate School. It is the primary responsibility of the student for reviewing and proofing the document before submission.

As part of the submission the committee and the student must sign and certify that the electronic copy of the manuscript is a true copy of the final approved version. The student and the Committee Chairperson must sign a Committee Acceptance Form for Electronic Thesis or Dissertation and forward it to the Graduate School; the thesis or dissertation cannot be accepted unless this form has been submitted.

Each doctoral candidate must also submit to the Graduate School at the same time as the ETD is submitted a completed Publication Agreement Form. This is the publishing agreement between the student and UA and mirrors the Electronic Publishing Agreement the student completes online as part of the submission to ProQuest/UMI, UA's publishing partners. Any embargo period selected **MUST** be the same on both of these publishing agreements; any inconsistencies will result in a rejection of the submission.

Also, each doctoral candidate is required to complete an online NORC Survey of Earned Doctorates. Again, unless and until this has been completed, the submission will be deemed incomplete and may be subject to rejection.

For more information about both the above and links to them please see the Graduate School ETD website, section "Forms to Complete."

The Graduate School then conducts a final editorial review of each master's thesis or doctoral dissertation to ensure that the general requirements of this manual and the student's style guide have been met. However, the primary responsibility for reviewing a thesis or dissertation has always belonged to the student and the thesis or dissertation committee.

The Graduate School's review focuses on **grammar** and **format** rather than the scholarly content, which is the responsibility of the student and committee.

The Graduate School reviews the following key areas:

- **Organization of the pages** – preliminaries are all present and in the correct order;
- **Format** - print font, margins, and page numbering are all correct;
- **Grammar and spelling** – the Graduate School will review the manuscript for spelling errors and to ensure that the sentences and use of English are grammatically correct;
- **References** – bibliographies will be reviewed to ensure that all references and quotations are included and correctly formatted;
- **Abstract** – this will be read to ensure that it satisfies the Graduate School requirements for length and content;
- **Table of Contents, List of Figures, List of Tables** – these will be reviewed to ensure that wording is consistent between table/list and main body of the manuscript; and
- **Publishing Agreement and Survey of Earned Doctorates** – the Graduate School will ensure that all necessary forms have been completed and signed.

If, in reviewing a manuscript, the Graduate School determines that major corrections must be made, the dissertation will be rejected for a more thorough editing and proofing by the student and the Committee Chair. Thereafter, a changed pdf must be re-submitted using the online electronic submission process.

If the Graduate School requires minor corrections to the dissertation, the student will need to complete these within ten days and create a changed pdf for re-submission.

The student will be notified under either of the above instances via email, please make sure that the email address input to the UMI Administrator is current and valid as ALL ETD correspondence will be made using this address.

Once the dissertation has been approved by the Graduate School, the student will also receive confirmation via email.

At this time, the student should prepare an abstract of the dissertation for publication in Social Work Abstracts and submit a copy of the approved dissertation to the PhD Program Secretary.

Publication Requirements

The University of Alabama faculty has determined that all theses and dissertations should be published and made as widely available as possible in order to support the distribution of material for scholarly research. Unless the student has a compelling reason for withholding publication in the short term e.g. to establish patents, then no embargo period should be selected. Otherwise, the University of Alabama permits embargo for periods of six months, one year, or two years only

Candidates must satisfy publication requirements by having their dissertations published online with ProQuest/UMI and through the University of Alabama Libraries. There is no charge for the Traditional Publishing option with ProQuest, and this is the recommended choice. Students will satisfy the requirement for wide dissemination of their material by publishing the ETD “Open Access” with UA Libraries, for which there is also no charge. Where an embargo period is selected, the student must ensure that the same period is selected with both ProQuest and UA Libraries.

XI. Financial Assistance

The PhD program is demanding and therefore generally requires taking a break from full-time employment. As a result, there are multiple opportunities to receive financial assistance. Most PhD students receive Graduate Assistantships in the form of GTA and GRA positions, which provide full tuition scholarships, health insurance, and monthly stipends. Others receive fellowships from the Graduate Council or from external sources. There are also opportunities for employment as an instructor in the School of Social Work’s BSW Program and as Graduate Research Assistants on externally funded research grants. In recent years, most full-time students have received at least three years of financial support. The PhD Program will try to continue providing support for students for a minimum of three years, given the student’s substantial continued progress in the program and the program’s adequate financial resources. For more

information about financial assistance for graduate students in the School of Social Work, contact the PhD Program Director.

Graduate Assistantships

A limited number of Graduate Assistantships are available for PhD students. Three kinds of Assistantships are offered: Graduate Administrative Assistantships, Graduate Research Assistantships, and Graduate Teaching Assistantships. Student enrollment status requirements may vary with each assistantship. Graduate assistants are expected to provide service to a supervisor, usually a faculty member. The School of Social Work typically offers .25 FTE and .50 FTE graduate assistantships. A student with a .25 FTE graduate assistantship is expected to provide 10 hours of service per week and receives a 50 percent tuition scholarship, partial payment of health insurance, and a monthly stipend; a student with a .50 FTE graduate assistantship is expected to provide 20 hours of service per week and receives a 100 percent tuition scholarship, full payment of health insurance, and a monthly stipend. Any student who has an assistantship may not be employed more than at a .50 status. Graduate School policy does not allow for overloads.

A Graduate Administrative Assistant is assigned to an administrator to assist with some aspect of the School's administration. A Graduate Research Assistant is assigned to a faculty member to assist with research. Duties may include literature searches and reviews, statistical analysis, drafting of sections of proposals or articles, or any other aspect of research. A Graduate Teaching Assistant is assigned to a faculty member to provide assistance in teaching either a BSW- or MSW-level course. Duties may include developing course activities, grading assignments, giving lectures, leading discussions, or any other aspects of the teaching process. At times, a student may have a .25 teaching assistantship with one professor and a .25 research assistantship with another professor. It is important for supervisor and the student to be clear about expectations and responsibilities. Students with a GTA may also be assigned to teach independently.

Students in the PhD Program may hold graduate assistantships administered by other divisions of the University. More information on graduate assistantships is available in the Graduate School publication, *Graduate Assistant Guide*, which is available at the Graduate School website.

Fellowships and Scholarships Administered by the School

Several endowed scholarships are awarded to BSW, MSW, or PhD students at the discretion of the assistant dean and/or the scholarship committee. Typically, scholarships awarded to PhD students are awarded based on student performance in the PhD program. Several scholarships have been established specifically for PhD students.

The Ben Avis Orcutt Fellowship is awarded to a doctoral student who has displayed outstanding dedication and commitment to the social work profession. The recipient of the scholarship has the MSW and two years of competent social work practice. To promote doctoral education at the University of Alabama School of Social Work, Dr. Ben Avis Orcutt and others established the Ben Avis Orcutt Endowed Doctoral Fellowship Fund in 1984. Dr. Orcutt served as Professor of Social Work and Director of the Doctoral Program at the University from 1976 until she retired in 1983.

The Leslie J. Shellhase Endowed Scholarship for Doctoral Students in Social Work is awarded to an outstanding doctoral student. It is specifically intended to provide support for a student who is beginning work on the dissertation. The late Dr. Leslie Shellhase established the scholarship in 1994 to promote the education of deserving students pursuing a PhD degree in social work at The University of Alabama. Priority consideration for this scholarship is given to students who have been advanced to candidacy for degree. Dr. Shellhase was instrumental in the founding of the doctoral program and served on the Doctoral Program Committee from the time of its inception until he retired.

The Social Work Board of Friends Summer Research and Education Scholarships. Each summer scholarships are awarded to PhD students. Unlike the other two scholarships, these require an application. A research scholarship is intended to support a summer writing project. An education scholarship is intended to support summer course work. Each spring the PhD Program Director notifies students of the application guidelines and due dates.

Ph.D. Student Travel Policy

School of Social Work (SSW) doctoral students can receive funding to partially cover costs for travel to academic conferences. Students can receive:

- Up to \$1,000 (combining SSW and Graduate School funds) when presenting at a conference for one conference in the academic year;
- Up to \$700 from the SSW when presenting at a conference for up to two additional conferences in the academic year;
- Up to \$500 (from SSW only) for conference registration and partial costs for travel to an academic conference when not presenting for one conference in the academic year.

Following are the steps to follow to receive travel funding.

If Presenting at a Conference

1. The student should initiate a travel request in the Graduate School's online portal by following this link:
<https://gradservice.ua.edu/login/student.aspx>.
2. After completing the online form, upload to the portal a pdf file with (a) a description of the presentation, its authorship, and rationale for attending the conference, and (b) the travel budget. In the description be sure to mention whether the student is presenting his or her own work, whether the conference is a specialty conference or a primary social work conference, and whether it is a regional, national, or international conference.
3. Click to submit the form to the student's advisor.
4. After the form is submitted to the advisor, the advisor can access it by following this link: <https://gradservice.ua.edu/login/dept.aspx>. Click on "4A Academics (b) Faculty." Then click "3" Research & Travel Support Fund. Advisors who have password or other technical problems can e-mail graduate.school@ua.edu to request help.
5. Once the advisor approves the submission, he or she can check the box to notify the program director/department that the form is being submitted and, when ready, click the button to "Submit to Department." (The program director is not automatically notified that a request has been submitted. He or she is only notified if the advisor checks the box indicating the department should be notified.)
6. The Ph.D. program director will "sign off" on the submission and forward it to the Graduate School.
7. The student will submit the pdf copy of the conference description and budget along with a completed "**Student Travel Authorization Form**" to the Ph.D. program director. (The form is found on the Ph.D. program website in the "Forms" list. (Note: If the

student is teaching and missing a class, the student must ask the BSW program director to initial the form.) The pdf description/budget file and the form can be submitted to the Ph.D. program director by e-mail, campus mail, under office door, in-person, etc.

8. After the Graduate School approves its portion of the request (up to \$500), the Ph.D. program director will submit the Student Travel Authorization Form to the SSW dean for approval. After the dean approves, the paperwork will be submitted to the SSW fiscal office. Money will be deposited directly into the student's account.

If Not Presenting at a Conference

1. The student should complete a Student Travel Authorization Form and send it to the Ph.D. program director. (The form is found on the Ph.D. program website in the "Forms" list.) (Note: If the student is teaching and missing a class, the student must ask the BSW program director to initial the form.) Attach a brief description of the reason for attending the conference and a travel budget.
2. The Ph.D. Program Director will sign and forward the paperwork to the SSW dean for approval. After approval, the paperwork will be forwarded to the SSW fiscal office. Depending on specifics, students may receive up to \$500 before travel or after travel with receipts.

Fellowships Administered by the Graduate School and External Organizations

A number of fellowships and other awards are administered by the Graduate School and by external organizations. For more information, see the Graduate School's Financial Assistance Handbook.

Office of Student Financial Aid

To apply for financial assistance through other sources, students may contact the Office of Student Financial Aid, 106 Student Services Center, 348-6756, <http://financialaid.ua.edu/>. Assistance can take the form of scholarships, grants or loans.

XII. School of Social Work Resources for Students

Opportunities to learn about research and knowledge-building exist within the School of Social Work and also in cooperating agencies and schools in Tuscaloosa and throughout the state of Alabama. The University and the School of Social Work provide computing facilities. The University of Alabama Library system has been granted membership in the select Association of Research Libraries; it also belongs to the Center for Research Libraries.

Physical Facilities

School of Social Work classrooms, most administrative offices, and some faculty offices are located in Little Hall. The Social Work Reading Room is also in Little Hall and is staffed with a social work librarian to assist students and faculty. The PhD program is housed in Farrah Hall, including the doctoral student lab and classroom. Both buildings are designed to provide access into and mobility within for persons with physical disabilities.

Social Work Computer Laboratories

The doctoral student computer lab is located in 104, Farrah Hall and contains Internet-connected computers and one laser printer connected to a local area network. Each machine has an array of the most frequently used application software (including word processing, spreadsheets, statistical packages, database management, university-wide e-mail, the Internet, and various utilities). Another computer lab is in Little Hall, with approximately 20 computers and two laser printers.

Registration

The School of Social Work's Registrar, Ms. Heather Sullivan, hjsullivan@sw.ua.edu, office in Little Hall, provides information regarding registration to students prior to the beginning of each semester. Students already enrolled in the University are expected to participate in the registration advising process. Questions about registration may be directed to the student's academic advisor, the Registrar, or the PhD Program Director, as appropriate.

Mail and Other Forms of Communication

Mailboxes for PhD students are located in 104, Farrah Hall. These mailboxes are used to get information to individual students; students are responsible for items placed in their mailboxes. Students also have a Crimson mail account on the University's *MyBama* network, <https://mybama.ua.edu/>, which will enable exchange of e-mail messages with faculty, staff members, and other students. The student should become familiar with these and other communication options and use them as appropriate. Crimson mail is the official communications means at UA. Students are responsible for reading their Crimson mail; instructions for forwarding Crimson mail to other mail servers are available on the *MyBama* website. The PhD Program Assistant can also be helpful in serving as a source for program-related information.

Doctoral Student Organization (DSO)

All students are encouraged to join actively in the PhD Program's ongoing development through the Doctoral Student Organization (DSO). Through the DSO, students may be involved in and influence the academic, organizational, and social aspects of the PhD Program. This group enables doctoral students to participate in curriculum matters and policy decisions through a voting representative on the PhD Program committee. In addition to voting rights, DSO members, along with other doctoral students, have a role in interviewing and evaluating prospective faculty members, planning orientation of new PhD students, recruiting and recommending applicants to the PhD Program Director, and in hosting professional enrichment and social events throughout the year. Especially popular are colloquia featuring visiting scholars.

Colloquium Series

Each year, the School of Social Work Colloquium Series brings leading social work researchers to campus. Other units on campus also bring speakers of interest to social workers to campus.

Office of Educational Programs and Student Services

Although the PhD student's academic advisor is normally the first point of contact for concerns, staff members of the Office of Educational Programs and Student Services are also available to talk with students about problems and/or concerns related to personal as well as academic life.

Disability Services

The School's liaison for services for students with disabilities is the Associate Dean for Educational Programs and Student Services. Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office of Disability Services (ODS), 1000, Houser Hall, 348-4285, <http://ods.ua.edu/>. ODS will prepare letters addressed to the student's instructors that indicate the accommodation to which the student is entitled. *It is the student's responsibility* to present the accommodation letter to each of her or his instructors. Students and faculty members with questions or concerns about the special arrangements or accommodations should consult with ODS and/or the Associate Dean in the School of Social Work.

XIII. The University of Alabama Resources for Students

Alabama Residency and Academic Common Market

Information and guidelines for establishing Alabama residency can be obtained at the Office of the University Registrar, 206 Student Services Center, 348-2020, or their website: <https://registrar.ua.edu/academics-policies/residency-for-tuition-purposes/>. The PhD Program accepts Academic Common Market students. Students from Arkansas, Delaware, Tennessee, and West Virginia, for example, may be eligible for in-state tuition. More information is available at <http://graduate.ua.edu/acm/>, or contact the Academic Common Market coordinator at the Graduate School, 102 Rose Administration Building, 348-5921.

If the student is billed incorrectly for non-resident fees, or is not billed at the proper time, it is the student's responsibility to report this to the Office of Student Receivables, Room 105 Student Services Center, 348-5350, immediately.

Identification Cards

The University requires that students have an identification card with the student's name and picture. Called the ACTion card, it is both a debit and an identification card. The student's number is encoded magnetically in the student's card along with the services to which the student has access. This card provides identification for library services, university sporting events, access to certain buildings and parking decks, meal ticket and vending machine charge privileges, AT&T calling, and many other services. It is invaluable in utilizing university resources and in cashing checks in the Tuscaloosa community. It is the student's responsibility to have an ACT Card made at the Action Card Office, 104 Student Services Center, 348-2288, <http://actcard.ua.edu/>.

Parking Permits

All students, faculty and staff must display appropriate parking permits on their vehicles to park on campus during the days and hours such permits are required. The permit will allow the student to park in the areas identified by the color on the permit. Student parking permits may be obtained from the Parking Services Office, Campus Drive Parking Deck, located at 451 Campus Drive East, 348-5471, <http://bamaparking.ua.edu/>. The student will need to have a current ACT card and the license tag number of the vehicle that will be parked. Students may register vehicles on-line when registering for classes and parking hangtags will be mailed to the student's permanent address. Permits are not required after 6:00 p.m. or on Saturday and Sunday. Any student visiting campus or attending classes Monday through Friday between 7:30 a.m. and 6:00 p.m. is required to either (1) park in one of the visitor decks and pay \$5.00 on exit, (2) purchase a student permit, or (3) purchase day student passes for \$5.00 per day that will allow them to park in any student surface lot on campus.

Bookstores

Textbooks may be purchased from the University Supply Store, the Alabama Book Store, the College Store, and the Off-Campus Store. These stores will also purchase used books from students.

Libraries

The University of Alabama provides library facilities and services to its faculty, students, staff, and other scholars and information users through a system of discipline-related libraries. Amelia Gayle Gorgas Library, serving the humanities, social sciences, and arts, is centrally located on the University Quadrangle. Three other units are located adjacent to their discipline-related teaching areas: Angelo Bruno Business Library, McLure Education Library, and Eric and Sarah Rodgers Library for Science and Engineering. The W. S. Hoole Special Collections Library is located on the second floor of the Scientific Collections building. The University Libraries website, <http://www.lib.ua.edu/>, provides access to a variety of on-line resources, including the Libraries Catalog, databases, and electronic journals. Several campus libraries are under separate

administration. These include the Health Sciences Library, located on the ground floor of the University Medical Center, 850 Fifth Avenue East, <http://cchs.ua.edu/library/>, the Bounds Law Library, located in the School of Law, <http://www.library.law.ua.edu/>, and the Map Library, located in Farrah Hall, <https://geography.ua.edu/about/facilities/>.

Office of Information Technology

The University provides computing resources for research and instruction through the Office of Information Technology (ITSD), housed in Gordon Palmer Hall. The IT Service Desk, ITSD@ua.edu, 348-5555, is located in room 125 Gordon Palmer. The Office of Information Technology also includes the Faculty Resource Center and Telecommunications. The computer center staff maintains the campus network backbone, internet connections, and central academic and administrative servers. Services provided include e-mail, web hosting, calendaring, administrative business systems, software licensing, training, and personal computing assistance for University faculty, staff, and students.

Personal computer labs are available in each of the colleges on campus. The hardware and software that are available in these labs vary according to the needs of students. There is also a small lab in 127 Gordon Palmer Hall that may be used by any University of Alabama student, faculty, or staff member. The following website: <https://oit.ua.edu/service/computer-labs/> provides a list of computer labs on campus.

Center for Academic Success

The Center for Academic Success (CAS) is an integral part of the University's plan for academic excellence. The mission of the CAS is to enhance learning through the design and delivery of academic support services. CAS services are designed to help students upgrade study strategies and reading proficiencies succeed in specific University courses—especially quantitative ones—and compete successfully for admission to graduate and professional schools. The CAS maintains a dual service orientation through the provision of opportunities to advance learning strategies for academically gifted students and to enhance learning strategies for students who need to strengthen their academic skills.

Academic support programs are offered through individual tutoring and consultation, a multimedia resource center, curricular courses, structured review programs, supplemental instruction, and informal help sessions. For students with special needs, the CAS offers academic support through the Office of Disability Services. In addition, Student Support Services provides assistance to first-generation college students eligible for specific levels of financial aid and who may have a disability.

For further information, contact the Center for Academic Success, 101 Osband Hall, 348-5175, <https://success.ua.edu/tutoring>.

The University Writing Center

Located in 322 Lloyd Hall, the University of Alabama Writing Center,

<http://www.writingcenter.ua.edu/>, offers free, friendly, one-on-one writing consultations for all UA students. Appointments are strongly encouraged; walk-ins will be accommodated on a first-come, first-served basis.

Counseling Services

Career Counseling. Career counseling is available through the student's faculty advisor and at the Career Center, 3400 Ferguson Center, 348-5848, <http://www.career.sa.ua.edu/>.

Personal Counseling. Personal counseling by qualified professionals is available to students at the Psychology Clinic, 200 Hackberry Lane, 121 James McMillan Building, 348-5000, and at the Counseling Center, 1101 Jackson Avenue, 1000 South Lawn Office Building, 348-3863, <http://www.counseling.ua.edu/>. The Women's Resource Center, 1101 Jackson Avenue, Suite 2000, South Lawn Office Building, 348-5040, <http://wgrc.ua.edu/>, provides the services of a Sexual Assault Victim Advocate, who is on-call 24 hours a day, and a variety of other services and programs.

Graduate Student Services

The Graduate Student Services Office provides services and resources aimed at the unique needs of graduate students to help them succeed academically, personally, and professionally. Graduate Student Services offers an orientation for new graduate students, seminars and programs, publications, an extensive web page to keep graduate students informed, an annual Graduate Student Research Conference, and other resources (including books, videos, and software tutorials). The Alpha Epsilon Lambda Honor Society is also advised through this office. For more information, contact Graduate Student Services, 231-C Ferguson Center, 348-6796, <https://education.ua.edu/students/ssc/>.

Office of Disability Services

The Office of Disability Services (ODS) is the central contact point for University students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to students with disabilities. ODS works to provide individualized academic accommodations and support services, where necessary, while promoting student responsibility and self-advocacy. It is the student's responsibility to make known a need for academic recommendations and services by providing documentation of his or her disability to ODS. The website of ODS is <http://ods.ua.edu/>. For more information, contact ODS at 348-4285 or 348-3081 (TTY); or write the Office of Disability Services at Box 870185, Tuscaloosa, AL 35487-0185.

In addition to ODS, resources on campus for students with disabilities include the following:

- The Speech and Hearing Center, 700 University Blvd. East; 348-7131, <http://www.cd.ua.edu/speech-and-hearing-center/>.
- The Center for Academic Success, 814 6th Avenue, 101 Osband Hall; 348-5175, <https://success.ua.edu/tutoring>.

International Student Services

The Capstone International Center, located at 105 BB Comer Hall, 348-5402, <http://international.ua.edu/>, provides a broad range of services and programs specifically designed to meet the unique needs of international students and scholars and their families, including orientation to the university and community, counseling, academic support services, and information about financial assistance. The International Student Association is an organization of international students at the University.

Veterans Services

The Office of Veterans Services provides assistance to veterans, reservists, service persons, and eligible dependents. The office processes all certifications that must be filed with the Department of Veterans Affairs (VA) before educational benefits can be received. Students must register with the Office of Veterans Services each semester to begin or to continue receiving benefits. Information about services, application procedures, and compliance with VA requirements is available at the Office of Veterans Services, 3000 Houser Hall, 348-0983, <https://vets.sa.ua.edu/>.

Student Organizations

All students are encouraged to join actively in the PhD Program's ongoing development through the Doctoral Student Organization (DSO). Through the DSO, students may be involved in and influence the academic, organizational, and social aspects of the PhD Program. This group enables doctoral students to participate in curriculum matters and policy decisions through a voting representative on the PhD Program committee. In addition to voting rights, DSO members, along with other doctoral students, have a role in interviewing and evaluating prospective faculty members, planning orientation of new PhD students, recruiting and recommending applicants to the PhD Program Director, and in hosting professional enrichment and social events throughout the year. Especially popular are colloquia featuring visiting scholars.

The Graduate Student Association (GSA) was established in 1990 as an independent organization for the purpose of serving the unique needs of graduate students. Today, there are over 4,500 graduate students at the University, making up close to 20 percent of the total student body. All graduate students are automatically members of the GSA, and are encouraged to become more involved by participating in any of the activities.

The GSA serves as a forum to express the concerns of the graduate community to the University administration. It also attempts to enhance the quality of the graduate educational and social experience through the provision of information, programs, and activities that may benefit graduate students. To meet these goals, social, academic, informational, and self-improvement

programs are offered throughout the year. Monthly meetings are held during which current issues and activities are discussed and new concerns raised.

An Executive Board, whose membership consists of graduate students from across campus, leads the GSA and is either elected or appointed each year in March. In addition, an appointed GSA Assembly body consists of representation from each department and makes recommendations to the Executive Board on action and agendas that should be addressed in the UA community.

The African-American Graduate Student Association, <https://ua.collegiatelink.net/organization/africanamericangraduatestudentassociation>, is an organization of African-American graduate students at the University.

The International Student Association, 348-3173, <https://ua.collegiatelink.net/organization/ISAatUA>, is an organization of international students at the University.

University Recreation Center

The University Recreation Center, 348-5140, <http://urec.sa.ua.edu/>, is designed to meet the fitness needs of the University community and to serve as home for intramural sports. With more than 110,000 square feet of floor space serving 1,200 patrons daily, the center features a hardwood gymnasium, free weights, resistance equipment, cardio area, indoor and outdoor swimming pools, outdoor patio/lounge, racquetball courts, squash courts, tennis courts, multi-purpose courts, a jogging track, a climbing wall, men's and women's locker rooms, dry and steam saunas, and two aerobics rooms.

University Health Services

The Student Health Center, located at the University Medical Center on the corner of 5th Avenue East and University Boulevard, 348-6262, <http://shc.ua.edu>, is available to all registered students. Students' spouses may be eligible for health services by paying a fee. Services are not available during the semester break in late December and early January, or at other times when school is not officially in session.

Services consist of outpatient treatment of illnesses, injuries, and minor surgical procedures. Preventive care, physicals, and gynecological examinations are available. There is a pharmacy, a laboratory, and an x-ray department. The health service is financed in part from a portion of the university fees paid by students. A small fee is charged for general services. Charges are made for specialized services, casts, appliances, and special supplies, prescribed drugs, and some laboratory and x-ray studies. The student is responsible for fees for any services of non-staff physicians, consultants, and the cost of hospitalization or services other than those provided by the University Health Service.

Women's Center Sexual Assault Victim's Advocate

The University of Alabama Women's Resource Center, <http://wgrc.ua.edu/>, provides a Sexual Assault Victim Advocate Program. This program provides needed support in a time of crisis to victims of sexual assault. The advocate will help victims, their families, and friends by providing

information and support. If requested by the victim and if reasonably available, the University will provide modifications to living arrangements for the victim, if residing in University housing. Also, if requested by the victim and if reasonably available, rearrangement of academic class schedules for the victim and the accused may be provided. The Women's Resource Center Sexual Assault Victim Advocate can be contacted at 348-5040.

Housing

The University Department of Housing and Residential Communities maintain a variety of housing facilities for students. Information is available at the Office of Residential Life, Mary Burke Hall East, 348-6676, <https://housing.sa.ua.edu/>. Membership in the Off-Campus Association, (210-4774), <https://offcampusassociation.com/home.html>, can save money on utility deposits, hook-ups, and other housing-related costs in both on- and off-campus housing.

Safety

The University of Alabama is part of a larger community – so the same potential for crime that exists in every American city exists here. Crime has two elements: motive and opportunity. You probably can't do much about the former, but there are many ways to reduce the opportunity to commit crimes. Students may sign-up for university-issued safety alerts.

348-RIDE (7433) or online at <https://uat-new.ridecell.com/request> is a free service that will transport you between locations on campus or between nearby residences and campus. Service is available when CrimsonRide Buses are not operating. While all calls are dispatched as soon as possible, high demand may result in delayed response. The service area includes campus and neighborhoods between Greensboro Avenue to the west, 15th Street to the south, Helen Keller Boulevard to the east, and Jack Warner Parkway to the north. While 348-RIDE makes every effort to provide this service, there may be various extenuating circumstances (severe weather, driver illness, etc.) where we are unable to operate during these hours. 348-RIDE is intended as a support service for academic purposes and does not service establishments where alcoholic beverages are sold.

Blue Lights. Learn the locations of the 38 bright blue outdoor emergency phones around campus. Each phone is clearly marked, and each is a direct line to the University of Alabama Police Department communications operator. No dialing is necessary. In an emergency, all you need to do is take the phone off the hook or push the red button. The communications operator knows your location and usually has sent a police officer to help you even before actually answering your line. Note the emergency phone locations provided at <http://police.ua.edu/services/>. In addition to the blue outdoor emergency phones, there are free public telephones in the common areas of all campus buildings. These white help phones are clearly marked with emergency instructions and can also be used for on-campus calls.

APPENDIX A

COURSE DESCRIPTIONS

SW 600 Social Work and the Welfare State. Three hours.

Prerequisite: Admission to the doctoral program or permission of the instructor.

Examines the development of the welfare state as well as current research on social welfare policy and its implementation. The social work profession's role in welfare state development will be examined as well as the historical, social, and philosophical bases of the welfare state.

SW 601 Seminar in Doctoral Education. One hour.

Prerequisite: Enrollment in the doctoral program in Social Work

Provides an introduction to the doctoral program, the School of Social Work, and The University of Alabama. Supports the process of student acculturation to doctoral education in the School of Social Work and familiarize students with members of the faculty and expectations for doctoral level study.

SW 605 Social Work Education. Three hours.

Prerequisite: Completion of SW 601

Focuses on the history, current structure, pedagogical theories, and contemporary issues important to social work educators.

SW 620 Social Work Research I. Three hours.

Prerequisite: Admission to the doctoral program or permission of the instructor.

Prerequisite or co-requisite: Completion of the statistics requirement.

A foundation course on the nature and processes of theory development, drawing from philosophy of science. Major issues in the development of theory and knowledge, from both qualitative and quantitative perspectives; will be examined, with an emphasis on the analysis of phenomena relevant to social work.

SW 621 Social Work Research II. Three hours.

Prerequisites: SW 620 with a grade of B or higher.

Focuses on considering components of research designs, developing a design, drawing a sample, developing data collection and analysis procedures, and selecting and implementing procedures for disseminating results and conclusions.

SW 622 Observation and Measurement. Three hours.

Prerequisites: Completion of the statistics requirement and SW 621, or permission of the instructor.

Focuses on the theoretical foundations of observation and measurement in social research and on practical skills required for measuring social phenomena. Students will develop knowledge and skills for measuring social, psychological, environment, and other factors related to social work research questions.

SW 623 Seminar in Qualitative Research. Three hours.

Prerequisites: Completion of the statistics requirement and SW 621, or permission of the instructor.

Engages students in advanced study of key concepts in qualitative research, with applications for social work practice research and evaluation. Students will learn about types of qualitative information, and techniques of qualitative data collection and analysis.

SW 624 Seminar in Qualitative Data Analysis. Three hours.

This course provides an opportunity for students to focus on developing skills and techniques related to qualitative data analysis. Methods of coding, processes of data analysis, including simple and more in-depth description, will be covered. The course will emphasize analytic strategies useful in various types of

qualitative research approaches and various methods of data collection. Data management, data display, and writing of qualitative data analysis results, along with dissemination strategies will be included. The course will involve utilization of at least one computer-assisted data analysis program.

SW 626 Seminar in Mixed Methods Research. Three hours.

Prerequisites: Completion of SW621 and SW623, or permission of the instructor. Provides in-depth study of mixed methods research to graduate students who are already familiar with quantitative and qualitative research.

SW 627 Systematic Review. Three hours.

Prerequisites: Admission to the Ph.D. program or permission of instructor. This doctoral seminar introduces students to the purpose and process of systematic review of research. Students will develop advanced skills for the analysis and synthesis of published research. Skills include the use of electronic databases and other strategies for locating relevant research, the ability to appraise the quality of evidence, and strategies for summarizing and synthesizing existing research.

SW 628 Research Practicum. Three hours.

Prerequisites: Completion of the statistics requirement and SW 621, or permission of the instructor. Provides students with the opportunity to design and conduct social work research with the support and guidance of seminar members, a faculty member experienced in research for social work, and guest faculty members with specialized knowledge pertinent to the research questions posed by the students.

SW 629 Seminar in Special Topics in Social Work Research. Three hours.

Prerequisites: Completion of the statistics requirement and SW 621, or permission of the instructor. Focuses on knowledge-building applications of the method, approach, or technique. Examples of possible topics include systematic reviews, survey research, ethnography, and program evaluation.

SW 631 Community-Engaged Research. Three hours.

Prerequisites: Completion of SW 621, or permission of the instructor. Provides an overview of community-engaged research methodologies. Also addresses cultural competence and humility, working with diverse populations, ethical considerations in community-engaged research, and issues salient to funding and Institutional Review Board review.

SW 640 Concepts and Theories of Social Work Practice. Three hours.

Prerequisite: Admission to the doctoral program or permission of the instructor. Strengthens understanding of the components of social work practice theory, including the historical forces shaping conceptualizations of practice, the ideological and epistemological assumptions of both normative and empirical conceptualizations of practice, the contributions of science and other approaches to knowledge and skill building.

SW 641 Applying Theory in the Development of Social Work Knowledge. Three hours.

Prerequisites: SW 620 and SW 640 or instructor permission. This course provides the basic knowledge and skills to prepare students to understand the relative place and contribution of theoretical conceptualization to the development of knowledge for social work practice. This course builds on knowledge gained in SW 640: Conceptual Foundations of Social Work Practice and Research, and SW 620: Social Work Research Methods I.

SW 648 Seminar in Social Work: Special Topics. Three hours.

Prerequisite: Admission to the doctoral program or permission of the instructor. Integrative seminar on special topics

SW 660 Independent Study. Three hours.

Prerequisites: Completion of statistics requirement and SW 621, or permission of the instructor.

SW 697. Post MSW Practice Experience. Variable credit.

This course provides students in the social work Ph.D. program who hold an MSW the opportunity to obtain practice experience in an educationally and MSW-supervised environment. Students work up to 20 hours per week in agencies with UA SSW field-office-approved social work supervision.

SW 698 Non-dissertation Research. Variable credit.

SW 699 Dissertation Research. Variable credit.

APPENDIX B

Graduates and their Dissertations

DSW Conferred, 1979-1991

- Abbott, L. C. (1982). A Study of Humanism in Family Physicians. Chair: Robert J. Teare
- Allen, T. H. (1986). Moral Thoughts and Attitudes Toward Public Dependency: Relationships to Social Work Students' Life Experiences. Chair: Paul R. Mills
- Altamura, L. S. (1979). An Analysis of Administrative Activities of Federally Funded Community Mental Health Center Chief Executive Officers. Chair: Jerry E. Griffin
- Austin, M. J. C. (1986). The Effects of the Black Experience on Black Children in Transition from A Nurturing Environment to a Sustaining Environment. Chair: Beulah R. Compton
- Barfoot, S. G. (1982). The Need For and Use of Community Social Services for Children. Chair: Phillip E. Crunk
- Barrett, W. A. (1983). Factors Associated with AFDC Recipients' Achievement of Financial Independence Through Employment in Alabama. Chair: Jerry E. Griffin
- Bedics, B. C. (1989). An Exploration of Reasons for Nonuse of Prenatal Care. Chair: Charles R. Atherton
- Bostic, B. R. (1988). Family Adjustment to Rotating Shift Work: Problems, Process, and Relationships. Chair: Leslie J. Shellhase
- Calvin, R. (1986). The Measurement of Triangulation: The Development of a Questionnaire for Adolescent Respondents. Chair: Robert J. Teare
- Campbell, P. M. (1984). An Examination of Baccalaureate Social Work Education for Social Work Practice in the Rural Environment. Chair: Richard T. Crow
- Cook, T. F. (1988). Transition to Parenthood: A Study of First-Time Biological and Adoptive Parents. Chair: Beulah R. Compton
- Crowell, M. H. (1988). Loneliness in a Life Transition. Chair: W. David Harrison
- Dauser, F. W. (1986). Social Workers' Clinical Policy Activities: A Study of Alabama CMHC Social Workers. Chair: Paul R. Mills
- DeVaney, N. M. (1983). Adjustment of the Older Adopted Child: Process and Relationship. Chair: Paul R. Mills
- Dougherty-Zee, N. (1988). Why Some Women Stay Single: An Object Relations-Based Study of Their Reasons and Experiences. Chair: Beulah R. Compton
- Easley, E. L. (1987). The Impact of Traumatic Events on Religious Faith: Implications for Social Work. Chair: Charles R. Atherton
- Fagan, W. M. (1981). A Descriptive Analysis of Interpersonal Conflict Behaviors of Community Mental Health Professionals. Chair: Jerry E. Griffin
- Felkenes, S. W. (1980). The Social Work Professional and His Ethics: A Philosophical Analysis. Chair: Leslie J. Shellhase
- Fletcher, B. W. (1987). Sociocultural Correlates of Normative Drinking Behavior and Utilization of Treatment Resources: A Study of 113 Black Female Mississippians. Chair: Leslie J. Shellhase
- Flowers, L. C. (1984). A Social Work Paradigm for Treatment of One Aggressive, Acting-Out Child. Chair: Ben A. Orcutt
- Flynn, R. J. (1985). Structural Family Therapy of a Family with a Hyperactive Child: A Single-Subject Investigation. Chair: Paul R. Mills

- Forward, G. M. (1985). Children with a Seizure Disorder: Personal and Familial Factors on Seizure Frequency. Chair: Paul R. Mills
- Gibson, T. L. (1980). The Effects of Perceived Frequency of Organizational Change on Role Clarity and Job Satisfaction of Public Sector Employees. Chair: Richard T. Crow
- Gleissner, M. F. (1985). Alcoholism and Impaired Object Relations in Females. Chair: Paul R. Mills
- Grace, P. F. (1986). Toward A Typology of AFDC Recipients: A Hierarchical Analysis. Chair: Robert J. Teare
- Granich, S. M. (1984). The Bonding/Attachment System Between Mothers and Their Institutionalized Mentally Retarded Children. Chair: Paul R. Mills
- Grote, N. P. (1985). A Study of Performance Appraisal Systems in State Public Welfare Agencies: Compliance with Contemporary Employment Discrimination Law. Chair: Robert J. Teare
- Haagenstad, S. J. (1991). Family Members' Perceptions of Separation and Placement When a Child is Placed in Residential Care. Chair: W. David Harrison
- Hall, E. H. (1979). A Quantitative Descriptive Study of Factors Associated with Sexual Activities in Early Adolescence. Chair: Charles R. Atherton
- Harris, J. B. (1990). The Development of an Operational Definition of Sexual Harassment in Higher Education. Chair: Robert J. Teare
- Hess, H. J. (1981). Analysis of Social Work Clinical Actions in Family Practice Centers. Chair: Ben A. Orcutt
- Howard, T. U. (1980). Professional Socialization and Cognitive/Moral Development: A Study of the Relationship Between Level of Moral Thought and Humanistic Attitudes. Chair: Leslie J. Shellhase
- Jackson, A. A. (1983). Task-Centered Treatment: A Single Investigation. Chair: Paul R. Mills
- Kemp, J. T. (1979). An Examination of Social Work Research: Research Concepts Instructors Indicate are Important in Their Social Work Research Courses and Concepts Their Students are Learning Best. Chair: Gerald K. Eure
- Lauber, M. B. (1988). An Analysis of Case Management Tasks in Community Mental Health Facilities. Chair: W. David Harrison
- Lester, B. M. F. (1985). The Social Support Needs of Parents of Children with Sickle Cell Anemia. Chair: Charles R. Atherton
- Mancoske, R. J. (1982). The Effects of a Handicapped Child on Parent's Perceptions of the Family Environment. Chair: Phillip E. Crunk
- Maqashalala, T. N. V. (1984). An Analysis of Support Systems Among African Widows in the Tyhume Basin, Ciskei, South Africa. Chair: Jerry E. Griffin
- Meherg, J. D. (1981). Factors Associated with Willingness to Assist Elderly Relatives. Chair: Lorin A. Baumhover
- Milner, J. L. (1985). Factors Affecting Duration of Foster Care. Chair: Gerald K. Eure
- Morgan, M. G. (1987). Leadership Style Effectiveness and Variability of Social Work Education Administrators and Satisfaction of Faculty with Administrator. Chair: Phillip E. Crunk
- Orten, J. D. (1979). Experimentally Influenced Changes in Students' Attitudes Toward the Poor. Chair: Ben A. Orcutt
- Parker, M. W. (1982). Juvenile Court Discretion with Status Offenders: An Analysis of Factors of Influence in Alabama. Chair: Richard T. Crow
- Pegues, J. A. (1990). Everyday Lives: A Qualitative Study of the Dimensions of Informal Support Networks of Female, Non-Metropolitan, Community Residents, Aged 75 through 84. Chair: Beulah R. Compton

- Pratt, E. D. (1984). Sociolinguistics and Measurement: The Validity of Frequency Qualifiers as Likert Scale Anchors for Social Work Research with the Low Income Population. Chair: Leslie J. Shellhase
- Sellers, J. R. (1983). Status of Primary Prevention in Baccalaureate Social Work Curricula. Chair: Robert J. Teare
- Smith, W. C. (1979). The Juvenile Aftercare System in the United States: A Descriptive Analysis. Chair: Charles S. Prigmore
- Stafford, J. D. (1991). An Examination of the Relationship Between the Adaptation of the Elderly to Nursing Homes and Antonovsky's Sense of Coherence Concept. Chair: Charles R. Atherton
- Stanford, S. C. (1979). An Analysis of Administrative Functions of Deans of Graduate Schools of Social Work as Perceived by Selected Deans and Faculty Members. Chair: Richard T. Crow
- Turner, R. O. (1990). Through the Eyes of Parents: A Study of the Social Support Systems of Families with Mentally Retarded Children. Chair: Beulah R. Compton
- Tyler, P. O. (1986). The Relationship Between Psychological Climate, Work Unit Characteristics, and Error Rate in Public Welfare Eligibility Determinations. Chair: Richard T. Crow
- Von Pohl, R. (1982). A Study to Assess the Effects of Rational-Emotive Therapy with a Selected Group of Emotionally Disturbed in Day and Residential Treatment. Chair: Gerald K. Eure
- Watkins, S. A. (1981). Father-Infant Relationship: Father's Involvement with First-born Children. Chair: Ben A. Orcutt
- Wilson, M.-V. K. (1987). Impact Upon a Surviving Sibling of Family Role Reallocation Following the Sudden Death of Another Sibling. Chair: Beulah R. Compton
- Woodruff, L. L. K. (1982). Traditionalism in Family Ideology: Effects on Family Adjustment and Satisfaction Comparing Biological and Stepfather Families. Chair: Leslie J. Shellhase
- Yuen, F. K. (1989). Constructing a Scale to Measure "World View": An Application for Social Work. Chair: Phillip E. Crunk

PhD Conferred, 1993-2019

- Ackerson, B. J. (1998). Predictors of Community Success in Psychiatric Rehabilitation: A Retrospective Case Review. Chair: Lee W. Badger
- Allen, T. T. (2003). Factors that Contribute to the Propensity to Take Juveniles into Custody: A Survey of Police Officers in Cleveland, Ohio. Chair: Paul H. Stuart
- Anderson, Kim G. (2019). The Effects of Perceived Cultural Fit on Active Military Wives. Chair: Josephine Pryce
- Arriaza, P. (2009). Bereavement Services for Hispanics: An Exploratory Study of Florida Hospices. Co-chairs: Jordan I. Kosberg and Ellen L. Csikai
- Baldwin, J.T. (2009). We've Come a Long Way Baby...Or Have We?: The Phenomenon of Community Re-Integrated for Incarcerated Women. Chair: Debra M. Nelson-Gardell
- Barber, Brad. (2020). Attitudes and Opinions Towards Stress-related Support Services Among Police in a Southern State: A Qualitative Study. Chair: David Albright.
- Bates, C. (2008). The Relationship of Family Dysfunction and Trauma Exposure in Male Juvenile Sexual Offenders. Chair: Wesley T. Church

- Batey, D.S. (2013). Exploring Individual- and Community-Level Predictors and Mediators of Suboptimal HIV Primary Care Appointment Adherence: The Importance of Place. Chair: David M. Pollio
- Bell, Amber D. (2018). Examination of Social Work Justice in Social Work Education. Co-Chairs: Josephine Pryce and Cassandra Simon
- Bennett, Russell (2009). Community and Individual Factors that Influence Housing Need Among Low-Income Persons Living with HIV/AIDS. Co-Chairs: Lucinda L. Roff and Kathleen A. Bolland
- Bolland, K. A. (1998). What Color is Your Paradigm? Researchers' Assumptions Regarding Disciplined Social Inquiry. Chair: Robert J. Teare
- Bryant, C. J. (1994). Informal Social Support and Public Imagery in the Lives of African American Mothers who Subsist on Welfare. Chair: Paul H. Stuart
- Burson, H. I. (2001). Alabama's Mothers' Pension Statute: Identification and Analysis of Institutional Determinants. Chair: Paul H. Stuart
- Brazeal, Michelle (2019). The Role of Mood in Self-care among the Diabetic Population. Chair: Laura Hopson
- Broussard, C. (2016). Care Transitions in Outpatient Cancer Settings: Process & Social Work Roles. Chair: Ellen Csikai
- Buttell, F. P. (1997). Establishing the Feasibility of Using the Defining Issues Test as a Dependent Variable in the Treatment of Domestic Violence Offenders. Chair: Robert J. Teare
- Carter, V. (2017). Breast Cancer Risk Factors in a Sexual Minority Population: An Examination of the 2014 and 2015 Behavioral Risk Factor Surveillance System. Co-Chairs: Cassandra Simon and Josephine Pryce.
- Chacha, C. M. (2000). Factors Influencing Service Use Among Families of Children with Cerebral Palsy. Chair: Paul H. Stuart
- Cheng, C. (1993). Public Assistance Recipients and Their Adaptation: A Social-Structural Perspective. Chair: Paul H. Stuart
- Chisanga, B. (2006). Perceived Effectiveness of Community-Based Nonprofit Human Service Organizations Serving Low-Income Individuals and Families: The Case of Community Action Agencies of Alabama. Chair: Paul H. Stuart
- Coleman-Reed, F. (2015). Grandparent Caregivers: Factors Contributing to the Experience of Life Satisfaction. Chair: Debra Nelson-Gardell
- Collins, C. C. (2005). Cultural Models of Domestic Violence: Perspectives of Human Service Professionals. Chair: William W. Dressler
- Collins, S.K. (2014). Barriers and Incentives to Breast Cancer Screening Among African-American and Caucasian Women in the Mississippi Delta. Chair: Brenda D. Smith
- Cooper, K (2014). Exploring the Life Experiences of Afro-Caribbean Immigrant Women Living with HIV: A Phenomenological Investigation. Chair: Ellen L. Csikai
- Daniulaityte, R. (2002). Cultural Models, Gender, and Individual Adjustment to Type 2 Diabetes in a Mexican Community. Chair: William W. Dressler
- Davis-Maye, D. (2002). Correlation Between Perception of Parental Figure Support and Hope for Future Success of African American Girls Residing in Low Income Communities: A Descriptive Analysis. Chair: Paul H. Stuart
- DeLisle, B. (2010). Parental Closeness and Problem Behaviors in a National Child Welfare Sample. Chair: Carol S. Drolen
- Donahoe, J. N. (2000). Advancing Doctoral Education in Social Work: The Development of Organizations of Doctoral Programs, 1948-1992. Chair: Paul H. Stuart

- Durkin, D. (2010). Changes in Emotional Well-Being and Self-Perceived Physical Health Over Time Among African American and White Male Caregivers of Older Adults. Chair: Lucinda L. Roff
- Durkin, K. (2016). The Role of Self-Efficacy in Child Welfare Workers' Fetal Alcohol Spectrum disorder (FASD) Training and Practice. Chair: Josephine Pryce
- Flynn, S. K. (2003). Prostate Cancer in Alabama: A Comparative Analysis of African American Men in Rural and Urban Locales. Co-chairs: Josephine K. Pryce and Cassandra E. Simon
- Ford, B. K. (2007). Predicting Support for Public Funding of Health Care. Chair: Lucinda L. Roff.
- Fowler, M. (2016). Effectiveness of Case Management Intervention to Improve Treatment Outcomes: A Study using Secondary Data Analysis to Compare Outcomes for Juvenile Sex Offenders. Chair: Debra Nelson-Gardell.
- Gabbard, W. J. (2004). Spirituality and Religiosity of Homeless Individuals: Implications for Psychosocial Rehabilitation and Mental Health Intervention. Chair: Debra M. Nelson-Gardell
- Gaddis, Angela (2010). Permanency Outcomes of Children in Foster Care: An Analysis for Kinship and Non-Kinship Foster Care. Chair: Debra Nelson-Gardell
- Gajdosikiene, Indre (2005). Understanding People in Poverty: A Study of Cultural Consensus Among Social Workers and General Population Members in Lithuania. Chair: Lucinda L. Roff
- Gilbert-McElderry, C. (1996). A Comparison Study of Norplant Use Among Economically Disadvantaged Women. Chair: Durrenda Onolemhemen
- Guo, Yuqi (2019). A Longitudinal Analysis of Factors Associated with adherence to Preventive Pap Test Recommendations among Middle-aged American Women. Co-Chairs: Laura Hopson and Hyunjin Noh
- Harris-Bragg, D. M. (2003). Alabama Families and Children in Formal Kinship Care, Informal Kinship Care, and Unrelated Family Foster Care: A Comparative Analysis. Chair: Josephine K. Pryce
- Harmon, D. K. (2005). Black Men and Marriage: The Impact of Spirituality, Religiosity, and Marital Commitment on Marital Satisfaction. Chair: Debra M. Nelson-Gardell
- Hitchcock, L. (2009). The Creation of Federal Services for Crippled Children. Chair: Paul H. Stuart
- Holliman, D. C. (1998). Discharge Planning in Alabama Hospitals. Chair: Robert J. Teare
- Holt, D. M. J. (1995). An Exploration of the Decision to Leave an Abusive Partner. Chair: W. David Harrison
- Jagers, J. (2012). The Influence of Cultural Adaptation on Depressive Symptoms Among Young Hispanic Immigrants. Chair: Gordon A. MacNeil
- James, C. (2001). A Multi-dimensional Analysis of the Functioning of Families in a Family Preservation Program. Chair: W. David Harrison
- Jaskyte, K (2002). Organizational Culture and Innovation in Nonprofit Human Service Organizations. Chair: William W. Dressler
- Jennings, L. (2009). Aging in a Confined Place: An Exploration of Elder Inmate Health and Healthcare. Chair: Lucinda L. Roff
- Jensen, L. A. (1993). College Students' Attitudes Toward Acquaintance Rape: The Effects of a Preventive Intervention Using Cognitive Dissonance Theory. Chair: Lucinda L. Roff
- Johnson, M. (1994). Family Engagement Practices in Residential Child Care: A Study of Group Care Programs in North Carolina. Chair: Robert J. Teare

- Kay, E.S. (2018). Healthcare Payer Type and HIV Health: A Retrospective Analysis. Chair: Brenda D. Smith
- Knierim, M. (2016). State Legislator Perceptions of the Political Advocacy of Nonprofit Human Service Organizations: An Exploratory Study. Chair: Brenda D. Smith
- Lawrence, L. A. (2003). Collinsville: An Ethnographic Instrumental Case Study of Social Capital. Chair: William W. Dressler
- Li, Qingyi (2020). Exploring Associations Between Substance Use and Adolescent Delinquency: An Ecological Perspective. Chair: Brenda D. Smith.
- Li, Xiao (“Allison”) (2013). Old Age Support to Parents and Parents-In-Law in Contemporary China. Chair: Ellen L. Csikai
- Livingston-Murphree, K. (2004). Influence of peer mentoring on African-American adolescents’ Sexual Knowledge and Behavior. Chair: Ginny T. Raymond
- Lyons, M. A. (1998). Living With Post Traumatic Stress Disorder: The Wives’/Female Partners’ Perspective. Chair: Lee W. Badger
- Maloney, B. (2014). Psychosocial Barriers to Internet Use among Older Adults. Chair: Brenda D. Smith
- Maynard, Quentin. (2019). Older Adults Conception of a ‘Good Death’. Chair: Ellen Csikai
- McCaskill, G. (2013). Validation of the Self-care Utility Geriatric African American Rating (SUGAAR) for Type 2 Diabetes. Chair: Kathleen Bolland
- McKinney, R. (2018). Relationships between Social Sector Spending, Public Healthcare Spending, and Mental Health Service Use. Chair: Gordon MacNeil.
- Means, H. I. (2003). Southern Rural Educational Social Settlements in the African American Community During the Progressive Era, 1890-1920. Chair: Paul H. Stuart
- Newell, J. (2008). An Investigation of the Occupational Stresses Associated with Providing Direct Clinical Services to Adults Diagnosed with Mental Illnesses. Chair: Gordon A. MacNeil
- Nutt, L. M. (1996). Influences on the Burden of Caregivers of Elderly Individuals with Developmental Disabilities. Chair: W. David Harrison
- O’Haran, D. F. (1994). The Quality of Life of the Seriously Mentally Ill in Rural West Alabama: A Descriptive Study. Chair: Carol S. Drolen
- Orgassa, U. C. (2001). Social Services for Families with Children with Developmental Disabilities: What is the Consumer Perspective? Chair: Josephine K. Pryce
- Peterson, Tina (2010). Perceptions of Family Involvement and Quality of Life Among Older African Americans with Mental Disorders. Chair: James Hall
- Perry, A. (2008). The Role of the Extended Family in Facilitating African American, Non-Residential Fathers’ Involvement. Chair: Cassandra E. Simon
- Perry, T. E. (1997). The Lived Experiences of Ghanaian Women with HIV/AIDS: A Phenomenological Study. Chair: Durrenda Onolemhemen
- Pike, C. K. (1994). Development of the Social Work Values Inventory. Chair: Robert J. Teare
- Pincham-King, J. (2016). Parent Involvement in Special Education: An Investigation of Comprehensive Services, Service Satisfaction, & Race. Chair: Brenda D. Smith
- Rehner, T. A. (1994). Depression in Alabama Women with HIV. Chair: W. David Harrison
- Samya, M. (2009). Retaining Foster Parents: Factors Influencing Retention and Attrition. Chair: Debra M. Nelson-Gardell
- Scarber, D. (2006). A Validation Study of a Juvenile Sexual Offender Typology. Chair: Gordon MacNeil
- Shin, H.J. (2011). Exploring Korean Older Adults’ Perceptions of and Decisions to Volunteer. Chair: Ellen L. Csikai

- Smith, R. D. (1994). The Relations of Client Satisfaction to Treatment Outcomes Among Seriously Mentally Ill Patients. Chair: Charles R. Atherton
- Southward, L. H. (1994). Partner Abuse and Pregnancy Outcomes: An Exploratory Study. Co-chairs: James P. Adams and Susie A. Spence
- Springle, C. K. (2003). Cultural Sharing in United States Navy Families. Chair: William W. Dressler
- Swindell, Marian L. (2001). Individual Differences in Cognitive Stress Associated with Self-Disclosure. Chair: Josephine K. Pryce
- Sun, F. (2008). Understanding Rural and Urban Differences in Formal Service Use Among Community Dwelling Older Adults. Chair: Jordan I. Kosberg
- Tang, M. (2008). Cultural Values, Informal Support, and Caregiving Outcomes Among Chinese American Caregivers. Co-chairs: Jordan I. Kosberg and Ellen L. Csikai
- Tang, N. (2015). The Degree of Professionalism Among Chinese Licensed Social Workers. Chair: Brenda D. Smith
- Taylor, J. (2012). Social Support as a Mediator of Demographic Disparities in Contraceptive Use Among U.S. women. Chair: Cassandra E. Simon
- Taylor Hopkins, J. (2015). An Examination of Social Capital as a Delinquency Protective Factor for Youth Living In Impoverished Neighborhoods. Chair: Wesley T. Church II
- Ullmer-Reed, K. (2015). The Effect of Complex Trauma on Children in the Child Welfare System- Using Mediation Analysis to Explore the Relationship Between Complex Trauma, Placement, and Behavior. Chair: Debra Nelson-Gardell
- Venturini, V. (2003). Factors Contributing to the Creation of a Public Welfare Department in Mississippi during the 1930s. Chair: Paul H. Stuart
- Vickerstaff, S. C. (1993). AIDS and Confidentiality When an Uninformed Partner is at Risk: The Influence of Knowledge and Level of Moral Development on a Social Worker's Decision to Breach or Maintain Confidentiality. Chair: W. David Harrison
- Weaver, C. (2010). Identifying Gendered Trajectories of Offending for a Panel of First Time Youth Offenders: Exploring the Influence of Time-Stable Covariates. Chair: Debra Nelson-Gardell
- Weiss, D. (2011). Compassion Fatigue in Public Child Welfare Casework Supervisors. Chair: Gordon A. MacNeil
- West-Freeman, J. (1994). Child Protective Services Workers' and Students' Attribution of Blame for Incest. Chair: W. David Harrison
- Wharton, T. (2010). Exploring the Uptake of Evidence-Based Practice in Social Work. Co-Chairs: Kathleen A. Bolland and Wesley T. Church II
- White-Chapman, N. (2018). Who's in, Who's Out: A Descriptive Analysis of Demographic and Contextual Factors Related to Labor Force Participation among Older Adults. Chair: Gordon MacNeil
- Williams, J. (2013) Long-term Survival Among Individuals Diagnosed with End Stage Renal Disease: An Exploratory Study. Chair: Ellen L. Csikai
- Womack, B.G. (2017). Qualitative Service Review as a Learning Strategy for Child Welfare Practice Improvement. Chair: Brenda D. Smith
- Wimberly, J. (2012). Family Environment and Adolescents' Feelings of Hopelessness Among Low-Income, Urban African American Families. Chair: Cassandra E. Simon
- Yogtiba, J. A. (1998). The Effects of Formal Services on the Provision of Informal Care Among Frail Elderly African Americans: A Study of the Substitution Hypothesis. Chair: Susie A. Spence

- Young, S. R. (2016). A Grounded Theory Study of the Context of Gay-straight Alliance Formation and Maintenance in the Deep South. Chair: Laura M. Hopson
- Young, T. (2015). A Constructivist Grounded Theory Study of Collaboration in Multidisciplinary Teams Responsible for Child Abuse Investigations. Chair: Debra M. Nelson-Gardell

APPENDIX C

School and University Policies

School policies relevant to students follow; University policies especially relevant to PhD students are available at the links on page 64. Students are encouraged to familiarize themselves with these policies. Students are also expected to follow the Capstone Creed (<https://sa.ua.edu/about/the-capstone-creed/>) and the Code of Conduct (<https://studentconduct.sa.ua.edu/code-student-conduct>).

School of Social Work Policies

Policy Statement on Cultural Diversity

As stated in the National Association of Social Workers Code of Ethics and consistent with the University of Alabama's Equal Opportunity Policy, we the faculty, staff, and students of the School of Social Work:

1. Advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socioeconomic status.
2. Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, The University of Alabama, our profession, and our community.
3. Affirm the value of soliciting and incorporating diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience individually and collectively as members of a world community.

Information Self-Reliance Policy

The School of Social Work is dedicated to preparing social work students with the ability to retrieve, identify, and assess information relevant to professional social work practice during their course of study at the School. Our goal is that students be competent to identify, locate, and effectively use information in print, machine-readable, and electronically transmitted formats. These skills are essential to the competent practice of professional social work, including evidence-based practice.

The faculty believes that these competencies not only contribute to the quality of professional practice and scholarship, but can also enhance an individual's lifelong information needs and quality of life. (School Policy, adopted by the faculty on April 24, 1996.)

Professional Preparedness Review Policy

Policies and Procedures for Evaluating Students' Professional Preparedness

Members of the School of Social Work community have an obligation to the social work profession to make reasonable efforts to ensure that graduates of its professional programs are emotionally and ethically prepared for the demands of ethical practice. This duty is consistent with the Code of Ethics of the National Association of Social Workers (2.09, 2.10 and 2.11) and

with the objectives of our academic programs that require students to “understand the value base of the profession and its ethical standards and principles and practice accordingly.”

Therefore the appropriate program director will consult with any student in his/her respective program who (a) exhibits “impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties” that is deemed by that program director likely to interfere with social work practice effectiveness, or (b) who engages in other behavior proscribed by the National Association of Social Workers. The program chair will (if appropriate) make reasonable efforts to assist the student in resolving behavioral concerns regarding the student’s ability to practice effectively and responsibly in the social work profession.

The results of this student/program director consultation may include:

- a) a determination that the alleged behavior does not constitute an ethical violation or impairment serious enough to interfere with practice effectiveness;
- b) the development of a plan for remediation of the behavior while the student continues in the social work program;
- c) the student’s temporary withdrawal from the social work program; or
- d) the student’s indefinite withdrawal from the social work program.

Procedures

1. Members of the School of Social Work community having credible knowledge of a student’s possible ethical violations and/or impairment serious enough to interfere with the student’s practice effectiveness are expected to act on that knowledge. Any member of the School of Social Work who believes that a student has possibly violated the NASW Code of Ethics or has engaged in any activity that is likely to interfere with social work practice effectiveness is encouraged to first directly interact with the student at issue concerning the conduct in question.
2. Upon completion of the direct interaction regarding the potential violation that person is to present pertinent information to the program director in a signed, written statement. This statement should present a thorough description of the violation being alleged, including specification of the behavior, sources of information and if applicable the relevant standard(s) in the NASW Code of Ethics that is in question.
3. Within two academic work weeks of receiving the statement the program director will notify the student and his/her academic advisor, in writing, of the allegations. The program director will provide the student and his/her advisor with a summary of the concerns, the NASW Code of Ethics standard in question, as well as the name of the source of information to the student alleged to have problems.
4. The program director will convene a meeting with the student and his/her advisor to discuss and evaluate the allegation(s) and, if necessary, agree on a resolution of the concern(s). If the agreed-upon resolution specifies a need for remediation, a written plan of remediation will be prepared and (if the student agrees) will be signed and dated by the student, the advisor, and the program director. The remediation plan will be explicit with

stated criteria and deadlines for assessing its success or failure. The program director will monitor compliance with the plan.

If the resolution specifies a temporary or indefinite withdrawal from the social work program, the written plan will include the period of time that must elapse before the student may apply for reinstatement (in keeping with the readmission policy, a minimum of 12 months will be required) as well as the criteria that will be used in making a determination about reinstatement.

5. All files and documents related to evaluations of students' professional preparedness will be confidentially maintained in the office of the registrar in the School of Social Work and will be available only to those individuals with a legitimate job-related need to know, including but not limited to the program director, the student, and his/her academic advisor.
6. If the student does not agree that there is a problem or does not agree with the written remediation plan, the student may request that the program director convene a Hearing Panel to consider the issues raised and recommend a resolution. The student's request must be submitted within 10 working days of the date the written plan was discussed and shared with the student.
7. The Hearing Panel will consist of three full-time faculty members: one faculty member (excluding the student's academic advisor) to be selected by the student, one selected by the program director, and the third to be selected by the first two faculty members.
8. The Hearing Panel will conduct a hearing that addresses factual matters concerning the student's alleged behavior and/or inappropriate conduct. The student may invite one adviser of his or her choice to the hearing. The student is responsible for presenting his or her own case, and therefore, the adviser is not permitted to speak or participate directly in the hearing.
9. The panel may make one of four determinations:
 - a) The student will be encouraged to continue in the program.
 - b) The panel will affirm the original remediation plan.
 - c) The panel will develop its own remediation plan.
 - d) The student will be required to withdraw, either temporarily or indefinitely from the program for reasons stated in writing. The written plan will include the period of time that must elapse before the student may apply for reinstatement (in keeping with the readmission, a minimum of 12 months will be required) as well as the criteria that will be used in making a determination about reinstatement.

The determination will be written and signed and dated by all Hearing Panel members. There is no right to an appeal from or further review of the determination of the Hearing Panel.

10. The program director will implement the decision of the Hearing Panel.

University Policies

Academic Grievance Policy: <https://studenthandbook.sa.ua.edu/academic-policies/>.

Academic Misconduct Disciplinary Policy: <https://studenthandbook.sa.ua.edu/academic-policies/>.

Harassment Policy: <https://eop.ua.edu/harassment.html>.

APPENDIX D

STUDENT PROGRESS IN THE PHD PROGRAM

* Form available at: <https://socialwork.ua.edu/current-students/>
 ** Form is on the Graduate School website: <https://graduate.ua.edu/current-students/forms-students/>

	EVENT	PRIMARILY RESPONSIBLE	TIME PARAMETERS	HANDBOOK SECTION
	Initial Advisor Assignment	PhD Program Director	Upon acceptance to PhD Program	IV
	Meeting with Advisor	Student	At least once per semester	IV
	Completion of Course Work	Student, Advisor		VII
*	Independent Study Proposal and Request Form (for SW 660 and SW 698)	Student	No later than the last day to add a course for the relevant semester.	VII
*	Submission of Annual Review Form	Student, Advisor	Initiate in student's first semester of enrollment; update each Spring semester	VI
**	Outline of PhD Program (Plan of Study) https://socialwork.ua.edu/wp-content/uploads/2017/06/Doctoral-Plan-of-Study-Form.pdf	Student, Advisor	Upon passing Comprehensive Exams (submitted with Admission to Candidacy form)	VI

<i>Comprehensive Exams</i>				
	Notify PhD Program Director of intention to take exams by the designated deadline (Each semester a deadline will be issued for students planning to take the exams at the end of the semester.)	Student	In Year 3 (or when completion of required course work is imminent)	IX
	Take Comprehensive Exams	Student	Upon completion of required course work and development of area of concentration (Ideally in Year 3)	IX
**	Submit Application for Admission to Candidacy https://bsc.ua.edu/wp-content/uploads/2019/07/Admission-for-Candidacy-for-Doctoral-Degree.pdf <u>The Admission to Candidacy form must be accompanied by the Plan of Study form.</u>	Student, Advisor	Upon passing Comprehensive Exams	X
<i>Dissertation</i>				
	Select Dissertation Committee Chair	Student, Advisor	Year 2	X
	Select Dissertation Committee Members	Student, Dissertation Chair	Years 2 and 3	X
**	Complete online Appointment/Change of Dissertation Committee Form https://graduate.ua.edu/wp-content/uploads/2018/07/committee_diss.pdf	Student, Dissertation Chair	Upon passing Comprehensive Exams (ideally in Year 3)	
	Approval of Dissertation Committee by PhD Program Director	PhD Program Director		X
	Approval of Dissertation Committee by the Graduate School.	PhD Program Director, Graduate School		X

	Notify PhD Program Director and PhD Program Assistant of upcoming Dissertation Proposal Defense time, date	Student, Dissertation Chair	At least two weeks before proposal defense date	X
	Dissertation Proposal Defense Preparation (room reservation and equipment)	Student, PhD Program Assistant	A student should successfully defend the dissertation proposal within one calendar year of the comprehensive examination.	X
	Dissertation Proposal Defense	Student, Dissertation Committee	Copies of the dissertation proposal, must be provided to all committee members at least two weeks in advance of the oral defense.	X
	Notification of successful Dissertation Proposal Defense to PhD Program Director and Student	Dissertation Chair		X
	Notify PhD Program Director and PhD Program Assistant of upcoming Dissertation Defense	Student, Dissertation Chair	At least two weeks before the date of the defense.	X
	Dissertation Defense Preparation (date, room, equipment, etc.)	Student, PhD Program Assistant		X
**	Complete Dissertation Committee Acceptance Form https://socialwork.ua.edu/wp-content/uploads/2017/05/Committee_Acceptance_Form_for_ETD.pdf	Dissertation Chair and Committee, PhD Program Director		
	Notification to the PhD Program Director of successful Dissertation Defense	Dissertation Chair		X

	Electronic submission of Dissertation for Graduate School Review through ProQuest/UMI submission portal: http://www.etsadmin.com/cgi-bin/school?siteID=176	Student	See Graduate School Deadlines for current semester: https://graduate.ua.edu/current-students/student-deadlines/	X
**	Submit Publication Form for Electronic Thesis or Dissertation: https://socialwork.ua.edu/.../Publication-Form-for-Electronic-Dissertation.pdf	Student		
	Submit Certificate of Completion of the NORC Survey of Earned Doctorates Questionnaire http://sed.norc.org/showRegister.do	Student		
	Prepare abstract for Dissertation Abstracts	Student		X
**	Graduation Application http://graduate.ua.edu/?s=graduate+application	Student, Registrar	No later than the first week of classes in semester you intend to graduate	X

APPENDIX E

2020-2021 ACADEMIC CALENDAR

Fall 2020

August 19	Classes Begin
August 26	Last day to add a course or drop a course without a grade of “W” for the Fall full-term
September 7	Classes Dismissed – Labor Day (UA closed)
September 17	Constitution Day (classes in session and UA Offices open)
October 2	Degree Application Deadline Last day to submit degree application online through Mybama. Only after petition and approval by the student’s college will an application be accepted after the published deadline. If approved, the student will be assessed a \$25 non-refundable late fee in addition to the graduation fee.
October 26	Registration for Spring 2021 Begins
October 28	Last Day to Drop a Course with a Grade of "W" for Fall full-term. This is a student's last opportunity to drop a course. Drops after this date must be approved and processed by the student's college
October 29– October 30	Classes Dismissed – Mid-Semester Study Break (UA offices open)
November 25	Classes Dismissed – Thanksgiving (UA offices open)
November 26 – 27	Classes Dismissed – Thanksgiving (UA offices closed)
December 4	Last day to withdraw from the term. This is the last day students have to withdraw from the term (all classes) without requiring approval from the student’s college Dean’s office.
December 4	Classes End
December 7	Final exams
December 12	Fall Commencement
December 15	Final Grade Entry Deadline (11:59 PM)

Spring 2021

January 4	UA Offices resume normal business hours
January 6	Classes begin
January 13	Last day to add a course or drop a course without a grade of “W” for Spring full-term
January 18	Classes dismissed – Martin Luther King, Jr. Day (UA offices closed)
March 5	Degree Application Deadline.
March 12 – March 19	Spring Holidays (UA offices closed) Spring Holidays begin at 5:00 p.m. on Friday, March 12 th .
March 22	Registration for Summer and Fall 2021 begins Summer and Fall 2021 registration time assignments will be available by March 1, 2021.
March 24	Last day to drop a course with a grade of “W” This is the student’s last opportunity to drop a course. Drops after this date must be approved and processed by the student’s college.
March 29-April 02	Honors Week
April 02	Classes dismissed – Honors Day (UA offices open)
April 16	Last day for all examinations and extended assignments. The week immediately preceding the final examination period each semester is reserved as a time in which students may concentrate on completing course work and preparing for final examinations. As such, The University prohibits all other examinations and extended assignments during that week.
April 23	Last day to withdraw from the Spring Full/Spring 2 Terms This is the last day students have to withdraw from the term (all classes) without requiring approval from the student’s college Dean’s office.
April 23	Classes End
April 26 – April 30	Final Exams
April 30 – May 01	Spring Commencement Please visit the Commencement website for more information.
May 04	Final Grade Entry Deadline (11:59)