Ph.D. Program Manual

Academic Year 2018-2019
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Section 1
Program Overview

Beginning in fall 2014 the PhD program in social work is built upon four pillars.

- **Theoretical and methodological sophistication.** The heart of our PhD critical thinking toolkit is theoretical and methodological sophistication, which is actively expressed inside the classroom with extensive coursework in the foundations of theory development, research design, measurement, and statistical methods. Outside of the classroom, interaction with faculty and fellow doctoral students acts to enrich the intellectual experience of our doctoral students.

- **Transcending traditional disciplinary boundaries.** Solving complex social problems includes increasing the well-being of individuals and communities and not only involves multiple disciplinary perspectives (i.e., multidisciplinary) and the integration of discipline (i.e., interdisciplinary) but perhaps more importantly involves transcending these boundaries in the search for solutions (i.e., transdisciplinary).

- **Evidence-informed teacher training.** Realizing that most PhDs in social work will eventually teach and are typically unprepared to competently do so we embrace active evidence-informed teacher training. We provide teaching experience and training in teaching methods.

- **Accelerated development and high productivity.** Recognizing the need for doctoral students to complete their training in a timely manner we have constructed our program with mechanisms to increase the speed at which doctoral students develop dissertation research proposals and execute and defend their dissertation. We do so with a head start pre-program training guide, professional development seminars and our summer Institute in research proposal development. We also expect our graduates to leave with a minimum of 7 peer-reviewed articles published or under review and a fundable grant proposal.

This program will competitively select, admit, and enroll students with proven academic skills and the potential to successfully complete the Doctoral Program and make significant contributions to their fields. Mentorship - the essential component of doctoral education is an ongoing period of rigorous training under the direction of an appropriate faculty mentor. Each mentor will work with the student to structure a successful doctoral experience by selecting course work, facilitating professional experiences, shaping and directing the development of the dissertation experience, and providing professional guidance, thereby leading to a successful transition into a professional career.
Program Objectives

The objectives for the doctoral studies program in the SSW are:

- To select, prepare, and graduate individuals for academic careers, private and public research, and consulting organizations.
- To provide students with expert skills in research design, methods, and dissemination.
- To train future researchers in an apprenticeship model in which students are matched, on admission, with mentor(s) in their chosen fields of study who have an active research agenda.

Learning Objectives

There are two sets of learning objectives for doctoral studies in the SSW:

- The first set focuses on the “core” knowledge, skills, and abilities that are expected of all individuals receiving the PhD degree. This set of knowledge, skills, and abilities includes the multidisciplinary, scientific fields of social work, criminology and criminal justice, and applied behavior analysis, and the research design, methods, and dissemination techniques that facilitate scholarly contribution to one of these fields.
- The second set is concentration-specific. Each doctoral student is expected to demonstrate in-depth knowledge and expert skills and abilities in their chosen area of research.

Core Program Competencies

The specific knowledge and skills provided within the Doctoral Program are based on a set of eight core competencies. These competencies reflect the expectations of accrediting bodies as well as the faculty.

- Critically evaluate and identify gaps in current scientific knowledge and develop alternative explanations and research strategies.
- Design, conduct, and defend dissertation research that expands scientific knowledge.
- Demonstrate comprehensive knowledge of a specific area of research in your discipline.
- Understand and apply scientific methods of study design and measurement to address research questions, including methods to expedite the translation and dissemination of research findings.
• Understand, use, and interpret basic and inferential statistics.

• Apply basic principles of ethical behavior (e.g., the Social Work Code of Ethics, human rights framework, other moral theories) and be familiar with codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data, and how these are applied within research.

• Communicate effectively about scientific information for diverse audiences through scientific publications, lay documents, and grant applications.

• Understand and apply pedagogic methods.

Curriculum Components

There are three components to the PhD curriculum.

• The **first is the core doctoral curriculum** required of all students, comprised of a total of 18 credit hours. These are divided between five shared courses and the research area synthesis. In addition, students are required to participate in teaching practicums that prepare students to teach their own course(s) in either the BSSW or MSW program or in the Applied Behavior Analysis or Criminology and Criminal Justice degree programs. Further, there are required professional development workshops that provide students with the opportunity to build their unique professional skills outside of formal coursework or research.

• The **second is the elective curriculum** comprised of courses totaling 48 credit hours. Some of these credits may be for specific required courses and some may be for courses that are tailored for each student to provide them with the knowledge and skills needed to achieve their research and professional goals. *Students will have up to 24 credit hours of electives count toward the 72 hour total from an approved MSW or closely related master’s degree.*

• The **third component consists of the dissertation**, including 12 dissertation credit hours.

*The objective of phase one is to develop a strong foundation in the interrelated nature of theory, research, and analysis. An additional objective is to develop a dissertation topic. The objective for phase two of the program is to build on the foundation established in phase one by developing knowledge and skills that are directly linked to the dissertation topic and specific to career goals. An additional objective is to add breadth and depth in a specialization area through the use of elective coursework. The objective for phase three is to deepen and integrate the knowledge and skills obtained in phases one and two as demonstrated by tangible progress on the dissertation, passing of a written exam, and writing and orally defending a dissertation.*
Each student must complete the program within five (5) years of matriculation or submit a formal request to extend their studies, providing justification and a calendar for completion. If the petition is granted, the student must maintain their status by enrolling for zero (0) credit hours in dissertation research until they have completed and defended their dissertation.

**Governance**

The Doctoral Program Committee, chaired by the Director(s) of the Doctoral Program in Social Work, serves as the policy setting, policy monitoring, and decision-making body for the Doctoral Program. The Doctoral Program Committee responsibilities include:

- Codifying, developing, or modifying written policies and procedures as necessary
- Overseeing the selection and admissions process
- Assessing the completion of prerequisite requirements, and evaluating petitions for waiving or substituting required courses
- Supervising the process of filing and updating student’s Memorandum of Agreement (MOA)
- Awarding and monitoring graduate assistantships
- Administering and overseeing the examination process
- Conducting the annual review of student progress

The Director(s) of the Doctoral Program will be responsible for administrative responsibilities on a day-to-day basis, and for providing leadership and guidance to both the program and the program committee. Any substantive policy change affecting the curriculum of the program or the status of its students would normally be brought by the Director(s) of the Doctoral Program and then to the Doctoral Program Committee for its consideration. Policies then would proceed to the full faculty and Director of the School.

**Annual Graduate Student Review**

To facilitate effective advising and timely progression through the Doctoral Program, each PhD student will participate in a yearly evaluation (see Section 5). This self-evaluation will focus on accomplishments, challenges, strengths, weaknesses, goals and concerns. Each student’s mentor will also provide a short summary of the student’s progress in the Doctoral Program, including plans for continuing improvement. Students’ mentors are required to meet with their mentees to discuss the evaluation results. At this time students are also encouraged to let the Doctoral Program Director(s) know if they have concerns about their mentor that they are not comfortable sharing directly with the mentor. The Doctoral Program Director(s) will review each of the forms and schedule individual meetings with student/mentor pairs if the evaluation presents any concerns.
Section 2

Application and Admissions

The Doctoral Program in Social Work seeks to attract applicants with superior academic and professional records and strong potential for continued academic study and research in social work and related fields such as criminology and applied behavior analysis. The program is designed primarily for individuals already possessing a Master's Degree in Social Work or a related field (e.g., Criminology, Applied Behavior Analysis). Students not possessing a MSW may be required to complete additional coursework. Through structured classroom and independent research experiences, the Doctoral Program prepares students for a wide range of careers in academia, community and government.

All full-time students accepted in the program are guaranteed funding. Graduate Assistantships require a commitment of 20 hours of work per week and many provide tuition benefit(s), health insurance and a stipend.

Application Process

- Current application requirements and processes are described in detail in the Graduate Education Catalog on the university website (http://www.slu.edu/services/registrar/catalog/)
- The application deadline is January 15th for Fall admission. Students will only be admitted for the Fall semester.
- Formal application requirements for ALL students:
  - Official transcripts
  - GRE scores. Scores may not be more than 5 years old. Applications with an existing doctoral-level degree do not need to submit GRE scores
  - Three letters of recommendation
  - Curriculum vitae/resume
  - Statement of purpose (2-3 page single space)
  - Writing sample (previous academic paper, essay or technical report)
Admissions Process

- The Director of Admissions at SLU School of Social Work will receive all applications from Graduate Education and forward them to the Doctoral Program Director(s).
- The Doctoral Program Director(s) will review and distribute applications to the members of the Doctoral Program Committee. Members will review all applications and identify those applicants they wish to recommend for admission.
- The Doctoral Program Committee reviews recommendations and together with the Director of the School of Social Work makes the final decision about admission into the Doctoral Program.
- The Director of Admissions at SLU School of Social Work will send notification of the admission decision to each applicant.

Admissions Criteria

The decision to admit is complex and driven by many factors. The following criteria guide these decisions.

- Evidence of exceptional intellectual ability (e.g., grades and GRE scores) and personal and interpersonal skills necessary to complete the Doctoral Program requirements.
- Evidence research commitment demonstrated by being part of a research team or faculty member’s research project.
- Research “fit” with the School and presence of a willing and suitable mentor in the SSW.
- Availability of financial support through one of the mechanisms described below or the ability to demonstrate a strong commitment to fund his/her own doctoral education

Funding Decisions

Assistantships will be distributed by the Doctoral Program Committee in conjunction with the Director of Admission and Director of the School. The faculty mentor will be notified if funding is available. Assistantships will only be available for 9 months and are renewable for up to two years.

Final Decision

The Doctoral Program Committee along with the Director of SSW makes the final decisions about admission and funding. The Director of Admissions at SLU SSW will contact each applicant regarding admission status.
Section 3

Individualized Program of Study (IPS) Overview

The IPS is a planning tool which identifies the specific courses for which a student should register to complete all the requirements of the degree. Although key components of the Doctoral Program are required for all students, much of the coursework and research will be tailored to match the student’s interests and goals.

Development of the IPS is an important step for the student and mentor to undertake together. This process will facilitate discussions about the student’s interests and goals, the courses that are available, and the research and practice experiences that will be part of the student’s training. The IPS is intended to serve as a valuable guide for ongoing communication between the student and mentor and serves as a way for the student and mentor to monitor progress throughout the program. The PhD program IPS is as follows:
### PhD Program, School of Social Work
### Individualized Program of Study (IPS)

<table>
<thead>
<tr>
<th>Student:</th>
<th>Phone:</th>
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<tbody>
<tr>
<td>Email:</td>
<td>Banner ID #:</td>
</tr>
<tr>
<td>Mentor:</td>
<td>Address:</td>
</tr>
<tr>
<td>Semester Program Began:</td>
<td></td>
</tr>
<tr>
<td>Date of Written Examination:</td>
<td>Request for Advance Standing?</td>
</tr>
<tr>
<td>Date of Oral Examination:</td>
<td>Date of Dissertation Defense:</td>
</tr>
<tr>
<td>General Petition for Curricular Changes?</td>
<td>Date Filed for Degree Candidacy:</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Doctoral Course Series</th>
<th>Must be taken by all doctoral students prior to written exams; cannot be taken until student has fulfilled requirements for a master's degree [18 credits]</th>
<th>Credits</th>
<th>Semester Planned</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 6000</td>
<td>Foundations of Theory Development</td>
<td>3</td>
<td>Fall year 1</td>
<td></td>
</tr>
<tr>
<td>SWRK 6010</td>
<td>Principles of Statistics and Data Analysis</td>
<td>3</td>
<td>Fall year 1</td>
<td></td>
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<tr>
<td>SWRK 6020</td>
<td>Research Design and Measurement</td>
<td>3</td>
<td>Spr year 1</td>
<td></td>
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<tr>
<td>SWRK 6030</td>
<td>Multivariate Data Analysis</td>
<td>3</td>
<td>Spr year 1</td>
<td></td>
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<tr>
<td>SWRK 6040</td>
<td>Research Area Synthesis</td>
<td>3</td>
<td>Spr year 2</td>
<td></td>
</tr>
<tr>
<td>PUBH 5030</td>
<td>Methodological Approaches to Understanding Population Health</td>
<td>3</td>
<td>Fall year 1</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Methods Electives</th>
<th>9 credits</th>
<th></th>
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<tbody>
<tr>
<td>Methods course – behavioral science, epidemiology, biostatistics, or other</td>
<td>3</td>
<td>Spr year 1</td>
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<tr>
<td>Methods course – behavioral science, epidemiology, biostatistics, or other</td>
<td>3</td>
<td>Year 2</td>
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<tr>
<td>Methods course – behavioral science, epidemiology, biostatistics, or other</td>
<td>3</td>
<td>Year 2</td>
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<tr>
<th>Concentration Electives</th>
<th>To be determined by the student and mentor based on the needs for the overall plan of study. Can be taken in departments inside or outside of the College [9 credits]</th>
<th>3</th>
<th>Year 2</th>
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<td></td>
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<td>Year 2</td>
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<td>3</td>
<td>Year 2</td>
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**Written Examination (Date planned: ____________)** - Written exams based on theory, methods, and research topic knowledge as determined by the research area synthesis committee.

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<tr>
<th>Teaching Practicum</th>
<th>A minimum of 1 semester of course assistance or independent teaching in School undergraduate and/or graduate programs is required. All students must complete at least one teaching workshop from the Center for Transformative Teaching and Learning. Below, list course, semester taught, and whether student was a teaching assistant or independent instructor. [0 credits]</th>
<th>0</th>
<th>Year 2, 3, or 4</th>
<th>Semester Taken</th>
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Guidelines for mentors and students:

- Students’ substantive knowledge in an area of research is demonstrated by the research area synthesis, which critically summarizes major theories, findings and research issues. The research area synthesis serves as a transition between coursework and the dissertation.
- Students are to be competent in an area of concentration, developed by the research area synthesis course, the two concentration electives, and the dissertation.

1Students are permitted to choose a traditional or non-traditional academic dissertation format. The traditional format involves the proposal, the research defense, and an oral defense. The body of the non-traditional format constitutes three thematic original studies (3 paper dissertation) where the student must be the first author on all three of these papers.

Any deviation from this plan will likely result in extending the length of time to degree completion. Self-registration requires electronic approval from your faculty mentor to assure compliance to this plan. Failure to do so places you in jeopardy.
Section 4
Progress Checklist

This checklist is intended to guide you as you progress through the program. The information in this checklist is not a comprehensive list of each requirement for successful degree completion; however, it is intended to provide you guidance and tips on the major steps along the way. Reading this checklist should not, under any circumstance, replace reading the Program Manual in its entirety! Also, please keep in mind that these steps may not always be completed in the order as they are outlined, and that it is your express responsibility to work closely with your mentor as you work through each area. Talking to other students who have gone through these steps may also be helpful during your journey.

The Program Coordinator for the PhD Program, Amelia Blanton Hibner (amelia.blantonhibner@slu.edu, 314-977-2712) is also a resource and asset for you.

1) Begin PhD Program

☐ Register for first semester of classes with Program Coordinator.

☐ Receive key to PhD student lounge.

☐ Attend new student orientation in August.

☐ Read the Program Manual explaining policies and procedures for the Doctoral Program.

2) Program Director Approval: Classes and Research

☐ Meet with PhD Program Director and mentor to complete an Individualized Program of Study (IPS).

☐ Read the Advanced Standing section in the Program Manual.

☐ Confirm with PhD Program Director what previous credits completed as part of a graduate degree program will be applied toward completion of PhD.

☐ Complete and submit forms for Advanced Standing or Transferring Credit, available from the Graduate Education website. Submit to Program Coordinator.

☐ Regularly meet with PhD Program Director to meet to discuss research/dissertation plan.
3) **Complete Doctoral Course Series, Methods Core and required Concentration Courses, as detailed on Individualized Program of Study (IPS) Form**

- Complete the Doctoral Course Series.
- Complete the Methods Coursework.
- Complete the Elective Courses.
- Complete my Research Area Synthesis and send evaluation form to Program Coordinator.

4) **Confirm Committees**

- Confirm Written Examination Committee members.
- Confirm Oral Examination Committee members.
- Confirm Dissertation Committee members.

5) **Written Exams**

- Re-read Section 6 of the Program Manual, Written Examination.
- Inform in writing the Program Director and exam committee of intent to pursue written exams.
- Request information on the general content and structure of the exams from Program Director.
- Confirm with Program Director when you make take written exams.
- Email Program Coordinator to arrange and confirm room location of written exam.
- Submit written exam at end of each day to Program Coordinator via email.

   **If you pass written exams:**

   - Communicate with mentor and Program Director regarding plans to register for Dissertation hours, SWRK 6990.

   **If you do not pass written exams:**

   - Communicate with the Program Director, exam writers, and mentor on what is required next.
6) **Oral Exam**

- Re-read Section 7 of the Program Manual, Oral Examination.
- Discuss and confirm with mentor that you are prepared to take your Oral Examination.
- Arrange a time for Oral Examination with committee at least four weeks prior to the desired exam date.
- Work with Program Coordinator to reserve a room for Oral Exam.
- Complete the following and submit to Program Coordinator at least three weeks prior to scheduled exam date.
  - Doctoral Oral Examination Form, to be completed in full, apart from the signature of the Dean/Associate Dean/Center Director (available on Graduate Education’s website)
  - Degree Audit Form, to be completed in full, apart from the signature of the Dean/Associate Dean/Center Director (emailed to you by the Doctoral Candidacy Advisor).
- If not previously submitted, submit Advanced Standing or Credit Transfer forms (See # 2 above) to the Program Coordinator prior to the oral exam.
- Complete oral examination.

**If you pass oral exams:**
- Communicate with mentor and Program Director regarding plans to register for Dissertation hours, SWRK 6990.

**If you do not pass oral exams:**
- Following procedures outlined above, schedule a new oral exam time
  - NB: A new outside committee member will be added to the committee in order to assure that policies and procedures are appropriately followed.
- Receive official notice of passing status from the Associate VP of Graduate Education.

7) **Apply to Graduate**

- Plan with mentor and Program Director regarding plans for when you anticipate to defend your dissertation.
Apply to graduate via Banner Self Service within the first two weeks of the semester you plan to graduate in.

8) **Complete Institutional Review Board (IRB) Requirements**

- Should Institutional Review Board (IRB) approval be needed for your dissertation, complete through them.

9) **Dissertation Hours**

- Successfully complete 12 dissertation hours.
- Run a Degree Evaluation to ensure all requirements are marked as "Met"
- If necessary, remind mentor to submit a grade for each semester of dissertation hours.

10) **Dissertation Defense**

- Read the Graduate Education Formatting Guide ([http://www.slu.edu/academics/graduate/pdfs/formatting_guide_revision_october_2017_final.pdf](http://www.slu.edu/academics/graduate/pdfs/formatting_guide_revision_october_2017_final.pdf))
- Compare dissertation to Formatting Guide to ensure accuracy.
- Discuss and confirm with mentor and committee that your dissertation is ready and you are prepared for your Dissertation Defense. All committee members should have reviewed and approved your completed dissertation.
- Arrange a time for Dissertation Defense with committee at least four weeks prior to the desired exam date.
- Work with Program Coordinator to reserve a room for Defense at least three weeks prior to scheduled exam date. Submit your title of your dissertation and the abstract with the request.
- Complete the following and submit to Program Coordinator at least three weeks prior to scheduled exam date:
  - Notification of Readiness Form, to be completed in full, apart from the signature of the Dean/Associate (available on Graduate Education’s website).
☐ Complete the following and submit to Dissertation Committee at least two weeks prior to scheduled exam date:

☐ A copy of your completed dissertation.

☐ Complete Dissertation Defense.

If you pass your defense:

☐ Make any corrections or revisions suggested or required by committee at Dissertation Defense.

☐ If required, resubmit dissertation to committee with corrections.

If you do not pass your defense:

☐ Following procedures outlined above, schedule a new defense time

☐ Following procedures outlined above, complete and submit a new Notification of Readiness Form.

NB: A new outside committee member will be added to the committee in order to assure that policies and procedures are appropriately followed.

11) Format Review

☐ Email the Doctoral Candidacy Advisor in Graduate Education for a style and format review of your dissertation. Include your dissertation as an attachment.

☐ Make any corrections or revisions that were suggested or required during my format review with the Candidacy Advisor.

☐ Following directions from Candidacy Advisor, electronically submit dissertation to ProQuest for digital archiving and publication. Go to www.etdadmin.com/slu to begin the process.

☐ Make any corrections or revisions required by Candidacy Advisor and resubmit as necessary to ProQuest.

☐ Ordered a personal copy of dissertation online (if desired).
12) Commencement

☐ Respond to all communication regarding commencement as soon as possible.

☐ Confirm that your chair will attend commencement and is able and willing to hood you. If chair is unavailable, ask another committee member.

☐ Direct any questions regarding commencement to the Program Coordinator.

13) Final Notes

☐ Return key to PhD Student Office to Program Coordinator.

☐ Return any other University owned property to proper individual(s).

☐ Request final transcript via Banner Self Service when “Awarded” shows next to Degree Conferral Date on unofficial transcript on Banner Self Service.
Section 5

Annual Evaluation of PhD Students

Each academic year the program director and mentor (and if necessary the doctoral committee) will evaluate the progress and performance of each student. Although we expect our PhD students to achieve exemplary evaluations, in some cases students will not be progressing as expected. In these cases, the annual evaluation will serve to point out areas of improvement, result in non-renewal of the graduate research assistantship, or termination from the program.
Section 6
Graduate Education Forms

The Graduate Education website serves as the official source of current policies and procedures. These are subject to change without notice.

It is the student's responsibility to check the website for the official policies and procedures.

https://www.slu.edu/academics/graduate

Sample Graduation Education Forms

The attached forms were printed from the Graduate Education website for reference purposes only. Please visit the website for the current version of each form.

- **Petition for Transfer Credit**
  This form is to be used to transfer graduate coursework credit earned elsewhere as a non-degree or transient student.

- **Petition for Advanced Standing of a Doctoral Student**
  This form is to be sued to document completed, advanced coursework taken elsewhere that is applicable to a student’s current doctoral program

- **Doctoral Oral Examination Form**
  Used to notify the Doctoral Candidacy Adviser that a student is ready for his/her oral exam. Outlines the title, time, date and committee members so ballots can be sent.

- **Notification of Readiness for the Public Oral Presentation of the PhD Dissertation**
  Used to notify the Doctoral Candidacy Adviser that a student is ready for the public presentation of his/her research. Outlines the title, time, date and committee members so the final preparations can be made for presentation and publication of the dissertation.

Please note that the Memorandum of Agreement is not a Graduate Education form, but is used by the School of Social Work internally to set forth the dissertation format and the roles of the committee members.
Section 7

Written Examinations

Purpose

As required by Graduate Education, the Doctoral Program administers written examinations following successful completion of the Doctoral Course Series, the Methods Core coursework and the required elective courses. The written examinations are structured to assess the student’s knowledge and skills in the foundational, contextual, methodological and analytical skills needed of all social work researchers.

The written examination assesses students’ achievement of the doctoral competencies covered within the general and concentration curricula and also reflects their expertise in a specific area of research. The written examinations combine two components:

1) Foundation (theory, methods, statistics) material
2) Research area.

The written exam is conducted by a committee of three (3) faculty who are likely to comprise the dissertation committee. Questions are approved by the Director of the Doctoral Program. The exam takes place across two sequential days and can be arranged anytime during the school year. The written exam should reflect competencies covered in the Doctoral Course Series and reflected topically in the research area synthesis. As such, questions can be generated that focus on a research area but are also tied to theoretical and methodological issues.

Specific written background material may be given, in advance, to students taking the written examination. Students will be informed in advance if materials will be distributed to them.

Process

The written examination will be administered after completing the Doctoral Course Series, the Methods Core coursework and the required elective courses and Research Area Synthesis (RAS). For a full-time student, the written examinations will normally be completed on the summer of fall following successful completion of the RAS. All sections of the written exams must be passed prior to beginning dissertation research.

Students desiring to take the written examinations will inform the Director of the Doctoral Program and the exam committee of their intent. The exam committee will coordinate the development, administration and grading of the examinations.
Multiple faculty members should be involved in the development of each exam. Upon completion, the exam questions and grading criteria will be sent to the Doctoral Program Director(s) who will distribute them to the Doctoral Program Committee for review and approval. All materials will be held strictly confidential throughout this process.

**Academic Integrity**

Students are expected to maintain academic integrity during the exam process. This will include asking students to sign an Honor Code Pledge certifying that they will work independently and conform to the academic integrity policies of the University, the School of Social Work and Graduate Education. At the end of each examination day, students will turn in their examination answers to the Program Coordinator in electronic form (USB drive). Students will also return their pre-printed examination questions and any other exam-related materials. For more information on our Academic Integrity Policy and Honor Code Pledge, please see Section 9.1 of this Manual.

**Grading**

Grading of the written examinations is conducted by the three member exam committee (known as “Readers”). In the event of a tie, the third Reader will independently grade the exam to break the tie.

In most circumstances exams will be graded within two weeks. A student who fails any component of the written examinations may repeat that component once, preferably the next scheduled time it is offered. It is the student’s responsibility to ensure that they have adequately overcome any weaknesses prior to taking the exam a second time. Should the outcome of the second examination be unsatisfactory, the student will be terminated from the program. Appeals may be filed with Graduate Education as outlined in the Graduate Education Catalog.
Section 8

Oral Examination

Purpose

The oral examination is intended to focus on the proposal of the dissertation. The presentation usually consists of a statement of the problem, literature review, and the research design prepared for the investigation. The exam is structured to assess the student’s comprehensive knowledge of prior literature, ability to integrate knowledge across the discipline, and ability to design an appropriate research approach that significantly expands this body of knowledge. This is when the student presents a proposal for what they intend to do prior to actually starting their research.

The oral examination must follow the written exams and is normally scheduled after the student completes all structured academic coursework.

Process

The student works with his/her mentor to determine if s/he is ready for the oral exam. Once it is determined that the student is ready, s/he should work with his/her committee to determine an appropriate day and time.

The student must inform the Doctoral Program Coordinator and Director(s) of the intended date for the oral exam at least four weeks prior to the scheduled examination.

The student is also responsible for working with the Program Coordinator to reserve a room large enough to accommodate observers.

The student should complete the following and submit to the Program Coordinator at least three weeks prior to the scheduled exam. Forms are available on the Graduate Education website.

- Doctoral Oral Examination Form, to be completed in full, apart from the signature of the Dean/Associate Dean/Center Director.

- A one-paragraph abstract of proposal defense to be sent out with exam announcement. This short abstract is intended to provide interested faculty and students an overview of the research proposal.

- Degree Audit Form, to be completed in full, apart from the signature of the Dean/Associate Dean/Center Director.
If not previously submitted, the student must submit their Advanced Standing or Credit Transfer forms to the PhD Program Director prior to the oral exam.

After the oral examination, the Doctoral Examination Form will be signed on behalf of the committee by the chairperson of the dissertation committee along with formal approval from the Associate Vice President of Graduate Education.

**Oral Exam Committee**

The Oral Exam Committee consists of three (3) or more members that are normally the same as that of the written examination. The student’s mentor serves as chairperson and moderator of the examination. The other members of the committee include the two additional members of the student’s presumptive dissertation committee (selected by the student in consultation with the mentor) and members at-large as needed.

Graduate Education does not allow a formal dissertation committee to be set up until after the oral exam. In some cases the student may be ready to start on a specific research project earlier in their program. These instances will require that:

i. The committee chair works with the student to create the dissertation proposal;

ii. A committee to be set up informally prior to the written exams. This committee will require a full proposal (introduction, background/literature review, methods) and/or scope of work to be shared and reviewed by all committee members;

iii. An informal Memorandum of Agreement (MOA);

iv. If the doctoral student or committee members want to change the methods or structure of the dissertation, this will need to be outlined in a formal MOA and cannot be submitted until after successful completion of the oral exam.

**Examination Structure**

The formal presentation is intended to last approximately one hour and is followed by questioning from the oral exam committee members. As moderator of the exam, the student’s mentor welcomes the audience, introduces the committee members, and explains the presentation structure. The mentor calls upon the student to make the presentation without interruption for questions.

The student is expected to present a formal and thorough lecture about the field of study informing their research area, followed by an exposition of their specific dissertation project. Presentation of the proposed dissertation should include:
- Key questions
- Aims
- Objectives
- Preliminary findings (if applicable)
- Design and Methods

The information should be given in enough detail to relate the research to the prior literature. The presentation should clearly articulate how the proposed research will significantly advance current knowledge.

Following the presentation, the mentor conducts formal rounds of questions from the committee members, and then permits follow-up questions and additional inquiries until the committee is finished. The mentor will, depending on available time, invite questions from the audience. *It is very important that the student demonstrates his/her command of the topic by answering the questions and not relying on the committee members for assistance.* At the appropriate time, the mentor will close the public portion of the examination. The non-committee members are excused and the committee will meet with the student privately to go over additional questions not suitable for the public forum.

The committee then meets in private to discuss the examination and complete confidential evaluation of the student’s performance. The mentor will sign on behalf of the committee and return the form to Graduate Education. The committee will then share the results with the student.

A student receiving two or more unfavorable evaluations from the committee fails the examination. The Graduate Education office will formally communicate the outcome of the examination in writing to the student. Upon authorization by Graduate Education, a student who fails the oral examination may repeat it once. Ordinarily, the second attempt should not be scheduled within the same academic term as the first. The committee that administered the first exam will also administer the second examination. The mentor will submit a written request for a second examination to Graduate Education at least two weeks in advance of the desired date of that exam. It is the student's responsibility to work with the committee to identify and remedy any weaknesses. Should the outcome of the second examination be unsatisfactory the student will be terminated from the program.
Section 9

Dissertation and Dissertation Defense

The ability to extend the knowledge base in the major field is a qualification distinctive to the doctoral degree. A candidate for this most advanced, earned degree must present substantial evidence of this ability by presenting and defending a piece of original and independent research on a topic of importance that has been previously unresolved within the major field. This is perhaps the most valuable stage in doctoral training.

Students in the research phase of the program must formally enroll in Dissertation Research (SWRK 6990). A minimum of twelve (12) credit-hours of dissertation research is required. (Students may not enroll in SWRK 6990 until they have passed their written examinations.) Only after accumulating the total credit-hours required may the student register for SWRK 6990 for 0 credit hours.

- The student’s mentor or dissertation chair are required to submit a grade of IP (“in progress”) for each semester that the student is enrolled in Dissertation Research. In the semester the student successfully defends his/her dissertation, the chair will enter a grade of S (“satisfactory”), indicating the student has satisfactorily completed the dissertation.

The research for and writing of the dissertation generally must be completed in residence at the university. A doctoral student may, for good reason, seek and receive permission from the School of Social Work and Graduate Education to undertake portions of the research and/or writing “in absentia.” A request to complete the entire dissertation ‘in absentia’ will not be approved for any student.

The organization and formatting of the dissertation is critically important and is described on the Graduate Education website.

Public Presentation and Defense of the Dissertation

The doctoral program requires a public, oral presentation and defense of the dissertation. The presentation should be scheduled after all committee members have reviewed and approved the completed dissertation.

The student should arrange a time for the defense with the committee at least four weeks prior to the desired exam date. After confirming a date, the student should contact the Program Coordinator to reserve a room for the defense. When requesting a room, students should submit their dissertation title and an abstract.
At least three weeks prior to the defense, the student must electronically submit the following materials to the Program Coordinator:

- Notification of Readiness Form, to be completed in full, apart from the signature of the Dean/Associate.

After the student’s defense, the final draft of the dissertation must be submitted to the Doctoral Candidacy Advisor in paper form for a detailed review of the formatting. Candidates anticipating May graduation must submit an advanced draft of the dissertation for style and format critique no later than the date set in Graduate Education’s supplement of the university calendar.

Graduate Education specifies that: “It is the dissertation chairperson’s responsibility to ensure that the dissertation is in its expected final form prior to the defense and that any substantive issues of disagreement among the committee members have been discussed prior to scheduling the defense. It is also assumed that the doctoral candidate will be evaluated on the presentation of the content of the dissertation and the candidate’s preparation, and not on her/his public speaking performance.” All of the members of the dissertation committee who signed the candidate’s prospectus as part of the Doctoral Candidacy application must approve and sign for the dissertation before it can be accepted. Graduate Education policy states: “If the committee requires minor revisions of the dissertation following the defense, then all ballots should be withheld until every committee member is ready to cast his or her final vote.” Should the candidate not be approved for graduation because of one negative vote from a dissertation committee member, s/he may appeal according to the process in the Catalog of Graduate Education. The time limits for the completion of all requirements for the doctoral degree are set by Graduate Education policies.

The doctoral student is expected to complete all requirements for the degree in a reasonable amount of calendar time. The student, admitted into the Doctoral Program after earning a Master's degree in the same or a similar field (such that the Master's degree work wholly or in large measure contributes to the preparation for research in the doctoral field), must anticipate completion of degree requirements within five (5) years of initial matriculation in the Doctoral Program. The student must contact the Doctoral Candidacy Advisor if they are nearing their allowed completion date and do not anticipate receiving degree conferral before this date.

The public presentation and defense is structured in much the same way as the oral exam. The student is expected to present their work for approximately 60 minutes. Following the presentation, the student must be prepared to respond to questions from the committee members and audience. The dissertation committee chairperson (faculty mentor) serves as the moderator for the presentation and defense.
- As moderator of the defense the mentor welcomes the audience, introduces the committee members and explains the presentation structure.
- The mentor calls upon the student to make the presentation without interruption for questions.
- Following the presentation, the mentor facilitates formal rounds of questions from the committee members, and then permits follow-up questions and additional inquiries until the committee is finished.
- The mentor will, depending on available time, invite questions from the audience.
- At the appropriate time, the mentor can close the public portion of the examination and the audience will be excused.
- At this time the committee will meet to review the defense. Occasionally the committee may develop a list of modifications needed for final committee approval. The committee determines the outcome of the defense and conducts balloting according to Graduate Education policies.
- The mentor will call the student into the committee meeting to present and discuss the results of the defense. This conversation should include specific recommendations regarding what must be done for the dissertation to be considered complete.

Following the defense, the ballots are returned to the Graduate Education office. If any final modifications are requested by the committee, the student will complete these prior to final signing and submitting of the ballots.

After the ballots have been submitted to Graduate Education, the student should call their Doctoral Candidacy Advisor to schedule an appointment for a final style and format review. All formatting and style errors should be corrected in preparation for publication on ProQuest, the University's site for electronic submission of theses and dissertations.

**Publication of the Dissertation**

In order to electronically submit your dissertation to ProQuest for digital archiving and publication, go to [www.etdadmin.com/slu](http://www.etdadmin.com/slu). The site contains support and training, as well as resources and guidelines to help you through the process of submitting your dissertation. After your submission, it will be sent to Graduate Education for review, and then delivered to ProQuest. ProQuest is the world’s only comprehensive service for publishing, archiving and disseminating graduate research. By publishing with ProQuest you ensure your dissertation gains the widest possible audience.

You may order personal copies of your dissertation at the time of your submission or you can order through “University Bindery”, a local division of Houchen Bindery. For additional information, go to [www.houchenbindery.com](http://www.houchenbindery.com).
Section 10
Additional Degree Requirements and Graduation

Additional Degree Requirements

Students should apply to graduate via Banner Self Service within the first two weeks of the semester the student plans to graduate in.

Students should promptly respond to all communication regarding commencement. If planning to participate in commencement exercises, students should confirm with their chair the chair will attend commencement and is able and willing to hood them. If the chair is unavailable, the student should ask another committee member. Any questions regarding commencement should be directed to the Program Coordinator.

Also to be completed are a set of data for the National Opinion Research Center’s Survey of Earned Doctorates and an exit questionnaire. The candidate will receive information about how to complete these forms online at the time of the style and format review with the Doctoral Candidacy Advisor.

Doctoral Degree Conferral

After your dissertation has been successfully published on ProQuest you are eligible for degree conferral, all grades have been posted and final fees have been paid, the student is eligible for final degree conferral. Students will know their degree has been conferred when they check their unofficial transcript on Banner Self-Service and see “Awarded” next to the degree conferral date.
Section 11

Student Resources

These resources are intended to give students an overview of the many resources available on SLU’s campus. While this list will be updated regularly, contact information is subject to change.

<table>
<thead>
<tr>
<th>Saint Louis University Resources</th>
<th>Graduate Writing Resources</th>
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<tbody>
<tr>
<td><strong>Graduate Education</strong></td>
<td><strong>Graduate Writing Resources</strong></td>
</tr>
<tr>
<td>Christine (Chris) Harper</td>
<td>Kelly Herbolich</td>
</tr>
<tr>
<td>Doctoral Candidacy Advisor</td>
<td>Program Director</td>
</tr>
<tr>
<td><a href="mailto:Christine.harper@slu.edu">Christine.harper@slu.edu</a></td>
<td><a href="mailto:kelly.herbolich@slu.edu">kelly.herbolich@slu.edu</a></td>
</tr>
<tr>
<td>DuBourg Hall, 420D</td>
<td>Busch Student Center, Suite 331</td>
</tr>
<tr>
<td>314-977-2243</td>
<td>314-977-2828</td>
</tr>
<tr>
<td>Advises students, faculty, advisors, and department chairpersons of candidacy protocol, degree requirements, and necessity for petitions. Reviews dissertations for style and format, authorizes preparation and release of diplomas.</td>
<td>University Writing Services offers a range of resources to help students meet the elevated expectations of graduate writing.</td>
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<tr>
<th>Office of International Services</th>
<th>Parking, ID Cards, and Campus Transportation</th>
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<tr>
<td><strong>Office of International Services</strong></td>
<td><strong>Parking, ID Cards, and Campus Transportation</strong></td>
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<tr>
<td><a href="http://www.slu.edu/international-services">http://www.slu.edu/international-services</a></td>
<td><a href="http://www.slu.edu/services/parking/">http://www.slu.edu/services/parking/</a></td>
</tr>
<tr>
<td><a href="mailto:internationalservices@slu.edu">internationalservices@slu.edu</a></td>
<td><a href="mailto:parking@slu.edu">parking@slu.edu</a></td>
</tr>
<tr>
<td>Des Peres Hall, 102</td>
<td>DuBourg Hall, 33</td>
</tr>
<tr>
<td>314-977-2318</td>
<td>314-977-2957</td>
</tr>
<tr>
<td>For parking permits, SLU ID cards, Billiken Bucks, Campus Transportation/Shuttle Information.</td>
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<th>Student Financial Services</th>
<th>Saint Louis University Libraries</th>
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<td><strong>Student Financial Services</strong></td>
<td><strong>Saint Louis University Libraries</strong></td>
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<td><a href="https://www.slu.edu/financial-aid/contact.php">https://www.slu.edu/financial-aid/contact.php</a></td>
<td><a href="http://lib.slu.edu">http://lib.slu.edu</a></td>
</tr>
<tr>
<td><a href="mailto:sfs@slu.edu">sfs@slu.edu</a></td>
<td>Rebecca Hyde</td>
</tr>
<tr>
<td>DuBourg Hall, 121</td>
<td>Social Work Reference Librarian</td>
</tr>
<tr>
<td>314- 977-2350</td>
<td><a href="mailto:rebecca.hyde@slu.edu">rebecca.hyde@slu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Pius 320-5</td>
</tr>
<tr>
<td></td>
<td>314-977-3106</td>
</tr>
<tr>
<td><strong>The Reinert Center for Transformative Teaching and Learning</strong></td>
<td><strong>Department of Campus Ministry</strong></td>
</tr>
<tr>
<td>------------------------------------------------</td>
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<tr>
<td><a href="https://www.slu.edu/ctl">https://www.slu.edu/ctl</a></td>
<td><a href="https://www.slu.edu/life-at-slu/campus-ministry">https://www.slu.edu/life-at-slu/campus-ministry</a></td>
</tr>
<tr>
<td><a href="mailto:ctl@slu.edu">ctl@slu.edu</a></td>
<td>Wuller Hall</td>
</tr>
<tr>
<td>Pius Library, 2nd Floor</td>
<td>314-977-2425</td>
</tr>
<tr>
<td>314-977-3944</td>
<td>Campus Ministry offers opportunities for cultivating an informed faith, a commitment to social justice, and an integrated way of life</td>
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The Reinert Center for Transformative Teaching and Learning has three major service components: teaching enhancement, learning technologies, and service learning.

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<tr>
<th><strong>Career Services</strong></th>
<th><strong>University Counseling Center</strong></th>
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<tbody>
<tr>
<td><a href="mailto:career_services@slu.edu">career_services@slu.edu</a></td>
<td>Wuller Hall, 2nd Floor</td>
</tr>
<tr>
<td>Busch Student Center, Suite 331</td>
<td>314-977-8255 (TALK)</td>
</tr>
<tr>
<td>314-977-2828</td>
<td>The experienced counseling professionals at the University Counseling Center provide care and consultation to SLU students. Staff members can help students with a variety of issues and the center is fully accredited by the International Association of Counseling Services (IACS).</td>
</tr>
</tbody>
</table>

Career Services helps individuals explore, discover, and connect their personal definition of career to the community and world of work.
Section 12

Academic Integrity

The PhD program expects all students to adhere to Saint Louis University’s academic integrity policy (approved June 26, 2015). Key portions of this policy are excerpted here; the policy, in its entirety, may be found on the University’s Academic Affairs webpage.

The College for Public Health & Social Justice’s policy on academic integrity is consistent with the Saint Louis University Policy: [www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf](www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf)

Students are responsible for reading this policy. As a brief overview, the University states:

“Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care and community service that are its primary mission. Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. Such dishonesty also undermines the academic assessment process, which in turn impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows those who engage in it to take unfair advantage of their peers and undermines moral character and self-respect. The Academic Integrity Policy detailed below sets out principles that are implicit in the ethos of the University but that call for explicit formulation to guide the practice of the entire institution. In establishing necessary definitions and minimal procedures to be followed in adjudicating violations, it also allows academic units to set forth the details of their own honesty policies in ways appropriate to their disciplines. Academic integrity is honest, truthful and responsible conduct in all academic endeavors.”

Violations to academic integrity will be addressed according to the Academic Misconduct Policy and Appendices adopted by the CPHSJ faculty. All incoming and returning students are required to read the [Academic Integrity Module](#) and sign the [Honor Code Pledge](#) indicating they have read and understand the module. Violations to academic honesty will be addressed according to the CPHSJ Academic Misconduct Policy.
Students must turn in the signed form to avoid a hold being placed on their records. Violation of Academic Integrity expectations and/or the Honor Pledge may result in severe consequences/penalties, up to and including expulsion.

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.*

Students are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators, as appropriate.

**Violations of Academic Integrity**

**Falsification** entails misrepresentations of fact for academic gain. Instances include:
1. Lying to or deceiving an instructor about academic work;
2. Fabricating or misrepresenting documentation or the data involved in carrying out assignments;
3. Fabricating, misrepresenting, or altering in unauthorized ways information in academic records belonging to an instructor or to any academic department or administrative unit in the University.

**Plagiarism** involves the representation of someone else’s thoughts, words, and/or data as if they were one’s own or “self-plagiarism” which is the use of material prepared for one class and submitted to another without proper citation and without the permission of the instructor. Instances include:
1. Quoting directly from someone else’s written, artistic or spoken work without using quotation marks or indented quotations and without giving proper credit to the author or artist; for example, cutting and pasting text from the internet and making it appear to be your own work.
2. Paraphrasing or incorporating someone else’s ideas, concepts, arguments, observations, images, objects, music, or statements without giving proper credit;
3. Submitting as one’s own work a paper or other assignment/project that has been prepared, either wholly or in part, by another person, group, or commercial firm without citation or acknowledgment.

**Cheating** involves the use of unauthorized assistance to gain an advantage over others. Instances include:
1. Copying from another student’s examination or using unauthorized assistance, aids, technological resources such as cell phones, calculators, translation software or Internet based applications in taking quizzes or examinations;
2. Using resources beyond those authorized by the instructor to complete assignments such as writing papers, preparing reports, giving
oral presentations, making models, multi-media projects, sound recordings, creating visual materials such as drawings, videos, or photographs or presenting material on the internet;
3. Acquiring, disseminating, or using tests or any other academic forms of assessment belonging to an instructor or a member of the staff through any means (including social media) without prior approval;
4. Influencing, or attempting to influence, any University employee in order to affect a grade or evaluation;
5. Hiring or otherwise engaging someone to impersonate another person in taking a quiz or examination or in fulfilling other academic requirements.

**Sabotage** entails disrupting or seeking to prevent the academic pursuits of others. It includes:
1. Interfering with work or undermining the academic success of others in the university community in an intentional way for the purpose of negatively impacting that person’s academic performance;
2. Modifying, stealing, or destroying intellectual property such as computer files, library materials, artwork, personal books or papers.
3. Performing any action that would impact research outcomes such as lab tampering, falsification of data, or destruction of research resources.

**Collusion** involves unauthorized collaboration with another person or persons for the purpose of giving or gaining an academic advantage in such activities as completion of assignments or examinations without explicit permission of the instructor. Collusion may include any or all of the other violations of academic integrity as defined above. For example, if two students developed a plan that enabled them to improve their performance on an assignment that was supposed to be completed independently, they would be guilty of collusion.

**Concealment** entails failing to call to the attention of a faculty member or administrator violations of academic integrity that an academic unit requires be reported.

**Reporting and Adjudicating Violations of Academic Integrity**
Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigation of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Sanctions will be imposed according to the policy standards of the academic unit with jurisdiction of the faculty member teaching the course or supervising the academic experience or leading the academic program in which the violation occurred. Academic unit with jurisdiction as defined as the unit of the faculty member teaching the course or
leading the academic program in which the violation occurs. Formal charges of violations of academic integrity do not preclude other disciplinary action that the University may take if circumstances warrant additional sanctions.

Sanctions are to be commensurate with the nature of the offense and with the record of the student regarding any previous infractions. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. In extraordinary circumstances, the University reserves the right to withhold or revoke a degree in consultation with the academic unit as appropriate. There is no statute of limitations for degree revocation.

**Policy on Style for Citation and Plagiarism**
The two key purposes of citation are to 1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism) and 2) facilitate access by your readers to the sources you use in your research.

**Quotations**: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

**Paraphrasing or Citing an Idea**: When summarizing an outside source in your own words or citing another person’s ideas, quotation marks are not necessary, but the source must be included.

Plagiarism is a serious violation of the academic honesty policy of the College for Public Health and Social Justice. If a student plagiarizes others’ material or ideas, he or she may receive an “F” in the course. The faculty member may also recommend further sanctions to the Dean, per College disciplinary action policy.

Generally speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the “access date” (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, write “personal communication” along with the person’s name and date of communication.
Although a variety of publication styles are recognized in academic and professional settings, the faculty of the typically require our students to study, learn, and master the conventions contained in the *American Psychological Association Style Manual*, 6th edition, 2009 (APA, 2009). At a minimum, students are expected to follow the rules of good grammar, syntax, punctuation, and spelling, and use APA format in citing references in the text and reference section. Information and guidelines for the use of APA style can be found on the School of Social Work’s library homepage (http://libguides.slu.edu/socialwork) click on “Writing and Citing” tab.

**Grievances**

A “grievance” is defined as a formal inquiry or complaint requesting a review related to a school policy or procedure or a situation where the student feels that they were treated unfairly or unprofessionally by a faculty or staff member. Students are first encouraged to resolve any conflicts with the specific faculty or staff member. For graduate students, any concerns related to grades, harassment, discrimination may be considered for a written grievance but should also be reported as soon as possible. When a graduate student has reason to question the decision of a graduate faculty member or a faculty committee in an academic matter, the following steps are available to the student: The student should initially seek a settlement with the faculty member or committee. If unable to do this, the student should bring the matter to the attention of the Department Chair or Program Director, either in writing or by personal interview. If the student and the Department Chair or Program Director cannot reach a satisfactory solution, the student should convey the complaint to the Director of the School of Social Work. If the student and the Director cannot reach a satisfactory solution, the student should convey the complaint to the CPHSJ Associate Dean for Academic Affairs, either in writing or by personal visit. The student may appeal to the Dean who has the final decision. If a satisfactory solution is not reached, then the student may convey the complaint to the Vice President for Graduate Education in writing or in person.
Section 13

Policies for dismissal, appeals process, and academic probation

Academic Probation
If a student’s cumulative GPA falls below a 3.0, then the Program Director shall place the student on academic probation and notify the student, in writing, of their changed status. Within the next 12 credit hours of coursework, the student needs to show an improvement in grades and raise his/her cumulative GPA to 3.0. While students are on academic probation, there may be restrictions placed on the number of courses/credit hours and/or kinds of courses they may complete.

Program Dismissal
Doctoral students earning below 3.0 GPA in one semester are subject to dismissal or probation upon the recommendation of the Doctoral Committee. Students who fail to emerge successfully from probation in their next semester are also subject to dismissal. Please note that this academic dismissal policy is intentionally more stringent than the policy governing Master's students. Students will be automatically dismissed from the Program for any of the following reasons:

1. If, at any time during the course of study, the student receives one “F” grade.
2. If the student fails to move off of academic probation within 6 credit hours.
3. If, by the end of the 7-year limit for completion of PhD degree requirements, the student does not have a 3.0 GPA.
4. If, by the end of the 7-year limit for completion of degree requirements, the student has not completed all required degree requirements including not passing written or oral exams or not completing or failing dissertation requirements.

Dismissal decisions and notification are handled by the Program Director. Students may appeal a program dismissal within 10 days by submitting a written letter to the Director of the School of Social Work.

Leaves of Absence
A leave of absence means the student remains in the Program and intends to finish their degree here at SLU, but seeks a semester away from coursework to take care of other issues in his/her life. Students are urged to use caution in requesting a leave of absence. During the leave period, students do not have enrollment status for purposes of health insurance, loan deferment or access to campus libraries and computer services. The time taken during an approved leave of absence will not be included as part of the time students have to
complete their degree. Importantly, there is no guarantee that a leave of absence request will be granted. If students want to be considered for tuition scholarships upon return from their leave of absence, it is their responsibility to apply for financial aid by the appropriate deadline. Complete the Leave of Absence form at the following link and give the complete/signed form to the Program Director: http://www.slu.edu/registrar/pdfs/leave_of_absence.pdf

Withdrawal from Program
A withdrawal from the Program means the student will not remain in the degree program and does not intend to finish the Program at SLU. In order to fully withdraw from the MSCPP Program, students must complete the Intent to Withdraw form at the link below and give the completed/signed form to the Program Director: http://www.slu.edu/registrar/pdfs/withdrawal.pdf
Section 14

Diversity Statement

The College for Public Health and Social Justice recognizes the importance of diversity in accomplishing its mission. We take a proactive stance in building a diverse and inclusive community, welcoming students, faculty, and staff of all backgrounds. We strive to assure everyone is valued, ideally creating a space for open and respectful dialogue. In the event of bias and discrimination, the College’s Office of Student Services and the University’s Office of Institutional Equity and Diversity offer support and action for incidents. We encourage students to report all bias incidents. The College ultimately hopes to foster a positive and open environment to facilitate learning and spread the message of social justice to the surrounding community.