

Doctoral Program in Social Welfare Student Handbook 2021-2022



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SCHOOL OF APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE
UNIVERSITY

Table of Contents

Introduction.....	1
Mandel School Doctoral Program Competencies	2
Leadership Competencies.....	2
Research Competency	3
Teaching Competency	5
Theory Competency	6
Program Structure	6
Plan of Study for Doctoral Education Cohort 2021and beyond Full-time.....	7
Plan of Study for Doctoral Education Cohort 2021 and beyond Part-time	9
Doctoral Course Descriptions	10
Definition of a Credit Hour.....	12
Independent Study Agreement	13
Mandel School Doctoral Program Grading Policy.....	14
Course Repeat Policy for Graduate Students.....	15
Doctoral Research and Training Fellowships	16
Fellowship Activities Research.....	20
Teaching Activities	22
Leadership Activities	22
Pathways to Teaching for Doctoral Students.....	23
Independent Study in Early Teaching Support	25
Tuition Scholarships and Additional Funding	27
Student Health Insurance.....	27
Qualifying Exam	28
Qualifying Examination Grading	30
Qualifying Examination for Doctoral Students	31
Policy Guidelines for the Process of Doctoral Dissertations	32
MSASS Doctoral Dissertation Content and Procedures.....	35
Doctoral Program Student Grievance Procedure.....	42
Doctoral Student Writing, Spoken Language and Collegial Support.....	43
Women in Sciences and Humanities Earning Doctorates	44
Student Membership on the Doctoral Program Executive Committee	44
Graduate Student Council	45
Arol Shack Dissertation Awarded to Mandel School Doctoral Candidates.....	46
Graduate Student Travel Awards	47
Research, Teaching, Service, and Leadership Activity Report.....	48
Additional Mandel School and University Policies	49

University Resources	51
Mandel School Resources to Support Student Success	52
Additional University Resources.....	53
Appendix--Fellowship and Assistantship Comparison.....	55

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Introduction

Welcome to the Doctoral Program in Social Welfare at the Mandel School of Applied Social Sciences, Case Western Reserve University.

The purpose of the Doctoral Program at the Mandel School is to prepare scholars, teachers, and leaders to generate new knowledge on the policies and programs of social welfare and the practice of social work.

Our curriculum emphasizes the creative and evaluative skills necessary for independent inquiry, critical thinking, and research.

Students become knowledgeable and take leadership roles in

1. Social and behavioral sciences.
2. Research design, research implementation, statistics, the philosophy of science.
3. Theory-building and theories of social welfare.
4. Methods for the application and transmission of knowledge in social welfare and human services to diverse populations.

Our program enjoys a diverse and talented faculty committed to doctoral education. Students in our program work closely with a faculty mentor throughout their doctoral training. We expect that they will have an array of experiences in various phases of the research process. We want students to have opportunities to learn and practice teaching skills. Developing presentations for national conferences, writing and publishing articles are essential components of doctoral study.

In addition to coursework, there are a variety of supports for career development and preparation for leadership in the profession. A faculty advisor is assigned from the beginning of each student's study. We offer workshops and courses on preparation for job applications, the interview process, and colloquia presentations of dissertation research.

The policies governing the Ph.D. Program in Social Welfare are described in the [School of Graduate Studies Section of the Case Western Reserve University Bulletin](#). The Doctoral Program is under the administration of Graduate Studies.

Students are expected to read and follow these policies. This Mandel School Doctoral Student Handbook contains additional information and guidelines for the use by both the Mandel School faculty and students. Any exceptions to the Mandel School Doctoral Program policies contained in the Handbook must be petitioned to the chair of the program and in writing.

Mandel School Doctoral Program Competencies

The Doctoral Program expects students to demonstrate competency in four areas: leadership, research, teaching, and theory. Under each competency are listed examples of activities that will demonstrate mastery and curricular content associated with each competency.

Leadership Competencies

Leadership is a process whereby an individual motivates, inspires, influences, and mobilizes others to achieve a common goal. There are many different styles of leadership. Leadership can be formal or informal. Social work leaders:

1. Show humility; set an example by aligning action with shared values; demonstrate principles and professionalism through their actions.
2. Are visionaries who see beyond the status quo; develop a vision of the future; see how systems could function better.
3. Inspire and mobilize others by inspiring, motivating, delegating, and persuading.
4. Are entrepreneurial and adept at doing more with less; demonstrate ingenuity, resourcefulness, and innovation.
5. Develop create responses to conflict and help others work through differences
6. Demonstrate empathy.

Leadership in academia is unique in that the organizational structure is more horizontal and shared, while in most organizations it is hierarchical. Academic leadership can be enacted on many levels, including the department, programs in a department, school, college, or university wide. Leadership can be local, regional, national, and international. The NASW Code of Ethics highlights social workers' responsibilities for leadership to the profession, their community and the broader society/globally.

Students will achieve competency in leadership by understanding their own and others' styles of leadership, identifying opportunities for formal and informal leadership that enhance their career, and participating in student and professional activities that nurture leadership skills. Leadership competency includes learning how to balance leadership and service with other responsibilities such as teaching, research, or practice.

Activities in which a student could demonstrate mastery of the leadership competency:

1. Membership in a professional organization related to an area of their expertise.
2. Student representative on the Doctoral Program Executive Committee.
3. Representative for the Mandel School Doctoral Program to Graduate Student Senate.
4. Perform any other volunteer, appointed, or elected leadership roles.

5. Develop a career plan that outlines their service and leadership agenda for at least 5 years.
6. Form mentorship relationships both as a mentor and a mentee.
7. Identify policies, practices, and structures that could be improved and recommend steps for positive change.
8. Initiate and/or organize events, activities, or partnerships with others to achieve a common goal.
9. Participate in leadership training programs or workshops.
10. Engage in community service.
11. Provide service to the profession (i.e., present a professional development workshop or continuing education, serve on a committee, peer review articles for publication).
12. Receive an honor or award for leadership.

Content associated with this competency

1. Roles of the leaders in an educational environment
2. Collegial decision making in an educational institution
3. Organizational and financial management
4. Role of mentoring in career development
5. Professional development events related to leadership and mentoring

Research Competency

Research competency means mastery of skills needed to design and conduct a systematic, empirical, objective, public, and critical investigation of a social welfare problem or issue. It means having the capacity to frame a question about a social welfare issue or problem to be evaluated or examined using social science research methods, quantitative and qualitative. The research may be descriptive, designed to develop a theory, or intended to test a hypothesis. Research competency also entails mastery of oral, written, and visual communication skills needed to disseminate research. Research competency includes the ability to critically evaluate and synthesize research conducted by others. It entails knowledge of, and commitment to, ethical principles guiding research and mastery of skills needed to protect the rights of research participants.

Activities in which a student could demonstrate mastery of the research competency:

1. Write a critical or systematic review of literature
2. Design, implement, and defend their own research, as evident by
 - a. A prospectus approved within 2 years of completing coursework
 - b. A dissertation defended within 5 years of completing coursework
 - c. Knowledge of ethical considerations in research and relevant strategies for the protection of human subjects by keeping their Continuing Research Education Credit (CREC) hours current throughout their time as a student (<https://case.edu/research/faculty-staff/education-and-training/continuing-research-education-credit-crec>)
3. Use quantitative, qualitative, or mixed methods analytical techniques appropriately



4. Present research at professional conferences
5. Author or co-author an organizational report to demonstrate use of research skills
6. Author or co-author a publishable article for a peer-reviewed journal

Content associated with this competence

1. Research Design
 - Cross-sectional
 - Longitudinal
 - Quasi-experimental, experimental, non-experimental
2. Models of qualitative research
3. Mixed methods
4. Evaluation research
5. Survey research
6. Sampling techniques
7. Data collection techniques
8. Analytical techniques
9. Introductory statistics (including descriptive, inferential, univariate, and bivariate)
10. Multiple regression and general linear model (including logistic regression)
11. Analysis of variance
12. Quantitative measurement models (including factor analysis)
13. Analytical techniques for qualitative research
14. Advanced statistics (based on individual interest)
 - a. Structural equation modeling
 - b. Time series analysis
 - c. Survival analysis
 - d. Multilevel modeling (including factor analysis)
 - e. Latent class analysis
15. Meta-analysis or systematic review

Research Ethics, Protection of Human Subjects, and Responsible Conducts of Research

Case Western Reserve University policy requires that all researchers including students, who interact with human research participants or private identifiable data about living human subjects must be [CREC](#) certified.

CREC is the continuing research education credits program developed by the University's Office on Research Compliance.

<https://case.edu/research/faculty-staff/education-and-training/continuing-research-education-credit-crec> This policy was approved and supported by the Doctoral Executive Committee on September 13, 2010.

Doctoral students at the Mandel School are required to obtain initial certification while taking SASS 613, Advanced Research Design, and to obtain recertification, when needed, throughout their entire doctoral program. As of 2021, this is renewed every three (3) years.

Teaching Competency

The teaching competency includes a conceptual understanding of how people learn and the translation of this understanding into delivery of learning opportunities to diverse audiences and in different modalities. Teaching competency at the doctoral level is based upon a general understanding of the historical evolution of higher education as well as current roles, structure, and function of higher education and the social work profession. It requires understanding the relationship of professional education to a liberal arts education as well as knowledge of the history and current context of social work education. This includes knowledge of social work educational policy and program accreditation standards according to the Council on Social Work Education (<https://www.cswe.org/Accreditation/Standards-and-Policies>), recognizing that these change continuously. The teaching competency also entails an understanding of learning theory and its application to professional education, including capability in educational program design, curriculum development, and the delineation and assessment of educational outcomes.

Activities in which a student could demonstrate mastery of the teaching competency:

1. Analyze selected social work issues in higher education and educational program design
2. Prepare a concept paper presenting educational outcomes and curriculum content for a specific area of the social work curriculum
3. Develop a course syllabus that includes learning objectives and educational outcomes tied to CSWE competencies, course content, teaching resources, assignments, grading guidelines, and a relevant bibliography
4. Construct and carry out a teaching strategy based on learning theory (teaching, co-teaching, or teaching assistant)
5. Prepare a portfolio containing a teaching philosophy, discussion of teaching experiences, and analysis of the substantive area of expertise that can be used as a foundation for employment applications and interviews
6. Successfully complete a teaching mentorship
7. Successfully complete a curriculum-related project under the guidance of the Office of Outcome Assessment (for the bachelor or master programs or courses) or Chair of the Doctoral Program

Content associated with this competency

1. Historical evolution and current roles, issues, functions, and structure of higher education in society
2. History and current context of social work education, its relationship with liberal education, and its place within higher education
3. Educational policy and program accreditation standards for program design, organization, and curriculum
4. How to build course sequences and educational program outcomes at the foundation and advance levels of learning
5. Learning theory and its application to professional education and the



- development of teaching strategies
- 6. Communicating educational outcomes, course content and a teaching strategy through the course syllabus
- 7. Evaluating student achievement of educational outcomes

Theory Competency

Theory competency means the mastery of skills needed to use theory and conceptual frameworks in social science research. Students mastering the theory competency will be able to use theory effectively to develop research questions and hypotheses for empirical testing.

They will possess an understanding of the conceptual nature of theory and the ways theory can be applied in knowledge development. Students who master the theory competency will understand the evolution and history of theory development related to social welfare policies and problems.

Activities in which a student could demonstrate mastery of the theory competency:

1. Articulate sources of knowledge and use theory in research
2. Summarize the current theoretical and conceptual literature on a social welfare topic, including a comparison and contrast of key theories
3. Apply a framework to analyze, compare and critique social science theory
4. Apply a theoretical framework in research on a social welfare problem
5. Discuss the implication of empirical research findings on theoretical relationships

Content associated with this competency

1. The nature and development of theory
2. Epistemological roots of social science theory
3. Philosophical perspectives on knowledge and knowledge development
4. Models of critical analysis of theory
5. Application of theory to social science research
6. Relationship of theory and empirical evidence

Program Structure

In response to the different needs and interests of potential Ph.D. students, the Mandel School offers full-time and part-time formats for professionals electing to pursue a Ph.D. degree in social welfare. Requirements in both formats include taking the required 37 credits of coursework, passing the qualifying examinations, 18 hours of dissertation research credits, and completing a dissertation. Required courses are held in the Fall and Spring semesters. The Full-time program permits students to complete the required coursework in two years. Full-time students receive individualized fellowship training in social work research with a faculty member. The Part-time format accommodates social work professionals who must maintain their employment commitments but wish to pursue a Ph.D. study through the completion of six courses per year (14 credits). The Part-time program permits students to complete the required coursework in three years.

Full-time Plan of Study for Doctoral Education Cohort 2021 and Beyond

Fall Semester 2021 (10 hours)

SASS 608	Philosophy of Science and Theory Building (required, 3 credits)
SASS 613	Advanced Research Design (required, 3 credits)
SASS 615	Social Statistics and Data Analysis (required, 3 credits)
SASS 638	Integrative Research Seminar (required, 1 credit)

Spring Semester 2022 (10 hours)

Elective ¹	Elective graduate-level course outside of MSASS (required elective, 3 credits)
SASS 616	Applied Regression and General Linear Model (required, 3 credits)
SASS 638	Integrative Research Seminar (required, 1 credit)
SASS 644	Critical Theories in Social Welfare (required, 3 credits)

Second Fall Semester 2022 (10 hours)

SASS 618	Measurement Issues in Quantitative Research (required, 3 credits)
SASS 630	Seminar in Social Work Education (required, 3 credits)
Elective ¹	Course at MSASS, Independent Study at MSASS, or Course outside MSASS (required elective, 3 credits)
SASS 638	Integrated Research Seminar (required, 1 credit)

Second Spring Semester 2023 (7 hours unless international student which requires 10 hours)

SASS 614	Models of Qualitative Research (required, 3 credits)
SASS/CWRU ²	SASS 619 Structural Equation Modeling, SASS 635 Research Synthesis and Systematic Review or, CWRU graduate-level course outside of MSASS (recommended, 3 credits)
Elective ¹	Elective graduate-level course outside of MSASS (required, 3 credits)
SASS 638	Integrative Research Seminar (required, 1 credit)
SASS 639	Independent Study Teaching for Early Teaching Support (required for first time teaching for all students and every semester for all international students to be consistent with federal and state policies; the course is 1 credit; students apply to take as a Graduate Study Fellowship course)

Third Year Fall and Spring Semesters (2023-2024, 3 hours each semester)

Qualifying Examination (Two Parts: Take Home written over the summer; Take-home due at the beginning of the semester in early September and the In-Class exam is taken in early October)

SASS 639	Independent Study Teaching for Early Teaching Support (optional, 1 credit, can apply to take as Graduate Study Fellowship course)
SASS 701	Dissertation (3 credits in Fall and Spring semesters)

Fourth Year & Beyond

SASS 701	Dissertation (minimum of 1 hour per semester until at least 18 hours are taken)
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TO GRADUATE YOU ARE REQUIRED TO SUCCESSFULLY COMPLETE 37 HOURS OF COUREWORK AND 18 HOURS OF DISSERTATION RESEARCH. YOU CAN EXCEED 18 HOURS OF DISSERTATION RESEARCH. You must enroll in one dissertation hour every fall and spring semester until you graduate.

¹Students are required to take at least one graduate-level 3 credit elective course outside of MSASS

²Structural Equation Modeling or Research Synthesis and Systematic Review Methodology or, approved Advanced Statistics at MSASS, or a graduate-level course at CWRU

Part-time Plan of Study for Doctoral Education Cohort 2021 and Beyond

First Fall Semester 2021 (7 hours)

SASS 608	Philosophy of Science and Theory Building (required, 3 credits)
SASS 613	Advanced Research Design (required, 3 credits)
SASS 638	Integrative Research Seminar (required, 1 credit)

First Spring Semester 2022 (7 hours)

SASS /CWRU ²	SASS 635 Research Synthesis and Systematic Review or CWRU graduate-level course outside of MSASS (3 credits) or an independent study
SASS 638	Integrative Research Seminar (required, 1 credit)
SASS 644	Critical Theories in Social Welfare (required, 3 credits)

Second Fall Semester 2022 (7 hours)

SASS 615	Social Statistics and Data Analysis (required, 3 credits)
SASS 630	Seminar in Social Work Education (required, 3 credits)
SASS 638	Integrated Research Seminar (required, 1 credit)

Second Spring Semester 2023 (7 hours)

SASS 616	Applied Regression and General Linear Model (required, 3 credits)
SASS 614	Models of Qualitative Research (required, 3 credits)
SASS 638	Integrative Research Seminar (required, 1 credit)

Third Year Fall Semester 2023 (6 hours)

SASS 618	Measurement Issues in Quantitative Research (required, 3 credits)
Elective ¹	Elective graduate-level course outside of MSASS (required, 3 credits)

Third Year Spring Semester 2024 (3 hours)

SASS/CWRU ²	SASS 619 Structural Equation Modeling, SASS 635 Research Synthesis and Systematic Review or, CWRU graduate-level course outside of MSASS (recommended, 3 credits) or independent study
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Fourth Year

Qualifying examinations in Fall semester

SASS 701 **Dissertation (minimum of 1 hour per semester until at least 18 hours are taken)**

TO GRADUATE YOU ARE REQUIRED TO SUCCESSFULLY COMPLETE 37 HOURS OF COUREWORK AND 18 HOURS OF DISSERTATION RESEARCH. YOU CAN EXCEED 18 HOURS OF DISSERTATION RESEARCH. You must enroll in one dissertation hour every fall and spring semester until you graduate.

¹Students are required to take at least one graduate-level 3-credit elective course outside of MSASS

²Structural Equation Modeling or Research Synthesis and Systematic Review Methodology or, approved Advanced Statistics at MSASS, or a graduate level course at CWRU

Doctoral Course Descriptions

SASS 608, Philosophy of Sciences and Theory Building (3 credits, required): This is a required foundation course. The nature of theory is examined; Inductive and deductive methods for knowledge building are reviewed. Course content draws from the philosophy of sciences as well as empirical and phenomenological research.

SASS 613, Advanced Research Design (3 credits, required): This foundation course in research methods is required of all students. This is a pre-requisite to the advanced quantitative and qualitative courses. Topics covered include operationalization of variables, threats to validity, and experimental, quasi-experimental, and non-experimental research designs.

SASS 614, Models of Qualitative Research (3 credits, required): This course introduces students to the principles, approaches, methods, and analytical techniques utilized when conducting qualitative research in the social sciences. Five models of qualitative research design and methodology are studied, including narrative analysis, case study, ethnography, and grounded theory and phenomenology. This course is designed to provide students with the **tools to critically evaluate as well as** to enhance the academic rigor or “quality” of qualitative data. Prerequisites: SASS 608, SASS 613 or, permission of the instructor.

SASS 615, Social Statistics and Data Analysis (3 credits, required): This foundation course (or its equivalent) is required of all students. Content includes descriptive and inferential statistics for univariate and bivariate analyses, and the

use of electronic data processing technology to manage and analyze data.

SASS 616, Applied Regression, and the General Linear Model (3 credits, required): This course builds on SASS 615, and either it or its equivalent is required of all students. Content focuses on using ordinary least squares multiple regression, logistic regression, and other general linear methods. Prerequisites: SASS 613, and SASS 615 or, permission of the instructor.

SASS 618, Measurement Issues in Quantitative Research (3 credits, required): This course covers the operationalization of social science concepts and the development of quantitative methods for their measurement. Issues covered include index and scale construction, validity, reliability, questionnaire design, factor analysis, measurement error, and missing data. Prerequisites: SASS 613, SASS 615, and SASS 616 or, permission of the instructor.

SASS 619, Structural Equation Modeling (SEM) (3 credits, elective): This advanced-level course covers theoretical and methodological considerations and preliminary data screening necessary to ascertain whether SEM would be an appropriate technique; statistical assumptions and strategies for assessing and remedying possible violations; use of SEM to conduct confirmatory factor analysis; use of SEM to test structural models, including mediation models; advanced models (e.g. multiple-group, longitudinal, dyadic, to be determined by student interests); how to critique SEM analyses and identify common problems; statistical power; and best practices for reporting SEM analyses and results.

SASS 623, Research Synthesis and Systematic Review (3 credits, elective): The purpose of this course is to develop student's methodological skills in how to conduct a systematic literature review and train students on how to analyze, integrate, and synthesize a body of literature. This course will provide advanced skills development of systematic review methodology and will combine didactic sessions within-class laboratory sessions. Students will conduct their systematic review resulting in a final product of a systematic literature review manuscript that is ready for submission to a peer-reviewed journal.

SASS 630, Seminar in Social Work Education (3 credits, required): The purpose of this course is to prepare students for careers in academe. The structure and content of American higher education are examined. Emphasis is placed on curriculum design and course development. This course is also designed to help students develop a strategic approach to teaching based on learning theory.

SASS 631, Job Seekers Seminar (3 credits, elective): This dynamically dated seminar is designed to prepare doctoral students for a successful academic job search. The course objectives include: obtaining knowledge about where to find academic job posting and how to determine appropriate fit; understanding the job search process; developing application materials; practicing mock interviews and mock job talks; and, developing a strategy for a successful first year as a professor. Prerequisite: advancement to candidacy.

SASS 637, Independent Study (1 – 3 credits, elective): This is an individual reading course permitting students to select areas of interest and pursue these

interests with a specific faculty.

SASS 638, Integrative Research Seminar (1 credit, required in semesters 1, 2, 3, 4):

This seminar will create an active learning community to prepare developing scholars of social welfare to enter an increasingly transdisciplinary research landscape. Using a range of formats (e.g. invited speaker, discussion panels, and student working sessions) the course is designed to respond to challenges that doctoral students are experiencing, enhance integration of methods and theory, and address topics that are beyond the normative bounds of standing courses or project activities. The aim is to foster scholarly development, collegiality, peer mentorship, and cross-cohort community for doctoral students.

SASS 639, Independent Study of Early Teaching Support (1 credit):

This course is recommended concurrently with the candidate's first independent teaching experience. The course is offered in fall and spring and does not count toward the credits required for graduation. To comply with federal and state policies, every semester an international student teaches they should enroll in this seminar.

SASS 644, Critical Theories in Social Welfare (3 credits, required):

This is a required foundation course designed to help students acquire a critical and reflective approach to theory in social work research and practice. The course provides a broad overview of theoretical perspectives at the individual, group, community, organizational, and/or societal levels that are utilized in social work practice and that provide the basis for formulating social welfare research questions.

Every year one or two course are offered as elective courses, based on student interest, faculty interest and faculty availability.

Definition of a Credit Hour

1. The assignment of credit hours to a course occurs through a formal review process conducted at the appropriate levels of faculty governance.
2. For courses in lecture format, one credit hour represents the subject content that can be delivered in one academic hour of contact time each week for the full duration of one academic semester, typically fourteen weeks along with the final examination period. For graduate and professional courses taught in lecture format, 3 – 4 hours of outside work is expected for each academic hour of contact time.
3. For courses taught in other than lecture format (e.g., seminars, laboratories, independent study, clinical work, research, etc.), one credit-hour represents an amount of content and/or student effort that in aggregate is no less that described in (2) above.

Mandel School doctoral students enrolling in, SASS 637 Independent Study, or SASS 701 Dissertation should consult with the faculty member supervising these courses to agree on the number of credit hours based on the hours of effort and the products expected during that semester. These expectations should be documented in writing and submitted to the Doctoral Chair each semester.

Independent Study Agreement



This form must be completed whenever a student arranges with an instructor to do an Independent Study, SASS 637. It is the responsibility of the student to complete this form, have it signed by the instructor, and return it to the Doctoral Program office.

_____ has agreed to work with _____
(Instructor name) (Student name)

on SASS 637 for _____ for _____ credit hours.
(Semester and Year) (1 – 3)

In addition to this form, the student must submit a proposal that includes the following:

- Course Description
- Course Objectives
- Course Outline (timeline)
- Course Outcomes/Products
- Rationale for Credit Hours (1 – 3) based on the University and the Mandel School Doctoral Program Policy

Instructor signature *date*

Students signature *date*

Mandel School Doctoral Program Grading Policy

Graduate Studies Policies (also Mandel School Policies) Maintenance of Good Standing

A student maintains good standing in the School of Graduate Studies by registering each fall and spring semester unless on an official leave of absence which has been approved by the School of Graduate Studies. A student is in good standing who meets the standards set by the academic department and the School of Graduate Studies to ensure normal progress toward the fulfillment of the stated requirements at levels of quality without warning or probation or extension of the allowable time limit for degree completion. Students whose quality point averages fall below minimum standards will automatically be placed on probation until the minimum standards are achieved. In addition, a student will be subject to separation from the University for any of the following reasons:

1. Failure to achieve a quality-point average of 2.50 or higher at the completion of 12 semester hours or 2 semesters of graduate study.
2. Failure to achieve a quality-point average of 2.75 or higher at the completion of 21 semester hours or 4 semesters of graduate study.
3. Failure to receive a grade of **S** in thesis research 651 or dissertation research 701. A student who receives a grade of U in thesis (Course 651) or dissertation research (Course 701) will be placed on probation and be subject to separation. The probationary status will be recorded on the student's transcript. The student must be removed from probation by the end of the semester immediately following receipt of the grade of U by repeating the course for the same number of credit hours, and achieving a grade of S. The tuition and associated fees for the repeated course may be the responsibility of the student. Although removal from probation restores the student's good standing, the grade of U received will not be canceled or substituted by the grade of S subsequently received. Separation will occur if the student placed on probation receives another grade of U in any following semester; or, if the School of Graduate Studies, in consultation with the academic unit, determines that the student is unlikely to be successful in working independently and productively toward the completion of the thesis or dissertation research.
4. Failure of a conditionally or provisionally admitted student to satisfy the conditions or provisions stated in the letter of acceptance by the end of the first academic year (2 semesters) or after 18 credits of coursework.
5. Failure to make progress towards degree completion. If the student is not making progress towards degree completion, and it has been judged that the student is unlikely to be successful in working independently and productively toward the completion of clinical requirements, thesis or dissertation research the department and/or the dean of graduate studies (in consultation with the department) can recommend academic separation.
6. In addition to disciplinary actions based on academic standards, on recommendation of the student's department or school, the School of Graduate Studies can suspend or separate a student from the University for failure to maintain appropriate standards of

conduct and integrity. Such a suspension or separation will be implemented only for serious breaches of conduct that threaten to compromise the standards of a department or create concern for the safety and welfare of others. In the event of such suspension or separation, the student will be entitled to an appeal through the grievance procedure of the Graduate School.

Maintenance of Quality Point Average

In calculating the quality-point average, courses taken as a student in the School of Graduate Studies at the 400 level or above as well as any courses accepted toward fulfillment of degree requirements for which quality points are given will be counted, including courses which may need to be repeated. Unless otherwise stated by the department, a minimum cumulative quality-point average of 3.00 is required for the awarding of the graduate degrees from the School of Graduate Studies. Any department, school, or curricular program committee may choose to establish quality standards *higher* than those stated above if such additional requirements are made known in writing to the students upon matriculation and are recorded with the School of Graduate Studies. In that case, the departmental standards supersede the minimum standards. Students who do not maintain the minimum quality point average will be placed on academic probation until the minimum standard has been achieved.

To remain in the program, students must maintain a minimum cumulative grade point average of 3.0 and receive no more than one grade of C or lower while taking coursework. Also, students must not receive more than one unsatisfactory grade while completing their dissertation hours.

Admission to Candidacy

To advance to candidacy, students must have passed both sections of the qualifying examination and have maintained good standing in the doctoral program.

Incomplete Course Grades

Students should finish all course assignments by the end of the semester in which the course is taught and received a grade. In case of illness or other special circumstances, a student may require extra time and request an incomplete. The instructor in each course decides whether to allow an incomplete. If the instructor grants additional time, this time may not exceed the end of the following semester. Students must be in conformance with this policy to receive financial aid. To receive an incomplete grade, request written permission from your instructor must be completed and signed by the instructor and student with a copy of the signed memo sent to the Doctoral Program office before the end of the semester.

Course Repeat Policy for Graduate Students

Graduate students may petition their department chair to repeat a maximum of two courses during their degree program to improve their performance. When a course is repeated, the first grade will remain visible on the transcript but will be removed from the calculation of the cumulative grade point average and the grade point average for the semester in which the course was first taken. The new grade will then be used for calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the



new grade is higher or lower than the first grade. However, if the first attempt of the course resulted in a passing grade, but the second attempt results in a failing grade, then the original grade will remain. Similarly, if a student withdraws from a course that is being repeated, the Course Repeat Option will not be applied, and the original grade will stand. Course repetition may be exercised according to the following conditions:

1. This course repeat option can only be used on a course in which a C or lower was earned. Courses with a grading basis of Pass/No Pass (P/NP) are not eligible under this policy.
2. A student may not use the P/NP option on a course that is being repeated.
3. A student may only use the repeat option on the same course.
4. SASS 701 is exempt from this repeat policy.
5. The course repeat option may not be exercised after a degree has been awarded.
6. Approval from an advisor and department chair is required. Some departments may also require the signature of the Director of Graduate Studies and/or the Graduate Affairs Committee.
7. The tuition and associated fees for a repeated course will be the responsibility of the students.
8. Select the [course repeat](#) form to petition for this process.

Doctoral Research and Training Fellowships (DRT, Mandel funded), Doctoral Research Assistantships (DRA, externally funded) and other sources of funding

As a doctoral student, there are different opportunities for your student funding.

Doctoral Research and Training Fellowship (Mandel funded)

Doctoral Research and Training Fellowships are scholarships to enhance the doctoral student learning experience. Full-time students are currently guaranteed a Doctoral Research and Training Fellowship (DRT) for four years of doctoral study.

The maximum that any doctoral student can receive in the form of a DRT fellowship is equal to the NIH maximum; there will be no exceptions. Stipends are paid monthly beginning at the end of September through the end of May. The total stipend amount is \$18,000 (\$2,000 X 9 months). As a fellowship, these are not taxed as income.

Learning Objectives of the Doctoral Research and Training Fellowship

The DRT fellowship provides individualized training in social work research with a faculty member matched closely with the student's research interests. The DRT Fellows are expected to:

1. Work closely with a faculty mentor(s) throughout their doctoral training.
2. Have relevant experiences in various phases of the research process.
3. Develop presentations for national professional conferences.
4. Be actively involved in writing and publication.
5. Participate in activities that enhance students' preparation for teaching and leadership
6. Receive guidance as they develop their specific area of research and scholarship

At the start of each fellowship year, students complete a fellowship activity form that asks them what they would like to learn and identify the activities that would enhance their learning objectives as part of the DRT fellowship. Faculty work with DRT fellows to complete a plan of activities and timeline for the DRT fellowship with their students.

Fellowship Hours Policy

1. The DRT Fellowship starts September 1st and ends May 31st during the academic year.
2. DRT Fellows are expected to devote 20 hours per week to the fellowship during all four years of the fellowship support. Five of the 20 fellowship hours per week will be devoted to pursuing a line of research of interest to the student's long-term goals, supervised by the advisor or another faculty member.
3. DRT Fellows receive three weeks leave between Fall and Spring semesters, specifically the period from the date that Fall grades are due to the beginning of the Spring classes. If this schedule changes then the Chair of the Doctoral Program will provide guidance to students and advisors.
4. The Doctoral Program observes the University calendar for the dates for all breaks; DRT Fellows have the same breaks as specified by the University Calendar.
5. DRT Fellows are entitled to observe all University closing for holidays and other recognized events, per School of Graduate Studies Student Holidays Policy.
6. All-time off should be discussed in advance with fellowship advisors.
7. Any deviations from this policy must be negotiated between the DRT Fellow and the advisor with the change documented in writing.

To be fully compliant with the federal legislation, international graduate student on F1 VISAS can work no more than 20 hours each week when school is in session and they can work up to 20 hours per week during breaks (Winter, Spring, and Summer). Other graduate students at Case Western Reserve University can work at the University no more than an average of 29 hours per week or a total of 1,508 hours over the 12-month calendar year period from January 1st through December 31st.

For Mandel Doctoral students, the allowed work hours computation includes Doctoral Research and Training Fellowships, Doctoral Research Assistantships, Teaching in Mandel Master's Degree Programs, serving as a Teaching Assistant (TA) for Doctoral Courses (if not concurrently enrolled in a teaching course or

seminar), and paid employment at CWRU:

- Research Fellowship: 20 hours per week for 36 weeks (720 hours per year). Fellowships will start September 1st and end May 31st during any academic year.
- Teaching (if not concurrently enrolled in SASS 639, Independent Study of Early Teaching Support; 6.75 hours per week for fifteen weeks for each course taught, a total of 101.25 hours per course.
- Teaching Assistant Doctoral Course (if not concurrently enrolled in SASS 639, Independent Study of Early Teaching Support): 5 hours per week for 15 weeks for serving as TA in a doctoral course, a total of 75 hours.
- Paid CWRU Employment: The hours for paid employment must not exceed the permitted total work hours in paragraph one above after subtracting Research Fellowship hours, and Teaching/TA hours if the student is not concurrently enrolled in an Independent Study focused on Teaching. Students and faculty advisors will track the hours worked by students to ensure that there is not a violation of the policy on student work hours. Doctoral students are required to inform their Fellowship advisor and Doctoral Program Chair of any paid employment at the university to facilitate accuracy in tracking compliance with this policy.

Students on Doctoral Research and Training Fellowships can be hired as an adjunct instructor to teach or as a TA at the Mandel School once they fulfilled the one (1) course teaching experience and one (1) curriculum related project that are part of their Fellowship and unpaid.

Doctoral Research Assistantship (externally funded)

Full-time students may be funded from an external grant for a Doctoral Research Assistantship (DRA). The funding can be similar at \$18,000 for AY; \$2,000 per month. (AY=720 hours). However, stipends can be less based on effort (e.g., \$9,000 for 10 hrs per week). Students will still have 4 years of Fellowship funding from the MSASS; if they have a DRA, funding from the school will be added to the 5th or 6th year.

When a stipend is provided by faculty-generated external funding, the following applies to the DRA. Students can earn:

- 1) four (4) 701 credits for an \$18,000 academic year stipend; or,
- 2) two (2) 701 credits for a stipend of at least \$12,000 over the course of an academic year.

These additional credits must be used in subsequent semesters. Under no circumstances will a student receive a refund or be compensated for unused, banked 701 credits upon departure or graduation from the program. Credits cannot be transferred to another student.

Learning Objectives of the Doctoral Research Assistantship

Like DRT, the Doctoral Research Assistantship's focus is on the learning opportunities and skill building for doctoral students. The DRA provides training in



social welfare research with a faculty or staff member. The student is expected to:

- Work closely with a faculty or staff mentor(s) on the specific project.
- Have relevant experiences in various phases of the research process.
- Be actively involved in project reports, presentations and writing for publication.
- Participate in activities that enhance students' preparation for research and scholarship.
- Receive consistent supervision and guidance about the project and their activities for the project

At the start of each DRA year, the project PI or their designee specifies the exact duties of the DRA position.

DR Assistantship Hours Policy

- The DR Assistantship starts September 1st and end May 31st during the academic year.
- The DRA receive three weeks leave between Fall and Spring semesters, specifically the period from the date that Fall grades are due to the beginning of the Spring classes. If this schedule changes then the Chair of the Doctoral Program will provide guidance to students and advisors.
- The Doctoral Program observes the University calendar for the dates for all breaks; the DRA have the same breaks as specified by the University Calendar.
- DRA are entitled to observe all University closing for holidays and other recognized events, per School of Graduate Studies Student Holidays Policy.
- All-time off should be discussed in advance with fellowship advisors or supervisors.
- Any deviations from this policy must be negotiated between the DRA and the advisor or supervisor with the change documented in writing.

As with the DRT, to be fully compliant with the federal legislation, international graduate student on F1 VISAS can work no more than 20 hours each week when school is in session and they can work up to 20 hours per week during breaks (Winter, Spring, and Summer). Other graduate students as Case Western Reserve University can work at the University no more than an average of 29 hours per week or a total of 1,508 hours over the 12-month calendar year period from January 1st through December 31st.

Graduate Assistants (employment)

The graduate assistant has specific tasks outlined in a position announcement. The announcement specifies the qualifications and responsibilities/duties. A graduate assistantship is a specific job with specific hours and tasks. The position specifies work hours and vacation. Graduate assistants are generally paid hourly through the University Office of Student Employment and wages are subject to all federal, state, and local taxes. The MSASS rarely has Graduate Assistants.

Research Assistant-Levels 1, 2 or more (employment)

A research assistant (RA) is a job that requires involvement of CWRU Human Resources (HR).

Research Assistants are graded by HR, depending on the duties required. Hiring a RA follows the specified HR process. A RA is a university employee and are subject to the terms of CWRU employment policies.

Teaching Assistant—Master's and Doctoral Programs

Masters Programs

Teaching assistants for the Master's program (MSW and MNO) are hired by the Associate Dean for Academic Affairs, who is also the Chair of the Master's program in social work. Please note the Chair of the Doctoral Program has no role in the hiring of students as a TA.

Doctoral Program

There are several doctoral courses that hire teaching assistants after the student has completed the course and usually after they have completed their teaching and curriculum obligation that is part of their Fellowship. Prior to the semester that a course will employ a TA, there is an announcement and application process with the faculty teaching the course. The faculty teaching the course and the Chair of the program coordinate the hiring of a TA. If hired, the TA will receive a contract as the TA for the course. A TA will receive a stipend of \$1,000 and 1 dissertation credit that can be applied in the semester after serving as a TA. A TA for a doctoral course is hired by the Doctoral Program Chair in collaboration with faculty who teach the specific course.

Adjunct Faculty Teaching—Masters Programs

Adjunct teachers for the Masters programs (MSW and MNO) are hired by the Associate Dean for Academic Affairs, who is also the Chair of the Master's program in social work. The Chair of the Doctoral Program has no role in the hiring of students as an adjunct faculty.

Doctoral Students Employed at CWRU

Doctoral students who are employed by the University will be expected to utilize tuition waiver benefits provided by the University.

Fellowship Activities/Research

The following form is to have some common ideas about what you as a student expect from the Fellowship experience. Which of the following activities would complement or enhance your research learning objectives? Discuss these with your advisor. Sign and date the form each year.

Potential Fellowship Activities Research

Student name _____ Date _____

Advisor Name _____

- ☐ Conduct literature reviews
- ☐ Review and summarize literature
- ☐ Assist in peer review of articles submitted to a journal
- ☐ Read and discuss publications dealing with specific conceptual or methodological issues
- ☐ Assist in writing grant applications dealing with specific conceptual or methodological issues
- ☐ Co-author manuscripts submitted for publication as journal articles or book chapters
- ☐ Submit an abstract for presentation at a national conference
- ☐ Attend conferences
- ☐ Participate in research team meeting or meetings with research collaborators
- ☐ Develop coding categories and code open-ended data
- ☐ Manage a dataset (e.g., clean, merge, and check the accuracy of a dataset)
- ☐ Conduct statistical analyses
- ☐ Prepare slides, overheads, handouts, and materials for conference and community presentations
- ☐ Review and provide feedback on manuscripts in preparation
- ☐ Take methodological workshops or courses
- ☐ Take advanced statistical courses or attend workshops
- ☐ Prepare a research statement that can be used as a foundation for employment applications and interviews



Teaching Activities

Which of the following activities would complement or enhance your teaching learning objectives?

- | | Teach as part of a Teaching Mentorship or Curriculum Activity (e.g. planning, course development)
- | | Observe classroom teaching
- | | Teaching assistant activities (meet with students, evaluate assignment, etc.)
- | | Supervise student projects from class
- | | Conduct computer labs associated with a course
- | | Practice teaching (teach a class, workshop)
- | | Participate in learning theory seminars (Mandel School, UCITE)
- | | Participate in seminars regarding social work education/higher education

Leadership Activities

Which of the following activities would enhance your leadership objectives?

- | | Membership in (specify professional organization)
- | | Volunteer or appointed position (specify)
- | | Elected position (specify)
- | | Mentor others
- | | Receive mentoring
- | | Initiate and/or organize events, activities, or partnerships with others to achieve a common goal (specify)
- | | Participate in leadership training program or workshops
- | | Present a professional development workshop or continuing education
- | | Serve on a committee

Pathways to Teaching for Doctoral Students

Teaching is an important component of doctoral students' education as recognized by our doctoral program's teaching competency. We provide opportunities for doctoral students to obtain experience in teaching.

Schools and departments of social work increasingly expect new junior faculty hires to document teaching expertise through previous teaching experiences.

As approved by the Doctoral Program Executive Committee, beginning with the 2016-2017 and modified in 2021, entering cohorts of doctoral students that are full-time students have two educational-related requirements that are part of their Fellowship. They will be contracted to teach, co-teach, or serve as a teaching assistant for one (1) course in our graduate or undergraduate programs. They will also participate in one (1) curriculum activity while a doctoral student including, but not limited to, curriculum design and development, syllabi and learning management system accessibility, or outcome assessment. Students will not receive additional financial compensation for teaching activities or participating in a curriculum activity that are an expected part of Fellowship activities. You can teach two courses or conduct two curriculum projects or one of each to fill your Fellowship obligations. After fulfilling Fellowship requirements, teaching or curriculum activity may be eligible for additional compensation. All students that teach, co-teach, or serve as a teaching assistant for the first time must enroll in the Early Teaching Support Seminar. Teaching, co-teaching or providing teaching assistance for courses for bachelor and master courses are contracted through the **Associate Dean for Academic Affairs** (even those that are not compensated). Teaching, co-teaching or providing teaching assistance for doctoral courses are contracted through the **Chair of the Doctoral Program**. The **Director of Outcome Assessment** works with you around curriculum projects for the master's programs, which may also involve the **Associate Dean for Academic Affairs**. The **Chair of the Doctoral Program** works with you around curriculum projects for the doctoral program. Contracts are issued through HR, even if there is no compensation.

Students register for the seminar in the Social Work Education course (SASS 630) in their fall semester of their second year. Also, students are encouraged to utilize resources available from the University Center for Innovation in Teaching and Education (UCITE) and must register for Graduate Teaching Assistant Training offered by Graduate Studies before the fall and spring semesters in which they will teach. International Students are encouraged to participate in the Spoken English and International Support Seminar. Before teaching a course in the MSSA programs, doctoral students will be required to attend the Mandel School Adjunct Instructor orientation conducted by Office of Academic Affairs.

A Pathway to Teaching -- Teaching Mentorships

All PhD students are required to complete a minimum of one teaching mentorship before teaching or co-teaching a class as an adjunct. The best time to secure a Teaching Mentorship is by the end of their first spring semester so that they will

participate in their second fall semester concurrently with SASS 630, the Seminar in Social Work Education.

Objectives of Teaching Mentorships

- To enhance student knowledge and skills in course design and teaching strategies and course content
- To provide opportunity for student learning resulting from a mentorship relationship with a member of the Mandel School faculty

Content

Mentorship projects should include student involvement in classroom teaching and grading. All projects should be designed to be completed within one year. A central component of the project must be the mentorship relationship between the student and the faculty member. Student learning is expected to be achieved through both the substance of the class and the mentorship.

Procedures

A proposal of not more than two typed pages must be submitted to the Doctoral Program Office no later than the end of their first spring semester. The proposal should briefly explain the following:

1. Learning objectives
2. What will this experience contribute to the student's learning? How will the experience help the student achieve the teaching objectives of their doctoral study?
3. What activities will the student participate in?
4. Role of the Mentor
 - a. What will the mentor do to monitor and enhance the student's learning?
 - b. What is the amount of time dedicated to the teaching mentorship by the student each week? By the faculty each week?

Outcomes

Students should be able to teach as an adjunct instructor by the end of the Seminar in Social Work Education, a mentorship experience, and a curriculum project. Once the mentorship is complete, the student can complete an adjunct application and submit it to the Associate Dean for Academic Affairs. It should include an endorsement by the mentor.

Students who are uncertain which faculty member might be most appropriate to work with on a teaching mentorship should contact the Doctoral Program Chair for consultation before the deadline.

At the end of their Teaching Mentorship, each faculty teaching Mentor and student should complete an assessment of the doctoral student and that assessment should be filed with the doctoral program. When a student applies to be an

adjunct faculty member this assessment should be included in their application to the Associate Dean for Academic Affairs.

Qualifications to teach advanced practice courses require that a doctoral student have both an MSW and two years or the equivalent of 4000 hours of supervised and paid post-masters practice hours. This is a CSWE requirement. There is a detailed timeline and process outlined that is found on Canvas in the [MSASS Doctoral Program](#) module so you can plan to meet all the criteria to satisfy this requirement as well as prepare for success on the academic job market if that is your choice.

Early Teaching Support (effective 7/14/17)

This course, with tuition scholarship or as a Fellowship course through Graduate Studies, will be offered during the Fall and Spring semesters. Other doctoral students can take this course voluntarily with a tuition scholarship or as a Fellowship course through Graduate Studies.

This course will be facilitated by a Master teacher. It provides ongoing support for new instructors and offers strategies to improve teaching effectiveness. Doctoral students who are serving as a Teaching Assistant (TA) for a doctoral-level statistics course can also register as needed. This course will not count toward the required course credit for graduation.

Curriculum Development Activities

This can take place in the form of participation in a curriculum building or evaluation activity. The activity is planned with either the Director of the Office of Educational Outcome Assessment or the Chair of the Doctoral Program. Similar to a teaching mentorship, a written plan must be developed and approved to receive credit.

Procedures

A proposal of not more than two typed pages must be submitted to the Doctoral Program Office no later than the end of their first spring semester. The proposal should briefly explain the following:

1. Learning Objectives
2. How will the experience help the student achieve the teaching objectives of their doctoral study?
3. What activities will the student complete?
4. What role will the mentor play in accomplishing the objectives?
5. What will the mentor do to enhance the student's learning?

At the end of the planned curriculum activity, the Director from the Office of Educational Outcome Assessment and a student will be asked to complete and sign the evaluation provided by the Doctoral Program submit it electronically to the Doctoral Program. The outcome of the evaluation will be shared with the MSASS Academic Affairs.



Qualifying to Teach Practice Courses in Council on Social Work Education (CSWE) Accredited Schools of Social Work

CSWE does not directly certify individuals to teach practice courses. CSWE lays out the criteria that each school of social work must use to certify the faculty who teach practice courses.

CSWE's 2015 Educational Policy and Accreditation Standards requires that "The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience." (EPAS 3.2.2).

The scope of social work practice is defined by the Ohio Administrative Code (4757-21-02).

The scope of practice for a social worker may include the following range of psychosocial duties:

1. Intervention planning.
2. Psychosocial intervention.
3. Counseling.
4. Social psychotherapy under supervision; and,
5. Evaluation.

The Mandel School further specifies that 2 years of post-master's practice experience consist of at least 4000 hours of supervised and paid post-masters practice hours.

If there are any questions about whether an individual's post-master's practice experience meets the qualifications, please contact the Associate Dean of Academic Affairs and Student Services and Chair of the Master of Science in Social Administration Program.

International Degree and Practice Equivalency

If a student earned their social work master's degree in another country from a non-CSWE accredited program, they should work with CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES).

<https://www.csw.org/Centers-Initiatives/Initiatives/International-Degree-Review.aspx>. That office determines whether the academic credentials in social work are comparable to accredited baccalaureate and master's degrees in social work in the United States.

Recognition is necessary to establish qualifications for employment, graduate school admission, membership in the National Association of Social Workers, state licensing, and/or certification. For further information on this process, please contact that office.

Once the student has their letter from ISWDRES certifying that they have earned a degree equivalent to a master's in social work, they are to submit that letter and documentation of their two years' post master's practice experience to the Associate Dean of Academic Affairs and Student Services and Chair of the Master



of Science in Social Administration Program. That office will determine whether the student is determined to have the necessary practice experience. The same scope of practice and number of hours outlined in the above section applies to individuals whose degrees were earned in another country.

Tuition Scholarship and Additional Funding

Full tuition scholarships for full-time doctoral students are provided for the 12 required doctoral courses (37 credit hours) taken during the first and second years of the program. In the third year, full-time students are provided tuition scholarship for 3 hours of dissertation credits (SASS 701) in the fall and spring semesters (total of 6 towards the 18 dissertation hours required by the University). Students can also use Federal Student Aid to cover the gap in funding that is not covered by tuition scholarships.

Doctoral students can receive 1 additional tuition scholarship for dissertation research credits (SASS 701) by serving as teaching assistant for doctoral statistics courses or select advanced methods courses (SASS 614, SASS 615, SASS 618, and SASS 619). In addition to the dissertation credit scholarship a teaching assistant for one of these courses the student will receive a stipend of \$1,000 per course. Tuition scholarships for Teaching Assistants are expected to be used the semester following their teaching. Students are limited to two (2) appointments throughout candidacy.

Student Health Insurance

All students are required to have health insurance coverage. You will automatically be enrolled in the student medical plan when you register for courses and will be assessed a fee each semester. If you have health insurance with another provider, you can waive the insurance fee at the time of registration. If you enroll in the student medical plan, the doctoral program will cover the fee at 100% for full-time students. Dependent coverage is available at the expense of the student.



Qualifying Exam

Part 1: Take Home Question

In general, the **Qualifying Exam** determines that the student is able to undertake the work of the dissertation and assesses mastery of theoretical concepts, methodological approaches and statistical analysis of data with an emphasis on a specific social welfare topic/area of research that they choose.

Your topic must be approved by your advisor. Before beginning the take-home exam and at least two months before the paper is due, you must submit to your advisor a 1 – 2-page description of your topic, its relationship to social welfare, and the theories/frameworks to be included. Both the student and the faculty advisor must sign the description and submit electronically to the Ph.D. Office by the deadline established each year.

Students are encouraged to discuss their ideas with their advisor and with any other Mandel School faculty with relevant expertise before the submission of their topic description. While all portions of the exam should be the student's independent scholarship, and faculty shall not comment on written work or act as editor or reviews, it is permissible to engage in conversations with faculty while you prepare for the exam.

Formulate a topic relevant to a social problem, practice or policy issue, or any other substantive area in social welfare. Drawing on the relevant content from Mandel School doctoral courses and from the prominent theories of the topic you have selected, as appropriate, discuss the conceptual and theoretical issues related to this area, organizing your paper as follows:

- A. Describe the topic and its importance to social welfare. State the specific focus of your paper, defining any key constructs and terms (approximately 3 pages).
- B. Briefly describe the historical development of theory about this topic (approximately 3 pages).
- C. Summarize and critique the current theoretical and conceptual literature relevant to this topic (approximately 3 pages).
- D. Summarize and critique the research literature relevant to this topic (approximately 6 pages).
- E. Discuss the fit between the theoretical and research knowledge described above (approximately 2 pages).
- F. Discuss the implication of the theoretical and research knowledge for informing social work practice and/or social policy. Identify key gaps in our knowledge (approximately 2 pages).
- G. Finally, discuss implications for future research and theory on this topic, setting forth a research question or questions based on your discussion above (approximately 3 pages).

Format for the Take-Home Examination

The maximum length is 25 pages (exclusive of references) in Arial or Times New Roman 11-point font with 1-inch margins. Diagrams or tables are included in the maximum 25 pages. Use APA (Seventh Edition).

Students should not put their names on their papers. They should use their 7-digit student identification number on the cover page of the take-home examination.

Due Date

The due date for the take-home examination is determined each year by the chair of the program. An electronic copy of the take-home examination must be submitted and received by the Ph.D. program by 5 PM EST on the date that the examination is due. There will be no exceptions that are not previously approved by the Ph.D. Chair

Part 2: In-class Qualifying Exam

The following are the instructions provided to students on the day of the exam. The exam date is set by the Doctoral Chair and typically follows the due date of take-home exam by at least one month. The exam is from 9 AM until 5 PM on the selected date.

One quantitative study is enclosed. Note that the critique contains two parts (A & B): present your critique in the order indicated and label each section in your paper.

- A. Evaluate the adequacy of the study in terms of the nine aspects of the research process listed below. Within each category, identify the approaches the research has taken and the strength(s) and limitations(s) of the approach chosen.
 1. Social scientific paradigm/theoretical framework
 2. Literature review
 3. Research design, including threats to validity
 4. Sampling
 5. Conceptualization and operationalization of variable
 6. Reliability and validity of measures
 7. Data Analysis
 - a. Appropriateness of analysis, given the questions(s) under investigation
 - b. Assumption underlying the data analysis
 - c. Limitations, biases, and potential causes of error in data analysis
 8. Finding/results
 9. Implications and conclusions
- B. Propose specific changes to this study that would address the major limitations noted above and that you believe would strengthen this investigation.

Qualifying Examination Grading

Students must take their examinations on the date specified each year.

1. The Chair of the Doctoral Program assigns two members of the constituent faculty to read and evaluate the examination.
2. The faculty members are expected to submit their evaluations of the examination within two weeks.
3. Each part of the exam, take home and in class, are graded separately.
4. If the 2 readers disagree in their evaluations, the Chair of the Doctoral Program will assign a third member of the constituent faculty to read and evaluate the examination.
5. The student must receive 2 “pass” ratings on both parts of the exam to advance to candidacy.

If a student does not receive 2 ratings of “pass”, the student must retake that portion or portions of the exam within six months at a time to be arranged by the Chair of the Doctoral Program.

Additional Qualifying Examination Requirements

As stipulated in the Graduate Studies Policies and Procedures and section of the General Bulletin from their [website](#), a student must be registered during the semester in which any part of the exam is taken.

Students must have completed all required coursework before taking the qualifying examinations. If all course requirements have been met except for an elective, the student may petition the Chair of the Doctoral Program to complete the elective either concurrently with the Qualifying Examination or the semester immediately following the Qualifying Examination.

Mandel School of Applied Social Sciences

Qualifying Examination for Doctoral Students

Grading Sheet

Reader: _____ Student No: _____

Take-Home ☐ In-Class ☐
(Check one)

Please read this examination and provide an overall rating below. Consider the following criteria in making your judgments.

1. To what extent does the response accurately address all components of the question as needed?
2. To what extent does the response reflect knowledge of the relevant literature and concepts?
3. To what extent does the response communicate clearly?
4. To what extent does the response reflect analytical ability on the part of the writer (i.e. the ability to identify central issues and show their logical relationships and implications)?
5. To what extent does the response reflect a critical judgment on the part of the writer (i.e. the ability to move beyond facts to generate underlying questions, evaluate assumptions, assess implications)?
6. To what extent does the response integrate the relevant knowledge from different components of the core curriculum?

Students greatly appreciate comments and suggestions on their work. Readers should point out the strengths and weaknesses. For examinations rated failing, comments are required. Comments should address specific questions and the total examination.

Ratings:

<input type="checkbox"/>	Pass	This rating is to be used when, in your judgment; the students' exam fully meets all criteria and reflects readiness to advance to Ph.D. candidacy.
<input type="checkbox"/>	Fail	This rating is to be used when, in your judgment; the students' exam is seriously deficient.

Policy Guidelines for the Process of Doctoral Dissertations (Preparation and Defense)

A major component of doctoral education is the dissertation. Each candidate for the Ph.D. degree must submit a written dissertation as evidence of their ability to conduct independent research at an advanced level. The dissertation must present a significant contribution to knowledge in the students' field (i.e. social welfare), and at least a portion of content must be suitable for publication as an article in a peer-review journal or as a book or, monograph published by a university or, other well-regarded press. The following are some guidelines for students and faculty about the process of completing the dissertation.

The Committee

The dissertation committee is selected by the student from among the Faculty of the Doctoral Program. The committee is chaired by the student's dissertation advisor, which can be different than their academic advisor, and it must have a minimum of three additional members. At least one member of the committee must be a faculty person from a department of CWRU outside of the Mandel School.

Most students begin to form their committees by tentatively selecting a Chair – typically an individual with expertise and interest in the student's research area. It is recommended that doctoral students develop an outline or draft of the research proposal for this discussion. The student and the Dissertation Chair discuss possible Mandel School committee members whose expertise is relevant to the student's research interest. The student then approaches potential committee members, shares the outline or draft proposal, and discusses possible committee membership. The committee member from outside the department is usually contacted at this time as well. It is the responsibility of the Dissertation Chair to ensure that the necessary methodological and substantive expertise is available on the committee.

The selection of potential committee members is an important step. These individuals will contribute advice and assistance to the project, as well as judge the dissertation prospectus and the dissertation. The dissertation committee members will have to collaborate and come to a consensus regarding the student's methodology and approach to the research topic. The Dissertation Chair works most closely with the student in implementing the proposal on which the committee has agreed. However, the dissertation is fully a student's responsibility and must demonstrate the student's independent ability to produce research. The Dissertation Chair provides guidance and personal support but ultimately the committee makes an objective judgment regarding the quality of the student's work.

Dissertation Formats

Students may choose one of two different formats for writing for their dissertation. Each format should be carefully considered by the student in consultation with the student's dissertation committee chair.

Monograph Dissertation

The first format is the monograph format for a dissertation. In this format, the dissertation is organized as an integrated set of chapters written as a logical progression of ideas pertaining to a central topic. Monograph dissertations typically include chapters formatted much like a book, with an abstract, table of contents, introductory chapter(s) addressing literature and theory, a methods chapter, one or more results chapters, a discussion chapter, and a reference list.

Three Paper Dissertation

The second dissertation format is a series of three research papers that may differ in topic but are reflective of a coherent program of research. Each paper is a stand-alone manuscript that is intended to be submitted to a high-quality peer-review journal. Examples of acceptable paper formats *may* include systematic literature review, and theoretical, conceptual, or empirical papers. Other types of papers may be acceptable but must be approved by the dissertation committee.

The three paper dissertations include the following components: abstract; an introductory chapter addressing the literature and theory of the program of research; three chapters that are the stand-alone manuscripts; a discussion chapter that discusses and summarizes implications across the program of research for social work, policy, practice and/or research; and a comprehensive reference list. Policy guidelines continue to evolve as this is a more recent addition to the doctoral program options.

The student is the sole author of the dissertation, including the three paper chapters. In no cases should the paper chapters be articles that have already been published or submitted for publication before the committees' formal approval of the dissertation. The student can choose to co-author any subsequent publications that are derived from or related to the dissertation research. Co-authorship may occur after the dissertation committee has formally approved the dissertation and before the paper is submitted for publication.

The Prospectus

The dissertation prospectus for a monograph is a written proposal containing the following:

- The social welfare problem or issue being addressed.
- The purpose or goal of the research, including the aims of the project.
- The background and significance of the project that includes a review of pertinent literature, gaps in the literature, research questions and hypothesis.
- The conceptual or theoretical framework.
- The methodology to be followed, including an approach to the study, design, sampling, data collection, measures, and data analysis plan; and
- Project timeline and milestones or benchmarks to be used for evaluation progress.

The dissertation prospectus for the three-paper format will vary somewhat from the points above with adjustments approved by the dissertation chairperson. Importantly, the prospectus for a three-paper dissertation should contain sufficient detail so that all committee members understand the significance and methods for each of the three papers. An example is outlined below:

- The prospectus should include an overall introduction making a connection between the three research papers. This will include identifying the overall social welfare problem being addressed across the papers, explanation of the significance of the social welfare problem, identification of gaps in the literature that suggest proposed research, and the theoretical and conceptual framework that guide the 2 papers.
- The prospectus should include the identification of each of the three stand-alone manuscripts. Each stand-alone paper description should contain a title, the aim of that specific research project, an abbreviated background and significance, research question(s) and hypothesis, the guiding conceptual and theoretical framework, and the methods used for each stand-alone paper.

The document should be succinct, precise, and written clearly.

Responsibilities of the Committee Chair, Committee, and Student

For the document to have sufficient scope and depth, dissertation chairs should provide students with a copy of these guidelines, along with the “Outline” to refer to as they go through the process of writing a prospectus, defending a prospectus, and completing a dissertation. Dissertation chairs should discuss the salience of each of the sections in the guidelines as part of the development of the project (including the literature search process and the choice of methods based on the quality standards for the method chosen to answer their research question). The dissertation chair should review a draft(s) of the prospectus and work with the student to prepare a quality document before sending it to other committee members.

The potential committee members review the prospectus. The prospectus should be available for review two weeks or 10 business days before the formal prospectus meeting date during which the proposal is discussed. If the student has chosen the 3-paper dissertation format, the committee should also agree during the prospectus defense whether to read each paper as it is completed or to read the three-paper dissertation altogether as a single dissertation. When the committee has agreed on the student’s plan, a memo about the prospectus is written to the doctoral program chair indicating the date of the agreement and the names of the committee members. The final version of the prospectus is attached to the memo and submitted to the Ph.D. program office to be placed in the student’s file. The final version should reflect changes or suggestions that were agreed upon by the committee.

Following approval of the prospectus, the dissertation chair and members of the committee are expected to remain on the committee until the project is completed or until the student exceeds the five-year time limit for completion of the dissertation. If for any reason there is a need to change committee membership, the student should work with the dissertation chair to obtain a new member and they should orient the new member to the projects to these guidelines.

The student is expected to produce a final dissertation that is consistent with the plan stated in the prospectus. The student should discuss any significant deviation from the plan with their dissertation chair. Any unanticipated deviation from the proposal should be discussed with the committee members during the research process and their approval of any modifications should be submitted to the Ph.D. program office as a written addendum to the prospectus to be uploaded to the students' electric file.

MSASS Doctoral Dissertation Content and Procedures

The following outline is designed to assist doctoral students, dissertation chairs, and faculty members serving on a dissertation committee in preparing and evaluating the quality of student doctoral dissertations. As a guide, the outline below can be used in the following ways:

- Doctoral students can use them as a self-guide in the development of their dissertation proposals and completion of their dissertations.
- Dissertation committee chairs can use this outline to help prepare a student of beginning work on their dissertation and as a tool to evaluate the quality of a students' dissertation drafts.
- The dissertation committee as a whole can use this to help evaluate the students' dissertation prospectus as well as the completed dissertation.
- The outline can be used in appropriate courses in the doctoral program's curriculum to increase the connection between coursework and preparation for independent research on the dissertation project.
- The following may be adjusted for presentation of a three-paper dissertation.

1. Topic

A. Significance of Research

- i. The topic is significant to social work and social welfare.
- ii. The topic is related to a body of knowledge recognized as broadly relevant to social work (practice, policy, or research).

B. Scope

- i. The scope of the study is manageable.



2. Scholarship

A. Literature Review

- i. The strategy for a review of the literature has been delineated and the appropriate databases, search terms and dates, and non-computerized sources of information have been employed.
- ii. The pertinent literature, conceptual and research, has been reviewed and the most important prior studies have been cited.
- iii. Problem statement and social welfare significance is clearly articulated.
- iv. If there is no literature on the problem or social welfare significance, the writer has reviewed studies close to the problem.
- v. The candidate demonstrates a mastery of the literature in the field.
- vi. The questions and hypotheses flow clearly from the problem statement.
- vii. Key constructs in the literature are defined.

B. Theory

- i. A theoretical framework or perspective is articulated (or developed).
- ii. A rationale is offered for the choice of the selected theory or why a new theory is being developed.
- iii. The strengths and weaknesses of the selected theory are identified (a critique using relevant literature).
- iv. The selected theory is appropriate to a research question.
- v. The integration of theory and data is evident in the discussion and conclusion.

C. Originality

- i. The potential contribution is stated clearly, is original, and is the product of the candidate's own thinking about a social welfare issue.

3. Research Design

A. Research Questions and Hypotheses

- i. Research question(s) builds on a review of the relevant literature.
- ii. The rationale and assumptions that underlie the study questions are explicit.
- iii. The research question(s) are clearly stated, and sub-questions articulated.
- iv. If there are hypotheses, they specify a clear and testable relationship; the working hypothesis are communicated clearly whether the hypothesized relationships are directional.

B. Design, Concepts and Measures

- i. The design of the study is appropriate to the research question(s) asked.
- ii. Concepts in hypotheses or research questions are defined.
- iii. Issues relevant to the adequate implementation of the design type and/or model, quantitative or qualitative, are addressed fully.
- iv. The indicators of concepts in the research are specified clearly and

- justified, if relevant.
- v. The measures of concepts are described adequately (e.g. reliability, validity, and normative data) or an approach to use the development of concepts is stated.
 - vi. Methods and procedures of data collection are made explicit and justified as to their appropriateness.
 - vii. Broad issues relevant to internal validity/credibility and reliability/dependability have been addressed.
 - viii. Specific issues relevant to research-quality standards have been addressed. (For example, if an experiment is used, research-quality standards for that design are used. If a grounded theory model is used, specific standards for that model are used. There are specific standards for each qualitative and quantitative model in the literature and these should be used.)

C. Population and Sample

- i. The population (people, text, files) from which the sample was drawn, the method of sampling, and the rationale for the sampling method is well described.
- ii. The rationale for sample size and the anticipated response rate is indicated. In quantitative studies, the rationale for sample size includes a power analysis.
- iii. The sampling plan is consistent with both the research model and the model used for the analysis of data.

D. Procedures and Data Collection

- i. Methods of data collection are clearly described.
- ii. Procedures to enhance access to and cooperation of subjects specified.
- iii. Methods of data collection are appropriate to the population including relevance to age, gender, ethnicity, and other characteristics.
- iv. If appropriate, a pretest or a pilot test has been conducted.
- v. Evidence is provided for data screening and cleaning, if appropriate.

E. Data Analysis

- i. Analyses are consistent with the objectives, design, sampling, method, and assumptions of the statistical or other data-analytic models employed.
- ii. The analysis is clear, complete, and meaningful in context. Method(s) for testing and addressing violations of key assumptions of the analytic techniques are described and implemented, if appropriate.
- iii. The final sample size (number of cases included in the analysis) is clearly stated for each analysis.
- iv. The role of the investigator in the research is described and its implication for data collection, analysis, and interpretation explored.

F. Findings

- i. The findings are tied to the literature and implications for research, practice, and policy are noted.
- ii. The limitations and strengths of the study are identified.
- iii. Findings are clearly and accurately presented and tied to specific research questions (and hypotheses, if appropriate).

4. Ethics

- A. The research has made adequate provisions to ensure the confidentiality of data.
- B. It has been made clear where the data will be stored and for how long.
- C. The research is free from obvious errors and bias.
- D. The research has been approved by the University's Institutional Review Board (IRB) and other organizations involved in the research. The IRB# is recorded in the dissertation.

5. Presentation

- A. The study has a logical, easily understandable sequence from the initial statement of the problem to the last appendix.
- B. Major topics are separated under appropriately devised subheadings, using APA, 7th edition
- C. The format is tailored to meet the demands of the topic.
- D. Copies of relevant materials such as test instruments, interview schedules, directions to subjects, criteria for selection of experts, and pilot test data are appended.
- E. Given the level of detail contained in the study, an appropriately trained researcher could assess the quality of the study.

6. Technical Adequacy

- A. The study is well-edited with adequate attention to grammar, sentence structure, spelling, and non-sexist language.
- B. Includes appropriate descriptive information and findings (e.g. power tests for determining sample size).
- C. Citations include references to central references for the topic and method under discussion, are up-to-date, and are accurate.

Registration and Timing

The dissertation prospectus must be completed and accepted with two calendar years after the student has been admitted into candidacy. It is to the student's advantage to make steady progress in their research and aim at the completion of the prospectus and dissertation.

Once a student registers for SASS 701 (dissertation hours), they must continue to register for SASS 701 each succeeding regular semester (Fall or Spring) until the dissertation is complete unless granted a leave of absence. The minimum acceptable registration is one (1) credit hour per semester until the required 18 is reached. The maximum allowable credit hours for SASS 701 is nine (9) in each semester, per the School of Graduate Studies Policy.

Effective Fall 2014, students must justify the number of credit hours of 701 each semester, in conformity with the policy on the definition of a credit hour.

Grades of Satisfactory (S) and Unsatisfactory (U) are to be used for dissertation research (SASS 701). Satisfactory indicates an acceptable level of progress towards completion of the research required for the degree; and Unsatisfactory indicates an unacceptable level of progress towards completion of the research for the degree. At the beginning of each semester, faculty supervising students enrolling in dissertation research should establish the specific dates and products required of the student each semester for them to receive a grade of S.

Students must make a report to their dissertation chair on their progress each semester before grades are due. Students can receive a U (unsatisfactory) if they fail to notify faculty of their progress or fail to make progress as planned. A grade of U is a permanent grade and cannot be changed. Any student who receives a grade of U will automatically be put on academic probation. A student who received two (2) grades of U will be separated from the program.

Submission, Defense and Approval of the Dissertation

As the dissertation is being completed, the student shares drafts of chapters with the advisor. Copies are reviewed by other committee members as agreed upon during the prospectus hearing. Any serious or major questions, suggestions, or revisions should be made before the dissertation chapters are sent for final review to the committee members. If the project was carried out as described clearly in the prospectus, no major doubts or changes in directions should arise at this time. The Mandel School Doctoral Program Executive Committee approved the following motion during the 2007-2008 academic year about the scheduling of the oral defense:

"Beginning with the academic year 2008-2009, no doctoral dissertation or prospectus hearing will be scheduled for the months of June, July, and August. If a student desires an August graduation date, the dissertation defense must be scheduled prior to May 31st.

It is the responsibility of the dissertation chair in consultation with the committee members to communicate needed changes and or readiness of the document for a defense to the student. When the dissertation chair indicates that the dissertation is generally acceptable, the student and/or dissertation chair completes the [Notification for Scheduling the Final Oral Exam for the Ph.D.](#) form, once the dissertation chair signs, they need to get the signature of the Chair of the Doctoral Program and the form is uploaded to the students electronic folder on the server and the original is submitted to the School of Graduate Studies (SGS). This task must occur three (3) weeks before the oral defense date and the SGS will post the dissertation defense on their calendar. The Doctoral Program will announce the defense electronically. All CWRU faculty and students and interested individuals are invited to attend the first part of the defense, which is public.

The Mandel School Doctoral Program policies regarding the public portion of the dissertation defense (i.e. the colloquium) are provided in the following section. The colloquium is followed by a private meeting of the committee during which the committee members will query the student about their dissertation. The primary purpose of this examination is to allow students to demonstrate that they can defend the ideas, analyses, interpretation of results and conclusions contained in their written dissertation. The committee will also make suggestions for additions or corrections if needed. Sometimes major revisions are requested requiring approval by the entire committee. A minimum of three (3) out of the four (4) committee members must approve the dissertation for it to be accepted. If the dissertation is not accepted, the student may begin again with a new prospectus and committee if the five-year limit has not been exceeded.

The student is responsible for reading and understanding current requirements, deadlines, and policies of the School of Graduate Studies through the period of work on the dissertation. This information can be found on their [website](#).

The CWRU Human Research Continuing Education Requirements (CREC Program) stipulates that students must be properly certified throughout the entire Ph.D. program, including at the time of their prospectus hearing, during their dissertation research, and at the time of their dissertation defense. Detailed information can be found on their [website](#). It is the responsibility of both the student and the faculty advisor to ensure adherence to this policy.

Policy on Public Portion of the Dissertation Defense

The public portion of the dissertation defense is a critical component of a doctoral candidate's defense. The public portion serves three (3) key purposes. The first is to demonstrate the candidates' competence to publicly present their dissertation research. The second is to demonstrate the candidates' competence to respond to rigorous intellectual questioning about the dissertation research and its place within the candidates' larger academic discipline. Third is to demonstrate the candidate's competence to consider alternative or new perspectives that go beyond the candidates' perspective or the perspectives of the dissertation defense committee. Hence, the major function of the public portion is to provide the dissertation

committee with additional evidence beyond the written document of whether the dissertation meets scholarly standards. The public portion also serves several secondary functions: it provides an opportunity for the doctoral program and the larger university community to engage in intellectual discussion, as well as motivation and peer role models for students at earlier stages in their doctoral career.

For the public portion, the candidate will be asked to give a formal presentation on their dissertation research, findings, conclusion, and implications. This presentation should last no longer than 30-45 minutes, maximum. It is unlikely the student will be able to present all the details included in the dissertation; consequently, the student should be selective in the information presented. Following the presentation, the candidate is expected to answer questions from those present at the public portion. This is an important part of the defense, which should not be shortchanged, and a minimum of 30 minutes should be reserved for this part. The chair of the dissertation defense committee is responsible for ensuring that adequate time is provided during the public portion of the defense for questions and answers.

The dissertation committee should consider the candidates' performance during the public portion as part of their overall evaluation of whether the dissertation meets acceptable scholarly standards. Performance during both the oral presentation and answers to questions is important. In evaluating the candidates' performance, however, the dissertation defense committee should be mindful of the stress that this consequential and public event may create for candidates.

For the oral presentation, the dissertation committee can provide feedback on how well the candidate organized and communicated, both orally and visually, the following topics:

- research aims(s), including clear definitions of key constructs and target population
- background and significance
- theoretical or conceptual model
- research questions, and hypotheses if appropriate
- study design and procedures
- sample
- measures
- analytic strategy
- empirical results
- conclusions
- implications
- study limitations
- key directions for future research

How well did the candidates' answers to questions demonstrate the following?

- a clear understanding of the audience's questions
- breadth of scholarly knowledge

- depth of scholarly knowledge
- ability to “think on their feet”
- a professional, scholarly response style
- ability to ask for clarification when needed
- critical or independent thinking
- creativity or innovation
- ability to respond concisely and clearly
- openness to new or alternative perspectives and ideas
- acknowledgment of their limitation in knowledge (it is acceptable to say “I don’t know, but I will think about that”).
- novel connections drawn between ideas
- insight into implications for social work education, practice, policy, research and/or theory
- appreciation of the value of questioning in research
- ability to accept critical inquiry and their work

Because of time constraints and because of the unpredictable nature of the questions that may be raised, candidates should not be expected to demonstrate all these elements during the question and answer period. It is the responsibility of the chair of the dissertation defense committee to prepare the candidate for possible questions and answers.

Doctoral Program Student Grievance Procedure

It is the responsibility of the School of Graduate Studies to assure that all students enrolled for graduate credit at Case Western Reserve University have adequate access to faculty and administrative consideration of their grievances concerning academic issues. The following procedure has been established for the Mandel School Doctoral Students to present complaints about academic actions they feel are unfair.

1. Students with complaints should first discuss their grievances with the person against whom the complaint is directed.
2. In those instances, in which this discussion does not resolve a grievance to the students’ satisfaction, a complaint should be presented in writing to the Chair of the Doctoral Program.
3. The Chair of the Doctoral Program shall convene the elected faculty members of the Doctoral Executive Committee to review the grievance and make a recommendation(s) to the Mandel School Dean and Dean of Graduate Studies.
4. The Mandel School Dean shall make their recommendation(s) to the Dean of Graduate Studies.
5. If a decision still appears to be unsatisfactory to the student, the student may bring the matter to the attention of the Dean of Graduate Studies. The Dean may ask the student to put the complaint in writing. The Dean will then discuss the case with the student, the Chair of the Doctoral Program, and the Mandel School Dean to evaluate the particulars and to make a ruling on it.

The Dean of Graduate Studies has the responsibility for the final decision, and the ruling from the Dean's Office of Graduate Studies will be considered final and binding on the person involved in the grievance. Additional information about the grievance procedure can be obtained from the School of Graduate Studies.

It should be understood that this grievance procedure relates solely to graduate student complaints concerning academic issues.

Terminal Master's Degree for those students who do not complete the dissertation

The Mandel School Doctoral Program created a terminal master's degree within the Ph.D. Program in Social Welfare. The degree is a Master of Arts in Social Welfare. The name of this degree was deliberately chosen in order to reduce any chance of confusion with the MSW degree (or its equivalents), which is recognized as the terminal master's-level degree within social work and which is a professional degree. The name also reflects the research and theory competencies that students demonstrate to be eligible for the degree. The Master of Arts degree falls under the School of Graduate Studies "Plan B" policy for master's degrees. The degree entails no requirements other than those already required of students in the Ph.D. Program in Social Welfare. Specifically, the Master of Arts in Research and Theory in Social Welfare would be awarded to students who have: (a) successfully completed all required coursework; (b) passed the qualifying examination (both parts); and, (c) have been advanced to candidacy but who are exiting the program before completion of the Ph.D. Students exiting the program before completion of the Ph.D. in Social Welfare may petition to receive the terminal Master of Arts in Research and Theory in Social Welfare after fulfilling the above requirements. This policy was effective as of March 2015.

Doctoral Student Writing, Spoken Language and Collegial Support

ENGL 148, Introduction to Composition or, ENGL 180 Independent Study

Both courses are undergraduate composition courses that are appropriate for a graduate student for whom English is not his/her first language. Course content varies based on student's needs but covers fundamental grammar and writing mechanics. Doctoral Students may take this course as a fellowship course by completing and submitting the [Fellowship Course Application](#) to the School of Graduate Studies. Students should also make certain to provide an electronic copy to the Doctoral Program Office to upload to their electronic file. To ensure you are not charged for taking this course, you will not register in SIS, you will automatically be registered by completing this form with the appropriate signatures and submit to the School of Graduate Studies.

Spoken English and International Support Seminar

Kimberly McFarlin, Lead Instructor, kms46@case.edu, 216.368.5879

- The seminar addresses challenges facing incoming international students as they begin graduate studies (MSSA, MNO, and Ph.D.) at the Mandel School.
- Seminar curriculum provides international students with opportunities to address critical concerns with the English language as well as issues related to acculturation and their adjustment to new academic requirements.
- The first half of each session focuses on the English language and is designed to support international students in becoming comfortable and confident in using spoken and written English. The instructor helps with issues of pronunciation, sentence structure and allows students to practice conversational English and make class presentations.

Writing Resource Center

The [Writing Resource Center](#) (WRC) provides support for writers across the university. WRC offers in-house programming ranging from campus workshops and student writing groups to one-on-one tutoring. One-on-one tutoring pairs students with a writing consultant to provide individualized, hands-on instruction specific to student goals. The WRC encourages students to utilize its services and focuses on class assignments, theses, and dissertations. The WRC does not offer content support, only writing support.

Email: writingcenter@case.edu

Women in Sciences and Humanities Earning Doctorates (WISHED)

WISHED is a student-run group supported by the Flora Stone Mather Center for Women. WISHED are a community of female doctoral students that provide social and professional resources for personal and community development. WISHED provides a community of support for the personal and professional challenges women experience during their doctoral studies and throughout their future careers.

Student Membership on the Doctoral Program Executive Committee

The Doctoral Program Executive Committee makes recommendations to the Chair and the constituent faculty in matters related to leadership, standards, and activities for the overall planning, development, and coordination of the doctoral program.

Two doctoral students, one first year, and another second year or beyond hold the position for 2 years to serve as student representatives for the Doctoral Program Executive Committee. The responsibilities for each committee member include attending monthly meetings and preparing a student report that updates faculty on



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Mandel Doctoral Program Student Handbook 2021-2022

concerns or suggestions proposed by students. The student representatives are expected to represent the interests and perspectives of current students during discussion and decision-making in the Executive Committee, to proactively raise concerns or suggestions from their peers, and to communicate with the constituencies regarding matters considered during Executive Committee meetings. Student representation does not attend an executive session of the Doctoral Program Executive Committee, when matters related to individual students are discussed.

The student representatives are selected by current students during orientation for the incoming Cohort. Doctoral Program Executive Committee meetings are open for all students to attend, except during executive sessions.

The student represented are invited and encouraged to attend the Mandel School Faculty meetings, which meet monthly during the academic year. Student representatives may vote on general faculty matters at faculty meetings. Student representatives may not vote on any matters about their own or other students' candidacy for degrees.

Other Leadership Opportunities for Doctoral Students within the Mandel School

Doctoral students can also volunteer to serve as the Doctoral Program student representative to the Mandel School Information Technology Committee and the Lillian and Milford Harris Library Committee. If interested, contact the Chair of the Doctoral Program.

Graduate Student Council

The Graduate Student Council (GSC) is a representative government for graduate students pursuing advanced degrees in the School of Graduate Studies at Case Western Reserve University

The GSC serves as a forum of graduate students whose focus is to meet, discuss, and take action on academic, social, and professional affairs. The GSC actively represents students' individual and collective interests by pledging to lobby faculty and university administrators on their behalf.

All departments under the School of Graduate Studies are afforded representatives who regularly attend monthly general assembly meetings of the GSC and help shape university policies directly affecting graduate students through their dialogue with the university administration. The Mandel School Doctoral Program representative is appointed by the Doctoral Program Chair. If you are interested in this position, make an appointment to speak with the Chair.

All graduate students are members of the GSC, and all are welcome to attend their meetings, forums, and sit on its committees. Please learn more about the GSC by visiting their [website](#).



Arol Shack Dissertation Awarded to Mandel School Doctoral Candidates

Program Guidelines

The Doctoral Programs' Arol Shack Dissertation Award was established through donations from friends and alumni of the program and a matching gift from Dr. Gigi Nordquist. The fund honors the many years of work and dedication Arol Shack devoted to the doctoral program and its students and faculty and the program's department assistant.

Funds will support the following:

Doctoral Dissertation Awards – Maximum of \$1,000 per award. One award is made each year. Funds are to be used to support the students' work on their dissertation. Examples of eligible expenses include fees for research instruments, travel expenses, and costs of visits to the Mandel School (if living elsewhere), hiring of statistical or methodological consultants, software costs, payments for study participants, as well as personal compensation for students for purposes directly connected to the dissertation, such as printing services, postage, or childcare expenses while collecting dissertation data.

Eligibility

Full-time as well as part-time students who have passed the Qualifying Exam, have an approved prospectus, and have endorsement from their dissertation chair are eligible to apply. Any dissertation topic is eligible.

Requirements

The student must be currently working with a Mandel School faculty member on their dissertation research. The expectation is that the work funded through this award will be completed by the end of the one-year grant award period.

Funding

The award is available only one time. The award is given as a stipend of up to \$1000. Applications should be submitted by the early fall of each academic year with the student being notified of the award decision. The award period follows the academic calendar.

Application procedure and deadline

Applications for this award must be signed by both the student and their dissertation chair and should include the following information: a 3 – 5 page summary of the students' proposed research; a budget showing how the funds will be used to help the student complete the study; a statement of when the prospectus was approved and a timeline for completion of the dissertation research;

and a statement discussing any other funds awarded from other sources to complete the study.

Decision-making process

A small committee of Mandel School Faculty will review the applications for the dissertation award and make recommendations to the Doctoral Program Chair based on the merits of the proposals and financial need of the applicant.

Recognition

Formal recognition of the award will occur at the School of Graduate Studies awards ceremony held each spring.

Graduate Student Travel Awards

The Doctoral Program provides Student Travel Awards for students presenting papers at a national conference.

Amount of Award: Contingent on available doctoral program funding, a student can be reimbursed for eligible travel expenses as determined by the [University Office of Travel Services](#). The amount of the award from the doctoral program is determined each year and can and should be used as a match for travel conference funds awarded by the School of Graduate Studies, Endowment Sponsored Mentorship Program [GSTA](#), when possible. Applicants may receive only one grant-in-aid during their graduate career from GSTA. Students planning to apply for a Graduate Student Travel Award from the School of Graduate Studies must ascertain from the Chair of the Doctoral Program whether the required matching funds from the Mandel School are available before applying for the GSTA.

Application Procedure: Submit the following materials: letter/email notification from conference organizers indicating acceptance for presentation and listing your affiliation with the Mandel School; a preliminary budget detailing eligible expenses; and a statement if there are any available funds from the Mandel School other than the Doctoral Program or if you plan to seek travel fund support from Graduate Studies.

Reimbursement Procedures: Students can be reimbursed for conference registration fees, abstract submission fees and, airfare with prior approval and appropriate documentation. Eligible expenses cannot be reimbursed until after the conference has taken place. Students must adhere to CWRU policies, as follows, for reimbursement of travel expenses:

1. Request for reimbursement of travel expenses must be submitted by scanning all receipts to the Doctoral Program Department Assistant electronically.
2. When booking flights, please be reminded that the University requires detailed receipts (e.g. a receipt that details flight numbers, destination(s), ticket number(s), and proof of tender type payment, credit card, cash). The University will not reimburse for airline or other trip insurance.
3. If driving, total personal automobile expenses for a specific trip shall not exceed the lowest available airfare plus the costs of associated ground transportation. Travelers may be asked to provide documentation substantiating that the mileage reimbursement does not exceed the lowest available airfare.
4. A detailed receipt for any meals is also required, alcohol is not an allowable expense. All receipts must include proof of tender type payment (i.e. credit card, cash) and show a zero balance. Meals are only covered for the student attending conference, no expenses for a guest/spouse will be reimbursed.
5. Gifts and entertainment costs are not permitted.
6. Personal expenses such as personal phone calls, laundry, newspapers, magazines, toiletries, in-room movies, etc. are not eligible for reimbursement.
7. Additional travel expenses for family members are not reimbursable.
8. There will be no advancement of funds (other than reimbursement for airfare, conference, and abstract fees with receipt); reimbursement occurs after all receipts are submitted electronically to the doctoral program.

Acknowledgment: Student given travel awards must include in the presentation a statement that "This Presentation was made possible, in part, through financial support for the Jack, Joseph and, Morton Mandel School of Applied Social Sciences."

Research, Teaching, Service, and Leadership Activity Report

All doctoral students are required to submit a yearly report with their updated curriculum vitae and updated biographical sketch to the Ph.D. program chair outlining student progress for the prior academic year. The report includes the following:

1. Publications
2. Manuscripts under review/in preparation
3. Presentations at conferences
4. Abstracts submitted

5. Grant proposals
6. Another research activity
7. Teaching activity
8. Service and leadership to the school, community, and profession
9. Participation in the Mandel School and University professional development activities
10. Honors and awards
11. Facilitators or barriers to timely progress in the program

The Activity Report is generally due at the beginning of the academic year and covers the previous academic year. Both students and faculty advisors are asked to sign the Activity Report. Effective Fall 2015, faculty are also asked to attach another page with their written assessment of the student's progress and to discuss their assessment with the student. This fulfills a requirement of the School of Graduate Studies and is very helpful to the Program Chair and the Doctoral Program Executive Committee in monitoring of student progress. A summary of the reports is shared with the faculty members of the Doctoral Program Executive Committee in the Fall of each academic year.

In addition to serving as an important mechanism for the individual student, his or her faculty advisor, and the faculty members of the Doctoral Program Executive Committee to annually evaluate each student's progress in the program, Activity Reports can be used by the Executive Committee to identify programmatic strengths and weaknesses.

Additional Mandel School and University Policies

Multiple Relationships at the Mandel School

A multiple relationship exists when a faculty member, staff member, administrator, or student is in a professional role with a person and (a) at the same time is in another role closely associated with or related to that person or (b) at the same time is in a relationship with another individual closely associated with or related to that person. Multiple relationships are not ipso facto, unethical, but they do pose a potential risk for harm or exploitation or favoritism.

Potential Problems Associated with Multiple Relationships

- Providing an objective evaluation for admission, performance, or supervision.
- Having access to private information that not everyone

- who might be affected by the information.
- Preferentially treating the person or being perceived as treating the person in such a way.
- Creating additional work for other faculty, staff, or administrators when responsibilities must be realigned to protect against problems associated with multiple relationships.
- Generating concern over damage to collegial relationships – and untenured faculty may feel at particular risk for retribution.
- Generating concern over damage to the external reputation of the school.

The following policies pertain to multiple relationships of the Mandel School faculty, staff, administrators, or students that pose the potential for risk of harm, exploitation, or favoritism or the perception thereof:

- A relationship that meets the definition of a “multiple relationships” as outlined above must be disclosed immediately to all parties who may be affected by the relationship including the Mandel School Dean. Such disclosure is likely to occur at the time of application for admission to an educational program or experience, for hiring, for promotion, or at enrollment in a specific class.
- When applicable, an annual form regarding multiple relationships shall be filed with the Dean’s office by members of the Mandel School faculty, staff, and administration involved.
- The parties involved in a multiple relationship, in collaboration with the Mandel School Dean, shall establish a written plan for avoiding or managing any potential risk for harm, exploitation, or favoritism due to said relationship.
- Individuals in multiple relationships with members of the faculty, staff administration, or students must be evaluated against the same standards as their peers.
- Individuals shall not be involved in the supervision or the evaluation of the individuals with whom they have multiple relationships.
- Students shall not enroll in classes taught by faculty with whom they have multiple relationships. This means that the School will first try to find another faculty member to teach a course if a multiple relationship with a member of the faculty occurs. If this is not possible, other alternatives to provide a student with the same educational content shall be sought.
- Hiring of individuals in multiple relationships as members of the faculty, staff, or administration must be conducted through established University hiring processes.

The Dean shall be responsible for ensuring compliance with policies and procedures related to multiple relationships.

Despite the formulation of these policies, it should be noted that multiple relationships, as defined in this document, are not to be encouraged within the School.

University Resources

Sexual Misconduct

Policy

Case Western Reserve University is a community based upon trust and respect for its constituent members. Sexual misconduct is a violation of that trust and respect and will not be tolerated. Members of the Case Western Reserve community, guests, and visitors have the right to be free from sexual misconduct, as well as domestic violence, dating violence, and stalking. All members of the community are expected to conduct themselves in a manner that does not infringe upon the rights of others. The purpose of this policy is to define sexual misconduct and the procedures the university uses to investigate and take appropriate action on complaints of sexual misconduct. When complaints are reported, the university will act to end the discrimination, prevent its recurrence, and remedy the effects on both individuals and the university community. This policy and the accompanying procedures shall serve as the only internal university forum of resolution and appeal of sexual misconduct complaints. This policy applies to all members of the university community including all students, Post- Doctoral Fellows and Post- Doctoral Scholars, faculty, staff (including administrators), and other university officials, whether full or part-time, and guest lecturers, volunteers, contractors, and visitors. This [Policy](#) is applicable to a student on the date on which the student accepts admission to the University.

Academic Integrity Policy

The University's research, scholarship, teaching, and community service are central to its mission. To achieve that mission, the highest of academic integrity must be articulated to all members of the University community: faculty, students, and staff.

All members of the community are expected to interact professionally in those endeavors which promote and facilitate the University's common mission. Adherence to professional Codes of Ethical Conduct can and does play a central role in the matter. Full text can be found by visiting the [Academic Integrity Standards for Graduate Student](#).

Plagiarism is a violation of the academic integrity standards. Plagiarism is defined as the submission of work done by another with the intent that it can be viewed and evaluated as one's own. Thus, copying on an examination, turning in a term

paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

Mandel School Resources to Support Student Success

Lillian and Milford Harris Library

The [Lillian F. and Milford J. Harris Library](#), serving the Mandel School since 1916, is one of only a few libraries administered by a school of social work. It supports the Mandel School curriculum, as well as faculty and doctoral research interests. The librarians are highly skilled professionals, with specialized knowledge in social work and social welfare, and have extensive experience in finding, obtaining, and evaluating information. They are available to assist users in conducting literature reviews and in developing other library research skills.

The library is located in the Mandel Building and its resources are available to all students, faculty, and instructors. All library policies, services, and hours are updated regularly on the Harris Library's website. Current students, faculty, and staff are welcome to borrow items with a valid Case ID card.

Statistical Consultation

The Doctoral Program has arranged for a consultant to provide statistical consultation related to quantitative research to doctoral students. There is no charge to doctoral students for this consultation. The amount of time available will depend on the consultant's other responsibilities and other requests for consultation. It is usually best to talk with your dissertation committee before seeking consultation related to dissertation research.

Consultation is not limited to dissertation research; students may also use it for conference presentations or manuscripts for publication, for example. For consultation related to coursework, students should consult first with the course instructor and TA before seeking assistance from our consultant. As with any consultation, you should remember to acknowledge this assistance in any final product.

Ph.D. Student Workroom and Computer Lab

Doctoral students have access to the Mandel School Ph.D. computer lab all day, every day. Each student will receive a key to the room. The workstations have access to a variety of general software (e.g., MS Office, Acrobat, web browsers, etc.) as well as specialty software such as SPSS, AMOS, Atlas.ti, GPower and MPlus.

The same applications can always be accessed through the MyApps system. MyApps provides a virtual desktop environment with access to run all the software

licensed available to Mandel doctoral students without the need for installation on a computer. Instructions for using MyApps are available on the UTech website at <https://case.edu/utech/services/myapps>. For assistance using MyApps or other technology questions, please contact the UTech Service Desk (help@case.edu or 216-368-HELP) or visit the UTech Care Center in Kelvin Smith Library.

There is a printer available for student use. Students should be aware that the Doctoral Program is charged for printer toner cartridges which are very expensive, and the Mandel School pays for the paper. Please think carefully before you print anything and consider ways to conserve paper (e.g. printing two pages side-by-side). If there is a large printing job, please talk with the Doctoral Program Department Assistant about the best way to print it. Please be considerate of others using the computer lab. The Doctoral Department Assistant can also provide students with cleaning supplies, as needed.

Ph.D. Program Canvas Site

This site was created to serve as a repository for information and resources related to the Mandel School Ph.D. Program. Access to this site is limited to the current Mandel School Ph.D. Students and Faculty.

Examples of materials contained in this site:

1. Student Handbook Archives
2. Steps to Adjunct Teaching as a Doctoral Student
3. Key Required Steps in the first 2 years
4. Qualifying Exam FAQ
5. Mandel School Research and Training Resources / Webinars

Information Technology

For help with information technology issues, students have access to the CWRU Help Desk through the University IT Department. You can reach the help desk by calling 216-368-4357 or emailing, help@case.edu.

Additional University Resources

UCITE (University Center for Innovation in Teaching and Education)

The University Center for Innovation in Teaching and Education empowers people to learn. Case Western Reserve University has a long tradition of innovation and excellence in teaching. A leader in the discovery of new knowledge through scholarship, the university strives to develop students with skills and attitudes that support a lifetime of discovery and learning. UCITE, believes this is fostered when both students and faculty understand and practice the “scholarship of teaching” and the “teaching in scholarship.”

All individual services are free and by request of the faculty member. Results are

confidential. To schedule, contact the UCITE office by phone 216.368.1224 or by email ucite@case.edu.

International Student Services (ISS)

The [Office of International Student Services](#) provides support and resources for Case Western Reserve's international students on immigration matters, intercultural exchange opportunities, understanding the social and academic culture on campus and in the U.S.

Office of Disability Services

[Disability Resources](#) is committed to assisting all Case Western Reserve University students with disabilities by creating opportunities to take full advantage of the University's educational, academic, and residential programs. The best place to start is their webpage and begin the registration process.

University Health & Counseling Services ([University Health and Counseling Services](#))

The mission of University Health and Counseling Services is to advance the well-being, development, and academic success of our diverse student body through integrated medical, mental health, and wellness services. We collaborate with the entire CWRU community through outreach, education, and services to promote a culture of safety, respect, and global citizenship that fosters lifelong resilience.

UHCS provides healthcare and counseling for students of Case Western Reserve University. We value a collaborative, holistic approach to treating the mind and body. Our interdisciplinary team includes physicians, psychiatrists, psychologists, nurse practitioners, social workers, counselors, nurses, medical assistants and for our varsity athletics, athletic trainers.

Specialty services are offered for dermatology, allergies, psychiatry, substance use, and women's health. Wellness and health promotion programs include stress management, vaccinations, healthy sleep, and mindfulness. UHCS administrative staff coordinate the Student Medical Plan with Aetna Student Health.

Appendix – Fellowship and Assistantship Comparison

	Doctoral Research & Training Fellowship	Doctoral Research Assistantship	Work
Function	Training	Training	Employment
Work Product	Not controlled by School/faculty	Controlled by School/faculty; benefits student's personal study and School/project.	Controlled by School/faculty; clear scope of work to benefit School/project.
Relationship	Student-Mentor	Student-Mentor	Employee-Employer
Source of Funding	MSASS	External	External
Account Code	572000	572000	514000
Taxable?	No	No	Yes
Stipend/Pay Level	\$18,000 for AY (AY=720 hours)	\$18,000 for AY; \$2,000 per month. (AY=720 hours). Stipend can be less based on effort (e.g., \$9,000 for 10 hrs per week).	\$18.30 maximum per hour
Tuition Scholarships	Yes. Pursuant to Doctoral Handbook (coursework, plus 6 701 credits in 3 rd year).	Yes. In addition to those contained in the column to the left, when a stipend is provided via faculty-generated external funding : 1) 4 701 credits for an \$18,000 AY stipend, or 2) 2 701 credits for a stipend of at least \$12,000 over the course of an academic year. These additional credits must be used in subsequent semesters. Under no circumstances will a student receive a refund or be compensated for unused, banked 701 credits upon departure or graduation from the program. Credits cannot be transferred to another student.	No.

